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FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN

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EXTRANJEROS**

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THEME:

“GAME-BASED LEARNING IN THE SPEAKING SKILL”

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I declare this undergraduate dissertation entitled “GAME-BASED LEARNING IN THE SPEAKING SKILL” is the result of the author’s investigation, and has reached the conclusions and recommendations described in the present study. Comments expressed in this report are the author’s responsibility.



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DEDICATION

TO:

God and The Blessed Mother
for enhancing me to go ahead
despite of the problems and
difficulties during that
process. Also, I give the
credit to my mother Mariana
to support me and take care of
me in the bad days. Besides, I
dedicate this research to my
little sister Sofia too.

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TO:

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Date: December

ABSTRACT

Game-based learning is a current tendency in the teaching-learning process that involves different games to practice and reinforce the English language. The principal purposes were to analyze and identify which aspects of Game-based learning could improve students' speaking skills and its advantages to the learning process. Besides, twenty-two students from third semester “B” of Pedagogía de los Idiomas Nacionales y Extranjeros major at Universidad Técnica de Ambato were the subjects of this study. This research applied a pre-experimental methodology and qualitative/quantitative approach to collect the results. Furthermore, the researcher applied pre-test and post-test of PTE general Level 2 (B1) which is validated by Pearson. In this part, it was chosen just the speaking section of the test. In the beginning, the pre-test was applied in order to know students speaking level and then apply the games emphasized in speaking. Based on the pedagogical intervention and post-test findings, students improved communicative aspects such as interaction, turn-taking, and vocabulary. The results pointed out GBL contributes to the motivation and active participation in the teaching-learning process.

Keywords: Game-based learning, games, teaching-learning process, speaking skill.

CHAPTER I. THEORETICAL FRAMEWORK

1.1 Investigative Background

For the present research, some previous studies helped to analyze Game-Based learning effectiveness in speaking skills. It was essential to choose documents that hold themes and analyses similar to this work.

The first research made by Yükseltürk, Altıok, and Başer (2018) led an investigation titled *Using Game-Based Learning with Kinect Technology in Foreign Language Education Course*. The authors emphasized Game-Based learning to enhance students in self-efficacy beliefs and attitudes toward English to 62 students from the first years of a compulsory course in a state university from Turkey. This study used a quasi-experimental design to apply pre-test and post-test. This study used two questionnaires based on the English Self-Efficacy Scale (ESS) and Attitude toward English Scale (ATES) that assess the English language level in the four skills (listening, speaking, reading, and writing). It is considered a guide since it shows how Game-Based learning provides an environment to practice and develop speaking and roleplay simulations based on real-life scenarios in the classroom. Additionally, the findings concluded that GBL activities are applied to provide an engaging environment for learning speaking skills and roleplay simulations since it demonstrated a significant difference between students of the experimental group about speaking factors.

This study is essential for research since it shows how games work in the learning context and their advantages when students are exposed to them while using them. As the investigation mentioned, teachers should know what kinds of games are entertaining and interactive for students. It means that gaming environments work well if there are enough and correct resources that have been selected by teachers according to the level and age of learners. Furthermore, it allows knowing which types of games use for enhancing students' English language and how to apply them because there are many games focused on English learning that educators should choose them depending on the accessibility, content, and the time of applying.

Nada Gamlo (2019) developed an investigation titled *The Impact of Mobile Game-Based Language Learning Apps on EFL Learners' Motivation*. It was applied to 30 women from Saudi Arabia from 18-20 years old Abdulaziz University (KAU) to apply Game-Based learning to know if there is an impact on the students' motivation. This research supported some information about the advantage of GBL and how students get engaged with language. Also, it contributed to the games that can use to apply in class. It was a quantitative study to know the impact of GBL in English learning. The participants were 30 learners of the beginner level at King AbdulAziz University. For collecting data, pre and post-test were applied to know the results. Games used to apply the study were Gamebooks: Great Reader, Game to learn English – English Tracker, and Learn English Vocabulary Pop Quiz. In this way, the results exposed stated that GBL is valuable to motivate students in the English learning process and deliver memorable experiences that could get students' attention and participation.

