



UNIVERSIAD BOLIVARIANA DEL ECUADOR

**MAESTRÍA EN PEDAGOGÍA DEL INGLÉS COMO LENGUA
EXTRANJERA**

**Trabajo de Titulación Previo a la Obtención del Título de Magíster en Pedagogía
del Inglés como Lengua Extranjera**

TEMA

**The development of speaking skills using gamification strategies in the seventh
graders**

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**ECUADOR
2024**

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Fecha: 18 de mayo del 2024

Siendo designado como tutor del programa de maestría PEDOGOGÍA DEL INGLÉS COMO LENGUA EXTRANJERA de la Universidad Bolivariana del Ecuador (UBE) se avala el trabajo titulado THE DEVELOPMENT OF SPEAKING SKILLS USING GAMIFICATION STRATEGIES IN THE SEVENTH GRADERS que ha sido elaborado por KEVIN OMAR ORTIZ HUERA bajo mi tutoría, y que reúne los requisitos para ser defendido ante el tribunal que se designe a tal efecto.

Firma:

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Dedicatory

I dedicate this research project to my family, who have assisted me in all my personal goals even if they involve sacrifices in our lives. I also dedicate this work to my girlfriend who has been there for me to give a hand every single day since I started this project. To my tutor who helped me revise the project with her comments and suggestions to have a great product. Finally, I dedicate all of this to God because without him we are nothing nor would we achieve anything.

Abstract

In the present time, students encounter innumerable challenges and different factors at the moment of developing a second language, such as English. Within this context, since many years ago, for non-native speakers, the most difficult skill to acquire and develop is speaking due to the different factors that do not allow them to develop their oral communication. For this reason, the main aim of this research is to determine if gamification strategies help students develop their speaking skills. The proposal is based on a mixed method, which combines quantitative and qualitative instruments that helped the investigator gather information and analyze the results after the application of the gamification strategies. Besides, the instruments helped to analyze the students' deficiencies and find the most suitable gamification strategies to apply in the classroom. The participants in this study were students in the 7th grade at a rural institution. The results obtained in this project indicated that the use of gamification strategies improved the students' oral performance. Therefore, it is evident that the intervention helped these students to increase their vocabulary, improve their pronunciation, use the right grammar, improve their fluency, and, at the same time, improve their communication. Through the combination of quantitative and qualitative methods and instruments, it is concluded that gamification strategies positively affect the development of speaking skills inside the classroom. The investigation proved that the main objective was carried out since it was determined that students developed their speaking performance with the use of gamification strategies.

Keywords: Speaking skills, Gamification strategies, Content, Vocabulary, Fluency, Pronunciation, and Communication

Resumen

En la actualidad, los estudiantes encuentran innumerables desafíos y diferentes factores al momento de desarrollar un segundo idioma, como lo es el inglés. En este contexto, desde hace muchos años, para los hablantes no nativos, la habilidad más difícil de adquirir y desarrollar es la del habla debido a los diferentes factores que no les permite desarrollar su comunicación oral. Por este motivo, el objetivo principal de esta investigación es determinar si las estrategias de gamificación ayudan a los estudiantes a desarrollar sus habilidades orales. La propuesta se basa en el método mixto, que combina instrumentos cuantitativos y cualitativos que ayudaron al investigador a recopilar información y analizar los resultados finales tras la aplicación de las estrategias de gamificación. Además, los instrumentos ayudaron a analizar las deficiencias de los estudiantes y encontrar las estrategias de gamificación más adecuadas para aplicar en el aula. Los participantes de este estudio fueron estudiantes de 7º grado de una institución rural. Los resultados obtenidos en este proyecto indicaron que el uso de estrategias de gamificación mejoró el desempeño oral de los estudiantes. Por tanto, es evidente que la intervención ayudó a estos estudiantes a aumentar su vocabulario, mejorar su pronunciación, utilizar la gramática correcta, mejorar su fluidez y, al mismo tiempo, mejorar su comunicación. Mediante la combinación de métodos e instrumentos cuantitativos y cualitativos, se concluye que las estrategias de gamificación inciden positivamente en el desarrollo de la habilidad de hablar dentro del aula. La investigación demostró que se cumplió el objetivo principal ya que se determinó que los estudiantes desarrollaron su desempeño oral con el uso de estrategias de gamificación.

Palabras clave: Habilidades orales, Estrategias de gamificación, Contenido, Vocabulario, Fluidez, Pronunciación y Comunicación.

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Introduction

Currently, when talking about learning a foreign language, teachers and students must face different issues and factors to succeed in the teaching and learning process. One of these problems is the lack of speaking skills in the classroom, and it is essential to look for different solutions when students are having problems with oral expression, and they cannot communicate through the different activities that teachers provide to achieve the stated objectives of quality and meaningful education. According to Rao (2019), this is important because in the modern world, communication skills play a crucial role because they assist students to be successful in the language learning process and be capable of communicating with others around the world. Speaking is the most important skill among the four language skills to get in touch with the global world. Based on this, it is the ability to share people's ideas so that they and others can speak to each other to become better communicators and be able to transmit coherent messages.

In order to grasp this factor in learning English, Maghawry (2021) has carried out an investigation that shows the effectiveness of using gamification strategies since it helps students to stay motivated at the moment of speaking, they can leave aside the shame or fear of making mistakes and that others will make fun of them, and it also gives students confidence to be able to speak and express their opinions using oral communication. Taking into consideration what the author mentioned in the development of speaking skills, gamification as a methodological tool contributes positively to the teaching-learning process, raising the level of oral communication to achieve the desired objectives.

In this same line, Marín and Argudo (2022) carried out an investigation in Ecuador, which shows that schools in Ecuador have different problems in speaking due to the poor development of EFL teaching strategies, and gamification is one of the methods that helps students develop speaking, since through competition students can put aside the fear of speaking, and in this way, it allows them to improve considerably their speaking level. Based on this information, gamification has given good results in oral communication since students feel motivated to learn

and have the desire to actively participate in the teaching-learning process of the second language.

All these investigations have been based mainly on one problem, which is the development of speaking skills. This has been happening due to a lack of strategies to help students speak inside the classroom. For this reason, the problem is the lack of different gamification strategies that support oral communication in classroom activities. According to Farhan (2019), the first skills students develop are reading, writing, and listening, but speaking is not developed in classrooms because the students are shy or embarrassed when sharing ideas through their mouths, resulting in the poorest skill. Bearing in mind this situation, in classes, students have poor interaction regarding speaking skills.

After an analysis and an observation in the classroom, it is obvious that students have limitations and problems in producing the language. These students work in activities that are part of reading, writing, and listening, but speaking is the weakest skill since when they are developing activities, they remain silent and embarrassed. For this reason, this research is essential to find the best solutions and help students develop this skill. On the other hand, when discussing this issue with the authorities and the rest of the teachers, they mention that students like to compete with each other, which helps them pick up knowledge. According to Mora et al. (2020), the best method to help students develop speaking skills is the gamification method because it provides different activities based on competitive games. Therefore, different gamification strategies can help students in English classes.

The application of gamification has been successful within educational institutions. This can support Rao (2019) in his investigation because he obtained positive results regarding the increase in speaking skills and enhancing the teaching-learning process. Moreover, the development of this research becomes something indispensable and striking since it starts with the application and use of gamification as a methodological tool within the classroom, seeking in this way that teachers seek to update knowledge in the new methodologies, especially in gamification. After all the information presented above, it turns out that the problem

is: To what extent did the gamification strategies contribute to the development of speaking skills in seventh graders?

The general research line that this research proposal will follow is pedagogy, didactics, and management of education, and the specific research line that will help the investigation is pedagogical innovation because gamification is a method that helps teachers find strategies that help students develop the problems they are facing. On the other hand, the research object is the teaching and learning process of speaking skills in seventh graders at Pedro de Puelles School. After the analysis of the institution, there is a huge problem that students are presenting in the classroom, which is poor speaking skills. For this reason, it must do an investigation to boost this language skill in a dynamic way, which is the gamification method. It can be done through the following research aims and specific research objectives:

Research aim:

- To determine the development of speaking skills using gamification strategies in the seventh graders.

Specific objectives:

- ✓ To diagnose the current level of students regarding their speaking skills in the seventh graders
- ✓ To investigate the gamification strategies to develop speaking skills for the application in seventh graders
- ✓ To evaluate which speaking skills components significantly improved

According to Saeed (2018), the independent variable is the reason or explanation for the occurrence of another phenomenon. In the experiment, the variable that the researcher can manipulate is usually called treatment, and the dependent variable is the phenomenon that results, which must be explained. Therefore, the independent variable in this research is the different gamification strategies, and the dependent variable is the teaching and learning process of speaking skills.

According to Efron and Ravith (2013), action research is a form of introspective inquiry into social situations that aims to improve the rationality and

justice of their social or educational practices. For this reason, this investigation responds to this method because it works with cycles that can be adjusted until the change or solution to the problem is reached, which means that an exhaustive investigation will be carried out until a solution can be found. Documental research was used because information was obtained from documents, magazines, articles, and other investigations already carried out. Documentary research is responsible for collecting important and relevant information from magazines, newspapers, books, electronic documents, and recordings, among others, to enhance and support the research being carried out (Jashim, 2010).

Additionally, the method used is a mixed method because it helped the researcher see the effect of gamification strategies on improving speaking. It has been decided to implement mixed methods; specifically, as a type of design, the explanatory sequential design has been chosen since it has been noticed the necessity of determining quantitative data first to be explained by qualitative data later. The mixed research method is where qualitative and quantitative converge, allowing relevant data and information to be collected through participant observation and the application of an interview directed at the teacher and a survey directed at the students (Aquil and Saleem, 2008).

Observation was part of the development of the research to establish the achievement of the stated objectives. It is a very valuable technique in investigative processes since it consists of carefully observing the phenomenon, taking the necessary information, and recording it for subsequent qualitative analysis (Ciesielska et al., 2018). The instrument to evaluate the level of speaking was a pre-test with a rubric. Andrade (2000) says that a rubric is a set of criteria and standards governed by the teacher, generally related to the evaluation of learning. Therefore, it is necessary to develop a speaking skill assessment instrument by incorporating an attitude assessment prepared in the assessment rubric. A check-list used to analyze what the students are reaching during the process of applying the strategies. It is a list of all the characteristics students need to develop and information that teachers want to analyze (Andrade, 2000).

The research was carried out in the Pichincha province, Perucho, where the "Pedro de Puelles" Mixed Fiscal School is located. This is from the coastal regime and offers initial education and basic general education. The direct beneficiaries were the seventh-year students, and the indirect beneficiaries were the parents and the institution. The students who participated in this research are made up of 20 students (10 men and 10 women), who become direct beneficiaries since gamification strategies were proposed to increase speaking ability.

The students are from a rural institution far from downtown, and this can cause different consequences. Due to this issue, the level of the students is very low because they do not have any insight or knowledge about the language. They had never taken English classes; for this reason, the topics in the classroom were for all the students. In the institution, there are not enough resources and strategies to teach English, much less to develop speaking skills. The impact of the research proposal on society is to convince other researchers and teachers that it is essential to develop speaking skills so that they can communicate with foreigners. In addition, being able to implement a plan to implement the project in other institutions and among students can increase their knowledge of the language.

The report is structured in 3 chapters: the first chapter is the theoretical framework, also known as the theoretical foundation; this is the theoretical and empirical foundation of the research topic. This section consists of theories, investigations, and knowledge to understand the importance of gamification strategies, and speaking skills. The second chapter corresponds to the methodology for the investigation and diagnosis. This chapter includes a description of the stages of the investigative process and its purpose, and methodology, which consists of types of research, techniques, instruments, questions, variables, participants, procedures, and a data analysis plan used in the research. Then, the third chapter corresponds to the presentation and validation of the proposal; this chapter includes the validation of the proposal (theoretical or empirical), its viability, feasibility, and benefits. Finally, conclusions and recommendations should take into account the information previously gathered.

Chapter I Theoretical Framework

1. 1 Research background

In contemporary society, individuals encounter a myriad of challenges and multifaceted factors daily. Amidst these complexities, personal development is a crucial facet for navigating diverse societal realities. Education encompasses various branches of knowledge that individuals choose to master. Within this context, acquiring proficiency in English stands out as an optimal strategy for effectively engaging with the globalized world. Proficiency in the universal language offers individuals manifold advantages. Nevertheless, a pervasive obstacle that many individuals grapple with is the development of spoken language skills. Overcoming this linguistic barrier is imperative for unlocking the full spectrum of benefits associated with linguistic proficiency.

In order to understand this issue, the English level in Ecuador has become an important starting point. According to Villafuerte et al. (2021), the level of English in Ecuador is very low in the four skills (listening, speaking, reading, and writing). This problem can be caused by different situations that are important to analyze and investigate thoroughly. Besides, when learning a foreign language, the development of the four skills is very vital in order to communicate with others feelings, emotions, and ideas. Nevertheless, speaking plays a crucial role in the development of the language and communication because, through it, learners can communicate with others in real-life situations in the globalized world (Rao, 2019).

In this manner, the poor development of speaking skills in Ecuador is very notorious due to the evaluations and different analyses in different investigations. One of these projects developed in Ecuador is the one that Villafuerte et al. (2021) carried out in Esmeraldas in a school located in Esmeraldas province, in which they mentioned that the level of speaking fluency here in Ecuador is very low due to the lack of teaching strategies and motivation for the students. In this investigation, the authors mentioned that the two variables to investigate are the speaking part and the gamification strategies. Besides, the methodology that was used was mixed methods in order to develop an exploratory and sequential design. Therefore, it is

clear that around the country there are clear problems with speaking and motivational strategies.

In the same line, different research projects have been developed in the country to promote different investigations about the lack of speaking skills in Ecuadorian schools. Erazo (2023) conducted research on the effect of using gamification strategies in order to foster speaking skills. Furthermore, in this investigation, the author uses the pre-test and post-test in order to get a clear idea of the reality of the students; therefore, qualitative and quantitative methods are used in order to analyze the information gathered and the tabulation of results. In addition, the investigation carried out by the author had positive results regarding the development of speaking skills in the population, which means that gamification strategies could enrich the abilities of the students in this research.

As a matter of fact, the investigation of gamification and speaking skills has become popular in different teaching environments due to its efficiency. In another study that was applied by Palacios (2023), the main objective was to analyze the relationship between gamification and speaking, taking into account its effectiveness in fostering oral expression in the learner. The study was conducted with a young learner population of 30 participants, giving importance to existing literature on gamification strategies and speaking skills. At the end of the research, the findings suggest that gamification strategies can help students master their speaking skills due to the motivation of the activities.

It is clear that the assessment is very crucial in developing the speaking skills because students need to be assessed, and using gamification strategies could be one important clue to developing speaking skills. In this way, Almaché et al. (2020) investigated in their article that Ecuador has a low level of speaking and that it is necessary to assess and contribute to the speaking skill area through gamification strategies. In this investigation, action research was applied in order to analyze the results through the use of quantitative instruments. The pre-test and post-test were used to assess the speaking ability based on gamification strategies. After the process of investigation, the results were favorable for the speaking skill

because students showed an increased level of oral expression if the teacher only used gamified assessment during the classroom.

On the other hand, there are other projects carried out, not only in Ecuador but in other countries. Azzouz (2021), in her research, had a main aim, which was to analyze a very comprehensive framework for the use of gamification strategies in second language acquisition (SLA). This study was applied in Andorra to prove if gamification strategies could have an essential impact on the speaking fluency of learners. The population was selected due to the facility of the teacher who works there, and this can have positive results regarding the confidence of the relationship between student and teacher. Moreover, at the end of the project, the students had an improvement in their ability to speak, which means that gamification has a positive impact on the students' skills, especially speaking.

Finally, Ginger (2022) has carried out research based on gamification strategies in order to develop her speaking skills. The study was developed in Guayaquil with level A1 students who had different problems with speaking, but the other skills were analyzed through different surveys, tests, and checklists, and the results were competent according to their level. This is why, in the research process, the author developed various activities based on gamification characteristics and gave rewards to the learners for developing ideas using oral communication. After all these processes, the author analyzed the information using a mixed method, and the results were positive because students developed oral communication.

