



The use of gamification to improve the lack of development in the speaking skills in

Tenth grade

Karina Paola Insuasti Burbano

Wendy Niccol Lainez Vera

Guide: PhD Johnny Campoverde

Modality: Research Proposal

Presented as Partial Fulfillment for the Degree of Magíster en Pedagogía del Inglés
como Lengua Extranjera. CES: RPC-SO-13-No.208-2022. Cohort 2022 - 2023.

Author's email: jscampoverdel@ube.edu.ec. Guayaquil, April 03, 2024.

ABSTRACT

The main purpose of this study was to demonstrate the effectiveness of the use of gamification as an English language learning tool for speaking development. The study covered a population of 90 high school students who had lacked development in their speaking skills in English communication. Quantitative instruments were applied to support the investigation. The instruments involved are pre-test and post-test, gamification, a rubric, a survey, and a checklist to estimate students' advancement and progress. The application of gamification helped students use the required elements in their tasks. Students had the opportunity to express their satisfaction with using this innovation, such as gamification, because they enjoy the technology. As a result, they could learn but also have fun. This work involves teachers and students since it can generate positive contributions to improving speaking skills. The present study was carried out at the "Santa Catalina Labouré" Fiscomisional Educational Unit, located in the Checa parish in Quito. A mixed research approach was used through the application of a pretest and posttest in order to know the improvement of speaking skills in tenth grade students of the mentioned educational institution.

Keywords: Gamification, Communication

TABLE OF CONTENTS

INTRODUCTION	1
Chapter I Theoretical Framework.....	7
Gamification	7
Game components	8
Game mechanics	9
Game Dynamics	10
Types of gamifications	11
Speaking skills	13
Oral production.....	19
Fluency and precision	20
Pronunciation.....	21
CHAPTER II METHODOLOGY	22
Research approach.....	22
Scope of the research	23
Type of research	23
Research procedure.....	24
Variable's operationalization matrix	26
Population and sample.....	30
Methods Used and their Purposes in the Research Context	30

Documentary Analysis	30
Surveys	30
Mathematical and Statistical Methods.....	30
Data collection instruments	31
Data Analysis and Ethical Considerations.....	31
Description of the diagnostic phase	32
Description of the intervention	33
The pretest phase	34
The treatment phase	34
The posttest phase.....	34
The rubric	35
CHAPTER 3 PRESENTATION AND VALIDATION OF THE PROPOSAL	37
Results and discussion	37
Specific Objective 1: Establish the importance of gamification in English language teaching.....	37
Specific objective 2: To evaluate the level of speaking skills before and after the implementation of gamification in tenth grade students of the selected educational institution.	45
Course Description	50
Description of the proposal.....	53

The characteristics of the learners	76
Breakdown of the transfer goal	77
CONCLUSIONS	54
RECOMMENDATIONS.....	56
References	57
ANNEXES.....	61
Annex 1: Data collection instruments	61
APPENDICES	63
Appendix 1: Topic.....	63
Appendix 2: Research plan.....	63
Appendix 3: Designation of the research tutor	71
Appendix 4: Letter from the candidate to the director of the school.....	70
Appendix 5: Director's response	72
Appendix 6: Written consent.....	73
Appendix 7: Diagnostic data	75
Appendix 8: Lesson plan	76

TABLE INDEX

Table 1 <i>Most common game mechanics</i>	10
Table 2 <i>Variable's Operationalization matrix</i>	26
Table 3 <i>Descriptive analysis of the pre-test - post-test results</i>	45

Table 4 <i>Shapiro-Wilk test applied to the results</i>	46
Table 5 <i>t-test applied to the results</i>	47
Table 6 <i>Student's survey</i>	61
Table 7 <i>Teachers interview</i>	62

FIGURE INDX

Figure 1 <i>Results question 1</i>	37
Figure 2 <i>Results question 2</i>	38
Figure 3 <i>Results question 3</i>	39
Figure 4 <i>Results question 4</i>	40
Figure 5 <i>Results question 5</i>	41
Figure 6 <i>Results question 6</i>	41
Figure 7 <i>Results question 7</i>	42
Figure 8 <i>Results question 8</i>	43
Figure 9 <i>Results question 9</i>	44
Figure 10 <i>Results question 10</i>	44

INTRODUCTION

English language learning plays a crucial role in today's globalized world. Proficiency in English has become a prerequisite for academic and professional success, creating a demand for effective language learning tools and methodologies. However, traditional language learning approaches often fail to engage and motivate students, particularly in the development of speaking skills. As a result, educators and researchers have been exploring innovative methods to enhance speaking proficiency among students, and gamification has emerged as a promising solution.

One common challenge in language learning, especially at the 10th-grade level, is the limited opportunities for students to practice speaking. Traditional classroom settings often prioritize reading and writing skills, leaving little time for dedicated speaking activities. This lack of speaking practice hampers students' ability to gain fluency, pronunciation, and confidence in using English as a spoken language.

Motivating students to actively participate and engage in language learning can be a significant hurdle. The conventional teaching methods tend to be repetitive, monotonous, and disconnected from students' interests and daily lives. This leads to decreased motivation, limited attention spans, and a lack of enthusiasm for language learning. Without proper engagement, students may struggle to develop their speaking skills effectively.

Gamification involves incorporating game elements and mechanics into non-game contexts, such as education. By leveraging the inherent motivation and enjoyment associated with games, gamification has the potential to transform language learning by

making it more interactive, immersive, and enjoyable. Through gamified experiences, students can actively participate, compete, collaborate, and receive immediate feedback, which enhances their engagement and motivation levels.

Given the aforementioned analysis, utilizing gamification as an English language learning tool for speaking development in 10th grade is a justified proposal. It addresses the need for increased speaking practice, improves motivation and engagement, provides immediate feedback, and fosters authentic learning experiences. By integrating game elements into the curriculum, educators can create a dynamic and interactive language learning environment that promotes active participation, encourages communication, and enhances the overall speaking proficiency of students.

It is vital to teach oneself to talk smoothly and become adept in accurately pronouncing words in order to acquire the ability to communicate effectively through oral transmission. Learners may, however, find it difficult to reach a fluent and natural speaking style if they are not supplied with sufficient focused practice and supervision, which in turn will impede their potential to communicate successfully in English. A lack of growth in speaking abilities may be caused, at least in part, by cultural and socioeconomic factors in some educational environments.

This is a possibility that can be considered. The learners of a language may have limited exposure to situations in which English is spoken outside of the classroom, which might result in insufficient opportunities for them to practice and reinforce their ability to speak the target language.

When taken into consideration as a whole, each of these elements contributes to the perpetuation of the problem of a limitation in the development of speaking skills in English communication. In order for students to achieve their goal of becoming competent and self-assured speakers of the English language, it is vital for them to overcome this impediment. It is because of this that they will be able to speak more effectively in academic, professional, and social settings where English is used as a medium of communication.

Regarding Unidad Educativa Fiscomisional "Santa Catalina Labouré", the teachers apply all the teaching strategies they know and master; however, the motivational component is not addressed, so the learning of the English language is not done correctly. By not having a high level of motivation, students do not improve their speaking skills, being exposed to different situations related to their lack of ability when practicing the English language.

Based on what was mentioned in the previous paragraphs, the problem posed for the present research is the following: How does the use of gamification help to improve the lack of speaking skills development in Tenth grade students?

The general objective of this study is to determine the effects of using gamification in the development of the speaking skill in the students from tenth year of Unidad Educativa Fiscomisional "Santa Catalina Labouré". The specific objectives of this study are the following:

- Establish the importance of gamification in English language teaching by reviewing related literature.

- To evaluate the level of speaking skills before and after the implementation of gamification in tenth grade students of the selected educational institution.
- Elaborate a pedagogical proposal based on the use of gamification to be applied to the students of the educational institution.

The hypothesis of this study is as follows: The application of gamification strategies will improve the speaking skills of tenth grade students of Unidad Educativa Fiscomisional "Santa Catalina Labouré". Two variables are used for the present study, the independent variable (gamification) and the dependent variable (speaking skills).

Gamification is the process of applying concepts from video game design to settings that are not games in order to make a product, service, or application more engaging, appealing, and motivational for its users. In a similar fashion, the implementation of game elements and strategies is an attempt to get consumers involved. To put it another way, gamification may be seen as an essential component in the process of elevating the level of user motivation. To motivate someone is to rouse within them the desire and excitement to offer their skills and abilities to an endeavor that benefits the group as a whole (Rodríguez et al., 2019).

Regarding speaking skills, like writing, speaking is a skill that can produce results. It entails communicating meaning to other individuals through the use of speech. However, there are some significant differences between speaking and writing. A list of qualities that distinguish written language from spoken language is provided by Marahani (2020). The attributes include durability, length of production, distance traveled, orthography, complexity, level of formality, and vocabulary.

This proposal is to use a deductive-inductive strategy, blending quantitative and qualitative methodologies, to examine how gamification affects the growth of communicative competence. The first step of this study is to diagnose the issue at hand by conducting surveys and interviews with educators. The quantitative portion will supply numbers, while the qualitative portion will add clarity and insight. The purpose of this mixed-methods study is to identify the specific challenges students face when trying to improve their speaking skills. The study covered a population of 90 high school students who had lacked of development in the speaking skills in English Communication.

The main beneficiaries of the present study are the teachers and tenth-grade students of the educational institution. On the one hand, the teachers will have new strategies and activities that they can apply in their classes to improve the teaching and learning process, while the students will see significant improvements in their speaking skills through the use of strategies that improve their motivation for language learning.

As mentioned in the previous section, speaking skills are considered to be of the utmost importance when discussing English language learning. These skills are developed directly through the use of student motivation to learn a new language. Gamification proposes to employ strategies that help improve students' motivation levels, thus stimulating the improvement of speaking skills. In the same way, these activities will focus on the use of games where the student can establish conversations in a direct way.

The development of this study helps come up with new tasks and ways to teach English using gamification to improve the speaking skills of the institution's students. These methods can be used at other levels of education, taking into account the level of English

and the age of the students at each level. Second, the school system in Ecuador is just starting to use gamification, which is a new idea. Because of this, the current study can be used as a bibliography for future research on the chosen topic of study. The proposal to implement strategies based on gamification in the EFL classroom aligns closely with the research line of Pedagogy, Didactics, and Management of Education. These strategies will provide English teachers with new tools and valuable information that can be implemented in sequence in the classroom. Likewise, the indicated strategies will help to strengthen the motivational component of the students throughout their development.

This study is structured as follows:

- Chapter I: It will address everything related to the theoretical framework of the study. The concept of gamification and its influence on speaking skills will be analyzed.
- Chapter II: In this section the methodological aspects of the study are analyzed and the current diagnosis of the students of the educational institution is presented.
- Chapter III: In this section the methodological proposal focused on gamification will be made, taking as a reference the diagnosis made in the previous chapter.

Chapter I

Theoretical Framework

Gamification

The term "gamification" refers to the practice of implementing game concepts and design principles in non-game settings for the purpose of improving player engagement, retention, and satisfaction. By incorporating game mechanics, structures, and principles into educational settings, gamification has been shown to improve student engagement, motivation, and critical thinking abilities.

Several key pedagogical elements are built into this definition. To begin, let's talk about using games to help students learn. Avatars, badges, points, levels, a scoreboard, virtual awards, and missions are some of the digital game components described in the second paragraph. Finally, game strategies are mentioned, which center on aspects of games that allow participants to communicate with one another.

Furthermore, gamification may increase motivation and interest. Important for all learners, the ability to think critically is the focus of the fourth educational component of this definition, which suggests that gamification may play a role in encouraging this talent (Marin & Argudo, 2022).

The use of gamification in the classroom has the potential to be quite useful. These days, everyone in a school setting has access to a smart electronic device, and video games and mobile applications are the norm. There has been considerable progress and success in the use of ICT in the classroom as a result of the introduction of these tools, which make

teaching and learning more engaging and encourage students to complete their homework (Abdul & Rizk, 2021).

Therefore, by introducing gamification in education, another derivative term arises called educational gamification. Regarding educational gamification, Nurutdinova (2021), mentions the following:

Gamification is the technique of improving learning processes through the use of games, specifically video games. The goal of gamification is to build more efficient teaching and learning procedures that assist cohesion, integration, and motivation for the subject matter, as well as boost individuals' creative capabilities (p.47).