This study is valuable in the research because it states some educational implications related to the way that foster English learning inside classrooms. These implications include Mobile game-based learning to bolster learning of target language and learners' motivation. Teachers can bear on in their classes Mobile apps (learning games) as long as allowing for students' needs, and current topics rested on students' interest. Sometimes, teachers have to try new technological applications to know about teaching innovations. Also, online learning has hoarded the education system in these moments as educators should familiarize themselves with online applications that the internet offers so that those are available for anyone. These learning apps are part of the types of games that foster language learning. Besides, it can support this investigation since it shows how learners perceive games in the English language context.

Casañ Pitarch (2018) conducted a study that refers to *An Approach to Digital Game-based Learning: Video-games Principles and Applications in Foreign Language Learning* whose purpose was to analyze the use of digital games and serious games in English learning process. The research draws on describe main concepts related to Game-based learning to apply in the English classes. Moreover, it wanted to expose

the connections that GBL, gamification and serious games have in the teaching-learning process.

It becomes a guide in the investigation since it helps to understand the process of applying games into the classroom. This process bore in mind four aspects: emotions (students' or players' feelings and mood), mechanics (it involves setup, rules, game instructions, and progression), and dynamics (it is the player or learner behavior). Educators have to see these aspects to create or look for games to conform to learning objectives. If it is necessary, the use of technology should be familiarized in class for adult learners, so that aspect does not affect the teaching-learning process.

Besides, Alyaz and Sinem (2016) developed research that sought to emphasize *Digital game-based language learning in foreign language teacher education*. It showed more about how games are involved in the development of language skills. The researchers applied an embedded mixed research design since the study used quantitative and qualitative data. Besides, it was developed in a Turkish University to 60 pre-service-teachers from the second year. In this research, the serious game Mysterious Mission was used to know the effectiveness of the learning process. In conclusion, the results demonstrated that there was a significant difference in the scores from pre and post-tests about vocabulary size. Additionally, the research illustrated that GBL contributed to the participants' success in the development of a foreign language and made the class more productive, interactive, and enjoyable.

This study by Alzay and Sinem has considered support due to the application of video games that includes many features as characters, background, environment, and rules of the game. Furthermore, it bears information about what are the English skills engaged in those games and one of them could get better results. Teachers should take into account which language skills want to boost during a time since it contributes to classified games depending on each skill. Now, game environments are not just for young students as adult learners can use and learn better than in traditional classes.

Alternatively, the study carried out by Chen (2017) titled *Empirical Study on the Effect of Digital Game-Based Instruction on Students' Learning Motivation and*

Achievement was focused on the effect of digital games to promote active learning. The research used was experimental, where grouped 326 students from three universities of Taiwan of two classes for 16 weeks. Findings concluded that Game-based contributed in problem-solving ability because it encourages learners to participate and get interested in the game results. It provoked that they feel motivated to win or find a solution.

Consequently, this research can help to know the main features or characteristics of games as a challenge, fantasy, and fun due to those that are important to foster better gaming experiences between learners. Also, it stated results that contributed to the development of problem-solving abilities in which are essential inside the teaching-learning process. This study involved the progress in the English language without taking into consideration language skills per each so that it means that games could show good results if educators applied for a specific skill as speaking.

Similarly, Fithriani (2018) led an investigation about *Communicative Game-based learning in EFL grammar* classes whose emphasis was the suggested activities and students' perception in which the investigator determined advantages when Game-based is using in classrooms for communicative purposes. The qualitative approach was applied by the researcher where thirty students from the 2nd semester took the English course at a state University in Medan, Indonesia. This study involved two techniques to collect data as interviews and questionnaires (pre-study and post-study questionnaires). The findings released that students' perceptions about English learning using Game-based were positive since students preferred an interactive class where they can express themselves without afraid. Also, learners seemed that English learning could be easy if teachers apply entertained activities in which they get attention without being bored or tired.

According to the study by Fithriani, students must not memorize a lot of grammar rules or sets of vocabulary since some of them feel frustrated by making these kinds of activities all the time. Therefore, teachers have to reinforce grammar and vocabulary by practicing through dynamic activities like games, roleplays, or projects to expose students to the target language.