According to the investigations analyzed above, gamification strategies have gained great and important acceptance among those studies as a second language as an easy and dynamic way to develop language skills. The gamification method of speaking has been applied in various classroom contexts, showing positive results in the learner's insights. Therefore, the improvement of the teaching environment, motivations, interaction between teachers and students, and development of language skills, especially in speaking, when applying these strategies, have been able to communicate their ideas, feelings, and knowledge of the language.

1.2 Independent variable

1.2.1 Language

Since ancient times, the way we communicate has been a primary factor in survival, since this helps us interact with each other. To be more punctual Language is a symbol system that a community uses to express their thoughts either orally, in writing, or by mimicking; it also depends on each place and people's culture (La Hanisi et al., 2018). Communication has been a fundamental clue in humans' lives because it has helped them to work, study, and interact with each other in different situations. On the other hand, language could be seen as a process that helps us be alive on earth. Therefore, within communication, there are different fundamental factors to keep in mind in order to understand the communication that people have among themselves.

1.2.1.1 English.

Nowadays, English has become one of the official languages to communicate around the world. According to Schneider (2011), English is the world's leading language for communicating because it is used around the world. Furthermore, English is an important part of Ecuadorian education because it has become an essential subject within the Ecuadorian curriculum, but the obvious problem that Ecuador is facing is that students cannot get the appropriate level of English taking into account their academic level. Taking into consideration what this author mentions, English is a language that is used worldwide for many different purposes, and in Ecuador, it is included in the Ecuadorian curriculum.

1.2.1.2 Importance of English.

Each language is important for each community, but at the moment of doing business and being able to know other places around the world, one language becomes universal. In the research conducted by Quezada (2017), it is mentioned that English is one of the most important languages around the world, and it is used in business, commerce, education, and travel, among others. It has also been the main factor in the increase in globalization and the development of technology. For this reason, many countries, including Ecuador, have accepted this language as a mandatory language in educational institutions. This is the result of the agreement

between Ecuador and the British Council of English Language Teaching and Learning as a Second Language.

1.2.2 English skills

When teaching and learning a second language, there are many factors that the learner and teacher have to consider to develop the language and be capable of communicating and understanding the messages. These are listening, speaking, reading, and writing. In learning English, there are four skills that students need to develop. Writing is the ability to write words and sentences; reading is the ability to understand texts; listening is the ability to hear and understand people's messages; and speaking is the ability to produce a language and transmit information. Among these, speaking is perhaps the most difficult of all skills to acquire because developing this skill involves cognitive, linguistic, and psycho-motor processes, but it is also the most important (Erdoğan, 2019). Therefore, speaking becomes the most essential skill in order to communicate with others orally without letting other skills out of the process.

1.2.2.1 Speaking.

Speaking is a productive skill in which learners transmit their messages, emotions, and ideas through sounds that become words and then sentences. In this sense, speaking is the main skill in communication because it is a way of transforming meaning from sounds to sentences and maintaining a dialogue with others, including the teacher, classmates, friends, and even native speakers (Shafaat, 2017). This is why, when developing this skill, there are many factors to consider and pay attention to, such as the speakers, environment, experiences, purposes, and real-life situations. These factors indicate the importance of the skill because this is the root of the language that provides the learners with the tools and vocabulary to establish a conversation where the meaning is the objective.

Communication is one of the most important aspects of learning a new language, and for this reason, people try to develop their skills in order to become familiar with it. Erdoğan (2019) mentions that one of the main goals of learning a foreign language is being able to communicate in that language, and this skill is speaking. People need to lead with this skill since it is the main skill that helps

people communicate ideas orally. Many people think that this skill is the most important because it helps them to make a conversation and they can transfer a message; consequently, language learners sometimes evaluate their success in language learning based on how well they have improved in their spoken language skills, which is perfect for communication (Leong and Masoumeh, 2017).

1.2.3 Communicative competences

The main objective of a language is to communicate with others, and there are some competencies that learners have to consider and pay attention to. According to Saleh and Pawar (2017), communicative competence in a language is the ability that learners have at the moment to produce the language accurately, taking into account the grammar part and social interaction. It means that the use of grammar tense at the moment of transmitting the message is essential, but the social interaction and the experiences that learners have are also important. Therefore, the areas that speakers need to develop at the moment of speaking are linguistic, socio-linguistic, strategic, and discourse.

1.2.3.1 Linguistic.

Linguistic competence is the ability that learners develop in the use of the language to acquire knowledge of the target language and understand the use of vocabulary, grammar, punctuation, spelling, pronunciation, rhythm, and word stress. In this way, competence is an essential part because if speakers do not manage correctly all those aspects mentioned before, the message will be misunderstood and the communication will be impossible to carry on (Salazar, 2015). Moreover, the language provides a grammatical pattern so that students can have a better organization of their speech and be more comfortable at the moment of producing the language. Consequently, the roots of the language are vital at the moment of communication, because if students do not use the linguistic part, the conversation will be a disorganization of communication.

1.2.3.2 Socio-linguistic.

According to Salazar (2015), socio-linguistic competence is the ability that humans have to communicate with others properly, taking into account the use of correct words, correct expressions, and the best attitude based on their experiences

and the reality they are facing at the moment of speaking. In other words, socio-linguistic competence is how speakers set up a good relationship with the person they are communicating with. Apart from this, this competence becomes essential for society because the author mentions that speakers need to find the right way to have a good relationship with the other speaker, which means that society will judge people based on how they express their ideas. Therefore, the use of the best attitude and the use of the best phrases and words will conclude the expectations that other people have of the speaker.

1.2.3.3 Strategic.

Strategic communicative competence is the capacity that learners develop in order to effectively organize the ideas, words, and sentences to form the message they want to transmit, and in this way, they can overcome communication problems (Salazar, 2015). To the author, the development of strategic competence is essential because, through this, the language can be used in the right way, leaving out errors so that the message is not misinterpreted. Moreover, this competence facilitates the confidence of the learners to bring up strategies to be understood, and it facilitates spontaneous improvisation and also enhances linguistic competence simultaneously. Furthermore, how people organize ideas, words, and phrases will definitely reflect the level of language used and the level of the other person (Rabab'ah, 2015).

1.2.3.4 Discourse.

In the communicative competence that students develop when learning a new language, discourse competence is one of the most important. This competence refers to the knowledge and information that the listener can understand through any message. Patterns of organization are important to connect the sentences, they can follow a conversation, and the ideas can be linked as the conversation develops (Salazar, 2015). Regarding the information provided by the author, this last competence is the one that encompasses all of the above because this competence makes the message comprehensible. After all, the speaker organizes the words and phrases to create sentences. Even though this competence is important, in the institutions there is little information about it because teachers most of the time have

no idea and students have the same result at the moment of speaking (Hamzah, 2019).

1.2.4 Speaking skills

Defining the speaking skills is very complex due to their extension, but the five basic speaking skills are pronunciation, fluency, accuracy, grammar, and vocabulary. These speaking skills are related to EFL competencies, which means speaking is mainly a systematic process that includes not only the production of sounds but also the ability to express ideas and emotions through coherent and organized sentences (Guerrero, 2023). Following the ideas, speaking skills will be analyzed as a series of actions that learners must build during the process of acquiring the language in order to express well-structured sentences. In this sense, this productive skill involves making the best decision at the moment of choosing the words and phrases when sending a message orally. Additionally, these speaking skills must be included in all the strategies that teachers apply because they cannot be taught in an isolated way.

1.2.4.1 Pronunciation.

When people are speaking, there are many factors to consider, and one of these is pronunciation. Pourhosein (2016) reported that pronunciation is how students produce the sounds of the alphabet, including the intonation, rhythm, and articulation of the mouth. In this case, if students and teachers want to get better pronunciation, they must have a clear idea of the symbols used to indicate how to pronounce any words. Besides, pronunciation is related to how the words of any language are spoken; it means that the sequence or sounds that the speaker uses are essential in order to be understood. In this sense, a standard pronunciation must be used by speakers; otherwise, the relationship between message and conversation with others will be confusing. Therefore, the way that the tongue and the mouth are moved to pronounce the words has to be taken into account to determine if the pronunciation is standard or understood by others.

1.2.4.2 Fluency.

Regarding this skill, two aspects are important to consider at the moment of teaching and learning a second language, and even more, if students need to develop

their speaking skills in the right way. Guerrero (2023) comments that fluency is the natural ability that human beings have to speak spontaneously, comprehensively, and quickly without making mistakes that change the meaning of the ideas they want to express. Besides, for Andaya et al. (2013), fluency is based on the level of confidence and comfort that the speaker has at the moment of producing the language, and if the speaker can develop a conversation over an extended period with someone, it could be said that the language is fluent. Therefore, the use of the language for a long time and without errors is considered a strong fluency in speaking, and it also shows the connection between all the ideas that the speaker wants to connect, and the listener can follow the idea to continue the conversation and not get lost.

1.2.4.3 Accuracy.

The accuracy that students have in the language is related to discourse competence because it makes reference to the precision and linguistic acceptability of society or other people. In this line, accuracy shows the ability that learners have to choose the best words, phrases, and grammar structure with precision in their spoken output. However, accuracy is not only the necessary vocabulary and grammar structure; it is also based on the experience that learners can have during the use of the language, taking into account the mistakes and being aware that errors do not help to develop accuracy (Cendra and Sulindra, 2022). Students' speaking accuracy is not determined only by the amount of production speech but also by an accurate command of spoken language by using the language in a social and educational context. Therefore, accuracy and fluency must be linked at the moment of teaching a second language because it is not enough to have fluency if students commit many mistakes at the moment of speaking or are aware of the mistakes; the fluency of the language is not adequate, so it must be connected to develop the language.

1.2.4.4 Grammar.

In some cases, studying grammar has become something boring and not necessary, but this is not the truth because, through the grammar part, speakers can improve their speech to be more accurate. Guerrero (2023) remarks that grammar

is a branch of linguistics and is based on the study of the morphology or structure of words. This is why, when developing speaking skills, students must master the tenses they can, otherwise their speech will sound poor and boring. However, for Cendra and Sulindra (2022), grammar speakers and teachers do not have to focus strongly on grammar mistakes because a good speaker does not have to show a perfect grammar structure. Still, the basic and most used have to be part of the teaching classes. Therefore, grammar is important for the students 'language development because it allows speakers to express themselves accurately, following the language rules, without forgetting that communication and meaning come first.

1.2.4.5 Vocabulary.

Vocabulary is the number of words that speakers have in their minds in order to communicate with other people. Some people have more words than others because of the recurring use of the words and their memorization. Guerrero (2023) concludes that vocabulary is a set of words that a particular language has or a list of words that people use when expressing their ideas and thoughts. In this part, vocabulary is important because it represents the words that students manage at the moment of speaking, and if learners do not have any words, it becomes impossible to communicate. In addition, when students want to learn and produce the language, vocabulary is vital to developing speaking skills. Therefore, being a good speaker means incorporating new vocabulary every day or increasing the amount of words to be capable of using them in every single situation, which means becoming richer in it over time (Azzouz, 2021).

1.2.5 Learning theories in the second language

Regarding the learning process of students, it is necessary to mention that there are different learning theories that support the process that each student has in the procedure of acquiring knowledge. Zhou and Brown (2015) state that learning theories are models that seek information to explain how learning occurs in the classroom and even outside the classroom. Based on the information provided by the authors, it is important to note that each person has a unique way of processing information. As a result, some learning theories include models that describe the

characteristics of this process. Rasamond et al. (2019), in their explanation of the learning theories, mentioned that they can assist teachers, students, scientists, and researchers in understanding the process of acquiring knowledge. Besides, there are several learning theories with unique explanations of how learning happens in the class.

Education needs always appear at the moment of learning new information, but considering acquiring a second language, people bring up different ideas in their minds, and they always try to understand how students can develop language skills properly. To give a general idea about this, Lightbown and Spada (2006) mention that when learning a second language, there are different strategies that teachers can use in order to help students learn the language, so there are different learning theories that try to explain how students can master the language skills. Based on this information, it is essential to keep in mind that teachers can develop different strategies to teach a second language based on the way students learn.

1.2.5.1 Constructivism in speaking.

When developing English skills, it is essential to provide a good environment to obtain better and more efficient results. According to Lightbown & Spada (2006), among the developing of speaking skills, there are two main factors to achieve: communication and accuracy, and constructivism is a learning theory that provides some suitable insights in the students because it studies the social behavior and linguistic aspects that provoke that people can communicate with each other. In fact, this learning theory tries to explain how some students are capable of communicating more properly than others to reach their personal goals. Additionally, constructivism helps students construct their knowledge based on the previous insights and the new ones.

Constructivism becomes one of the most popular learning theories applied in classrooms because it shows good results, leaving aside the traditional class with grammar. To support the information above, Lightbown and Spada (2006) also mention that, according to constructivism theory, students can build their own knowledge based on their interests when interacting with the environment. In other words, students create new knowledge based on their experiences; this is why it is

vital to contextualize the learning contents. Besides, the interaction with the other students is fundamental because, through this, the learning becomes active and they can connect preferences, necessities, and content in a single part. Therefore, teachers must create environments where students can create their own knowledge based on their previous information in a dynamic way.

1.2.5.2 Nativism theory.

Trung et al. (2022) connect nativism theory with how students learn the second language because this theory refers to the manner in which every person has a unique capacity to learn every single language or universal grammar through the interaction influenced by environmental factors. That is to say, the acquisition of the second language is not complex because human beings have the same capacity of acquiring another language because the patterns are easy to learn and the unique factors to develop are the environment and the context. Moreover, this theory is notoriously connected with the development of oral communication since nativism, in the context of speaking, refers to the innate ability of humans to acquire language. This information is associated with Noam Chomsky's theory of universal grammar. Therefore, based on nativist theories, humans are born with a biological ability for language acquisition, which fosters the use of the language and learning naturally.

1.2.5.3 Meaningful learning theory.

Nowadays, providing a meaningful learning process is the main goal of every single teacher because they want their students to acquire the language in a meaningful way so they can use it in real-life situations. In accordance with Auttuo (2009), the meaning learning theory is proposed by David Ausubel, who emphasizes that learning a second language is most effective when students connect the new information with their existing knowledge in a meaningful way. Apart from this, when developing their speaking skills, students always have meaningful acquisitions when they enjoy the process, and the development of the skills occurs actively in the use of the language connected with prior knowledge and preferences.

1.3 Dependent variable

1.3.1 Gamification method

During the year, the teaching and learning process of a language has been changing due to different aspects and realities. Teachers have changed from traditional classes to new ones. In these new methods, there is one interesting and challenging method, which is called the gamification method. For Mora et al. (2020), gamification is the use of different game elements and ideas in the context of teaching in order to increase motivation and commitment, and in this way, to influence and develop different students' skills. Bearing in mind what these authors mention, the method bases its purpose on helping students through the use of completion and games in order to motivate students, and the learning process increases over time. Additionally, the gamification method in the classes will increase the confidence of the students because they will be in an interactive environment and will not pay attention to the knowledge or something systematic, but they will learn unconsciously.

In the same line, Dicheva et al. (2015) define gamification as a new proposal for methodological renewal in which favorable results are sought through play and fun for students. In addition, gamification allows the results to be based on the main objectives of teaching and giving importance to the experience, based on play, challenges, and rewards that benefit academic growth. In this sense, gamification is a new methodological method that new teachers and institutions are using, and the results have been positive regarding meaningful learning. Furthermore, this method in the educational field has become an innovative methodological tool for teachers and students, allowing them to immerse themselves in dynamic and fun learning. In closing, the gamification method is based on games, and recent studies have shown that it has beneficial results for students since they are involved in learning games.