Game components

The game components are the fundamental aspects of the game environment that can be altered in some way by the players or the system. This category of game elements is perhaps the most concrete of all the subcategories. "Game Interface Design Patterns" is the name given to these individual components. Achievements, avatars, badges, collections, combat, content, unlockables, gifts, leaderboards, levels, points, quests, social networks, equipment, and virtual goods are some of the components that make up the MDE Framework (which stands for mechanics, dynamics, and aesthetics).

These elements are commonly used in games to quantify and visualize the performance and/or achievements of players and can be applied to gamification in this way:

- Badges are graphic symbols that show that the wearer has acquired a skill, they can provide a sense of pride associated with an acquired skill.

- Point systems and badges are tangible elements of the game and can be represented in progress bars or leaderboards. represented in progress bars or leaderboards.
- Progress bars can be useful to provide information to the user about his or her individual progress towards achieving a skill. their individual progress towards achieving a skill.
- Leaderboards can be used to compare individual users and rank them against each other. Points and badges can be useful for communicating progress and recognizing effort (Nurutdinova, 2021).

Game mechanics

The specific elements of a game that are accountable for its functionality are referred to as the game's "mechanics." They encourage users to interact with the content, which in turn ensures that the activity is maintained. Challenges, opportunity, competition, cooperation, feedback, resource acquisition, rewards, transactions, turns, and victory states are the components that make up game mechanics (Guerrero, 2023). The main mechanics included in the games intended for education are presented in the following table:

Table 1*Most common game mechanics*

Game mechanic	Description
Reward	Benefits a player obtains for completing an action or reaching an achievement
State	A means of recognition, fame prestige, attention and, in short, esteem
Competition	Activities in which players compete in teams, resulting in one or more winners.
Cooperation	Collaborate as a team to achieve a common goal
Comments	Return the information to the players and inform them of where they are today
Challenges	Give players instructions on what to do within the gamification system.
Opportunities	The element(s) of randomness in a game

Game Dynamics

The players' ability to engage with the game's mechanics and other elements is referred to as the game's dynamics. Game dynamics are the structure of the game. These components shed light on the underlying dynamics that are present in virtually all video

games, including the narrative, the ability to make choices, the limitations placed on those choices, the feedback received, and the growth of the game.

In the field of education, the examined study suggests that exposing students to real-world scenarios can both inspire them to learn and improve their overall comprehension of a topic. In order to construct meaning and acquire comprehension, another essential component of education is the telling of stories (Arista & Tri, 2022).

The way in which teachers make use of the resources they have at hand is another factor that might contribute to the efficiency of implementing games in language teaching; this means that teachers may not always have the technological resources for the purposes it is an important part of being creative and recursive when it comes to achieving the specific goals in EFL classes.

Types of gamifications

According to Kapp (2013), there are primarily two basic kinds of gamification that can be defined, and these two types are separated based on whether or not the material itself is updated. The first type is known as structural gamification, and it is defined as the use of game features to direct the learner through the material without modifying the material itself in any way.

The material is transformed into a game, and the structure that surrounds the content is the only aspect that is altered. This sort of gamification concentrates primarily on the creation of scenarios that reward the student for his participation in the learning process and serve as an incentive for him to revisit the material being taught.

The use of prizes, such as applying a score element or providing badges at the end of a task or for performing it better, is a common example of implementation in the first type of gamification, and it is also one of the most common types of gamification. The material should not be altered in any way, but instructors should provide pupils the option of seeing a video, turning the page of a book, or reading a passage from a book instead of doing the assigned work.

They actively participate in these activities with the primary focus on the fact that they have the opportunity to gain a particular number of points as a reward for the amount of effort and dedication that they have displayed.

The second one is called content gamification, and it is defined by Guerrero (2023) as the process that the teacher goes through to generate that some elements of gamification are formed by linking components such as a tale, mystery, curiosity, or character with the learning content. The mentioned author describes this as "the process that the teacher performs to generate that some elements of gamification are built." For instance, with this type of gamification, a teacher can incorporate some aspects of a novel into a grammar exercise.

This allows students to build or read a fantasy world while simultaneously completing grammatical structures in accordance with rules. Based on how well they do, students advance to the next level of learning. In this form of gamification, the material is reworked to make it more accessible to students in order to provide those students with the opportunity to acquire knowledge in an enjoyable manner. Teachers should be mindful that every part of the class cannot be a challenging game. Keep in mind that using these

game mechanics in the classroom will boost student participation and engagement, leading to greater learning results for everyone involved.

Speaking skills

Speaking is one of the abilities that students need to be able to acquire in order to be successful in learning a foreign language. Speaking is a crucial form of communication within the language. Increasing the level of students' ability to communicate verbally has long been an issue. Explanatory, communicative, and persuasive skills are now absolutely necessary for a person to possess in order to achieve success in any line of work that they want to pursue.

From this perspective, the learning of the English language entails a relevant difficulty in the students due to the phonological character that represents it in contrast with the phonetic character of the mother tongue, that is, Spanish. It is somewhat complicated for English learners to recognize a word in writing, but having to pronounce it in a different way due to the phonological characteristic that represents this foreign language. However, the relevance of the language in the 21st century merits a greater effort to demonstrate a communicative mastery that favors the personal preparation of students in pursuit of a globalized culture that demands by leaps and bounds a collective culture recognized, mainly, through the commercial language and, therefore, the most important at present, English.

The formation of oral skills in students has become a necessity since it establishes the bases that make possible a real formation of English language learning because it is motivating and leads to the development of other skills: listening, reading and writing.

However, the student's limitation in their learning due to factors such as the phonological nature of the language that hinders its implementation; thus, teachers must resort to strategies that stimulate the mastery of speaking through play to focus on a real learning of the English language.

When it comes to interviews, group discussions, presentations, meetings, seminars, workshops, and projects, effective speaking is given a great deal of consideration. As a result, the incorporation of technology into speaking sessions is necessary in order to stay up with the rapid advancements of the 21st century. According to Leong and Ahmadi (2017), speaking is defined as “the transmission of words and ideas orally, thus forming a process of creating and sharing ideas through the use of verbal and non-verbal symbols in different contexts.” (p.34).

For language learners, oral expression is one of the most difficult skills. Students in general always present different deficiencies such as Organize and structure the speech in a coherent way (in chronological order), Clearly state which are the main ideas and which are the secondary ones Transmit a message fluently (without excessive hesitation, pauses, false starts, correctness: phonetic, grammatical, lexical and accuracy: conceptual, lexical), Adapt to the situation in which the speech takes place (tone, register, topic, Clarify, expand, summarize, evaluate, etc.).

For this reason, education should use a very varied, motivating and participatory didactics, for this it is very necessary to use different styles as a means of teaching the English language as it plays an important role in the classroom process. The use of songs allows the student to relax, become interested and familiar with the language, at the same

time stimulates auditory discrimination; by placing music in the background while working, better results are achieved in their work and discipline, it also serves to mark a change of activity and make the class more enjoyable and fun (Arista y Tri, 2022).

The process of speaking, on the other hand, is defined by Bygate (1987), who is mentioned by Leong and Ahmadi (2017). According to Bygate, speaking is "the production of auditory signals with the main objective of producing different verbal responses in both the listeners and the speakers." A meaningful sentence or phrase is created through the act of speaking, which involves the systematic combination of sounds.

An additional definition that can be regarded as significant is the one that Torky (2006) brought forth. The author makes reference to the fact that speech is a process that involves two-way communication, which includes the genuine exchange of viewpoints, pertinent information, and feelings among those who engage in it.

As part of their initial communication with the environment, it is important to highlight that beginning at a young age, human beings are programmed to speak before they are able to read and write. In this sense, human people spend a greater amount of time interacting verbally with language as opposed to using it in writing; for this reason, speaking is considered to be the most significant ability when learning a new language from scratch.

Mazouzi (2013) argues that the ability to talk plays a vitally significant function for engagement with other people. She says this because she will always use this talent. Individuals are able to convey their thoughts and ideas through the oral route through the process of speaking. For this reason, it is the responsibility of the English language

instructor to inspire students to converse in the target language, which will ultimately facilitate the teaching and learning process.

Students should make speaking a part of their English language education since it helps them develop their ability to use the language. The capacity to communicate verbally has been of critical significance to the progress of human beings. What people do on a daily basis demonstrates how important it is for them to have the ability to communicate verbally.

Conversation is an engaging activity that takes place within the real-time restrictions of the situation. That is, individuals are able to employ words and sentences fluently without requiring a great deal of conscious thought. The ability to speak enables humans to form sentences for the purpose of genuine communication; to put it another way, individuals choose to communicate in language in order to accomplish particular objectives.

Otherwise, the ability to speak consists of two main characteristics. The first characteristic is the fluency when speaking. This characteristic becomes the main objective to be achieved by English teachers through the teaching of oral skills. In this sense, Leong and Ahmadi (2017) define fluency as the oral communicative capacity that a person has in an understandable way towards others, without interrupting the established communication links, pronouncing and respecting each of the grammatical signs of the language, developing sentences with coherence and good pronunciation.

The accuracy of the oral interpretation of a language is the second attribute that is associated with speaking skills. A foreign language is something that every student is required to become proficient in. Therefore, it is imperative that the instructor places a

strong emphasis on precision within the instructional strategy that she is implementing with the students in her class.

In addition, students are required to pay attention and show interest when learning, reviewing, and taking into consideration the correctness and integrity of the form of language that is being utilized. The primary emphasis should be placed on the grammatical structures that correlate to the words, the vocabulary that is being gained, and the correct pronunciation of each word.

Alfi (2015), on the other hand, makes the observation that speaking is a fundamental function of communication between individuals who are members of the same society and who live together. When this tool acts as a natural way of communication amongst members of a community, allowing them to communicate their views and feelings about a common issue, speaking is regarded to be a form of communication.

In this manner, it is possible to remark that speaking is the action or activity in which two or more individuals engage with each other through the use of oral language. It is possible for the persons who take part in this activity to communicate with one another and share information using this activity. In the context of this activity, fluency and pronunciation are regarded as key aspects when discussing the students' ability to effectively regulate their speech. Creep is regarded as a moment of significant difficulty for students of English as a foreign language at this point.

For a student to communicate in a good way with others, he must master two types of skills within speaking. These skills are micro and macro skills. Within the research work of Alfi (2015) the following micro-skills are mentioned:

- Produce chunks of language of different lengths.
- Orally produce differences among the English phonemes and allophonic variants.
- Produce English stress patterns, words in stressed and unstressed positions, rhythmic structure, and intonational contours
- Produce reduced forms of words and phrases.
- Use an adequate number of lexical units (words) in order to accomplish pragmatic purposes.
- Produce fluent speech at different rates of delivery.
- Monitor students' oral production and use various strategic devices – pauses, filters, self-corrections, backtracking – to enhance the clarity of the message.
- Use grammatical word classes (nouns, verbs, etc.), system (e.g., tense, agreement, pluralization), word order, patterns, rules, and elliptical forms.
- Produce speech in natural constituents – in appropriate phrases, pause groups, breath groups, and sentences.
- Express a particular meaning in different grammatical forms.
- Appropriately accomplish communicative functions according to situations, participants and goals.

In order for teachers to be able to increase their students' speaking abilities, they need to be able to recognize the numerous aspects that will influence their students' oral performance. Inside this context, the student's performance conditions, affective elements, the ability to listen, and feedback inside the classroom will all have an impact on the student's overall performance.

For many years, the improvement of speaking skills has been undervalued, despite the fact that it is of great significance. Educators have relied on outdated methods for the improvement and instruction of this talent, such as memorization of dialogues or repetition of exercises. On the other hand, the modern world necessitates that the objective of training kids to speak should be to enhance their communication abilities. This is done in order to assist students in expressing themselves and to teach them how to adhere to suitable social and cultural rules in every communicative setting. A significant component of the language abilities that are essential for the growth of language learners is the ability to communicate verbally (Arias , 2017).

Oral production

Arias (2017) indicates that “Oral comprehension is an activity that supports the exchange of information from the beginning of life. to study a language, students must first learn to develop the receptive ability of the language that is listening, and then, and they learn to speak, read and write” (p. 110).

Also, Celis (2012) points out that “The importance of speaking is considered an indispensable tool, since it facilitates communication between countries that are dedicated to the import and export of goods or services, for this reason to have professionals who

can read, write and interpreting this language allows the growth and strengthening of the economy through international trade” (p. 30).