Equally important, Benoit (2017), in her work titled *The Effect of Game-Based Learning on Vocabulary Acquisition for Middle School English Language Learners* that focused on main differences in academic vocabulary scores applying Game-based learning in a class. This study was quasi-experimental due to the researcher used two groups (experimental and static groups). ESOL students participated in the application of GBL for learning vocabulary. The findings showed that Game-based learning could be an efficient tool to improve vocabulary in English learners. Also, results revealed that learners got motivated when they play a set of games to learn academic lexis.

Based on this study, teachers can use GBL interactive activities to promote students' participation and interaction. Also, learners need to be exposed to the English language. Games are great tools to get students' attention since the teacher should provide materials to practice vocabulary, grammar, and other aspects of language.

Finally, Parupalli Srinivas Rao (2019) carried out a study titled *The Importance of Speaking Skills in English Classrooms* that focused on the speaking skill characteristics or features that teachers need to take into account to apply different strategies. Moreover, it guides to see techniques to develop speaking skills and the essential aspects that it is relevant to evaluate and practice with ELS students.

This study by Rao can guide in order to know many aspects about speaking skill such as suggested activities that teachers could use to evaluate speaking skill, the kind of speaking situations that involves the purpose of communication and the gestures, feelings, and mood that speaker transmit at the moment of the speaking process. Besides, it named some crucial aspects as fluency, pronunciation, vocabulary, and grammar that are important to plan activities to assess speaking skills.

The researchers and articles conclude that Game-based learning is a recommendable way to enhance speaking skills since it fosters motivation, engaging learning environments, and students' participation. Moreover, learners can improve other abilities related to thinking and problem-solving. That depends on the purpose and the objectives that teachers have in the class. Those factors made that GBL can be

interesting, interactive, productive, and memorable because games caught learners' attention. Also, it is essential to mention the importance of speaking skills in English learning and how to be improved through the use of different games.

1.2 Theoretical Framework

1.2.1 Independent variable

Language Learning

To learn a language, teachers search for ways to teach a specific language using various resources to understand what language learning involves. It is necessary to know that language learning is a tool to communicate and interact with people. It also combines two essential elements as the knowledge and skill to be able to learn a language (TESOL, 2017, pág. 3).

This term has a branch of aspects related to the teaching-learning process since teachers share more than the knowledge. They also need to analyze the language skills that each student has to acquire a language because it produces that learners become the center of the learning and apply that in the real context through the practice and interaction with other people (TESOL, 2017, pág. 4). According to this view, language learning emphasizes acquiring and understanding grammatical points, vocabulary, and pronunciation. It means that learners can use the language in a real situation where they know how to transmit ideas and opinions.

English Language Learning

Every of these can apply for teaching and learning in many ways. Some of them focus on one skill or resource to reach the goals of language teaching and learning. Also, learning the English language by non-native speakers in an English-speaking environment (Nordquist, 2018). English language learning involves a process where there are four language skills (listening, speaking, reading, and writing). Those skills

are learned in different forms, methods, strategies, or approaches. Also, some learning theories help the acquisition of the English language.

There are some theories based on the acquisition of language that influences the learning process of a language such as behaviorism, structuralism, and constructivism. Behaviorism is about how the behavior is shaped through stimulus or rewards. Also, learners are forced by other factors from the environment to change the behavior or learn new things (Baulo and Nabua, 2019). In behaviorism, the acquisition of the language occurs as a result of responses to stimuli (rewards and rules) in the classroom environment that are reinforced by educators or adults. As a result, it involves feedback from content, actions, and objects (Baulo and Nabua, 2019). According to Pittman the principal classroom activity in structuralism focused on English structure to apply orally with sentence patterns and situations designed by the teacher (Rao, 2018),.

Another theory refers to the constructivism that learning is acquired through the experience. According to Andang Suhendi and Purwarno, (2018), the main principle of Piaget stated that students could learn the language actively and interactively since they find ways to build their knowledge through activities that engage them. There are many ways to learn the English language as using techniques and different approaches so, teachers and learners do not forget that the main objective of learning English is to be able to communicate effectively to other people using skills development.