1.3.1.1 Gamification Objective.

The main objective of gamification is to generate a meaningful and attractive learning environment that allows students to internalize and investigate knowledge in a fun and active way, that is, through joyful and positive experiences,

as well as motivate students to achieve different personal and academic objectives thanks to the promotion of student interest and commitment (Dicheva et al., 2015). Considering the previous information, gamification in learning seeks to motivate students with the use of game elements and rewards as part of their motivation to learn and continue developing their skills. Likewise, Mahadi (2023) refers to gamification as an element of literacy in digital content, highlighting the use of tools in teaching contexts through various pedagogical techniques. Referring to what the author mentioned, gamification plays an important role in the new era that we are facing every day. It is clear that new methods, new techniques, and new didactic material have appeared within the educational field, and this can be applied in the classroom using competition and rewards to motivate the students because it is a new step that helps teachers in the use of different school materials or different realities.

1.3.1.2 Characteristics of Gamification.

Considering that gamification is an innovative teaching methodology, the characteristics of said methodological tool are based on a dynamic reward system. To support this information, Özdamlı (2017) confirms that gamification is an educational tool that does not consist of a game application or bring some games only for playing in the classroom, but brings game dynamics that are not directly related, it makes use of techniques such as reward and competition. In this line, the author mentions that the main characteristics of this method are the dynamics through games using a reward system in the face of competition within the classroom. Besides, the gamification method is not only a technique that can be used with technology, but it can be with different activities, and the teacher only provides scores and rewards to the students to get them motivated. The result of this can be that students confuse play with learning. This is why teachers need to consider these characteristics in order to apply them in classrooms, and students confuse play with learning.

1.3.1.3 Phases of the gamification.

When applying any method to the students, teachers must know about the process of doing it because it needs to be very logical and mechanical to be

successful in the process. According to Garone and Nesteriuk (2019), the gamification method has a very detailed process that teachers need to follow so that the can apply in the classroom; otherwise, students will be confused by games and learning will be in second place. The main phases of gamification can establish clear objectives at the moment of developing the class. In order to obtain the expected positive results, there are phases of gamification that must be taken into account when applying it in the classroom.

Garone and Nesteriuk (2019) point out that the phases are the following:

- **Analyze the students' context:** the analysis phase of the social context that the students find themselves in is very important in order to obtain good results.
- **Objectives:** establishing learning goals and objectives is important to give meaning and direction to the activity carried out in class.
- **Establish activities:** establishing the activities is essential since, in this way, an order can be followed; in addition, the activities must be simple and short so that the student can perform them.
- **Eye-catching activities:** the teacher must develop activities that attract the students' attention, and must also be connected with the tastes and interests of the students.
- **Goals:** goals must be established both individually and collectively to be clear about what results they will obtain at the end of the activity.
- **Stages:** design the stages and routes so that students are clear about the path to follow by finishing each activity.
- **Monitoring:** define the way the activities will be monitored, that is, results rubrics at each stage and the feedback received at the end of the activities.
- **Delimit:** the levels through which students go must be well defined so as not to improvise, taking into account that they must be complex, from basic to advanced.
- **Rewards:** provide knowledge of both academic and social rewards when carrying out the activity.

All these phases that this author mentions are important to follow in order to have a successful process of gamification application in the classroom. Besides, this can help teachers maintain an organized process; otherwise, it can be the wrong process, and students will learn nothing. In this sense, Guerrero (2023) refers to this process as a mechanic method, which means that teachers need to concentrate on the process of applying in the class. This means that if one step is not applied appropriately, the result will not be what teachers are looking for. Therefore, before applying the process, it is essential to make a draft and outline the process according to the phases and steps so that teachers can have organization and students can understand the objective of the activities.

1.3.2 Advantages of gamification

1.3.2.1 Motivation.

In the current education system, teachers must update their knowledge because students need to receive the best and most meaningful education. Some studies have discovered that students are getting bored with traditional classes, and a new method called gamification can overcome those problems for demotivated students (Barghani, 2020). Taking the author's words, gamification can be the best method to increase the motivation of the students in the learning process because, through this method, students will be able to have a dynamic process in the classroom, whereas traditional methods will be out of the classroom. To support this part, Mee et al. (2020) affirm that motivation is one of the main benefits when executing activities based on gamification; this helps students motivate themselves to continue learning and participating in academic topics related to topics of personal interest. In short, motivation will be the main factor that teachers can increase if they use this method because the students will be interested in the topic and the learning process.

1.3.2.2 Fun.

Additionally, another important benefit of applying gamification in the classrooms is that students are going to have fun with the process, and they will not see the school as an obligation. According to Barghani (2020), gamification consists of the application of challenges; for this reason, the fun of the students will be

present since human beings are competitive and will always try to seek victory. This does not mean that students will participate only because they will have a victory, the teacher must manage the class with maturity and respect for the content they want to achieve. If teachers encourage students only to compete, this process will be wrong. That is why there is a process and some phrases that teachers need to follow strictly at the moment of applying this new method. Therefore, the gamification method is a way of having fun at the moment of learning in the classroom, but the teacher needs to control all the beneficial aspects and take out the wrong ones.

1.3.2.3 Participation.

Basically, there are more benefits to gamification in the classroom since it is new and the students love to be part of something new because they are curious. Barghani (2020) mentions also that the participation of the students is another benefit because intervening in all the activities to be carried out is an advantage since certain activities leave some students out, but in gamification, everyone's participation is required under the control of the teacher. In this case, the participation of all students is important because sometimes teachers do not consider all the learners due to time or other factors, but gamification is a method that will cover all participants. However, the management of the teacher is very essential because he or she needs to be active in the classroom and look for different techniques to motivate the students to participate in the simplification of the content.

As a matter of fact, the simplicity of the content is another aspect that will benefit the learning environment because the amount of content does not mean quality. The topics to work on based on gamification can be easy and simple with the application of this new methodological tool (Barghani, 2020). In this sense, it is vital not to provide a boring environment, and complexity sometimes makes students feel frustrated and bored; on the contrary, they need to have a good environment, and gamification helps make the content simpler since it involves game elements that students will enjoy and develop the learning process. Mee et al. (2020) support that the gamification method does not need a long explanation of

the process, and this will benefit the teacher because for any topic that they want to develop, they must link learning with game elements, which means simplicity for teachers and students.

1.3.3 Gamification in second language learning

When learning a second language, there are many factors to consider in order to develop the skills in a better way so that students can acquire the language. In the words of Figueroa (2015), a second language has provided new aspects to motivate learners in their objective of achieving fluency, and one of these is the motivation at the moment of developing different activities that the guide provides; therefore, gamification is the unique method that provides learners the motivation for learning because it reaches the objectives through games and fun activities. Taking into account what the author mentions, if teachers want to motivate students to learn a second language, they have to apply the gamification method because it uses game elements to engage learners or improve their performance in the language.

In the same line, Gil (2022) says that the teaching methods that teachers use in the second language environment have been changing over time due to technology and new realities for students and teachers. These new methods have been fundamental to the development of meaningful learning in students because globalization obligates education to change the techniques and methods more in the second language environment. For this reason, Figueroa (2015) remarks that gamification is the best method to develop skills in second language learning because of the use of game features that help learners learn vocabulary through games and then apply it in the classroom with the teacher and classmates. Considering the information provided above, gamification is the use of game elements and techniques in order to foster emotion in learning a second language. Therefore, in current education, it is vital to use games in the classroom where students can compete to develop the language because they will improve their insights unconsciously.

1.3.3.1 Gamification in speaking.

For the purpose of grasping this factor in learning English, Maghawry (2021) remarks that using gamification to develop speaking skills is effective since it helps students maintain motivation at the moment of speaking. In this sense, learners can leave the thought that making mistakes is wrong, and at the same time, they can leave shame because they will be concentrated on participating and competing with their classmates, leaving aside the fact that they are making mistakes. Moreover, gamification gives students the confidence to be able to speak and express their opinions using oral communication, which means that they will produce the language easier than using a traditional way of teaching only grammar. Taking into consideration what the author mentions in the development of speaking skills, gamification as a methodological tool contributes positively to the teaching-learning process, raising the level of oral communication to achieve the desired objectives.

Chapter II Methodology for the investigation and initial diagnosis

2.1 Conceptualization and operationalization of the main categories

2.1.1 Independent Variable (*Gamification strategies*)

In gamification, there are different strategies that teachers can apply in the class, the process that they need to follow, and the dynamics and mechanics. Regarding the strategies, Azzouz (2021) mentions that gamification strategies could have an essential impact on the speaking fluency of learners, in the speaking part, because students can be motivated. On the other hand, the process that teachers need to follow at the moment of applying the gamification method becomes necessary to have an organized implementation and better results (Garone and Nesteriuk, 2019). Dynamics and mechanics play a fundamental role since, through these, they can understand in detail what aspects to consider in the application of gamification strategies, and students do not confuse playing for fun and applying the game for learning (Guerrero, 2023).

2.1.2 Dependent Variable (*Speaking skills*)

Along the same line, to develop speaking skills, there are different dimensions to which teachers must pay attention to develop the language correctly: speaking components, communicative competencies, and English-speaking levels. Firstly, for Guerrero (2023), speaking components become crucial because they refer to the various elements or aspects of oral communication, especially in language learning or assessment settings. Besides, communicative competence in a language is the ability that learners have at the moment to produce the language accurately, considering the grammar part and social interaction. Saleh and Pawar (2017). Finally, speaking English levels are considered in language learning and assessment, the categorization that typically people use to categorize learners' proficiency in spoken communication. (Council of Europe, 2024).

2.1.3 Research approach and methods

The project titled “The development of speaking skills using gamification strategies in seventh graders” was based on Mixed method research that combines both quantitative and qualitative research approaches. Additionally, these approaches help analyze the effect of gamification strategies on the improvement

of speaking. It has been decided to implement mixed methods; specifically, as a type of design, the explanatory sequential design has been chosen since it has been noticed the necessity of determining quantitative data first to be explained by qualitative data later.

2.1.3.1 Quantitative.

A quantitative approach is a research methodology used to collect numerical information and then the researcher can analyze those quantitative numbers, quantitative research relies on objective information (Enas, Islam, and Tahani, 2021). Indeed, this method involves numerical data and is evaluated using descriptive and inferential statistics. The researcher used statistical strategies for data analysis. Furthermore, quantitative research is specific experimentation, and it builds on existing theories becoming more objective in the investigation results.

The instruments to measure the speaking tests were pre and post-test, and the results were in numbers, which means that the quantitative approach was suitable for the research results. According to Andrade (2000), when researchers try to focus on quantitative results, the tests that are unnumbered become the best to use in an investigation. Speaking results were in numbers, so a quantity approach is the best way to get objective results in speaking skills.

2.1.3.2 Qualitative.

In investigation, there are methods that researchers can apply to get information. According to Enas et al. (2021) qualitative approach is a research method to understand a problem and it relies on non-numerical data but based on experiences and observations. In this approach, the researcher can utilize qualitative instruments that do not require numerical results; moreover, it focuses on how the participants felt and lived the experiences taking into consideration the variables

The instruments to evaluate the level of speaking were a rubric and a check-list. Andrade (2000) says that a rubric is a set of criteria and standards governed by the teacher, related to the evaluation of learning. Therefore, it was necessary to develop a speaking skill assessment instrument by incorporating an attitude assessment prepared in the assessment rubric. A check-list was used to analyze what the students were reaching during the process of applying the strategies.

2.1.4 Statement and justification of the research proposal

The methods that were applied to this proposal were carefully selected to have objective results in the development of speaking skills using gamification strategies in seventh graders. The method applied in this proposal is mixed method research that combines both quantitative and qualitative research approaches. Additionally, these methods were strategically implemented to help analyze the effect of gamification strategies on the improvement of speaking. It has been decided to implement a mixed method because of the necessity of determining quantitative data first to be explained by qualitative data later.

The instruments to measure the speaking were pre and post-test, and the results were in numbers, which means that the quantitative approach was suitable for the research results. According to Andrade (2000), when researchers try to focus on quantitative results, the tests that are in quantitative results become the best to use in an investigation. Speaking results were in numbers, so a quantity approach is the best way to get objective results in speaking skills. The pre-test gave results to understand the current and specific level of the students and the post-test provided information to recognize the progress in speaking fluency after the application of the gamification strategies.

Additionally, the instruments to evaluate the level of speaking were a rubric and a check-list. Andrade (2000) states that a rubric is a set of criteria and standards governed by the teacher, related to the evaluation of learning. Therefore, it was necessary to develop a speaking skill assessment instrument by incorporating an attitude assessment prepared in the assessment rubric. A check-list was used to analyze what the students were achieving during the process of applying the strategies.

2.1.5 Description of the instruments based on the selected research approach

In this research project, due to mixed method was applied, there were qualitative and quantitative instruments because it was vital to describe the information based on observation on the students' perception of the English-speaking skill and the results that they showed during the application of the

instruments. Besides, these instruments helped the researcher to analyze the impact of gamification strategies in the development of speaking skills.

2.1.5.1 Quantitative instruments.

To analyze the impact of gamification strategies on and the improvement of speaking skills in seventh graders a pre-test and a post-test were conducted in this study.

Pre-test

In this process, a pre-test was applied to gather essential information to help the investigator determine the speaking level that students had at the beginning of this study. In this instrument, there were several questions that the students had to answer the teacher. This instrument was divided into three parts, in the first part students had to answer several questions based on their personal information, in the second part the teacher showed the students a picture and they had to describe what they saw in that picture and finally, the third part consisted in answering some questions taking into account a picture. This pre-test was important to diagnose the lack of speaking skills and through these tests, the teacher could observe several aspects related to speaking performance such as pronunciation, grammar, fluency, and vocabulary. These criteria were evaluated with use of a speaking rubric adapted based on the Common European Framework of Reference (CEFR) in speaking performance A1.

Post-test

Likewise, a post-test was applied to gather essential information to help the investigator determine the speaking level that students had after the application of gamification strategies. In this instrument, there were several questions were the students had to answer the teacher. This instrument was divided in three parts, in the first part students had to answer several questions based on their personal information, the second part the teacher shoed to the students a picture and they had to describe what they see in that picture and finally the third part consisted in answering some questions taking into account a picture. This post-test was important to diagnose the results after applying the proposal in speaking skills and through these tests the teacher could observe distinct aspects related to speaking

performance such as pronunciation, grammar, fluency and vocabulary. These criteria were evaluated with use of a speaking rubric adapted based on the Common European Framework of Reference (CEFR) in speaking performance A1.

2.1.5.2 Qualitative instruments.

Rubric

A rubric was developed to provide support and be able to obtain objective results. This rubric mediates aspects such as communication, fluency, vocabulary, pronunciation, and content. All these criteria were adapted to a rubric of the Common European Framework of Reference (CEFR) in speaking performance A1. This instrument was formulated for the five speaking dimensions: Communication 2 points, fluency 2 points, vocabulary 2 points, pronunciation 2 points, and contents 2 points. These results were 10 points as the highest grade. The investigator provides results based on the grades that the Ministry of Education gives teachers and students. The criteria are the following dominates learning (9-10); reaches learning (7 – 8.99); needs improvement (5 – 6.99); and unsatisfactory (4.99 – 01).

Check-list

A check-list was applied at the end of the investigation. It was elaborated because it was essential to analyze the efficacy of using gamification strategies to improve speaking skills and it was done at the end to analyze 10 indicators regarding the students 'performance. The teacher observed the students' answers to mark them on the check-list. The check list was developed based on the dimensions of the study and they were analyzed based on yes, no and sometimes.

2.1.6 Delimitation of population, sample, and sampling

The population at Pedro de Puelles school consisted of a total number of 51 students. However, the sample involved in this research were 20 students from seventh grade during the academic year 2023–2024. They take English classes 3 hours (45 minutes each hour) per week. The group selected was integrated by 10 males and 10 females. Their ages range from 10-11 years old. Their mother tongue is Spanish, but they have only taken English classes for one scholar year before since they started attending school. The English proficiency level of the students is

A1. In this research project the non-probabilistic sampling method was adopted under the following considerations:

- 1) The English level of the group is A.1.
- 2) The students study in the same school and the same class.
- 3) Their ages range from 10-11 years old.
- 4) The parents in this group gave the authorization to apply for the investigation with their children.
- 5) The group has English classes based on the same schedule.
- 6) English is mandatory, and they must pass the subject

Table 1 *Sampling*

Participants	Sample population	Percentage
Woman	10	50%
Man	10	50%
Total	20	100%

Elaborated by: Ortiz, K. (2024)

2.1.7 Research context

The research was carried out in the Pichincha province, Perucho, where the "Pedro de Puelles" Mixed Fiscal School is located. This is from the coastal regime and offers initial education and basic general education. The direct beneficiaries were the seventh-year students, and the indirect beneficiaries were the parents and the institution. The students who participated in this research are made up of 20 students (10 men and 10 women), who become direct beneficiaries since gamification strategies were proposed to increase speaking ability.