Students may experience difficulties with pronunciation in a variety of areas, including individual sounds, whether they are vowels or consonants, and what are known as suprasegmental features. These features include aspects such as intonation and accentuation, as well as the way in which certain individual sounds can sometimes influence other sounds during speech, resulting in certain characteristics of a particular sound that may affect the production of an adjacent sound.

Therefore, in order for the student to be able to communicate in a coherent manner, it is essential for them to have an understanding of the variables that directly contributed to the development of this linguistic ability through oral output. The following is a list of the primary elements that have a direct impact on the development of speaking skills.

Fluency and precision

The transmission of fluid and precise messages that flow effortlessly from the mouth, attempting to be understood and becoming natural is what people mean when they talk about fluency. Fluency is vital when it comes to communicating and sending the information that you want to make known to the receiver.

According to Celis (2012), fluency in language can be understood as the ability to convey a message in a fluent manner (without excessive hesitation, pauses, false starts, correctness: phonetic, grammatical, and lexical, and precision: conceptual, lexical), adapt to the situation in which the speech is developed (tone, register, theme, clarify, expand,

summarize, value pronunciation, fluency, intonation, grammar, and vocabulary), and have a strong command of the language.

Due to the fact that human live their lives speaking, asking and providing information, giving ideas, discussing, commenting, talking, and other similar activities, it is necessary for educators to encourage the development of oral expression in their students.

Pronunciation

When conducting oral discussions in the English language, it is important to always practice proper pronunciation in speech and even learn to listen in order to adjust to one's own pronunciation. This will allow one to seek progress and a sense of security when speaking the language in real-world situations. Phonology and phonetics are the components that make up this, and each of these components need a perfect pronunciation.

This is because pronunciation is related to text comprehension, which allows teachers to analyze how students' bodies use what is communicated orally. Pronunciation plays a crucial role in listening comprehension, verbal expression, and interpretation. In activities involving language, pronunciation plays a significant role in listening comprehension, speaking, and interacting. This is due to the fact that pronunciation is also represented in abilities related to sociocultural and pragmatic competence (Tlazalo & Basurto, 2014).

CHAPTER II

METHODOLOGY

Research approach

Within the scope of this investigation, it is suggested that a mixed-type strategy be utilized for its development. The purpose of this technique is to provide a greater level of investigative work by combining the primary benefits that are associated with both the quantitative and qualitative approaches.

Guelmes and Nieto (2015) note that the mixed research approach is a paradigm that represents the natural complement between the two forms of traditional research (quantitative and qualitative), whose methodologies give great tools that substantially help to the investigation. In this regard, the mixed research approach is a paradigm that represents the natural complement between the two types of research.

This approach is defined by the authors as the search that is carried out by the researcher being a combination of the aforementioned methods, with methodological pluralism being the primary characteristic. This approach generates that the research has a greater investigative value by minimizing the weaknesses of the aforementioned approaches and maximizing the strengths of both approaches.

Regarding the qualitative approach, Salgado (2007) mentions that this approach starts from the basic assumption that the social world is made up of meanings and symbols. The qualitative methodology has generated a multidisciplinary space that covers different areas of science, which generates a great contribution of knowledge.

For the purpose of this study, this methodology will be utilized to investigate the advantages of incorporating gamification into the process of teaching English, specifically with regard to the enhancement and growth of students' speaking abilities. For this reason, a literature review will be conducted, which will involve the examination of past research that is connected to the subject of the research.

According to Del Canto and Silva (2013), the qualitative method to research is founded on evidential data. This is in contrast to the quantitative approach to research. In order to generate behavior patterns that allow for the testing of ideas, this strategy makes use of data gathering in order to verify the hypothesis that was raised in a study that was based on numerical measurement and statistical analysis.

Scope of the research

The present study was carried out at the "Unidad Educativa Fiscomisional Santa Catalina Labouré". This educational institution is located in the Checa parish of the Metropolitan District of Quito. It has been operating for 68 years in the former Lalagachi hacienda, land donated for social purposes by SRA Carmen Muñoz to the San Vicente de Paúl Society and the Association of the Ladies of Charity, under a will subscribed before the notary, dated July 25, 1925.

The scope of the present investigation was limited to tenth grade students of the aforementioned educational institution. The selected students were administered a survey related to the use of gamification and its benefits in the development of speaking skills.

Type of research

At both the descriptive and explanatory levels, pre-experimental research is recommended as the method to be employed. Educational and other social science research often employs the pre-experimental research design. Regardless, many academics in those fields either don't see them as a viable alternative to project design or look at them with contempt, leading them to rationalize their use in their own study (Salas, 2013).

In contrast, research at the descriptive-explanatory level demonstrates knowledge of reality by its presentation within the spatial and temporal constraints imposed by the study's hypotheses. This level of research involves meticulous observation and recording of all relevant details about the phenomenon under study, in order to describe its behavior or situation without altering it in any way (Nurutdinova, 2021).

Research procedure

The author has organized the research procedure to follow a sequence during the study:

N°	Procedure
1	Request authorization from the authorities of the Educational Unit to carry out the study.
2	Conduct direct observation of students in the selected class.
3	Conduct interviews with teachers
4	Explain to the students' parents about the scope of the study applied and obtain the signature of the informed consent.
5	Apply surveys to students
6	Analysis of the data collected from the surveys

N°	Procedure
7	Design of the proposal
8	Implementation of the proposal
9	Conclusions and recommendations

Variable's operationalization matrix

Table 2

Variable's Operationalization matrix

Variable	Conceptual definition	Dimensions	Indicators	Scale
Gamification	Gamification refers to the application of features from gaming, such as leader boards, competition and intermittent reinforcement, for non-game purposes (Johnson et al., 2016; Robson et al., 2015; Sailer and Homner, 2019)	Game mechanics Narrative and Storytelling	• Number of points awarded. • Number of badges earned • Level progression (novice, intermediate, expert). • Completion of challenges or missions. • Presence of a storyline	Never Rarely Sometimes Often Always

Variable	Conceptual definition	Dimensions	Indicators	Scale
		Social Interaction	• Use of characters with defined roles • Thematic elements integrated into the experience. • Number of interactions with other users • Participation in multiplayer activities. • Frequency of sharing accomplishments on social media. • Frequency of feedback messages.	

Variable	Conceptual definition	Dimensions	Indicators	Scale
		Feedback and Rewards	Types of words given (e.g., virtual goods, discounts, recognition).	
Speaking skills	Speaking is the skill that makes a human different and better than the types of living creatures. It is a complex, subjective, and linguistic ability. A child figures out how to talk through interacting with the individuals around him/her in their local language (Singal, 2021).	Rate of Speech Pronunciation and Clarity Vocabulary and language use	- Oral production - Oral fluency - Teacher's feedback - Accurate pronunciation of words and sounds - Clear and articulate enunciation - Varied and precise Vocabulary - Effective use of phrases and words	Never Rarely Sometimes Often Always

Variable	Conceptual definition	Dimensions	Indicators	Scale
			• Correct use of grammar	

Population and sample

It is possible to define a population as a distinct group of individuals, whether it is a nation or a collection of individuals who share certain features. One definition of a population is "a group of people from which factual samples are taken for the purpose of statistical analysis." Therefore, a population can be described as a group of individuals who are connected by the features that they share in common. There are a total of 47 students enrolled at Unidad Educativa Fiscomisional "Santa Catalina Laboure" building, which is situated in Checa, Quito.

Methods Used and their Purposes in the Research Context

Documentary Analysis

The analysis of research related to the topic of study was carried out. This research allowed us to know the perspective of different authors related to gamification and its usefulness in the improvement of speaking skills of adolescent students. Likewise, the curriculum used by the teachers of the educational unit was reviewed.

Surveys

Surveys were administered to both students and teachers at the selected educational levels. This survey allowed us to know the perception of the selected participants with respect to gamification.

Mathematical and Statistical Methods

After the surveys were completed, the data collected were analyzed using spreadsheets and statistical graphs.

Data collection instruments

The survey, the pre-test, and the post-test were utilized in order to obtain the data that was required for the current study. Through the use of the survey, it was possible to gain an understanding of the opinions of the educators regarding the primary challenges that their pupils face in terms of their speaking abilities. In addition, the results of this poll demonstrated that the deployment of a teaching approach that makes use of mobile applications for the purpose of English language learning is both relevant and acceptable.

On the other hand, the pre-test and the post-test were utilized in order to determine the transformation that the students underwent in terms of the development of their speaking skills. The pre-test is typically administered prior to the implementation of the methodological proposal, whereas the post-test is typically administered after the implementation of the methodological proposal.

After the survey and tests have been completed, the data are tabulated and statistical analysis is performed on them. The survey was evaluated in order to determine the likelihood of the teachers to apply the recommended learning methodology. Additionally, the findings of the pre-test and the post-test were compared in order to determine whether or not there is a significant difference between the results that were obtained.

Data Analysis and Ethical Considerations

Data were analyzed through qualitative and quantitative research. Data obtained from classroom observation, analysis of teachers' lesson plans and applied surveys were analyzed qualitatively. The researcher took the information to find relevant aspects that contribute to identify the problem and how it can be solved. The interviews applied to the

teachers were transcribed to understand how the problem arises from the perspective of the teachers, who agreed that the students consider that they do not find the speaking teaching process interesting. Class observation provided clear information about the teaching-learning process and its weaknesses.

The information that was gathered directly from students and teachers, as well as the documents that were amended throughout the course of this study, were treated with the utmost discretion because they were considered confidential. Anonymity was maintained with regard to both the students and the professors. Everyone who took part in this study was aware of the objectives and advantages of the investigation before they agreed to take part, and their involvement was entirely voluntary. The individuals who took part in the research were not given any advantages or disadvantages in any way. The researcher was granted permission to do research at the Unidad Educativa Fiscomisional "Santa Catalina Laboure" by the principal, as well as by the teachers and parents of the students being studied. The data collection instruments used for this section can be found in the annexes section.

Description of the diagnostic phase

The main objective of the diagnostic test applied to the students was to find out their level with regard to the development of their speaking skills. This stage begins with the elaboration of the test to be applied to the students both at the beginning and at the end of the proposal. The test was developed based on the guidelines established by CEFR for the assessment of English language skills. The following dimensions are taken into consideration for the scoring of the test (see rubric in Annex):

- Pronunciation
- Fluency
- Volume and Clarity
- Use of Language

The test applied both at the beginning and at the end of the study methodology consists of different parts for the correct evaluation of speaking skills. The test has a score of 20 points, taking into consideration each of the dimensions mentioned above. The assessment was applied to the 30 students in the study sample, verifying that the results are real and close to the phenomenon studied in this research.

Description of the intervention

First of all, the 30 students of the parallel selected for the study were informed about the methodological proposal to be applied. The students were informed about the procedures to be applied during the development of the project, being aware of all the benefits of the application of this methodology. The first thing to be applied was the pretest, which was applied during the first session planned for the project.

After the application of the pre-test, the planning of five study sessions continued, taking as a reference the activities developed within the lesson plan. These sessions lasted approximately 60 minutes per class. During this time, the students participated actively in each of the activities planned for each session.

In the seventh and final session, both the post-test and a student survey were administered. The guidelines for the qualification of the post-test were the same as those used for the

pre-test, while the survey consisted of 10 questions related to the subject of the proposal applied and its relevance for future application in the educational institution.

The pretest phase

This stage was developed during the first-class session. Students were assessed by means of a 4-stage oral test, where they had to perform actions, such as introducing themselves, describing an image or scene and recording a video. Each of these activities was evaluated on the basis of the rubric mentioned above. It is important to mention that the students were not previously informed about the application of this assessment, in order to obtain realistic results about their speaking skills.

The assessment of all students lasted approximately 45 minutes. The students did not know their score at the time.

The treatment phase

This stage took place over five weeks, i.e., one class per week. The classes lasted 60 minutes per session, with activities focused on gamification and the development of students' speaking skills. The content of these sessions and their development are presented later in this document.

The posttest phase

At the end of the treatment phase, i.e., week 7, the test was administered again to the students. Like the pre-test, the post-test lasted 45 minutes. At the end of the post-test, a survey was administered to the students in relation to the activities carried out. Finally, the students were informed of their scores from both the pre-test and the post-test at the end of the intervention, thus observing their progress in speaking skills.

The rubric

As mentioned above, the evaluation rubric consists of 4 points, which are evaluated on a scale of 1 to 5, with 1 being the lowest mark and 5 the highest mark. The context of the rubric is shown in the table below.