ELL Approaches

The history of language teaching comes to a hundred years ago where people have searched some ways to teach a foreign language which includes the four skills to be developed by the learners. Some of the approaches have included a variety of arrangements for example, the role of the vocabulary, effective learning strategies, teaching the productive and receptive skills, memorization and learning, students' motivation, and the role of the materials in the class.

Furthermore, ELL approaches have a branch of options since students try to find the best way to learn a language, for that reason, there are different types of knowledge as being important for ELL teaching and learning ability in science, namely content

knowledge, pedagogical knowledge, linguistic knowledge, and cultural knowledge (Oliviera and Weinburgh, 2019).

Every day, teachers find new ways to teach students based on different methods or approaches. According to Chong (2018), there are new tendencies in the learning approaches and innovations that could improve the English language such as:

- Blended learning (mix of different approaches or strategies in a class)
- Game-Based learning and Gamification (use of games to acquire the language)
- Mobile Learning (use of technological devices as cellphones, tablets or laptops to learn)
- Embodied Learning (Learners could acquire knowledge through activities that involve emotionally, intellectually, physically, and socially engagement.)
- Inquiry-Based Learning (based on real-life activities where learners use cognitive skills)
- English as a lingua franca (ELF)
- Multi-literacies and trans-language
- Supporting learners of specific needs

Those new tendencies try to change the traditional way of learning since teachers take into account to implement in the teaching-learning process.

Game Based Learning (GBL)

To change the way to teach the English Language, some experts suggest using games in the learning environment. For that reason, Game-based learning becomes a new tendency approach that helps students to learn a second language through digital and non-digital games. It is considered as an act that involves game techniques and practices in different contexts as the educational field (Growth Engineering, 2019).

GBL can use in different learning environments since kinder garden until high levels because it can be flexible, adapted since it becomes a learning potential for applying

in the curriculum. Another term that GBL has to comprehend its use is gamification which means the design of the games activities to apply in the classroom. Matt Fabrer (n,d) stated that Game-based learning seems like an educational method, didactic procedure, or activity that foster the teaching-learning process. Moreover, the use of games contributes to the learner becomes the center of the classroom because it promotes the learners' independence (Growth Engineering, 2019).

Advantages of Game Based Learning

According to Educause's article there are some advantages that make Game based learning a dynamic way for to students develop skill focused on the game's activities because they can:

- function as individual learning activities
- Powerful content delivery through several sessions
- Taken time to the course (as cited in University of Toronto libraries website, 2019).
- Enhance the motivation, communication and interaction between learners.

Advantages of Games

- Constantinescu (as cited in Gozcu and Caganaga, 2016) stated the advantages of games such as:
- Games build up learners' English collection in a familiar and comfy environment.
- Games allow students can develop the ability to observe.
- Games develop some mind skill as critical thinking, problem solving, and imagination
- Games suggest innovative and dynamic forms of teaching, practicing and learning which replace the traditional worksheets and activities.

- Depending on the situation, Educational games do not take long time to be played in the class.
- Games provide immediate feedback for both students and the teacher.

Another author as Bavi (2018), the effects of the games in the classroom environment promote the following characteristics:

- The acquisition of the vocabulary through fun and interactive activities.
- Students can understand the content through the retention of different words, meanings, sentences and actions.
- It could allow us to work cooperatively in order to achieve the learning goals.

Martinson and Chu (as cited in Akdogan, 2018) mentioned that games are considered effective tools for learning since they allow students a hypothetical environment where they are exposed to situations that can be compared with real life. These situations make students make decisions without being criticized by the teacher. Besides, games help students to focus on achieving the goal of the class.