The students are from a rural area far from downtown, and this can have different consequences. Due to this issue, the level of the students is extremely low regarding speaking they are beginners A1. The project is based on the development of speaking skills in seventh-grade students, so the students have an A1 level; they are beginners. By developing this skill in the students, fluency is the main objective that they need to grow to communicate and have conversations with others. In the

institution, students have general English based on the curriculum. Therefore, conversations based on their preferences increased the motivation of students to continue developing their speaking skills.

2.1.7.1 Research stage.

The research was distributed into 6 stages: delimitation of the problem, theoretical revision, elaboration of the instruments, application of the instruments, and data analysis. In the first stage, the application of an observation check-list was necessary to collect the students regarding the perceptions of their speaking skills. Also, this instrument helped to analyze the different deficiencies that students had in speaking. It was necessary to start a diagnostic to define the object of the study and choose the best methodology to start this research. In the second stage, it was crucial to analyze the theoretical review reading previous investigations and researchers about the application of gamification strategies to develop speaking skills. In the third stage, the researcher elaborated the instruments which are pre-test, post-test, and the rubric to analyze the current level of the students. Besides, professionals examined the instruments, and they approved them. Furthermore, in the fourth stage, the instruments were applied to students to gather the information for writing the analysis and results of the proposal. Likewise, in the fifth stage, the information gathered was analyzed to present the students' progress after the application of the strategies. Finally, in the sixth stage, the results, conclusions, and recommendations were presented.

Table 2 *Research stages*

Stage	Description	Activities	People in charge
Delimitation of the problem	Define the object of the study and the methodology	Review of previous information and researchers	Researcher Tutor
Theoretical revision	Define the Theoretical Framework.	Explore Bibliographic Information	Researcher
Elaboration of the instruments	Establish the required criteria to obtain data for the study.	Elaboration of a pretest, a posttest, a rubric, and a check-list.	Researcher Experts to validate the instruments.
Application of the instruments	Apply the instruments to gather information.	Apply the pretest, a posttest, rubric, and a check-list.	Researcher Students

Data analysis	Elaborate a report with the results to realize the situation of the students	Application of the statistical analysis for the data attained to infer conclusions.	Researcher
Data conclusions and recommendation	Gather the results of the investigation.	Elaborate a final report with the data and write conclusions and recommendations	Researcher

Elaborated by: Ortiz, K (2024)

2.1.8 Description of the methodological proposal

The development of speaking skills using gamification strategies was implemented for 3 hours per week (45 minutes per hour), 4 weeks, and one month. The activities used in this research were board games, paper-to-paste, and card games. In the first week, students had to work in groups playing different activities and situations using board games. This activity helped the students to develop and improve their speaking skills. In the second week, students had other activities using board games. In the third week, students worked in groups to play paper paste. Students had to answer some questions and paste the sentences to answer on a big paper. In the fourth week, students had some activities and games using cards and pictures. Besides, students had to describe some pictures

2.1.9 Description of the treatment phase

The intervention plan occurred from February 6th to May 31th (three hours per week), 7 weeks in total. Using the gamification strategies, the investigator could gather the information of the level of the participants. The summary of the intervention plan is presented in the next table:

Table 3 *Description of the treatment phase*

Month	Days			
February	6 /02/2024	9/02/2024		
	Beginning of the module and	Explanation of the research		

	diagnostic observation	procedure to the authorities		
April	9/04/2024 Pre-test personal information	12/04/2024 Pre-test vocabulary and description of the pictures	16/04/20024 Initial diagnosis based on the results of the pre-test	19/04/2024 Preparing of the material for the application of the gamification strategies
May	7/05/2024 Application of chess for practicing personal information and activities.	10/05/2024 Analysis and feedback of the application	14/05/2024 Application of the Jenga blocks to practice vocabulary for their current level	17/05/2024 Analysis and feedback of the application.
	21/05/2024 Application of the paper-to-paste for practicing some answers to their information	23/05/2024 Analysis and feedback of the application.	28/05/2014 Application and analysis of the card games	31/05/2024 Application and analysis of the post-test

Elaborated by: Ortiz, K (2024)

2.1.10 Initial diagnosis

In this section, some steps were carried out in the diagnostic phase. Firstly, the investigator applied some strategies to gather the information using the learning-centered analysis approach proposed by (Hutchinson and Waters 1987). The

instruments that were applied in this investigation were questionnaires based on target need and learning needs. After this step, the observation technique was applied to collect the students' perceptions regarding speaking class and then, the different deficiencies and difficulties that students had in speaking were analyzed. These instruments were useful in estimating the participation and student's interests in the class. This information was gathered using the answers evaluated by the researcher according to the yes-no answers. Eventually, in the diagnostic stage, a pre-test was applied to measure different components regarding speaking performance such as communication, oral fluency, vocabulary, pronunciation, and content. These aspects or criteria were evaluated with use of a speaking rubric adapted from the Common European Framework of Reference (CEFR) in speaking performance A1.

2.1.11 Results of the diagnostic stage

The results in this stage were gathered based on both qualitative and quantitative analysis to understand numbers and information. Besides, the descriptive approach was essential to provide clear and objective information.

2.1.11.1 Instruments 1: Results from Hutchinson and Waters Analysis.

The Need Analysis Model diagnostic matrix by Hutchinson and Waters (1987) was the first instrument used in the investigation to analyze target and learning needs. This matrix was completed by the teacher and the principle of the institution by answering the questions that are provided in the instrument.

Results from Hutchinson and Waters Analysis

In this approach the authors stated that when teachers want their students to improve any skill in the English language is essential to use a learning needs approach. The main points that this instrument provides are learning needs and target needs to understand and support the information that was gathered with the unique objective of helping students improve their language skills. According to Hutchinson and Waters (1987), target needs are connected to what students need to do in the target situation and learning refers to different factors, including who the students are, their socio-cultural background, learning background, age, gender, background knowledge of specialized contents, background knowledge of English,

attitudes towards English, attitudes towards cultures of the English-speaking world and studying English.

Target needs

The English language is needed here because according to Ministerio de Educación (2016) the teaching process of English is mandatory in all the institutions in all public, fiscomissional and private institutions in the country from second year of basic general to third year of high school. In the same line, English is also important because taking into consideration that English, through the years, has become popular, it is often considered a global lingua franca, and it is widely used in institutions for several practical reasons. The government of Ecuador has established this language as part of the curriculum; for this reason, the institution must include English as a subject. For the students, this language has become mandatory to pass the subject; however, there are different touristic places where foreign people come to visit, and the students have an interest in learning the language to communicate with these people and develop a certain tourist business. Therefore, the development of the language has two main objectives: to pass the subject and get some economic benefits.

Learning needs

Learners take English courses for several reasons, and motivations can differ from person to person. Some common reasons for taking English courses include Academic requirements, language fluency, communication with other people and the teacher, and job opportunities in the future in their location. The reasons for taking an English course can be diverse and multifaceted, depending on the individual's goals, needs, and circumstances. The students in this institution are far from the downtown and their learning 'process becomes different due to their location because they do not have the opportunity to take extra courses and improve their English. Consequently, it is vital to look for different strategies that allow students to enhance their speaking skills. That is why this research study looks for gamification strategies that do not involve money and leaving their town. With the application of this proposal, students should improve their oral skills and they could feel more confident with the use of this strategy at the moment of developing their

fluency. Students would be motivated by the use of these gamification strategies because they would allow them to have fun while they are learning and developing their skills.

At Pedro de Puelles School, English is introduced at the elementary level, and they have 3 hours per week of 45 minutes based on the guidelines of the Ministry of Education. Modules that the government provides are used during these classes, following different contents that are provided in the curriculum. These modules help in the learning process since they include all the skills that students must develop during the process. In this institution, students only have access to one computer and one projector, which is not enough to have different activities using technology. Based on the observation of the teacher, learners prefer activities where they can play and have fun during the learning process. There is only one teacher that oversees the whole institution due to the number of students, and this teacher has a B2 level certificate. The teacher has a positive attitude towards this group. However, the teacher implements strategies based on the available resources, and the lack of material and technological resources becomes a limitation.

The group that is going to be the participants in this research projects was integrated by 20 students, 10 males and 10 feminine. They all are from Perucho - Pichincha – Ecuador. Their mother tongue is Spanish, and they have not taken English classes before the teacher arrived, this is why students have a low level and low knowledge of the language A1 beginners. Most of them are interested in studying the language because in their town there are some farms where visitors come to know them and some of them speak English. Besides, learners are visual because they love to learn through images pictures and going outside but for most of them English as a subject is considered one the most difficult subjects because it was their first time in contact with the language. The course took place during the hours assigned for English classes which means 3 hours a week. During the scholar year but the investigation was applied in one month, all this information was available in appendix 8

2.1.11.2 Instrument 2: Observation.

The observation technique was used, and the results showed that students' perceptions regarding speaking class are very low compared with the rest of the skills. This instrument was used to analyze various aspects such as student's participation where it was notorious that students could not answer some questions that the teacher asked, or they asked in their mother tongue. Another important aspect detected was the environment in the class, there were some activities that students did not like, and they did not enjoy the learning process. Students did not feel motivated in the class; they appeared nervous and stressed. Considering the speaking aspects, they could not construct complete sentences and the vocabulary was poor. Their pronunciation and fluency were poor. The criteria were adapted from the dimensions and the Common European Framework of Reference (CEFR).

2.1.11.3 Instrument 3: Pretest.

Finally, the last instrument applied in the diagnostic stage was a pretest. This instrument evaluated different criteria of speaking skills with the use of a rubric adapted from the Common European Framework of Reference (CEFR) in speaking performance pre-beginners A1. The results showed that most of the students had problems with fluency and pronunciation. Another criterion analyzed was grammar where students didn't show control of simple grammatical forms to answer the questions in the pre-test. The last aspect was vocabulary where most of the students did not use appropriate vocabulary regarding the answer or even, answered "no entiendo". In conclusion, after applying the pre-test, it was detected that students had real problems in speaking because they could not answer and communicate their feelings emotions, and ideas based on the rubric.

Chapter III Presentation and validation of the proposal

3.1 Validation of the research proposal

Validity is the level that the instruments have now of measuring the contribution of something to the investigation besides, the instruments are considered valid when they achieve their objective of measuring what they set out to measure (Benkharafa, 2013). When presenting a research proposal is essential that it has the validation of some experts to have objective results. Borsboom and Heerden (2004) mention that a researcher needs to present the results of an investigation based on instruments that were validated by some experts in the area to have feedback about the characteristics of the instruments. This is why, the validity of the instruments that were applied in this proposal were validated and revised by the researcher's tutor. MSc. Carmen Letamendi has experience in revising and validating this kind of instrument.

The pre-test, the post-test, the rubrics, and the checklist were the instruments that were revised and accepted by the tutor. The pre-test was developed to analyze the problems and deficiencies in the speaking components and the post-test was developed to see the improvements in the speaking dimensions such as communication, oral fluency, vocabulary, pronunciation, and content, the rubric was used to measure these dimensions. On the other hand, the checklist helped the researcher to examine the level of contribution that the application of the gamification strategies had. Thus, the mixed method was used in applying the proposal because some qualitative information was analyzed in the checklist and some numerical results were provided after applying the pre-test and post-test.

3.2 Theoretical foundations

Gamification strategies have one specific objective which is to have a suitable environment where the students are motivated and with the desire to learn the language. Some different theories and authors support the application of gamification strategies in the development of a second language. According to Dicheva et al. (2015), gamification strategies are functional game structures that provide students with the pleasure of acquiring new knowledge based on the

motivation to win over the other teams and the learning becomes meaningful. This is why the first theory that supports gamification is the meaningful learning theory. Currently, providing a meaningful learning process is the main objective of second language teachers and according to Autio (2009), the meaning learning theory proposed by David Ausubel emphasizes that developing second language skills is more effective when students connect their learning process with active participation and fun which the knowledge becomes meaningful to use in real situations.

Along the same line, Trung et al. (2022) explain that nativism relates to gamification strategies and developing speaking skills because this theory pays attention to how students learn and develop their knowledge innately and by self-discovery. Using gamification helps students to have this self-discovery in learning because they do not learn by obligation, they learn unconsciously through the educational structured games they are part of the class. This theory also refers to how students can learn every single language or universal grammar through interaction influenced by environmental factors. The environment helps the students acquire and develop speaking skills and gamification strategies allow them to have fun in the classroom while they are developing the language. This information is associated with Noam Chomsky's theory of universal grammar.

On the other hand, according to Lightbown & Spada (2006), in the last decades, gamification strategies have been part of teaching English in the classrooms, and in the development of speaking skills teachers focused on two main factors to achieve: building knowledge and foster the learning process. Constructivism is a learning theory that provides active participation of the students to have suitable insights in communication with others acquiring new knowledge to apply in future situations and gamification gives students a fun environment to learn. This learning theory connects properly with gamification and speaking because both have the same objective which is to develop the students 'language skills using the fun interaction.

3.3 Characteristics of the proposal

In the institution where the investigation was applied, students use the modules that the Ministry of Education provides the English teachers. Based on the researcher's experience those modules do not provide strategies where the students can have active and fun interaction regarding speaking skills. The results of this are students with poor interaction and students with deficiency in speaking skills. This is why gamification strategies were proposed to be applied as a solution to this problem. The main objective of this proposal is to develop English-speaking skills in seventh graders with favorable quantitative and qualitative results. To accomplish this objective, it was necessary to investigate and find different gamification strategies that have positive results in developing oral communication in students. These strategies were to motivate and provide active participation of the students in speaking classes with the teacher and at the same time improve some speaking components that involved the acquisition of this skill. These gamification strategies related to vocabulary and questions based on the level A1 beginners taking as reference the CEFR (Common European Framework of Reference for Languages).

The development of speaking skills using gamification strategies was implemented in a rural institution. The activities used in this research were board games, using papers to paste, and card games. In the first and second weeks, students had to work in groups playing chess and with the Jenga blocks. This activity helped the students to develop and improve their speaking skills. In the third week, students had to unscramble the sentences using a speaking activity and answer some information questions using papers to paste. In the fourth week, students had some activities based on guessing the name of the card and finding the pair of the card.

3.4 Objectives of the proposal

The main aim of this proposal was to determine to what extent gamification strategies contribute to the development of speaking skills in seventh grade. For this reason, the information and results gathered in this project were quantitatively and qualitatively to have objective and essential information that helped to accomplish

the objectives, validity, and effectiveness of this investigation. Furthermore, the proposal was built and applied based on the importance that speaking skills now of acquiring a second language. On the other hand, the proposal was applied to observe what aspects of speaking components were significantly improved. Finally, the implementation of the proposal was to find the level of contribution in the development of speaking skills.

3.5 Structure, and dynamics of the components of the proposal

The intervention was planned to apply in 4 weeks considering the academic schedule in which the researcher had 3 hours per week.