Student Name:				Grade:		
Video Presentation Rubric: Speaking Skills						
Criteria	Excellent (5)	Good (4)	Satisfactory (3)	Needs Improvement (2)	Total	
Pronunciation	Pronounces nearly all words correctly. Use of accent is consistent and clear.	Pronounces most words correctly. Minor issues with accent do not hinder understanding.	Pronunciation of key words is correct, though mistakes are noticeable.	Frequent pronunciation errors significantly hinder understanding.		
Fluency	Speech is smooth and natural with appropriate pace and natural pauses.	Minor hesitations, but maintains a generally steady flow.	Speech is somewhat choppy with noticeable hesitations or unnatural pacing.	Frequent pauses, "um's", or hesitations disrupt the flow of speech.		
Volume and Clarity	Voice is clear, well-projected, and easy to understand at all times.	Voice is mostly clear and well-projected, but may have occasional lapses.	Voice is understandable but may be too soft or loud at times.	Often too soft or too loud, making it difficult to understand.		
Use of Language	Uses vivid language that enriches the content. Mastery of grammatical structures.	Generally uses language well with some creativity and minor grammatical errors.	Language use is correct but lacks variety and complexity.	Frequent grammatical errors and limited vocabulary usage.		

CHAPTER 3

PRESENTATION AND VALIDATION OF THE PROPOSAL

Results and discussion

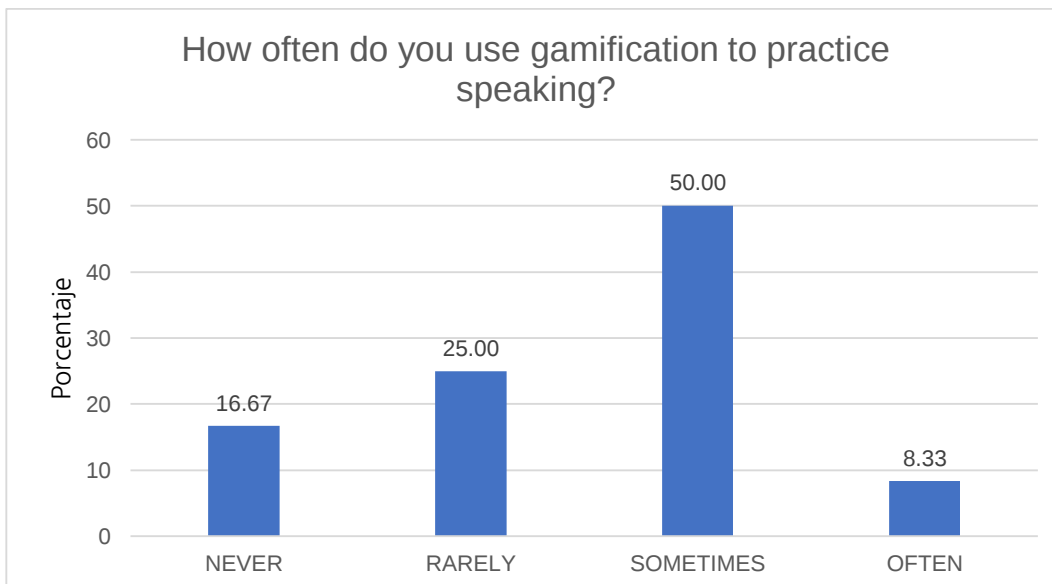
This section presents the results that respond to the specific objectives of this study. Firstly, the survey applied to the students is analyzed, followed by the respective analysis of the pre-test and post-test applied to the students and the respective verification of the hypothesis set out for the present study.

Specific Objective 1: Establish the importance of gamification in English language teaching

The results generated by the student survey are presented below.

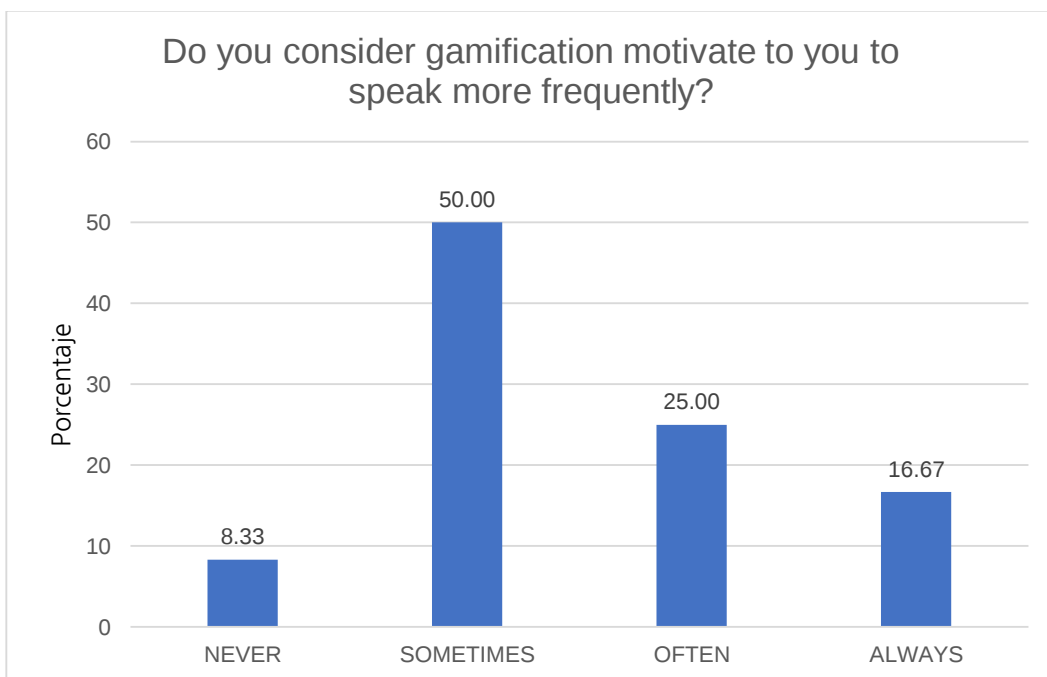
Figure 1

Results question 1



When asked how often they use gamification for speaking practice, 50% said sometimes; 25% said rarely; 16.67% said never, while 8.33% said Often. It can be seen that the majority of respondents use gamification concurrently to practice speaking in their activities.

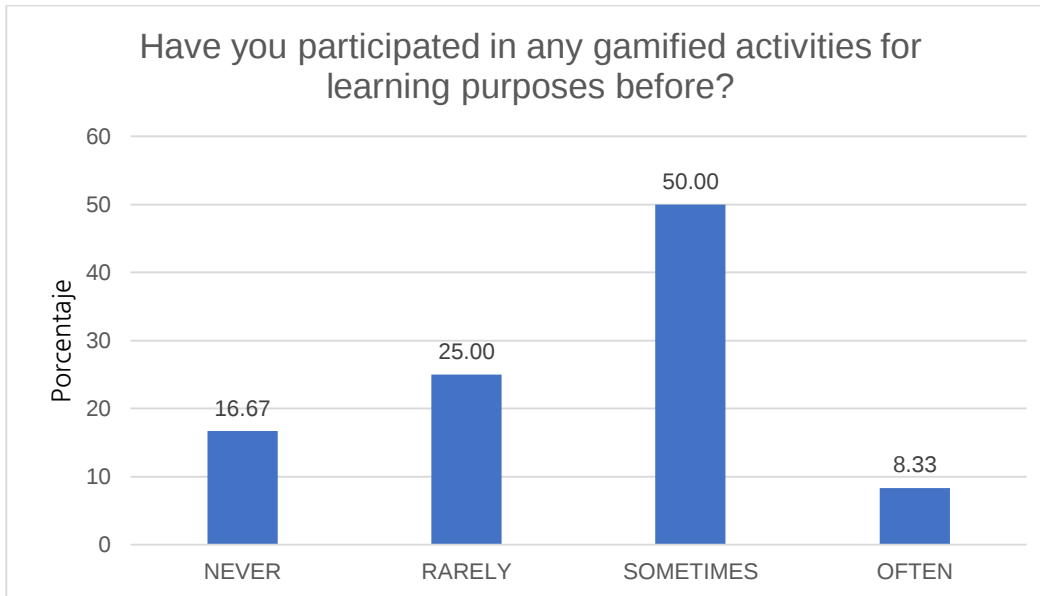
Figure 2
Results question 2



When asked whether they think that gamification motivates them to speak more frequently, 50% said sometimes, 25.% said Often, 16.67% said always, while 8.33% said never. It can be seen that almost all respondents consider that the use of gamification helps them to be able to speak in English on a frequent basis, as a consequence of the substantial improvement that gamification makes to speaking skills.

Figure 3

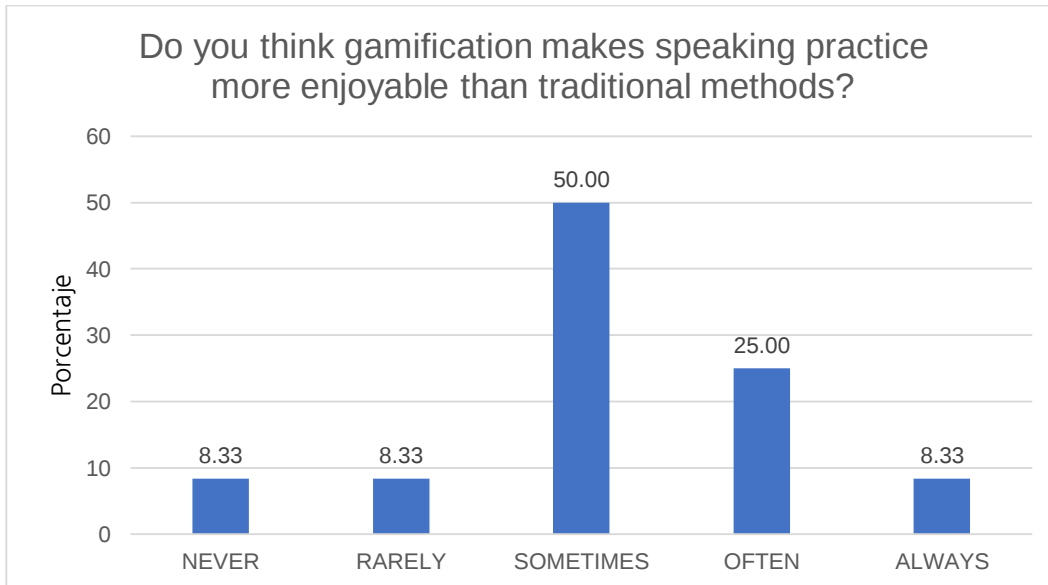
Results question 3



When the study participants were asked if they had participated in any gamification activities prior to the implementation of the proposal, 50% said sometimes; 25% said rarely; 16.67% said never; while 8.33% said Often. It can be seen that a large number of the study population have previously carried out gamification activities for educational purposes; however, these have not been directly focused on improving speaking skills.

Figure 4

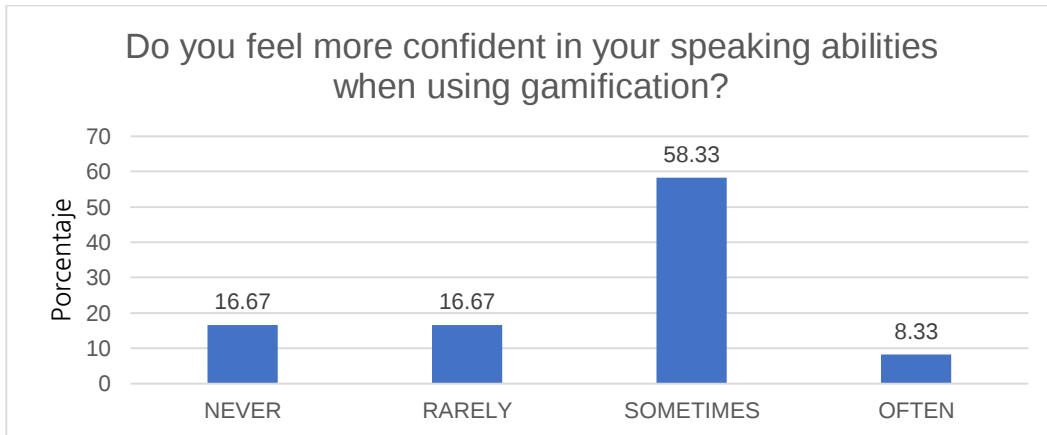
Results question 4



When the participants were asked if they consider that gamification makes speaking more practical and manageable than other traditional study methodologies, 50% said sometimes; 25% said Often; while equal parts (8.33% each) said never, rarely and always. It can be seen then that the participants consider the gamification technique to be more effective and enjoyable for the improvement of speaking skills, unlike other English language teaching methodologies.