Table 4 *Description of the strategies*

First week: The teacher applied the first strategy “Board games” Materials: Chess Application: The teacher got a chess and a Jenga. In chess, the teacher divided into two groups of 10 and each group had to give themselves a name. The students had to answer some vocabulary questions and personal information questions every time they moved a chess piece. The student in the group who answered the teacher's question first was the one who could move the chess piece first and earned points for the team. In this dynamic, they had to continue playing until they checked the king and counted the points to see which group had won. The teacher gave feedback on the answers before the students continued playing.
Second week: The teacher applied the first strategy “Board games” Material: Jenga blocks Application: In Jenga, the students were divided into two groups, and each time they had to move a piece of the Jenga, the students had to answer a personal information question. If they did not answer it, they lost their turn, and the other team won a point. In this way, the students continued playing until the Jenga fell over. The group that made the Jenga fall lost the points it had won.
Third week: Teacher applied the strategies “Papers to paste” Material: Small pieces of paper, flipcharts, and tape

Application: In the paper-post strategy, the teacher carried incomplete and disordered questions and answers on small papers where the students had to organize the papers to complete the question or the answer. The activity began by dividing the class into 4 groups of 5 students and giving them the questions and answers in disorder and incomplete. Once the students reviewed these papers, the groups competed to see which group could order the sentences and questions the fastest, completing them with the missing words. When the groups finished, they pasted it on a piece of paper that was on the blackboard, and they gained a point if the sentence or question was correct. Once all the teams finished, the teacher asked a question orally and the students should have responded the group that answered the fastest was the group that continued obtaining points. At the end the teacher gave feedback, and it was decided which group was the winner.

Fourth week: Cards games

Materials: Cards to learn vocabulary and actions

Application: The teacher looked for several vocabulary cards that are according to the A1 beginner level. The students had to be divided into two groups, each group participated by guessing the cards only with mimics, but they had only 10 seconds to guess their partner's card. Once one group finished, the other group continued doing the same dynamic. In the end, the points they won were counted to see which group was the winner.

Elaborated by: Ortiz, K (2024)

3.6 Description of the methodological and/or technological requirements

To guarantee the good order implementation of the research proposal, it was necessary to have a deep and objective investigation considering some requirements.

3.6.1 Methodological requirements

The research analysis for this proposal used a mixed method, where qualitative data and quantitative data were analyzed to have objective results. Therefore, the methodology needed the following requirements for data collection, analysis, and interpretation:

The rubric was essential at the moment of gathering the information through the pre and post-test. This instrument was carefully designed to align with the objectives of the research and the first research question. The checklist was used to analyze if the gamification strategies had some contribution to the development of speaking skills. Besides, the checklist was aligned to connect with the second research question.

On the other hand, other methodological requirements consist of the execution of a structured and organized set of games based on reward-response gamification, planning effective strategies that include the development of speaking skills in English, such as board games, reordering sentences and sticking to the papers and card games through riddles to achieve and improve oral skills. This includes 4 strategies with supporting activities applied over four weeks. In addition, this includes strategies, materials, and their development. The method used in planning is the reward game without obligation to learn grammar or having an obligation, on the contrary, learning while having fun. Gamification is a new methodological method that new teachers and institutions are using, and the results have been positive regarding meaningful learning. The phases of the gamification were considered to have an organization: Analyze the students' context, and objectives, establish activities, goals, stages, monitoring, and rewards.

3.7 Description of the budget or financial analysis

This proposal was not difficult to apply because it is adaptable and easily accessible since students did not need to pay something. The materials (photocopies) of the card, paper, Jenga, and Chess were provided by the teacher and the proposal was not oriented to earn money or charge the value to the students.

3.7.1 Analysis and discussion of the results obtained from the implementation of the proposal

What aspects of speaking components were significantly improved?

In this research proposal, the researcher applied a pre-test to measure the speaking components in seventh graders to have an initial and objective diagnosis of the problem. This pre-test was evaluated based on a rubric with the following criteria: Communication (10 points); oral fluency 10 (points); vocabulary 10

(points); pronunciation; 10 (points) and content 10 (points). The final score was 50 points. In the following chart, the results gathered in the pre-test are presented based on descriptive statistics including the MIN (minimum), MAX (maximum), M (mean), and SD (standard deviation).

Table 5 *Results of the pre-test in each criterion*

Total of the population	Criterion	MIN	MAX	M	SD
20	Communication	1	8	5,6	2,03
	Oral Fluency	1	8	5,45	2,03
	Vocabulary	1	8	5,45	2,06
	Pronunciation	1	9	5,45	2,16
	Content	1	8	5,45	2,06

Elaborated by: Ortiz, K (2024)

Based on the results presented in the table considering the rubric, students present problems and all the criteria evaluated in the pre-test with the following values. In communication the M=5,6 and the SD=2,03. Then, oral fluency is the second criterion where the participants have problems with M=5,45 and SD=2,03. Next, vocabulary shows that students have issues with M=5,45 and SD=2,06. After that, pronunciation shows that the M=5,45 and the SD=2,16, To conclude with the last criteria, content shows that M=5,45 and SD=2,06. After analyzing the results, they indicated that most students have not developed the main speaking components such as communication, oral fluency, vocabulary, pronunciation, and content. It is visible that most students have problems communicating their messages and ideas, their fluency is not adequate, the vocabulary used during the test is extremely poor, the pronunciation is extremely poor, and they cannot make simple sentences with simple grammatical structures. Therefore, the speaking skills of these students are exceptionally low regarding the level expected by the Ministry of Education because they are at a regular level.

Table 6 *Results of the post-test in each criterion*

Total of the population	Criteria	MIN	MAX	M	SD
20	Communication	3	10	7,05	2,23
	Oral Fluency	1	10	7,05	2,06
	Vocabulary	1	10	7,8	1,88
	Pronunciation	1	10	7,55	1,98
	Content	1	10	7,85	2,00

Elaborated by: Ortiz, K (2024)

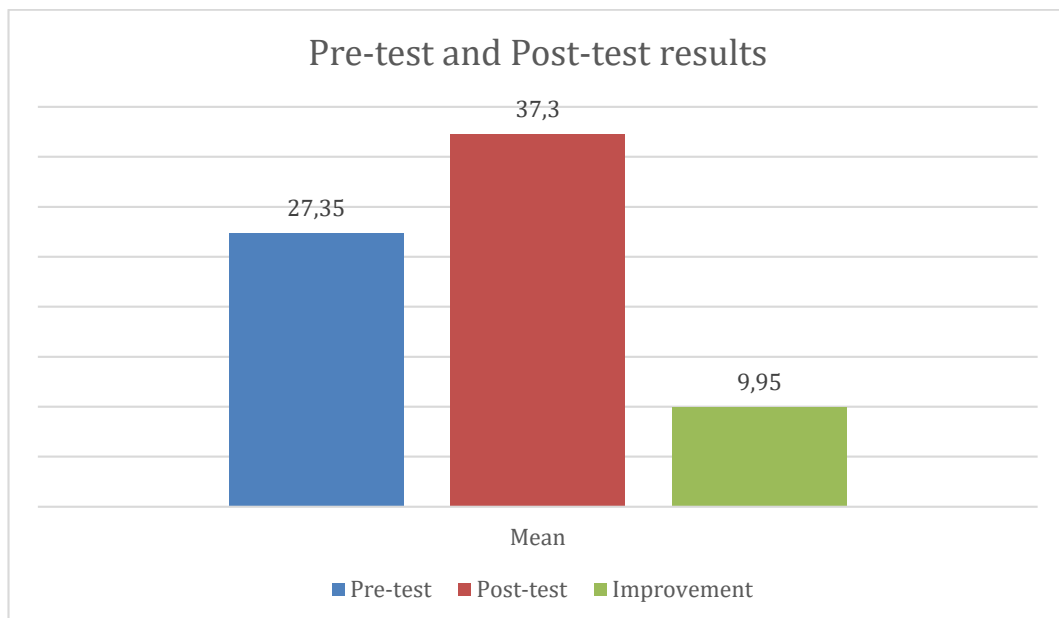
After the intervention with the gamification strategies, the same test was applied in the classroom to analyze if there were some improvements in the development of speaking skills. The results obtained at this time were the following: In communication, the values were M=7,05 and SD=2,23; in oral fluency the M=7,05 and SD=2.06; in vocabulary the M=7,8 and SD=1,88; in pronunciation the M=7=55 and SD=1,98 and in content the M=7,85 and SD=2,00. These results show that all the speaking components improved significantly and progressively with the use of gamification strategies such as board games, card games, and papers to paste. These activities allowed them to memorize sentences, and vocabulary and listen to the teacher the pronunciation of some sentences and words. The criteria that improved the most were content and vocabulary because, with the use of card games, students needed to memorize the words through the game and competition. The repetition of the sentences and the use of pictures in the activities allowed the students to repeat and repeat until they memorized the vocabulary. Therefore, all the gamification strategies helped the students to improve their communication and pronunciation because they were, their fluency was relatively continuous, the vocabulary was appropriate to the situation and students could express their ideas effectively.

Table 7 Summary and comparison of the pre-test and post-test regarding the mean

Test	NUMBER	MIN	MAX	M	SD	Differences		Final results
						M	SD	Overall % of the improvement
Pre-test	20	5	41	27,35	10,24	-9,95	0,74	20,60 %
Post-test	20	7	50	37,3	9,50			

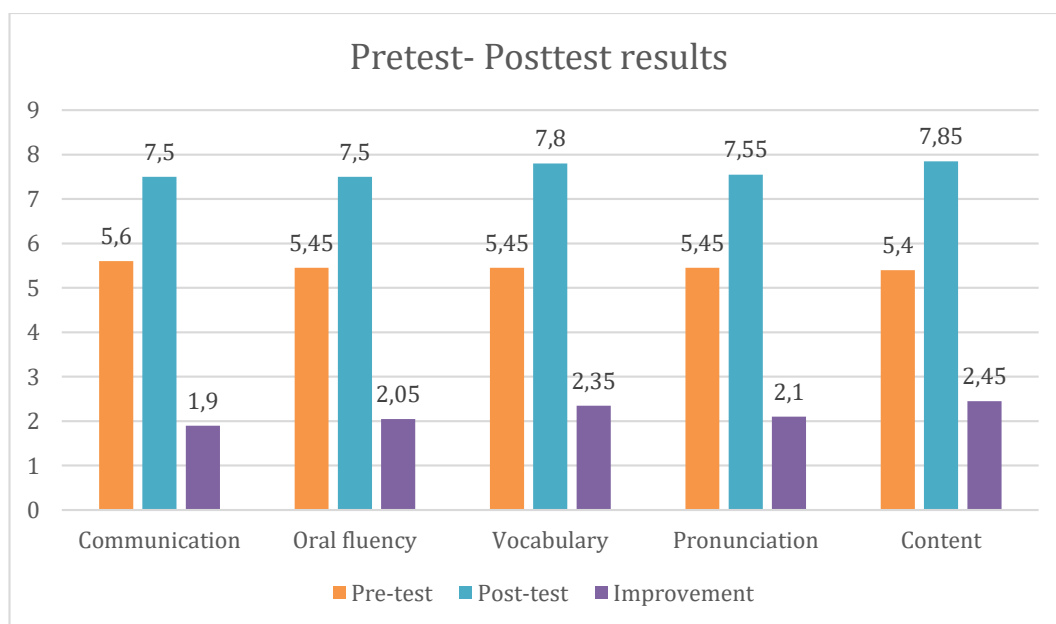
Elaborated by: Ortiz, K (2024)

Figure 1 Pre-test and Post-test contrast results



Elaborated by: Ortiz, K (2024)

Figure 2 *Pre-test and post-test results of the speaking components*



Elaborated by: Ortiz, K (2024)

The results presented in the figure show a clear improvement in the five speaking components. It is essential to mention that the test was out of 10 in each criterion, and the researcher took an average of the entire course in each component. First in the pre-test, and after the application of the gamification strategies, there was an increase in their final score. The improvement in communication was the lowest, but there was an improvement because students were engaged in some activities where they had to repeat and repeat their personal information. With the use of chess and Jenga, students had the opportunity to listen to the teacher's questions and try to answer them to get points for their group. Fluency, vocabulary, pronunciation, and content were the other speaking components that students improved. Most of the students answered the questions without pauses because they had a repetition of the same information and the desire to get as many points as they could.

With 20 valid participants, the total points that the students could obtain were 50 points in both the pretest and posttest. The improvements presented in the results obtained in the pre-test and post-test are visible in the chart and the figure.

In the pre-test the $M=27,35$ and the $SD=10,24$ and in the post-test the $M=37,3$ and the $SD= 9,50$. The difference between the means was $MD=-9.95$. The standard deviation, which represents the variation of the results, was $SD=0.74$. The improvement at the end of the intervention was 20.60% in all the speaking components.

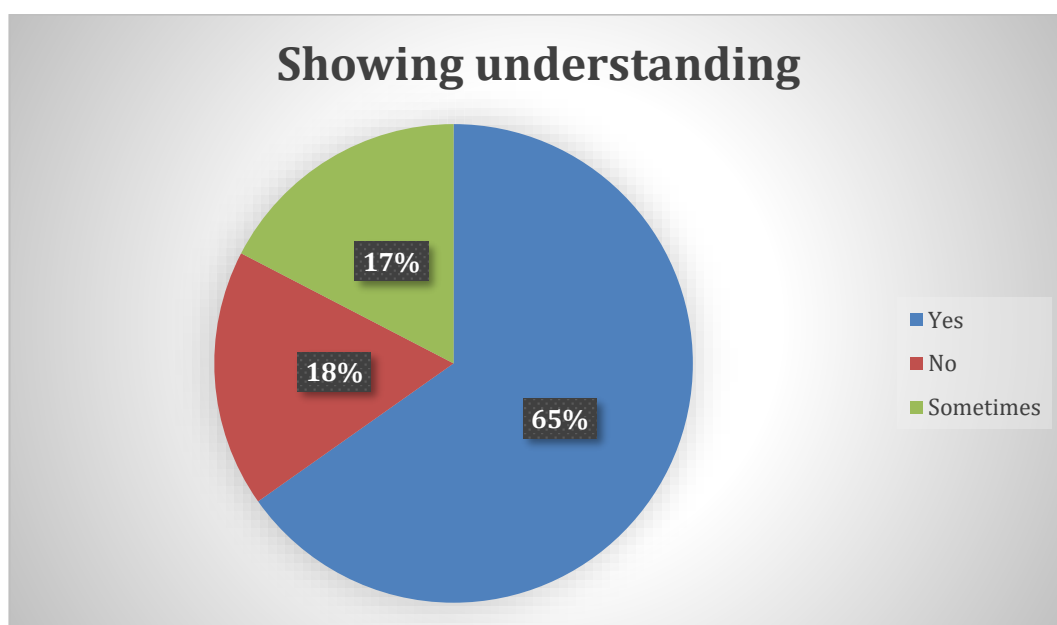
Question 2

What contributed to the gamification strategies' development of speaking skills? To answer this question, the researchers apply a checklist after the intervention of the gamification strategies

A checklist was applied at the end of the investigation to 20 students. It was elaborated because it was essential to analyze the efficacy of using gamification strategies to improve speaking skills and it was done at the end to analyze 10 indicators regarding the students 'performance. The teacher observed how the students developed the skills to mark in the checklist. The checklist was developed based on the dimensions of the study and they were analyzed based on yes, no, and sometimes.

Indicator 1: Students can answer the questions showing understanding

Figure 3 *Showing understanding*



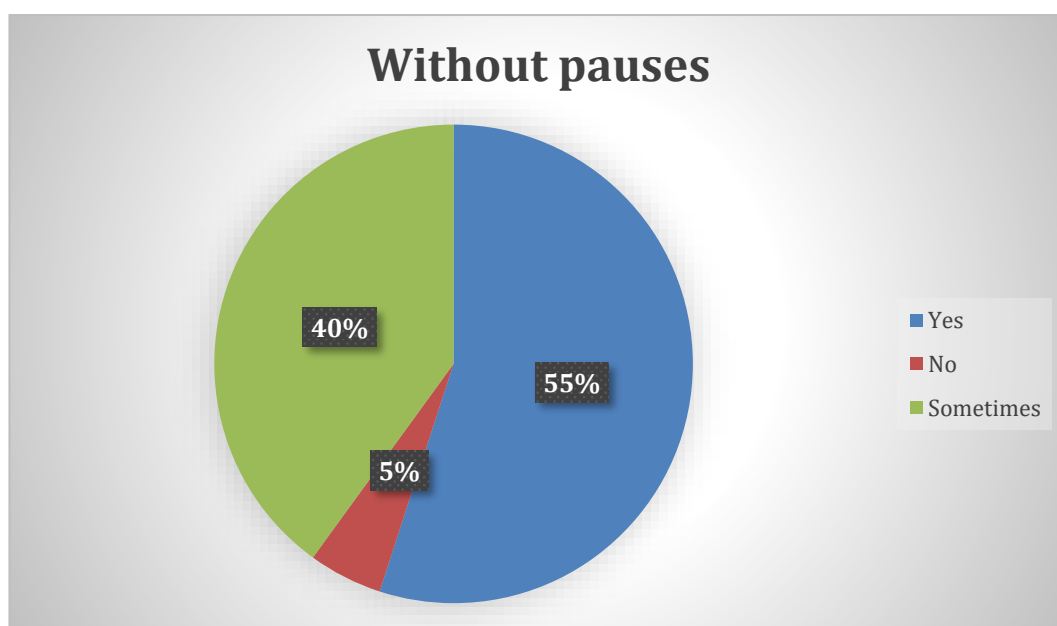
Elaborated by: Ortiz, K (2024)

Analysis of the results

According to the results obtained, regarding indicator 1 students can answer showing understanding, it has been shown that 65 % of students were able to answer the questions of the post-test, while 18 % were sometimes able to answer the questions and 17 % of the students were not able to answer showing understanding in the speaking test. This suggested that most students showed an increase in the answer and understanding in the speaking post-test. Therefore, there was a clear contribution of the gamification strategies in the development of the English-speaking skills which were beneficial for most of the students.

Indicator 2: Students answer the questions without pauses

Figure 4 *Without pauses*



Elaborated by: Ortiz, K (2024)

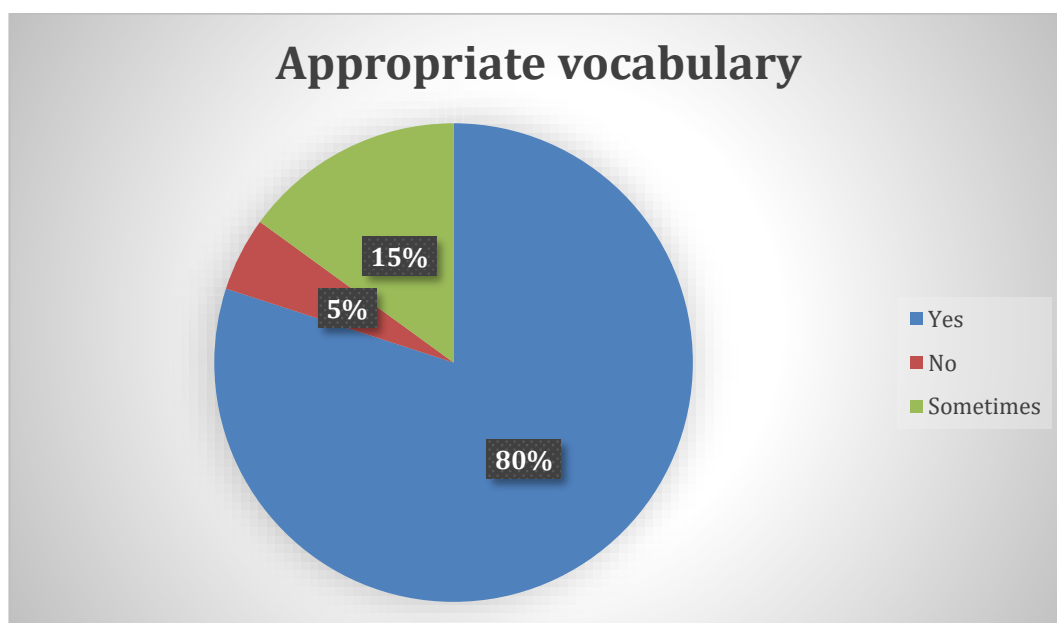
Analysis of the results

According to the results presented in the pie chart, regarding the indicator 55 % of students could answer the questions without pauses, while 40 % of the students were sometimes able to answer the question without pauses, and only 5 % which is the minority of the students answer the question with a lot of pauses during the post-test. This suggested that most of the students were able to speak without

pauses. Therefore, gamification strategies were a help to develop the students 'speaking skills.

Indicator 3: Students use appropriate vocabulary related to the question

Figure 5 *Appropriate vocabulary*

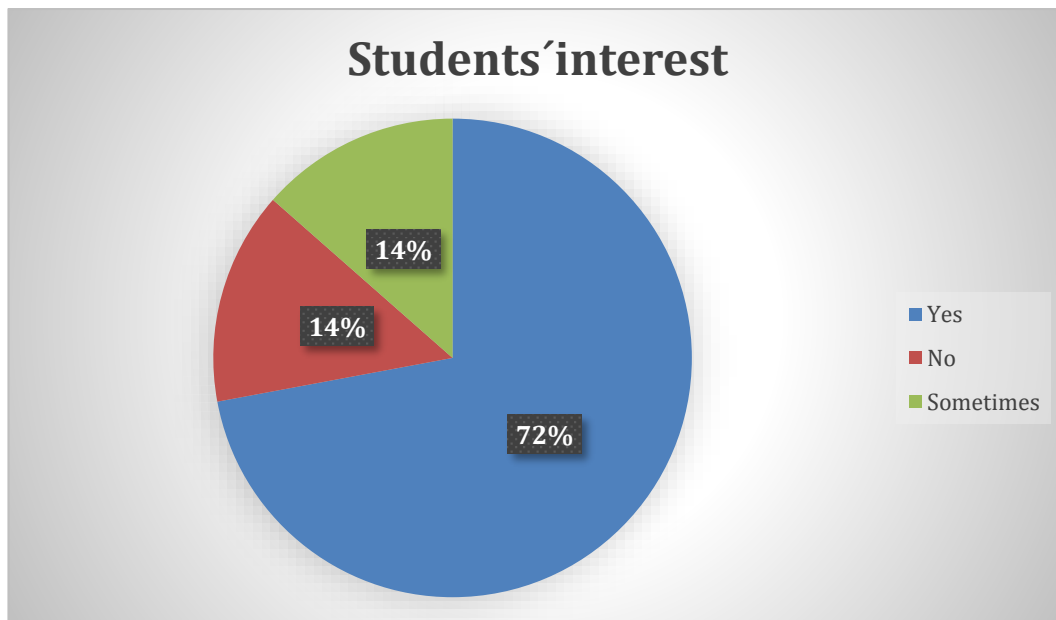


Elaborated by: Ortiz, K (2024)

According to the results obtained regarding the indicator 80 % of students were capable of using appropriate vocabulary related to the questions, while 15 % of the students sometimes answered the questions using appropriate vocabulary related to the question, but they sometimes answered with other words, and only 5 % which is the minority of the students answered the questions with words different to the questions that the teacher made. This shows that most of the students increased and understood the vocabulary used during the tests. Therefore, gamification strategies had a positive contribution to speaking skills.

Indicator 4: Students show interest at the moment of speaking

Figure 6 *Students' interest*



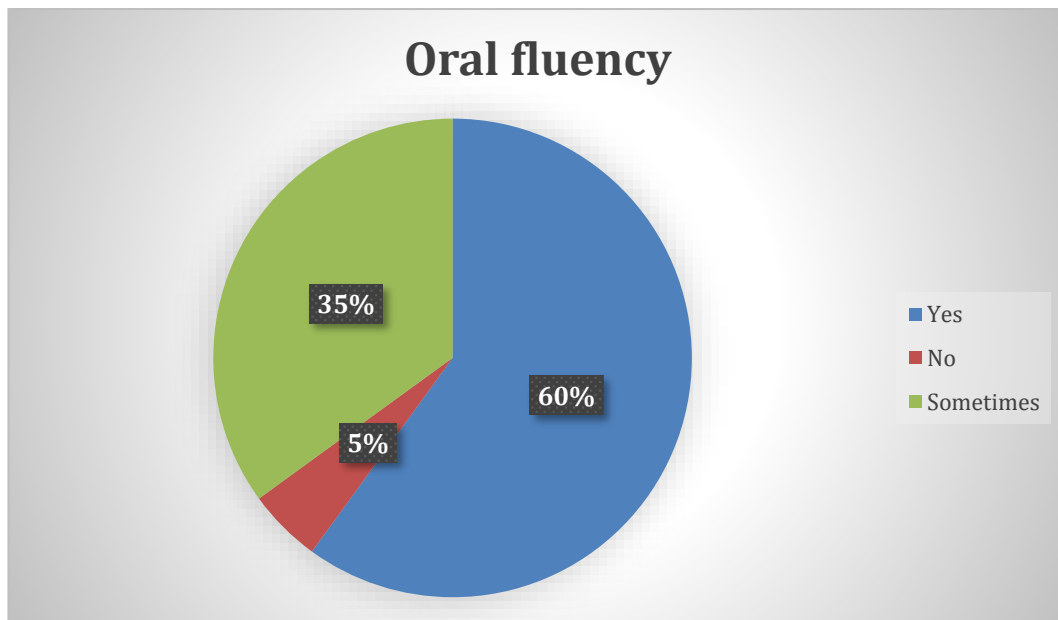
Elaborated by: Ortiz, K (2024)

Analysis of the results

Based on the results, 72% showed interest, at the moment of speaking after the application of the gamification strategies. While 14% of the students sometimes showed interest in the questions that the teacher was asking and 14% of the students did not show any interest in speaking or answering the questions. This pie chart shows that students could be engaged in the gamification strategies which means that these strategies increased students' interest.

Indicator 5: Students show oral fluency when answering the questions

Figure 7 *Oral fluency*



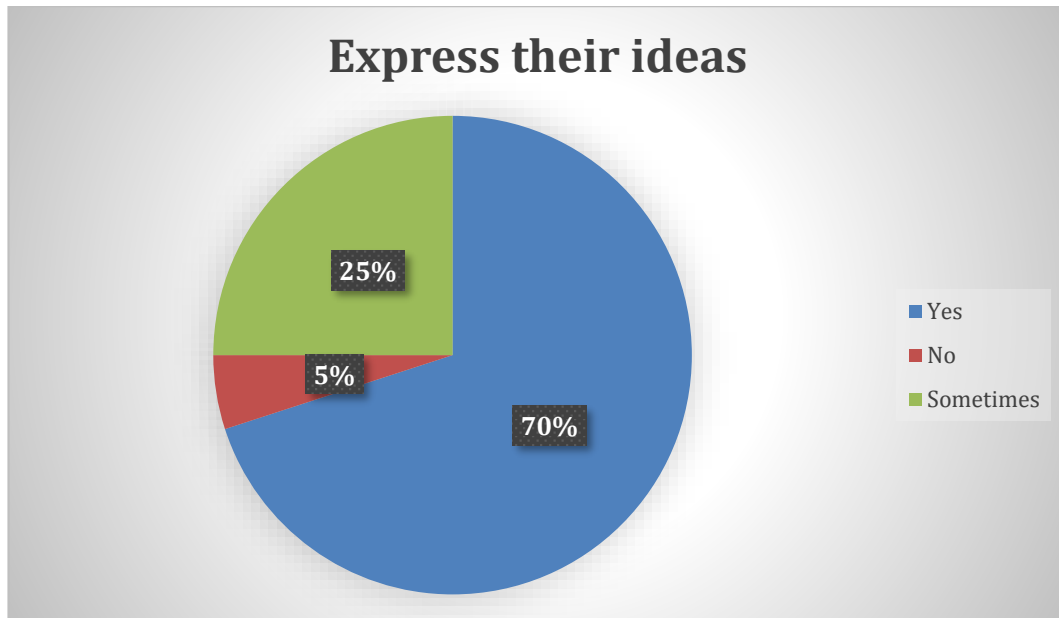
Elaborated by: Ortiz, K (2024)

Analysis of the results

The data gathered show that 60 % of the students showed oral fluency when answering the questions, 35 % of students sometimes showed oral fluency and 5% of the students could not fluidly answer the question. It shows that gamification strategies were crucial in developing speaking skills during the speaking post-test because they enjoyed the class, and they had a competition. Therefore, gamification strategies helped the students to have fluency in the moment of speaking.

Indicator 6: Students use an appropriate varied vocabulary to express their ideas

Figure 8 *Express their ideas*



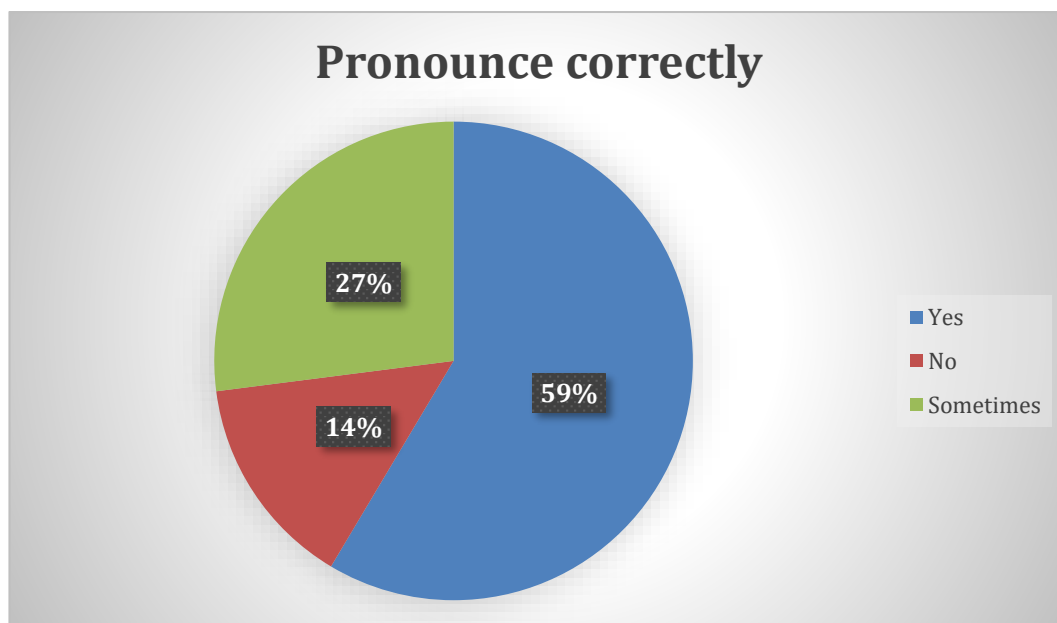
Elaborated by: Ortiz, K (2024)

Analysis of the results

According to the results obtained, it has been shown that 70 % of students could express their ideas with an appropriate and varied vocabulary, while 25 % of the students sometimes used varied and appropriate vocabulary to express their ideas and, therefore 5 % did not use any varied vocabulary. This suggested that the gamification strategies helped the students to develop varied vocabulary, at the moment of expressing their ideas and improve speaking skills. Also, it helped the students to develop critical thinking to answer the questions correctly.