Figure 5

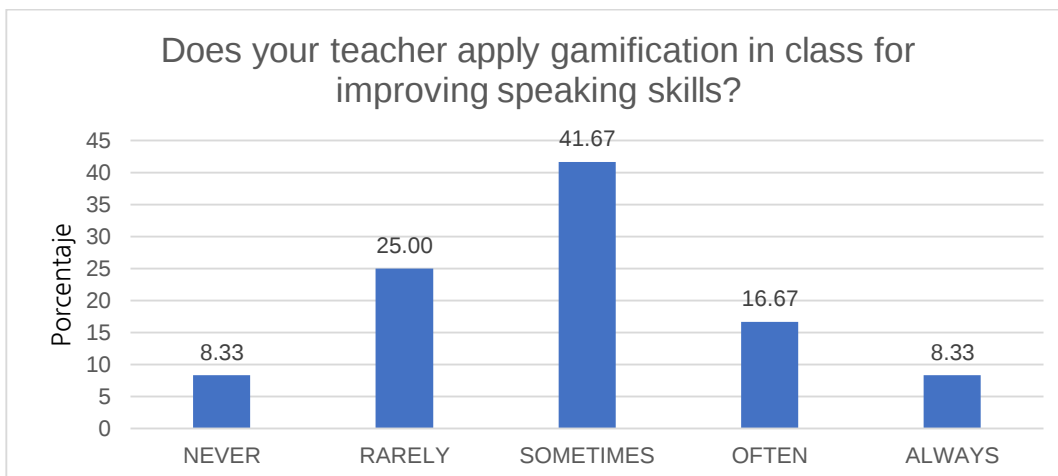
Results question 5



Regarding whether the participants feel more confident in their speaking skills when using gamification, 58.33% mentioned sometimes, in equal parts (16.67% each) mentioned never and rarely; while 8.33% mentioned Often. Participants feel more confident in their speaking skills when using gamification as a method of improvement and learning.

Figure 6

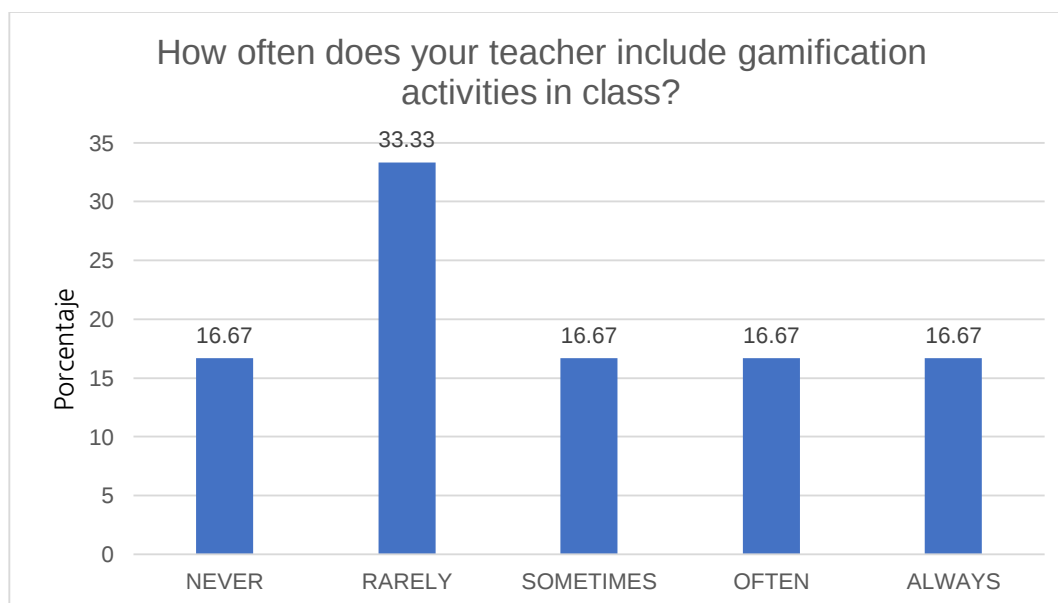
Results question 6



When participants were asked if their teachers apply gamification in class to improve their speaking skills, 41.67% said sometimes; 25% said rarely, 16.67% said Often; while equal parts (8.33%) said never and always. A high percentage of students consider that their teachers do not continuously apply gamification focused on improving speaking skills, employing traditional methods that do not help in motivating students. This situation is then understood as a problem that directly influences students' English language skills.

Figure 7

Results question 7

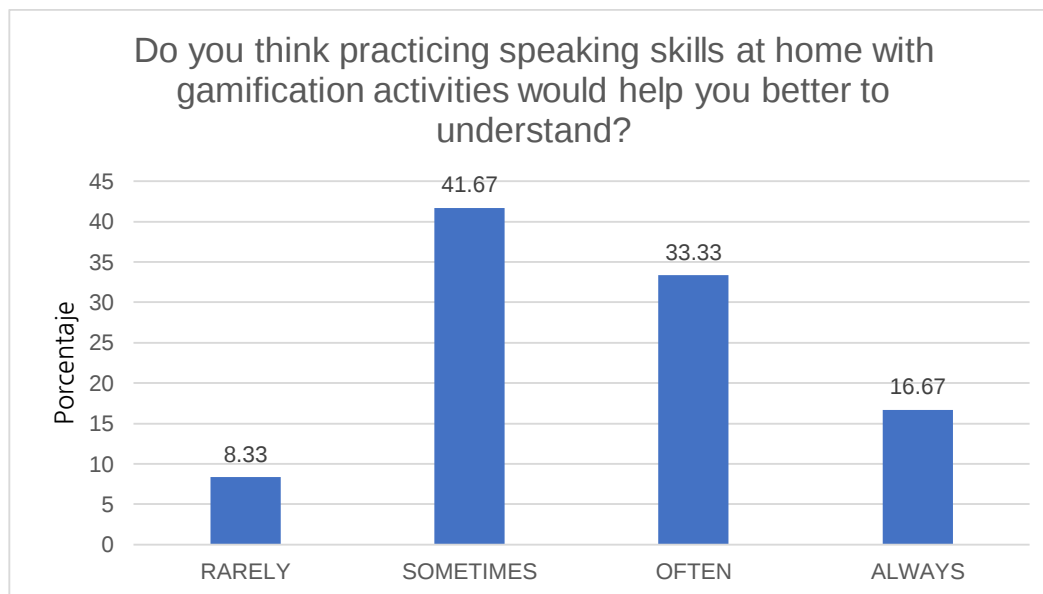


Regarding the frequency of application of gamification in classes; 33.33% of students mentioned rarely; while in equal parts (16.67%) mentioned the other answer options (never, sometimes, Often, always). As a complement to the analysis of the previous question, it can be seen that teachers do not continuously apply gamification in their

classes. This leads to the use of traditional teaching methodologies that are often not to the students' liking.

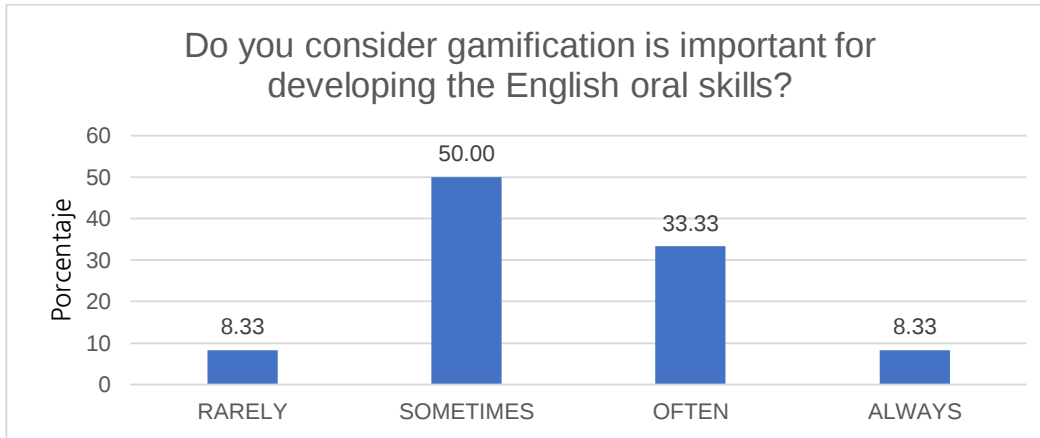
Figure 8

Results question 8



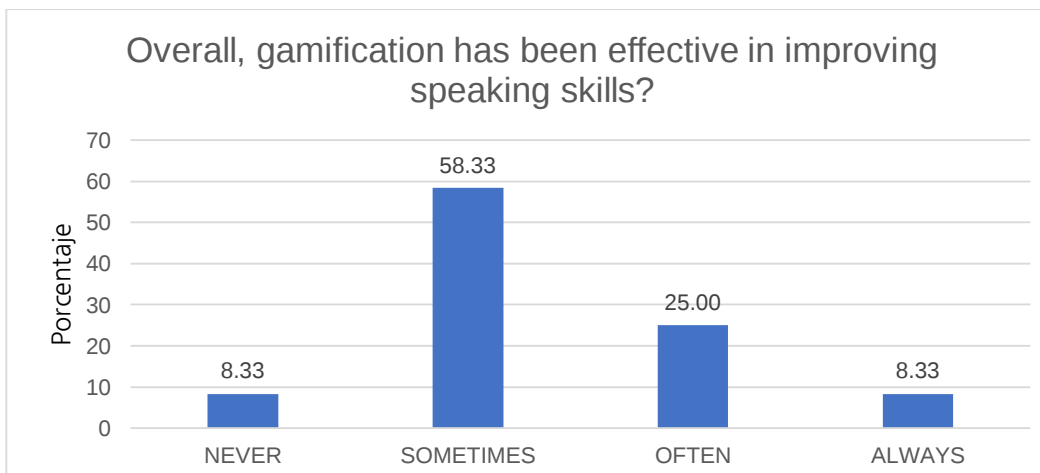
When students were asked whether they consider that practicing speaking skills at home with the use of gamification tools can help improve their level of understanding of the English language; 41.67% mentioned sometimes; 33.33% mentioned Often; 16.67% mentioned always; while 8.33% mentioned rarely. The majority of students consider that the use of gamification tools can help them substantially in improving their speaking skills.

Figure 9
Results question 9



As a complement to the previous question, when asked whether gamification is important for the development of oral English language skills, 50% said sometimes; 33.33% said Often; while equal parts (8.33% each) said rarely and always. In this way, it is evident that the majority of students consider gamification to be an important aspect of their English language learning, as a consequence of the different benefits of its use in English language learning.

Figure 10
Results question 10



Finally, when asked whether gamification has been effective in improving their overall speaking skills, 58.33% said sometimes, 25% said Often, while equal parts (8.33% each) said never and always. Overall, the majority of students believe that gamification is an important tool in the development of their speaking skills, based on the results observed in both the pre-test and post-test.

Specific objective 2: To evaluate the level of speaking skills before and after the implementation of gamification in tenth grade students of the selected educational institution.

To verify the fulfilment of the second objective, the results of the pre-test and post-test applied to the students were analyzed. First, a descriptive analysis of the results (mean, minimum, maximum, standard deviation) was carried out. This descriptive analysis was performed based on the results generated by the pretest and posttest. It is important to mention that all the data used were processed using SPSS statistical software, both for descriptive statistics and correlational statistics. These results are presented in the table below.

Table 3

Descriptive analysis of the pre-test - post-test results

	Cases	Min	Max	Mean	SD	Difference (M)	Difference (SD)
Pretest Results	30	9,00	14,00	11,7	1,96784	4	1,54715
Posttest Results	30	10,00	20,00	15,7	3,51499		

After validation of the pre-test and post-test data, there was an increase in the average score of 34.18%, with a difference of 4, while for the standard deviation there was an increase of 78.62%, with a difference of 1.54715. In general, a significant increase can be seen in the students' grades before the intervention and after the intervention. This allows us to observe that the methodological proposal applied had benefits for the students.

In order to verify what was mentioned in the previous paragraph, together with the hypothesis put forward for the study, normality tests are first carried out for the results of the pretest and posttest, with the aim of establishing the statistical test to be used. As the sample is smaller than 50 items, the Shapiro-Wilk normality test is used. The results of the test are presented in the table below.

Table 4

Shapiro-Wilk test applied to the results.

	Statistical value	LD	p Value
Pretest Results	,844	30	,000
Posttest Results	,895	30	,006

As can be seen in the table, the p-significance value for both cases (pretest and posttest) are less than 0.06 (0 and 0.006 respectively). These values allow us to affirm that the data are normal. Based on this, the Student's t-test is applied for the comparison of significant means. For the statistical test to be used, the following hypotheses were taken into consideration:

H0: The results of the pre-test and post-test show no significant differences.

H1: The results of the pre-test and post-test show significant differences.

Based on this, the table below presents the results of the t-test performed on the results.

Table 5

t-test applied to the results

	M	SD	Std. Error mean	95% confidence interval of the difference		t	df	Sig.
				Lower	Upper			
Pretest	-4,00000	2,69098	,49130	-5,00483	-2,99517	-8,142	29	,000
Posttest								

Based on what is shown in the table, it can be seen that the mean difference is -4; the standard deviation is 2.69; the standard error in deviation is 0.491. Regarding the t-value, it is equal to -8.142. Regarding the p-value, it is equal to 0, that is, less than 0.05. This value, then, approves H1, i.e., there are significant differences between the results of the pretest and posttest; therefore, the use of gamification within the educational processes in English language greatly improves the speaking skills of the students of the educational institution.

According to some authors, anxiety, which is regarded to be a primary affective component that has interfered with the enhancement of a foreign language, is one of the elements that affect oral communication. As a result, this anxiety is a difficulty that learners of a foreign language have to deal with when they are growing their oral skills. One further concern is a lack of motivation, which is possibly one of the most significant aspects of the process of learning a foreign language. This issue needs to be addressed by employing constructive tactics and establishing a suitable environment that inspires

learners to feel confident in their abilities. A student that is clearly driven is one who is interested in learning new things or discovering new things, to put this worry into perspective. Since this is the case, the authors recommend that teachers demonstrate an interest in the thoughts, preferences, and performance of their pupils in order to assist them in overcoming their shortcomings and enhancing their positive traits.

On the other hand, it is essential to keep in mind that there is a strong connection between grammar, vocabulary, pronunciation, and fluency, which empowers students to improve their ability to communicate verbally. Students need to work on developing their speaking skills as part of the learning process because it is one of the most significant abilities they can get.

Students have the opportunity to demonstrate how their language acquisition is progressing through the use of this skill, and of course, they will be able to demonstrate their oral production as well. In addition to this, they might use various components of the language depending on the conditions. Consequently, the development of this productive skill will contribute to the enhancement of other skills, and the students will also be able to engage with one another. Fluency, pronunciation, grammar, and vocabulary will all be taken into consideration in this research because they are essential components for enhancing oral expression.

At this stage, the benefits to the educational sector are substantial since games add to the teaching-learning process and enhance learners' enthusiasm to participate in classroom activities. Games have been present in all sectors; in this regard, the benefits to the educational sector are important. Because of this, a number of authors recommend

incorporating gamification into the activities that take place in schools in order to assist students in becoming more motivated and improving their performance.

The results showed that the use of games in English as a Foreign Language (EFL) classes effectively promoted the active participation of the students. Additionally, the students' communicative competence improved significantly, as evidenced by the scores, which demonstrated that they had improved in all four aspects of oral communication: pronunciation, fluency, grammar, and vocabulary comprehension. The use of games in the classroom proved to be advantageous for both the instructors and the students, which led to the use of gamification as a teaching and learning strategy. In addition to spending time with important activities, teachers also loved watching games. Students were able to learn through play, and they experienced a sense of being completely involved and encouraged.

The use of a variety of games in the classroom was another factor that led to the improvement of oral abilities in English as a Foreign Language (EFL) students who demonstrated positive results. It was demonstrated that the students' oral productive skills increased as a result of the fact that the students discovered that the use of various games transformed their training sessions into a more engaging mode of education. In terms of applying gamification to improve learners' speaking skills, all three sets of games gave good, relevant, and successful results. This showed that the application of gamification and more practical games to assist English as a foreign language skill yielded fascinating results. In addition, it was clear that students had a preference for interactive games, which, on average, were quite similar to serious games and board games. This was the

case despite the fact that they exerted a significant amount of control over the activities that took place in the classroom.

The majority of the learners' responses agreed that the activities that were implemented to enhance and motivate students had a great acceptability. This was due to the fact that the activities focused on leveraging students' oral communication both inside and outside of the classroom. This was in reference to the students' perceptions of gamification and English as a foreign language oral abilities. In conclusion, students demonstrated that they improved their grammar and vocabulary through the use of gamification, which resulted in them feeling more at ease and being more motivated to complete their assignments. Additionally, the games were efficient and encouraged collaborative learning, which was a significant benefit that significantly aided in the development of the students' spoken communication skills.

Course Description

As part of this forward-thinking educational plan, students will participate in a series of gamified exercises in which they will embark on a journey through an imaginary "space shift" that has been developed by the teacher. This fictitious instrument is the one that not only gives students the impression that their educational experience is unique, but also encourages them to achieve the goals that have been set by the content learning that has been developed by the instructor. Students begin the first lesson by understanding how their identity is created from the past, specifically regarding their grandparent's tale, which is tied to the second-class topic "proverbs" so that they can practice fluency and accuracy. This is done since it will assist students delve into the gamification environment. As a result, it consists of a series of lessons in which students have the

opportunity to study the grammar, vocabulary, and expressions that are required for efficient oral communication.

As a result of their preference for more conventional instructional approaches that do not cater to the interests and requirements of today's students, not all secondary schools are already familiar with the application of gamification technologies in the classroom setting of foreign languages. Based on the findings of this study, we are able to conclude that the majority of students have a positive attitude towards the use of games as a means of language acquisition. Despite this, there were certain limits that were observed in this study. These limitations were primarily driven by time constraints, which meant that gamification tools could not be utilized to the potential extent that was initially anticipated.

This didactic plan will have the goal of covering and improving all of the English language abilities through the use of gamification, but it will do so in a more in-depth manner. This will result in the presentation of a description of twelve helpful gamification tools, as well as some suggested activities that may be used to adapt these tools to the teaching and learning of English as a foreign language. All of the activities will deal with a wide range of lexical and grammatical structures, and each one will concentrate on a particular set of language abilities. There are twelve activities that have been proposed, and the majority of them will be created in their current form. However, some of the activities will be merely proposals that have been tailored to the target audience through a variety of different means of gamifying the class.

In addition to the activities that were mentioned before, this didactic plan provides a variety of activities that can be utilized during the entirety of the academic year. To be more specific, it would be ideal for professors to begin utilizing these gamification technologies from the very beginning of the course in order to have students become familiar with them. One session will be held on Monday, one session will be held on Wednesday, and one session will be held on Thursday. Each session will last around fifty-five minutes. It should come as no surprise that gamification activities cannot be incorporated into each and every session of the week. In order to improve one's speaking abilities, the primary objective is to make use of gamification resources as supplementary materials for teaching and learning.

This is the case even if in certain activities, some of the activities will be more polished than others. The ideal situation would be for this proposal to be implemented throughout the entirety of the school year. This would allow for the proper drawing of conclusions and the introduction of a larger range of activities and games to the children.

There are many instances in which students view games as either a waste of time or as not being taken seriously enough. Therefore, in order for teachers to accomplish this objective, they will need to excite and involve students in the use of games through a positive mindset. It is recommended that the English instructor do a needs analysis questionnaire at the beginning of the course. This questionnaire will provide information regarding the primary challenges, requirements, and preferences of the students. In light of the fact that our target audience is really enthusiastic about using games as a means of acquiring a foreign language, we will be developing a number of activities, including gamification, in order to ensure that the students' requirements are met. Not only that, but

teachers should be able to make the required adjustments in light of how the experiment affects the development of the students.

Description of the proposal

The proposal consists of 5 activities with an approximate duration of 30 minutes each. The class sessions will be held once a week. The proposal consists of 7 sessions, with an approximate duration of 30 minutes each. In the first session, the pretest evaluation was applied to both groups of students. These results made it possible to demonstrate the current context in which the groups of students find themselves with respect to their speaking levels.

During the following five study sessions, the students had different learning methodologies. The experimental group was taught based on the proposal proposed, while the control group was taught by means of the traditional methodology used in the institution. All students were part of this process, not missing any of the classes proposed for the proposal.

In the seventh session of the proposal, both courses were evaluated through the application of the post-test. This post-test was then compared with the results of the pretest applied at the beginning, in order to verify the validity and benefit of its application (see appendix 8).

CONCLUSIONS

At the end of this study, the following conclusions can be drawn.

- Gamification, as an educational resource, has been highly explored during the last few years. It is important to mention that this type of playful strategies were not used within the teaching-learning process from the beginning, however, there are many authors who mention the importance and the main benefits in the implementation of these strategies within the educational field. In the theoretical approach of this study, it became evident that gamification strategies, in general, help to improve the motivational component of students; that is, it increases the levels of motivation when learning a new language. A motivated student will have better meaningful learning since he/she is interested in improving his/her English language skills.
- In relation to the English levels of the students of the Educational Institution evaluated, it could be evidenced that before the pedagogical proposal they presented problems within their speaking skills, having low scores. In general, a pretest and posttest were applied to the students in order to validate the results of the proposed pedagogical proposal.
- Based on the results of the pretest, a pedagogical proposal based on gamification was developed. This proposal consists of eight work sessions (including the pretest and posttest). Each of the classes is based on gamification. It is important to mention that the proposal was applied to all the students in the course, who participated during all the sessions.

- At the end of the last class session planned in the proposal, the post-test was applied to the students. The results compared between the pretest and the posttest showed that there was a significant improvement in the students' speaking skills, which leads us to affirm that the implementation of the proposal was valid.

RECOMMENDATIONS

It is recommended that future research not only assess students' speaking skills, but also conduct a comprehensive assessment of all the skills inherent to English language learning. With this comprehensive assessment, it is possible to establish new guidelines that the school can implement to improve the quality of English language education for its students.

Similarly, in order to have a better view of the advantages of gamification in the educational context, it is necessary to establish a longer duration of the pedagogical proposal. It is important to mention that the development of this study takes a short time, therefore, it was not possible to extend the duration of the proposal.

It is also advisable that the teachers of the educational institution can actively participate in the development of the different activities that make up the pedagogical proposal, so that they can be familiar with all aspects related to gamification. In this regard, it is also recommended that teachers be trained on this topic, in order to improve their skills in this branch of education.