Indicator 7: Students pronounce the words correctly to be understood

Figure 9 Students pronounce



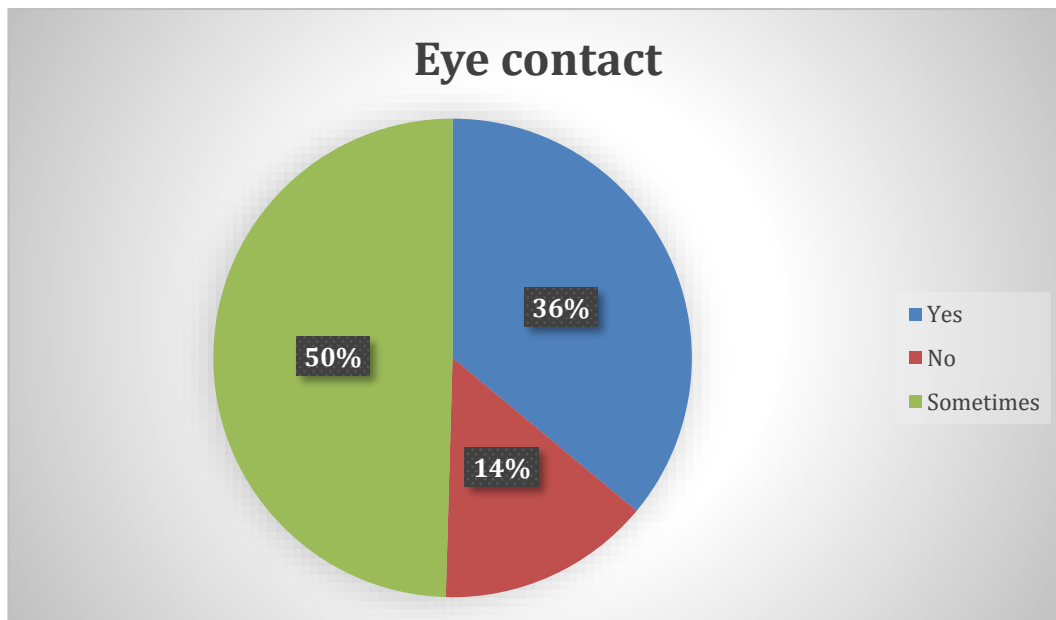
Elaborated by: Ortiz, K (2024)

Analysis of the results

The pie chart illustrates student increase regarding the pronunciation during the speaking test. According to the results obtained, it has been shown that 59 % of the students correctly pronounced the words, while 27% of the students sometimes pronounced the words correctly, they had few mistakes and 14% had an incorrect pronunciation of the words when answering questions and expressing their ideas. This showed that to improve students' pronunciation skills, teachers should incorporate gamification strategies because the study presents an increase in the number of students.

Indicator 8: Students have eye contact when speaking with the teacher

Figure 10 *Eye contact*



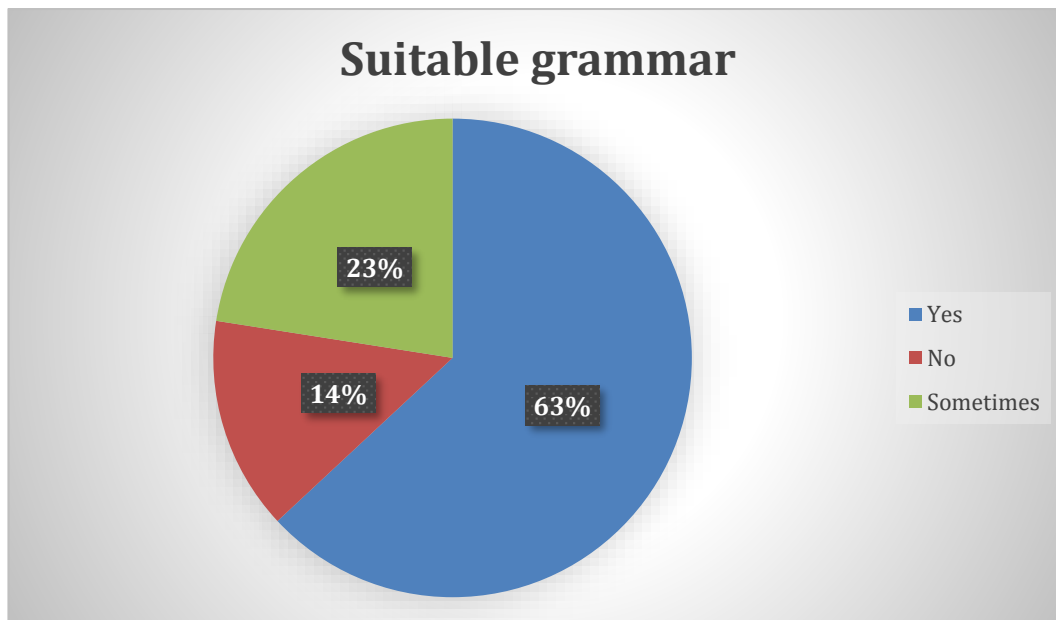
Elaborated by: Ortiz, K (2024)

Analysis of the results

Regarding the eye contact part of having a conversation to improve speaking skills, 50% of students had eye contact when answering the questions, 36% of the students sometimes had eye contact and 14% of them did not have eye contact and they try to see other places of the classroom in speaking. It demonstrated that the gamification strategies helped only half of the students which means that there may be other strategies to improve this aspect when speaking.

Indicator 9: Students use suitable grammar according to the question

Figure 11 *Suitable grammar*



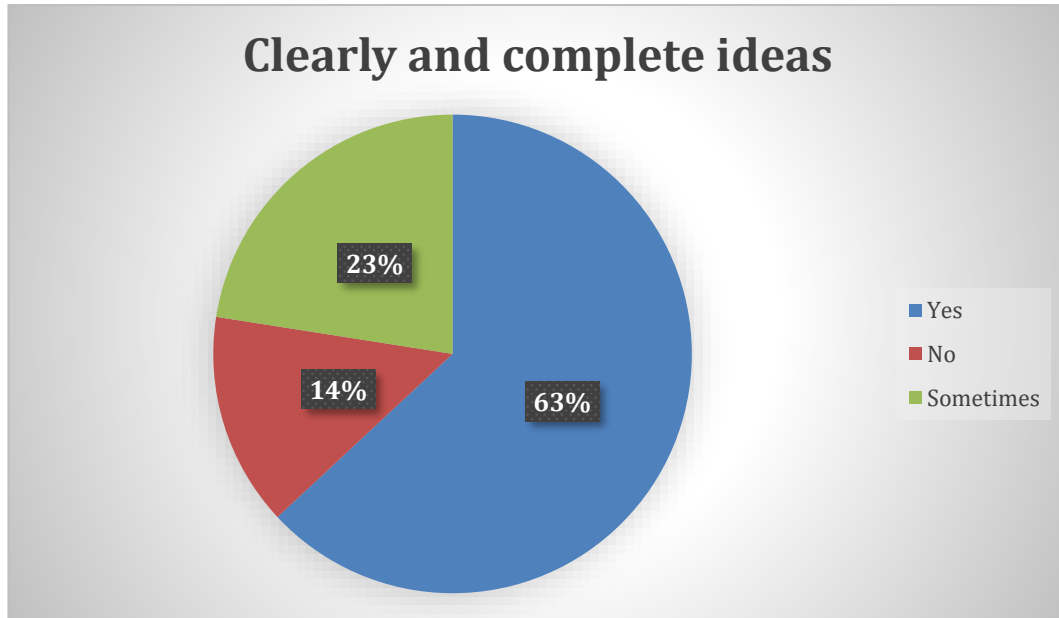
Elaborated by: Ortiz, K (2024)

Analysis of the results

According to the data presented, 63 % of learners used suitable grammar, 23 % of the students sometimes used the appropriate grammar and 14 % of the students could not use the appropriate grammar considering the questions. It demonstrated that gap gamification strategies helped and forced students to improve their speaking skills. In conclusion, these strategies were a great path to develop speaking skills and increase the learning experience of students.

Indicator 10: Students communicate clearly and complete ideas

Figure 12 *Clearly and complete ideas*



Elaborated by: Ortiz, K (2024)

Analysis of the results

According to the data in the pie chart, 63 % of learners communicated clear and complete ideas answering the questions, 23 % of the students sometimes used clear and complete ideas and 14 % of the students were unable to demonstrate knowledge through clear and complete ideas. It demonstrated that gamification strategies helped and fostered the students to develop speaking skills. To sum up, these strategies were the correct tool to increase their knowledge and they can speak clearly and share complete ideas.

3.8 Limitations in the study

Despite the results obtained in the study and the knowledge that could be developed in most of the students, it is crucial to recognize several limitations that are important to mention since these limitations could change the results in a certain way. These limitations were aligned with the research design and must be considered to have a clear and global idea of the research. The first point to consider was the size of the sample, the number of students to whom the gamification

strategies were applied was only 20, so it is exceedingly difficult to generalize that these results can occur at all educational levels or all seventh-grade students, since it is a smaller and small number to generalize. Taking this into account, the researcher had complications when applying the strategies with 3 students due to the learning styles and preferences within a population and they were not comfortable playing while learning or it was not their learning style.

On the other hand, another limitation was the time used for the application, the researcher had to do it in 4 weeks of three hours of class per week in the group, and this did not allow the strategies to be applied more efficiently. In this sense, another limitation was the attendance of the students, in the study 4 strategies were applied, and a weekly strategy was applied. A few students did not attend classes on the date that the strategies were applied, however, each student consulted what was done with the information that was addressed in class. Also, another limitation was the resources and materials that the students needed were not enough for them to develop the activity that was assigned.

3.9 Ethical considerations for the implementation of the proposal

Considering the ethical considerations, the good conditions, and rights that students have, we were considered to apply this proposal. Permission to carry out this research with a group of 20 students in seventh grade was given by the principal at Pedro de Puelles School. Besides, parents also gave their permission to apply this proposal to their children. By asking for permission from their parents and the principal of the institution, the researcher was respecting students' rights, and this aspect is essential to ensure that the research is conducted with proper consent in order not to have problems in the future. The parents and the principal were informed about the objective of the proposal and the process of the research through a letter. Moreover, parents and students were told that participation in this study was voluntary and without considering any score for the scholar year. This information is presented in Appendix 5.

Conclusions

- The use of gamification strategies to determine the development of speaking skills in seventh graders was established with the application of mixed methods where quantitative and qualitative instruments were part of this study. Considering the results that were gathered after the application, the pre-test and post-test indicated a significant improvement in speaking skills. Respectively, the results showed that students in the pre-test obtained an $M=27,35$ in all the speaking components, and after the application of the gamification strategies students obtained a $M=37,3$ in the post-test which shows an improvement of the 9,95 indicating that students had better results in the post-test than the pre-test.
- After the application of the pre-test in the classroom and the direct observation of the researcher, it was possible to identify the real level of speaking skills in the students of seventh grade. They presented deficiencies in the speaking components such as communication, oral fluency, vocabulary, pronunciation, and content. These components were improved during the application of the gamification strategies which allowed them to show an understandable communication fluency in the ideas, use of wide-ranging vocabulary, pronunciation of clear words, and the communication of basic ideas to be understood.
- Gamification strategies that are worthy to develop speaking skills were supported and analyzed theoretically mainly, board games, paper-to-paste, and card games. These strategies helped the students to increase their vocabulary and improve their oral fluency through the repetition of the words and questions.
- In order to evaluate the successfulness of using gamification strategies the post-test and the check-list were applied. The results indicated that the majority of the students have developed their speaking skills. Especially, the components that were improved in this application were communication had an improvement of 1,9, oral fluency 2,05, vocabulary 2,35, pronunciation 2,1 and content 2,45 points in the final score.

Recommendations

- Based on the results, the gamification strategies in this study are recommended for use within the classroom to improve and develop students' speaking skills. However, teachers should evaluate the context before applying these strategies. Besides, teachers should self-train in the correct way of the application of the gamification strategies in the classroom.
- It is important that when teachers identify shortcomings in speaking skills, educators must provide a comfortable environment to increase the motivation of the students to have students committed and willing to learn through new strategies.
- It is recommended that teachers use gamification strategies such as board games (chess and Jenga blocks), paper-to-paste, and card games which were applied in this intervention. Nevertheless, teachers should investigate other and new strategies that best suit the needs of their students. Therefore, the application of the gamification strategies should be applied for two months or even more to have better results.
- It is advisable that teachers always evaluate the achieved results because these allow them to see if the strategies worked or not. To do so, it is important to utilize quantitative and qualitative instruments to have objective results that allow them to corroborate the results.

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Appendix 2 *Research plan*

TITLE OF THE PROPOSAL: The development of speaking skills using gamification strategies in seventh graders.

AUTHOR 1: Omar Ortiz

RESEARCH CONTEXT:

The development of this research proposal has a positive impact, especially on the direct beneficiaries, since the purpose of carrying out this research is to find different gamification strategies to develop speaking skills at Pedro de Puelles School. The impact of the research proposal on society is to convince other researchers and teachers that it is essential to develop speaking skills so that they can communicate with foreigners. In addition, being able to implement a plan to implement the project in other institutions and among students can increase their knowledge of the language.

The students are from a rural institution far from downtown, and this can cause different consequences. Due to this issue, the level of the students is extremely low because they do not have any insight into or knowledge about the language. They had never taken English classes; for this reason, the topics in the classroom were for all the students. In the institution, there are not enough resources and strategies to teach English, much less to develop speaking skills.

The research will fill the gap that students have in speaking skills, and regarding the gamification strategies and the impact that they have on developing speaking skills, it will be supported by other authors who have done other investigations. The study will provide fundamental theories and information to try to solve problems and provide strategies to help students. In addition, it will describe the effectiveness of gamification strategies to develop oral communication and analyze the student's perspective on the gamification strategies. All the information helps to state the main objective of the research project, resulting in the search for gamification strategies for the development of speaking skills in seventh-year students.

1. Brief analysis and description of the situation that justifies the presentation of this proposal.

Currently, when talking about learning a foreign language, teachers and students must face different issues and factors to succeed in the teaching and learning process. One of these problems is the lack of speaking skills in the classroom, and it is essential to look for different solutions when students are having problems with oral expression, and they cannot communicate through the different activities that teachers provide to achieve the stated objectives of quality and meaningful education.

According to Rao (2019), this is important because in the modern world, communication skills play a crucial role because they assist students to be successful in the language learning process and be capable of communicating with others around the world. Speaking is the most important skill among the four language skills to contact the global world. Based on this, it is the ability to share people's ideas so that they and others can speak to each other to become better communicators and be able to transmit coherent messages.

To grasp this factor in learning English, Maghawry (2021) has carried out an investigation that shows the effectiveness of using gamification strategies since it helps students to stay motivated at the moment of speaking, they can leave aside the shame or fear of making mistakes and that others will make fun of them, and it also gives students confidence to be able to speak and express their opinions using oral communication. Taking into consideration what the author mentioned in the development of speaking skills, gamification as a methodological tool contributes positively to the teaching-learning process, raising the level of oral communication to achieve the desired objectives.

2. Statement of the problem to be investigated.

The problem situation is the development of different gamification strategies that help to develop speaking skills in students of seventh graders through classroom activities in English at Pedro de Puelles School. This is why the research will be based on looking at the effectiveness of gamification strategies to develop speaking skills in students who have an insufficiency of oral

communication. Gamification strategies have not been applied before in the institution to develop this skill. Therefore, this investigation has the main aim to analyze how much students improve their skills.

3. Justification of the research

Marín and Argudo (2022) carried out an investigation in Ecuador, which shows that public schools in Ecuador have problems regarding speaking development due to the poor development of EFL teaching strategies, and gamification is one of the methods that helps students develop speaking, since through competition students can put aside the fear of speaking, and in this way, it allows them to improve considerably their speaking level. Based on this information, gamification has given satisfactory results in oral communication since students feel motivated to learn and have the desire to actively participate in the teaching-learning process of the second language.

All these investigations have been based on one problem, which is the development of speaking skills. This has been happening due to a lack of strategies to help students speak inside the classroom. For this reason, the problem is the lack of different gamification strategies that support oral communication in classroom activities. According to Farhan (2019), the first skills students develop are reading, writing, and listening, but speaking is not developed in classrooms because the students are shy or embarrassed when sharing ideas through their mouths, resulting in the poorest skill.

Bearing in mind this situation, in classes, students have poor interaction regarding speaking skills. After an analysis and an observation in the classroom, it is notorious that students have limitations and problems producing the language. These students work in activities that are part of reading, writing, and listening, but speaking is the weakest skill since when they are developing activities, they remain silent and embarrassed. For this reason, this research is vital to be able to find the best solutions and help students develop this skill.

On the other hand, when discussing this issue with the authorities and the rest of the teachers, they mention that students like to compete, which helps them pick up knowledge. According to Mora et al. (2020) the best method to help

students develop speaking skills is the gamification method because it provides different activities based on competitive games. Therefore, it is essential to find out different gamification strategies to help students in English classes. Besides, teachers have the obligation and need to innovate their methodologies to motivate students to learn, and one of these new methodological tools is gamification.

The application of this methodological tool has been successful in recent years within educational institutions. This can support Rao (2019) in his investigation because he obtained positive results regarding the increase in speaking skills and enhancing the teaching-learning process. Moreover, the development of this research becomes something indispensable and striking since it starts with the application and use of gamification as a methodological tool within the classroom, seeking in this way that teachers seek to update knowledge in the new methodologies, especially in gamification.

4. Description of the relationship between the proposal and the research lines of the university.

The topic of this research is “The development of speaking skills using gamification strategies in seventh graders. Regarding this, the general research line that this research proposal will follow is pedagogy, didactics, and management of education, and the specific research line that will help the investigation is pedagogical innovation because gamification is a method that helps teachers find strategies that help students develop the problems they are facing.

5. Object of the research

On the other hand, the research object is the teaching and learning process of speaking skills in seventh graders at Pedro de Puelles School.

After the analysis of the institution, there is a huge problem that students are presenting in the classroom, which is poor speaking skills. For this reason, it must do an investigation to boost this language skill in a dynamic way, which is the gamification method. It can be done through the following research aims and specific research objectives:

6. General objective

To determine the development of speaking skills using gamification strategies in the seventh graders.

7. Specific objectives

- To diagnose the current level of students regarding their speaking skills in the seventh graders.
- To investigate the gamification strategies to develop speaking skills for the application in seventh graders.
- To evaluate which speaking skills components significantly improved.

8. Description of the variables of the study (independent & dependent)

To continue, it is essential to analyze the variables of this research proposal. According to Saeed (2018), the independent variable is the reason or explanation for the occurrence of another phenomenon. In the experiment, the variable that the researcher can manipulate is usually called treatment, and the dependent variable is the phenomenon that results, which must be explained. Therefore, the independent variable in this research is the different gamification strategies, and the dependent variable is the teaching and learning process of speaking skills.

9. Description of the research approaches, methods, data collection

According to Efron and Ravith (2013), action research is a form of introspective inquiry into social situations that aims to improve the rationality and justice of their social or educational practices. For this reason, this investigation responds to this method because it works with cycles that can be adjusted until the change or solution to the problem is reached, which means that an exhaustive investigation will be carried out until a solution can be found. Documental research will be used because information will be obtained from documents, magazines, articles, and other investigations already carried out. Documentary research is responsible for collecting important and relevant information from magazines, newspapers, books, electronic documents, and recordings, among others, to enhance and support the research being carried out (Jashim, 2010).

This research will have an inductive method because it has a process of analysis of the social phenomenon or problem, which is understood as a procedure of premises for general conclusions about the issue. Starting from a specific point to a general it is important to be understood little by little so that a general idea is reached to carry out the investigation. Induction refers to the fact that certain ideas start with deductions to analyze a phenomenon as a general law (Aquil and Saleem, 2008).

The deductive method allows to analyze connections between the theory part and the empiric information, making logical deductions that help to find new generalities, objectives, or main characteristics from a general idea to a specific problem (Aquil and Saleem, 2008). In this way, the investigation will analyze the problems regarding the insufficiency of speaking skills. Besides, observation will be part of the development of the research to establish the achievement of the stated objectives. It is a valuable technique in investigative processes since it consists of carefully observing the phenomenon, taking the necessary information, and recording it for subsequent qualitative analysis (Ciesielska et al., 2018)

Additionally, the approach that will be used is mixed because they help analyze the effect of gamification strategies on the improvement of speaking. It has been decided to implement mixed methods; specifically, as a type of design, the explanatory sequential design has been chosen since it has been noticed the necessity of determining quantitative data first to be explained by qualitative data later. Mixed research approach where qualitative and quantitative converge, allowing relevant data and information to be collected through participant observation and the application of an interview directed at the teacher and a survey directed at the students (Aquil and Saleem, 2008).

The instrument to evaluate the level of speaking will be a rubric and a checklist. Andrade (2000) says that a rubric is a set of criteria and standards governed by the teacher, related to the evaluation of learning. Therefore, it is necessary to develop a speaking skill assessment instrument by incorporating an attitude assessment prepared in the assessment rubric. A checklist will be used to

analyze what the students are achieving during the process of applying the strategies. It is a list of all the characteristics students need to develop and information that teachers want to analyze (Andrade, 2000).

10. Description of the beneficiaries and their main characteristics.

The research will be carried out in the Pichincha province, Perucho, where the "Pedro de Puelles" Mixed Fiscal School is located. This is from the coastal regime and offers initial education and basic general education. The direct beneficiaries are the seventh-year students, and the indirect beneficiaries will be the parents and the institution. The students who will participate in this research are made up of 20 students (10 men and 10 women), who become direct beneficiaries since gamification strategies will be proposed to increase speaking ability. The students are from a rural area far from downtown, and this can have different consequences. Due to this issue, the level of the students is incredibly low because they do not have any insight into or knowledge about the language. They had never taken English classes; for this reason, the topics in the classroom to all the students. In the institution, there are not enough resources to teach English and much less to develop speaking skills

11. Description of the practical contributions of the proposal.

The development of this research proposal has a positive impact, especially on the direct beneficiaries, since the purpose of carrying out this research is to find different gamification strategies to develop speaking skills at Pedro de Puelles School. The impact of the research proposal on society is to convince other researchers and teachers that it is essential to develop speaking skills so that they can communicate with foreigners. In addition, being able to implement a plan to implement the project in other institutions and among students can increase their knowledge of the language.

12. Importance of the proposal from the following perspectives:

Professional, methodological, technological, and social need

Professional: Applying and searching for the best gamification strategies in the classroom for seventh grade children contributes fundamentally and has and will

have an impact since teachers can make use of it and see if it works in the development of speaking skills and in this way stand out with the institution.

Methodological: Considering the research methods, it will be possible to know in a quantitative and qualitative way the impact of the gamification method for the development of speaking skills in students.

Social Need: Considering different investigations and the reality of the institution, it helps to cover a weakness that students have when producing the language, since they have developed the other skills, but speech becomes complicated and is the most important, through the research will analyze whether gamification helps this issue.

Appendix 6 *Designation of the research tutor*



Appendix 7 Diagnostic data

Hutchinson and waters (1987) needs analysis model (learning-centred approach)

The needs analysis (NA) process often involves gathering information to have the necessary foundation to develop a course that meets the needs of a particular group of learners. Richards and Platt (1992) stated that NA is "the process of determining the needs by which a group of students acquires a language and ordering those needs according to their priorities." Hutchinson and Waters (1987) identifies two types of needs: Target needs and Learning needs.

TARGET NEEDS		
According to Hutchinson and Waters (1987) target needs are mainly related to ' <i>what the learner needs to do in the target situation</i> '. To answer this statement, practitioners should gather information about the learners' necessities, lacks and wants.		
Necessities	Lacks	Wants
They are the academic or occupational requirements of the target situation. What students need to know to function effectively in the target situation (Robinson, 1991).	They have to do with what students ignore or cannot do in English (Robinson, 1991).	These are the personal expectations of the students and hopes towards acquiring English. What they would like to get from the language course. These needs are very personal (Robinson, 1991).
GENERAL QUESTIONS	ANSWERS	WHAT PROCEDURES OR INSTRUMENTS DID YOU USE TO ANSWER THESE QUESTIONS?
		Observation guides, interviews, questionnaires, online surveys, checklists, consulting to experts, a diagnostic test
Why is the English language needed here?	The English language is needed here because according to Ministerio de Educación (2016) the teaching process of English will be mandatory in all the institutions in all public, fiscomissional and private institutions in the country from second year of basic general to third year of high school.	The new curriculum of Ministry of Education (2016)

	In the same line, English is also important because taking into consideration that English, through the years, has become popular, it is often considered a global lingua franca, and it is widely used in institutions for several practical reasons. The government of Ecuador has established this language as part of the curriculum; for this reason, the institution has the obligation to include English as a subject. For the students, this language has become mandatory in order to pass the subject; however, there are different touristic places where foreign people come to visit, and the students have an interest in learning the language in order to communicate with these people and develop a certain tourist business. Therefore, the development of the language has two main objectives: to pass the subject and get some economic benefits.	
How will the English language be used?	For level A1 The proposal is necessary scale general linguistic range Students can express simple messages and personal feelings. Moreover, they have a basic vocabulary to express expressions and sentences in a concrete time and they can use some basic structures in one-clause sentences omitting some errors (Council of Europe, 2024) The language will also be used to Considering the context in which the students live, there are different objectives, such as communication, reading books, listening to songs, or even using them for business. However, the direction that this research takes is based on the development of speaking; for this reason, contact with the language needs to be communication with others. The communication will be developed face-to-face with their classmates and teacher using conversations, small talks, and role plays. This will increase the motivation for developing this skill because they will have real-life situations through the process.	Diagnostic test Writing (low scores) CEFR GUIDELINES
What will the content areas be?	The teaching of the English language is General English And the content areas that students will develop during the course are: Communication and cultural awareness, oral communication, language through the arts and projects based on culture, experiences and tales (Ministerio de Educación, 2016). The content areas will be based on the development of speaking skills in seventh grade students, so the students have an A1	Syllabus from the Ministry of Education

	level; they are beginners. By developing this skill in the students, fluency is the main objective that they need to grow in order to communicate and have conversations with others. In the institution, students have general English based on the curriculum. Therefore, conversations based on their preferences will increase the motivation of students to continue developing their speaking skills.	
Who will the learner use the language with?	General English: other students, teacher, friends from other countries or relatives They will use the language with other students and the teacher through different activities in the classroom. Besides students can communicate their ideas with other people out of the institution with a communicative approach (Ministerio de Educación, 2016) They also use the language with people from their location and reach a functional level of use of the English language	Documents from Curriculum of Ministry of Education
Where will the English language be used?	In the institution General English is used and according to (Council of Europe, 2024) An A1 level of English is the sufficient level in order to communicate with in an English-speaking country and socializing with English speakers. Moreover, an A1 level of English also allows students for using networking. An A1 level of English is used in the classroom and out of the classroom using basic vocabulary and simple sentences. In the same line, the proposal explores strategies that help students grow their motivation to develop the language in order to communicate both in school and outside of it. Besides, students can use the language for communicating with foreign language speakers due to the location where they live.	Descriptors of the level CEFRL A1 & curriculum
When will the English language be used?	School year 2023-2024 (August 20th to June 20th)	MOF

LEARNING NEEDS			
Learning needs is the gap between the learner's current level of knowledge and skills, and the level of knowledge and skills required to perform a task or a set of tasks. This framework focuses on numerous factors such as who the learners are, their socio-cultural background, learning background, age, gender, prior knowledge of specialized content, prior knowledge of English, attitudes towards English, attitudes towards cultures of the English-speaking world. Hutchinson and Waters suggested asking the following questions to analyze learning needs:			
GENERAL QUESTIONS	SPECIFIC QUESTIONS	ANSWERS	WHAT PROCEDURES OR

			INSTRUMENTS DID YOU USE TO ANSWER THESE QUESTIONS? Observation guides, interviews, questionnaires, online surveys, checklists, consulting to experts, a diagnostic test
Why are the learners taking the course?	Compulsory or optional? Apparent need or not? Are status, money, and promotion involved? What do students think they will be able to do when they acquire the knowledge? What would be the attitude of the students towards the course? Do they really want to improve their English?	Learners take English courses for various reasons, and motivations can differ from person to person. Some common reasons for taking English courses include: Academic requirements, language fluency, communication with other people and the teacher and jobs opportunities in the future in their location. Ultimately, the reasons for taking an English course can be diverse and multifaceted, depending on the individual's goals, needs, and circumstances.	QUESTIONNAIRE
How do the learners learn?	What is their learning background? What is their concept of learning and teaching? What methodology will be attractive to them?	Students like to work and task based learning using gamification strategies. The students. The activities are based on instruction and self-study. They are involved in activities developing the 4 English skills using a variety of worksheets and role play activities. Moreover, their conception of learning is to develop	Syllabus, curriculum and Observation

		the language because is mandatory to pass the subject and also because they have personal preferences and ideas of the language like developing the speaking skill in order to communicate with tourists.	
What resources are available?	Number of teachers with an international certification? The attitude of teachers towards this group? Knowledge and attitude of teachers towards the content of the subject? Knowledge and attitude of teachers towards the resources for the subject? Opportunities for activities outside of class?	The number of teachers is 4 teachers and one of English, the rest of the teacher are for basic education. For the students, teacher have the best attitude to teach using different strategies and materials. It is normal to have classes outside because the institutions is in the rural area which means that they take advantage of this fact.	Syllabus, curriculum
Who are the learners?	Age/Sex/Nationality? What do they already know about English? What knowledge do they have of the matter? What are their interests? What teaching styles are they used to? What is their attitude towards English? What is their attitude towards the cultures of the English-speaking world?	The learners are respectful students with teachers and the content they are learning. Their age is from 10 to 11 years old. They have the basic vocabulary in order to performance and develop an A1 level. They need to increase different vocabulary and basic grammar structure at the moment of speaking. The interest of the students are very interesting because they want to develop the language in order to communicate with tourist of the locality.	Surveys Questionnaires

Where will the course take place?	Are the surroundings pleasant, dull, noisy, cold?	The course will take place in the institution, Perucho, Escuela Fiscal Mixta Pedro de Puelles, Perucho, Quito.	Syllabus curriculum
When will the course take place?	Time of day? Every day once a week? Full-time, part-time? Concurrent with need or pre-need?	The course will take place during the hours assigned for English classes which means 3 hours a week. During the scholar year but the investigation will be applied in one to two months. March and April	Data of your proposal

Appendix 8 Pre-test and Post-test

Student's name:	Grade:
Level:	Score:
Date:	
Topic: Personal information and description	
Objective:	
Part 1 Instruction: Listen to the teacher and answer the following questions	
Questions? What's your name? Where do you live? How old are you? What's your favorite color? What's your favorite food? What's your mother's name? What's your father's name? Where do you study? What's your teachers name? What time do you get up? Do you like your school? What subject do you like?	
Part 2 instruction: Tell me the things that you see in the picture  <i>Taken from Cambridge assessment., (2018)</i>	
Part 3 instruction: Point with your finger and say where are the thing that the teacher mentions. What is this? Where are the shoes? What color is the t-shirt of the girl? What color is this chair? What is the men doing?	



Student's Signature	
Teacher 'signature	

Appendix 9 Rubric

CRITERIA	EXCELLENT (10-9)	GOOD (8-7)	REGULAR (6-4)	POOR (3-1)	Total
Communication	Communication is clear and coherent; effectively conveys ideas with minimal difficulty.	Communication is understandable, though may require some effort to follow.	Communication is difficult to follow; lacks clarity and coherence.	The listener does not understand any word.	
Oral Fluency	Speech is relatively smooth and continuous, with minimal pauses.	Speech flows somewhat, with occasional pauses and hesitations	Speech is hesitant and often interrupted by pauses.	The students did not use a natural and fluid language.	
Vocabulary	Vocabulary is varied and appropriate for beginner level; uses a range of words and expressions	The students sometimes used a wide-ranging vocabulary	Vocabulary is expanding, but may still lack variety and depth.	Limited vocabulary; relies heavily on basic words and phrases.	
Pronunciation	Pronunciation is clear and easy to understand most of the time.	The students pronounce the words clearly sometimes.	Pronunciation is mostly clear, but some words may be difficult to understand.	Pronunciation is unclear, making understanding difficult.	
Content	Students express ideas clearly and effectively,	Able to communicate basic ideas, though may lack detail or coherence.	Limited ability to convey ideas; may struggle to express thoughts clearly.	The students did not keep an appropriate intonation.	
Total					

Appendix 10 Checklist

N	Indicators	YES	NO	SOMETIMES	OBSERVATIONS
1	Students can answer the questions showing understanding				
2	Students answer the question without pauses.				
3	Students use appropriate vocabulary related to the question				
4	Students show interest at the moment of speaking.				
5	Students show oral fluency when answering the questions.				
6	Students use an appropriate varied vocabulary to express their ideas.				
7	Students pronounce the words correctly in order to be understood.				
8	Students have eye contact when speaking with the teacher.				
9	Students use a suitable grammar according to the question.				
10	Students communicate clearly and complete ideas.				