References

- Abdul, A., & Rizk, S. (2021). A Gamification Program to Enhance Speaking Skills of EFL Secondary Stage Students and their Motivation towards Learning these Skills A Research. *Journal of The Faculty of Education- Mansoura University*, 116(3), 21-43. <https://doi.org/10.21608/maed.2021.235826>
- Arias , L. (2017). *Análisis de la implementación del filtro afectivo en el diseño de actividades con TIC pra la adquisición de competencias comunicativas en el proceso de aprendizaje del inglés*. Universidad de Extremadura. https://dehesa.unex.es/bitstream/10662/6129/1/TDUEX_2017_Jimenez_Arias.pdf
- Arista, R., & Tri, H. (2022). Enhancing students' speaking skill through a game-based learning innovation of family game show. *JINoP (Jurnal Inovasi Pembelajaran)*, 8(1), 121. <https://doi.org/https://doi.org/10.22219/jinop.v8i1.20400>
- Celis , C. (2012). *El desarrollo de la competencia Oral en la Enseñanza Aprendizaje del Español como Lengua Extranjera a travez del uso de las Tecnologías de la información y la Comunicación*. Granada. <http://hera.ugr.es/tesisugr/21613412.pdf>
- Celis , C. (2012). *El desarrollo de la competencia Oral en la Enseñanza Aprendizaje del Español como Lengua Extranjera a travez del uso de las Tecnologías de la información y la Comunicación*. Granada. <http://hera.ugr.es/tesisugr/21613412.pdf>

- Guelmes, E., & Nieto, L. (2015). Algunas reflexiones sobre el enfoque mixto de la investigación pedagógica en el contexto cubano. *Universidad y Sociedad*, 23-29.
http://scielo.sld.cu/scielo.php?script=sci_arttext&pid=S2218-36202015000100004#:~:text=Luego%20de%20declarar%20las%20bondades,un%20planteamiento%2C%20y%20justifica%20la
- Guerrero, L. (2023). *Gamification, a strategy to enhance speaking skills in a blended learning environment*. Departamento de Lenguas Universidad Pedagógica Nacional.
<http://repositorio.pedagogica.edu.co/bitstream/handle/20.500.12209/18525/Gamification%2C%20a%20strategy%20to%20enhance%20speaking%20skills%20in%20a%20blended%20learning%20environment..pdf?sequence=1&isAllowed=y>
- Leong, L.-M., & Ahmadi, S. (2017). An Analysis of Factors Influencing Learners' English Speaking Skill. *International Journl of Research in English Education*, 34-41. <http://ijreeonline.com/article-1-38-.pdf>
- Marahani, M. (2020). *Intended to Fulfill One of the Award of Sarjana Degree in English Language Teaching*. Universitas Islam Riau.
<https://repository.uir.ac.id/14938/1/166310005.pdf>
- Marin, B., y Argudo, A. (2022). Gamification strategies and speaking fluency in EFL elementary students. *Iustitia Socialis. Revista Arbitrada de Ciencias Jurídicas*, 7(1), 77-95. <https://doi.org/http://dx.doi.org/10.35381/racji.v7i1.1702>
- Mazouzi, S. (2013, June). Analysis of Some Factors Affecting Learners' Oral Performance. A Case Study: 3rd Year Pupils of Menaa's Middle Schools. Biskra,

- Algeria. <http://archives.univ-biskra.dz/bitstream/123456789/4772/1/PEOPLE1.pdf>
- Nurutdinova, A. (2021). Gamification Method to Improve Speech Skills and Proficiency Among Students: Methodology for Implementation. *2021 World Engineering Education Forum/Global Engineering Deans Council (WEEF/GEDC)*, (pp. 461-467). Madrid. <https://doi.org/10.1109/WEEF/GEDC53299.2021.9657342>.
- Rodríguez, L., Oliveira, A., y Rodríguez, H. (2019). Main gamification concepts: A systematic mapping study. *Heliyon*, 5(7). <https://doi.org/10.1016/j.heliyon.2019.e01993>
- Salas, E. (2013). Diseños preexperimentales en psicología y educación: una revisión conceptual. *Liberabit*, 133-141. http://www.scielo.org.pe/scielo.php?script=sci_arttext&pid=S1729-48272013000100013
- Salgado, A. (2007). Investigación cualitativa: diseños, evaluación del rigor metodológico y retos. *Liberabit. Revista de Psicología*, 71-78. <https://www.redalyc.org/pdf/686/68601309.pdf>
- Tlazalo, A., & Basurto, N. (2014). Pronunciation Instruction and Students' Practice to Develop Their Confidence in EFL Oral Skills. *Profile Issues in Teachers' Professional Development*, 16(2), 151-170. <https://doi.org/https://doi.org/10.15446/profile.v16n2.46146>

Torky, S. (2006). The Effectiveness of a Task- Based Instruction Program in Developing the English Language Speaking Skills of Secondary Stage Students. *ERIC*.
<https://eric.ed.gov/?id=ED523922>

ANNEXES

Annex 1: Data collection instruments

Table 6

Student's survey

N°	ITEMS	5	4	3	2	1
		Never	Rarely	Sometimes	Often	Always
1	How often do you use gamification to practice speaking?					
2	Do you consider gamification motivate to you to speak more frequently?					
3	Have you participated in any gamified activities for learning purposes before?					
4	Do you think gamification makes speaking practice more enjoyable than traditional methods?					
5	Do you feel more confident in my speaking abilities when using gamification?					
6	Does your teacher apply gamification in class for improving speaking skills?					
7	How often does your teacher include gamification activities in class?					
8	Do you think practicing speaking skills at home with gamification activities would help you better to understand?					
9	Do you consider gamification is important for developing the English oral skills?					
10	Overall, gamification has been effective in improving speaking skills?					

Table 7*Teachers interview*

N°	Questions	Answers
1	What do you know about gamification?	
2	Why is important develop the speaking skills?	
3	What are some benefits of incorporating gamification into speaking skill lessons?	
4	How do you ensure that gamified activities for speaking skills are inclusive and accommodate different learning styles?	
5	How do you assess the effectiveness of gamification in improving students' speaking skills?	
6	What advice would you give to teachers who are new to incorporating gamification into their teaching approach for speaking skills?	

APPENDICES

Appendix 1: Topic

The use of gamification to improve the lack of development in the speaking skill in Tenth grade.

Appendix 2: Research plan

“PLAN DE INVESTIGACIÓN PARA LA PROPUESTA, QUE DEBERÁ SER REVISADO Y APROBADO POR LA COMISIÓN DE TITULACIÓN DE CADA PROGRAMA AL CONCLUIR EL TALLER I”

TITLE OF THE PROPOSAL: The use of gamification to improve the lack of development in the speaking skill in Tenth grade.

AUTHOR 1: Karina Paola Insuasti Burbano

AUTHOR 2: Wendy Niccol Lainez Vera

RESEARCH CONTEXT:

1. Brief analysis and description of the problem.

English language learning plays a crucial role in today’s globalized world. Proficiency in English has become a prerequisite for academic and professional success, creating a demand for effective language learning tools and methodologies. However, traditional language learning approaches often fail to engage and motivate students, particularly in the development of speaking skills. As a result, educators and researchers have been

exploring innovative methods to enhance speaking proficiency among students, and gamification has emerged as a promising solution.

The term "gamification" refers to the process of bringing aspects and mechanisms of games into non-game settings, such as educational settings. Gamification has the ability to alter language learning by making it more interactive, immersive, and entertaining by capitalizing on the intrinsic drive and enjoyment associated with games. This can be accomplished by harnessing the inherent incentive and enjoyment connected with games. Students have higher levels of engagement and motivation when they are able to actively participate in gamified events, in which they can compete against one another, work together, and receive quick feedback.

Based on the above, it is recommended that 10th graders use gamification to help them improve their English-speaking skills. It's a great way to get more comfortable with public speaking, boosts motivation and engagement, offers instant feedback, and creates genuine educational opportunities. Teachers can improve their students' oral communication skills, engagement with the material, and motivation to study by incorporating parts of popular games into the classroom.

2. Statement of the problem to be investigated.

How does the use of gamification help to improve the lack of speaking skills development in Tenth grade students?

3. Justification of the research

As mentioned in the previous section, speaking skills are considered to be of the utmost importance when discussing English language learning. These skills are developed

directly through the use of student motivation to learn a new language. Gamification proposes to employ strategies that help improve students' motivation levels, thus stimulating the improvement of speaking skills. In the same way, these activities will focus on the use of games where the student can establish conversations in a direct way.

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

The proposal to implement strategies based on gamification in the EFL classroom aligns closely with the research line of Pedagogy, Didactics, and Management of Education. These strategies will provide English teachers with new tools and valuable information that can be implemented in sequence in the classroom. Likewise, the indicated strategies will help to strengthen the motivational component of the students throughout their development.

5. Object of the research

The object of this study is to design a methodological proposal based on the use of gamification strategies for the improvement of speaking skills of tenth grade students.

6. General objective (one)

To determine the effects of using gamification in the development of the speaking skill in the students from tenth year of Unidad Educativa Fiscomisional "Santa Catalina Labouré"

7. Specific objectives (three)

- Establish the importance of gamification in English language teaching by reviewing related literature.
- To evaluate the level of speaking skills before and after the implementation of gamification in tenth grade students of the selected educational institution.
- Elaborate a pedagogical proposal based on the use of gamification to be applied to the students of the educational institution.

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

The independent variable of the study is gamification, which will allow the development of appropriate strategies for the improvement of the dependent variable.

On the other hand, the dependent variable is speaking skill. This variable will be directly influenced by all teaching strategies and methods within the English language, being better or worse depending on the strategy.

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

This proposal is to use a deductive-inductive strategy, blending quantitative and qualitative methodologies, to examine how gamification affects the growth of communicative competence. The first step of this study is to diagnose the issue at hand by conducting surveys and interviews with educators. The quantitative portion will supply numbers, while the qualitative portion will add clarity and insight. The purpose of this mixed-methods study is to identify the specific challenges students face when trying to improve their speaking skills.

10. Description of the beneficiaries and their main characteristics.

The main beneficiaries of the present study are the teachers and tenth-grade students of the educational institution. On the one hand, the teachers will have new strategies and activities that they can apply in their classes to improve the teaching and learning process, while the students will see significant improvements in their speaking skills through the use of strategies that improve their motivation for language learning.

11. Description of the research context

According to the EF English Proficiency Index 2022, Ecuador has one of the lowest levels of English. It was ranked 82 out of the 100 countries that were tested. One of the suggestions is that teaching should be built on how to communicate.

This study is about an educational school with a lot of teachers who are experts at teaching English as a second language. Even though the teachers use the right methods for each level of study, many of them don't take into account what motivates the students. This means that they can't get the students to focus or be interested in learning the language. This means that the students don't do well in school because they don't try to improve their natural language learning skills, especially their speaking skills.

12. Description of the practical contributions of the proposal.

First, the development of this study helps come up with new tasks and ways to teach English using gamification to improve the speaking skills of the institution's students. These methods can be used at other levels of education, taking into account the level of English and the age of the students at each level.

Second, the school system in Ecuador is just starting to use gamification, which is a new idea. Because of this, we can say that the current study can be used as a bibliography for future research on the chosen topic of study.

13. Importance of the proposal from the following perspectives: Professional, methodological, technological, and social need

At the professional level, the development of the present study allows for the continuous development of English teachers, taking into consideration the improvement of their pedagogical practices in the classroom.

In terms of its methodology, the development of the study offers novel ways to the teaching of languages, including customizing instruction to the unique learning styles of individual students and fostering good communication within the classroom.

Socially, it meets the need for inclusive and effective education, creating a positive learning environment aligned with the goal of providing high-quality education to meet the demands of students in a changing world.

14. Brief description of the content of the chapters

This study is structured as follows:

- Chapter I: It will address everything related to the theoretical framework of the study. The concept of gamification and its influence on speaking skills will be analyzed.
- Chapter II: In this section the methodological aspects of the study are analyzed and the current diagnosis of the students of the educational institution is presented.

- Chapter III: In this section the methodological proposal focused on gamification will be made, taking as a reference the diagnosis made in the previous chapter.

Appendix 6: Written consent

CONSENT FORM

THE USE OF GAMIFICATION TO IMPROVE THE LACK OF DEVELOPMENT IN THE SPEAKING SKILLS IN TENTH GRADE

(Maestría en Pedagogía en Inglés como Lengua Extranjera)

Monday, September 11th, 2023

Dear Parent,

We would like to invite your child to participate in an online survey conducted by Wendy Niccol Lainez Vera and Karina Paola Insuasti Burbano. The purpose of this survey is to have results about our research problem “LACK OF DEVELOPMENT IN THE SPEAKING SKILLS IN ENGLISH COMMUNICATION” of Tenth grade students of Unidad Educativa Fiscomisional Santa Catalina Laboure.

Survey Details:

Survey Title: Gamification Survey

Survey Duration: 5 minutes

Survey Platform: Google form

Your child’s participation in this survey is entirely voluntary.

We kindly request your consent for your child to participate in this survey.

We take data privacy seriously. Any information collected in this survey will be kept confidential and used solely for research purposes. No personally identifiable information will be disclosed, and the results will be reported in an aggregated and anonymous manner.

You have the right to withdraw your child's participation in the survey at any time without any consequences.

Please provide your consent by signing below:

Parent's name: _____

Parent's Signature: _____

Child's Full Name: _____

Child's Age: _____

Date: _____

Appendix 7: Diagnostic data

NOMBRE Y APELLIDO	Pretest	Post-test
HARO ENDARA ADRIAN LEONEL	10	10
ANDRADE ENDARA ALEXIS SEBASTIAN	12	14
ESTEVEZ NAVARRO LEYLANI KAMILA	14	18
AULLA PORTILLA MATEO SEBASTIAN	10	14
PAILLACHO GUERRERO JOSSELYN ABIGAIL	12	14
FUEL LLAMATUMBI JOSTIN ALEXANDER	12	16
CHULLI CHAUCA ALDAHIR ALEJANDRO	13	18
CONDOR AYENLA JORDAN ALEXANDER	9	10
SANCHEZ QUINCHIGUANGO DANIELA ELIZABETH	14	17
CASTAÑEDA MESA NATHALY JULIETH	14	14
GUEVARA ARIAS ESTEBAN OMAR	14	16
LASTRA JACOME BARBARA ANGELEN	10	10
PISUÑA CHICAIZA MARY NIEVES	13	14
MELANGE LLUGLLUNA JHONATTAN ISMAEL	14	17
QUISHPE RONQUILLO DERLIS JOAO	10	18
VILLACIS RAMON JUAN SEBASTIAN	10	14
INTRIAGO BAILON JORDAN ARIEL	9	13
TULCANAZA ESPINOSA MAYKEL ESTEBAN	10	16
BALCAZAR FARINANGO JORGE SEBASTIAN	14	20
CARLOSAMA ERAZO DEMIAN ISAID	9	11
FERNANDEZ TREJO GABRIELA ABIGAIL	14	20
MAISINCHO PILAPANTA YALENE MAYTE	13	20
ZAMBRANO CUICHAN DARIO JAVIER	11	20
OYAGATA PONCE ALEJANDRO SINAI	13	18
LEMA AYALA WILLIAMS GEOVANNY	9	11
PARRAGA SOTALIN JOSEPH MIGUEL	10	18
CONDE TAMBUÑA CAMILA NATIVIDAD	14	20
TAPIA QUINTAS PAULA MICAELA	14	20
VINUEZA ESTEVEZ MARTIN ESTEBAN	9	10
ERAZO DOMINGUEZ JHULIANA JHOSETH	11	20

Appendix 8: Lesson plan

The characteristics of the learners

The proposal is aimed at students in the tenth year of General Basic Education.

Stage I – Desired Results	
Enduring Understandings	
By the end of the unit, students will be able to speak fluently, improving their pronunciation and speaking skills. 1. Understand the union of different complex words, relate the appropriate connectors and figure out the new vocabulary to reach a better coherence and cohesion while reading a text. 2. Recognize words immediately when establishing a conversation in the English language. 3.Extract main ideas about the listening to elaborate a summary	
KNOWLEDGE (concepts, knowledge)	SKILLS (know how to do)
You will know ... • Components of speeches (vocabulary, pronunciation) • Prepare a summary based on what was heard in a conversation with peers.	Are able to... • Detect the elements of conversations: vocabulary, pronunciation, speaking skills • Recognize main ideas in a speech using Key words.

ESSENTIAL QUESTIONS support the transfer goal, signal inquiry, guide instruction, and can be asked over and over throughout the unit without reaching a final answer.	1. Does good pronunciation help improve speaking skills? 2. For what reason is it critical to utilize new vocabulary in a conversation? 3. How does understanding a content's structure assist me with bettering comprehend its significance?
---	---

Breakdown of the transfer goal

A. If we see and hear them do this, they CAN transfer this learning.	B. If we see and hear them do this, then they CANNOT (yet) transfer:	C. What I will commit to doing differently in my classroom to ensure my results look like Column A.
• Distinguish the most relevant information. • Classify the ideas according to the context of the speaking.	• Students can't understand the most relevant ideas from conversations. • Students will not be able to pronounce	• Teach students how to recognize the most relevant information from a conversation. • Classify ideas with them.

Improving speaking skills through the use of games in the classroom	words correctly within a conversation. They can't improve speaking skills through the use of games in the classroom	- Perform activities that involve the use of speaking skills. - Use play activities in the classroom.
---	--	--

Stage 2 - Summative Performance Assessment Task

Goal	Students will be assessed through game session based on the summary of all activities
Role	Students will spectate, understand and make questions about the final presentation.
Audience	Students will present their descriptions in front of the class to their classmates.
Situation	Students will answer questions by them and the teacher in order to interact with the whole class.
Performance	Students will have a conversation with each other to assess the improvement of their speaking skills.
Standards	Understand the main points of clear standard speech on familiar matters regularly encountered in the personal, educational, public, and vocational

	domains (e.g., services, work, etc.). Ministerio de Educación. (2012). English Teacher Standards and English Language Learning Standards. Retrieved from: http://educacion.gob.ec/wp-content/uploads/downloads/2012/09/estandares_2012_ingles_opt.pdf
--	---

Stage 3: What should happen to them to be able to do that? (Activities)
AUTHENTIC PERFORMANCE Students will work all sessions in groups, with the aim of strengthening speaking skills.
<i>Session 1 (30 minutes)</i> • Students complete the pretest <i>Session 2 (30 minutes)</i> • First, Student A starts by saying “ ” and then mentions the action. • The rest of the students must perform the action that student A said. • If student A brings up the activity without pronouncing it with "Simon says," then the pupils are not allowed to carry it out. • The student who performs the action even when the keyword was not mentioned, the student will be eliminated

- The student who lasts until the end is the winner.
- Teachers have the option of forming groups for students to play the game in if class size exceeds forty.
- Skills including following verb instructions, identifying and labeling body parts, and practicing a variety of behaviors can all be addressed with this game.
- Teacher can use a roulette to choose the student who will say the action to avoid problems during the selection.
- Motivate students to be organized and quiet through remembering them about the reward

Session 3 (30 minutes)

- The teacher chooses a student to mimic or act actions.
- The other students must guess what the action is. Students must guess correctly by using the appropriate pronunciation and vocabulary to win.
- If the action to perform is a completed statement, the student who executes the action must act every single word of the phrase to make classmates structure it.
- Those who obtain more points, win.
- This game can be used to work on topics such as vocabulary, verbs, statement structures, etc.
- To be creative they can use additional materials such as masks, wigs, etc.
- Teachers can increase the level of challenge by using complete statements to act.

- Teachers can separate by groups for doing the activity and reward the one who has more points

Session 4 (30 minutes)

- The teacher selects a student from the class. The selected student must stay in front of the class with his back to the board.
- The teacher or another student writes on the board a word or a phrase. The student with his back to the board must guess while his classmates help with clues orally. The students must collect points to obtain the reward.
- This game can be used to work on topics such as new vocabulary, statements, adjectives, etc.
- Teacher can use a roulette to choose the student who will guess the action.
- Teachers can separate by groups to motivate them to work in cooperation.

Session 5 (30 minutes)

- The teacher will divide the class into two groups. The teacher will choose two students who are going to be guided. The teacher will cover the students' eyes.
- The teacher selects 2 more students. They are students B; they must guide the students A to the finish line.
- Students B must say correct and descriptive instructions. Students A who arrives first to the goal win.
- This game can be used to work on topics such as prepositions of place, directions, following instructions, etc.
- Teachers can use the desk to have obstacles that students must avoid.

- If there are more than 20 students in the class, some students can be the obstacles while 2 students participate to arrive at the goal line.

Session 6 (30 minutes)

- The teacher and students choose or create an object to pass.
- Students sit on the floor or on their desks in a circle.
- One of the students will be seated facing away from the group in the circle.
When instructed to halt, this student will do so. Here is the B-student.
- The student who holds the object must answer a question that the student who said stop asks.
- Students who use grammar correctly will win points.
- This game can be used to work on asking questions.
- The teacher can use a radio to stop the music when the object is being passed. If the teacher uses the radio, the student B will not be necessary.
- Starting with yes/no questions and moving on to information questions can help teachers increase the difficulty of the game.
- The chronometer application is another strategy for increasing the game's difficulty and forcing students to respond rapidly.

Session 7 (30 minutes)

- Students do the posttest.

ACTIVITY N°1		
Topic	Simon Says	
Skill to be improved	Speaking skill	
Description	The activity is based on following the instructions given by the students. These instructions will be spoken.	
Timing	30 minutes	
Activities		Resources
• First, Student A starts by saying “ ” and then mentions the action. • The rest of the students must perform the action that student A said. • If student A brings up the activity without pronouncing it with "Simon says," then the pupils are not allowed to carry it out. • The student who performs the action even when the keyword was not mentioned, the student will be eliminated • The student who lasts until the end is the winner. • Teachers have the option of forming groups for students to play the game in if class size exceeds forty.		Computer Game sheets Elements found in the classroom

ACTIVITY N°1	
Topic	Simon Says
Skill to be improved	Speaking skill
Description	The activity is based on following the instructions given by the students. These instructions will be spoken.
Timing	30 minutes
• Skills including following verb instructions, identifying and labeling body parts, and practicing a variety of behaviors can all be addressed with this game. • Teacher can use a roulette to choose the student who will say the action to avoid problems during the selection. • Motivate students to be organized and quiet through remembering them about the reward	

ACTIVITY N°2	
Topic	Charades
Skill to be improved	Speaking skill
Timing	30 minutes
Description	This game is a word guessing game. Traditionally this game is based on words, but teachers can modify to challenge
Activities	Resources
• The teacher chooses a student to mimic or act actions. • The other students must guess what the action is. Students must guess correctly by using the appropriate pronunciation and vocabulary to win. • If the action to perform is a completed statement, the student who executes the action must act every single word of the phrase to make classmates structure it. • Those who obtain more points, win. • This game can be used to work on topics such as vocabulary, verbs, statement structures, etc.	Computer Game sheets Elements found in the classroom

ACTIVITY N°2		
Topic	Charades	
Skill to be improved	Speaking skill	
Timing	30 minutes	
Description	This game is a word guessing game. Traditionally this game is based on words, but teachers can modify to challenge	
• To be creative they can use additional materials such as masks, wigs, etc. • Teachers can increase the level of challenge by using complete statements to act. • Teachers can separate by groups for doing the activity and reward the one who has more points		

ACTIVITY N°3	
Topic	Backs to the board
Skill to be improved	Speaking skill
Timing	30 minutes
Description	The activity is based on students giving clues orally to discover the word written on the blackboard.
Activities	Resources
• The teacher selects a student from the class. The selected student must stay in front of the class with his back to the board. • The teacher or another student writes on the board a word or a phrase. The student with his back to the board must guess while his classmates help with clues orally. The students must collect points to obtain the reward. • This game can be used to work on topics such as new vocabulary, statements, adjectives, etc. • Teacher can use a roulette to choose the student who will guess the action.	Computer Blackboard Elements found in the classroom

ACTIVITY N°3		
Topic	Backs to the board	
Skill to be improved	Speaking skill	
Timing	30 minutes	
Description	The activity is based on students giving clues orally to discover the word written on the blackboard.	
	Teachers can separate by groups to motivate them to work in cooperation.	

ACTIVITY N°4		
Topic	Blindfold course	
Skill to be improved	Speaking skill	
Timing	30 minutes	
Description	The activity is based on students giving clues orally to discover another students.	
Activities		Resources
The teacher will divide the class into two groups. The teacher will choose two students who are going to be guided. The teacher will cover the students' eyes.		Computer Blindfold Elements found in the classroom

ACTIVITY N°4	
Topic	Blindfold course
Skill to be improved	Speaking skill
Timing	30 minutes
Description	The activity is based on students giving clues orally to discover another students.
• The teacher selects 2 more students. They are students B; they must guide the students A to the finish line. • Students B must say correct and descriptive instructions. Students A who arrives first to the goal win. • This game can be used to work on topics such as prepositions of place, directions, following instructions, etc. • Teachers can use the desk to have obstacles that students must avoid. • If there are more than 20 students in the class, some students can be the obstacles while 2 students participate to arrive at the goal line.	

ACTIVITY N°5		
Topic	Hot potato	
Skill to be improved	Speaking skill	
Timing	30 minutes	
Description	Hot potato is a game based on using an object to pass to each hand's students.	
Activities		Resources
• The teacher and students choose or create an object to pass. • Students sit on the floor or on their desks in a circle. • One of the students will be seated facing away from the group in the circle. When instructed to halt, this student will do so. Here is the B-student. • The student who holds the object must answer a question that the student who said stop asks. • Students who use grammar correctly will win points. • This game can be used to work on asking questions.		Computer Ball Elements found in the classroom

ACTIVITY N°5		
Topic	Hot potato	
Skill to be improved	Speaking skill	
Timing	30 minutes	
Description	Hot potato is a game based on using an object to pass to each hand's students.	
• The teacher can use a radio to stop the music when the object is being passed. If the teacher uses the radio, the student B will not be necessary • Starting with yes/no questions and moving on to information questions can help teachers increase the difficulty of the game. • The chronometer application is another strategy for increasing the game's difficulty and forcing pupils to respond rapidly.		