Types of English Learning games

In the educational field, teachers can find a variety of games, however, they depend on the learning objectives or teaching purposes. Also, games could adapt or change according to the level of students' knowledge, content and age to select and apply in the class. According to Lewis and Bedson (as cited in Pirrie, 2017), there are games that contribute to the learning such as:

- Movement games
- Card games (it is applied with the use of a set of cards or papers)
- Board games (Games applied to the whiteboard)
- Dice games
- Drawing games (learners should draw the answers to show in the class)
- guessing games (teachers gives some clues in order that students guess or find the correct answer)

- role-play games (students take the role of any character given by the teacher)
- Singing and chanting games (games using different songs)
- Team games (games emphasized in the cooperative and collaborative work. Other types of games can be collaborative or cooperative depends on the learning context)
- Word games (they are considered as puzzles in order to test your ability in the language)

Also, there are other authors consider other type of games that foster English learning such as:

Digital Games: Presky stated that these games based on the interaction between the learner and the technology (Anastasiadis, 2018).

Language Games: According to Willis and Willis (as cited in Yaccob and Yunus, 2019) stated that language games allow ELS students to work with their classmates in groups so as to all have the opportunity to use the language themselves since it shows that the students' improving fluency.

- Drama and roleplays: One of the **types** of games that improves the interaction between students and teachers. Besides, Bailey stated that roleplays are interactive activities that foster speaking skills or communicative competencies where students perform a particular role in a target language (English Language) which involves in real situations (as cited in Puspitorini, 2018).

Physical games: According to Fithriani, (2018), she has developed three types of game- based grammar into learning such as: Guessing the word, Board or Dice Games and Run & Guess. The first two game activities can be applied into the classroom while the third game activity has to be applied outside the classroom since students need to run around in a big space.

Those games can be adapted based on the learning purposes, for that reason, they are suggested to use in different ways as introductory activity, test or in the case or digital games as homework. Teachers would use the games to develop or improve language

skills (listening, speaking, reading and writing) since they support learners in order to identify strengths and weaknesses in the learning process.

1.2.2 Dependent variable

English Language

English is one of the languages that everybody speaks around the world. It concerns a bunch of characteristics that involves its meaning. Besides, Schütz argued that English had become one of the most important academic and professional tools. English is recognized as undoubtedly the most popular language to learn for the increasingly mobile international community. That language has become the official language of the business and scientific world (Chandra, 2018). It has basic components to understand this language as Phonology, morphology, syntax, semantics, and lexicon. According to those features, English begins to build with grammatical structure, vocabulary, idiomatic expressions, and the way to speak. In education, English language acquisition is a process where there are some steps to understand and master the language in a better way.

In the educational field, the English language becomes the most important language in some places. As well, the changes in the English language depending on the background and the region. So, this language can vary the pronunciation of some words or change the meaning of some words. Also, English is considered as a key subject like mathematics or physics in the institutions.

Also, the English language must be adapted to interpret the message effectively. The schools promote extensive programs since the nursery level because the children can manage more quickly and easily because they have in the continuous development of their language skills (Leong and Ahmadi, 2017). These help them to understand some activities since it is caused for the experiences. If we begin to talk in another language to a child, he/she tries to find a way to understand the message. For that reason, it is necessary promoting Second language learning at beginner levels.

Language Skills

The language skills are the main aspects to acquire and master a language because it contributes to communicative competence. Those emphasize the function of the language: productive (it can produce sounds and interpret symbols, in other words, it transmit information) and receptive (it receives the information). The productive skill is speaking and writing while the receptive skills are listening and reading. It comes from our psychomotor domain that develops in each language. Each core skill promotes the efficient use of the language. In a specific language, the core skills are crucial to master some languages (Hossain, 2015).

Besides, each language skill has an objective that is directed to communicate with others. Listening helps to understand the other messages while speaking transmit or express an opinion about the information listened. On the other hand, writing support oral communication as another way to express to the audience or people can read through the reading skill. These are the objective of this skill which contributes to communication.

Productive Skill

The productive skill is considered speaking and writing since they have the function of articulating words (speaking) and write to transmit or produce the language. Also, Sreena (2018) mentioned that productive skills are speaking and writing. Learners who possess productive skills can express something. They are also known as active skills.

Inside the learning context, it has basic steps such as lead-in (which involves activating the background knowledge of the learner), setting the task (starting to develop the communication through the roleplays), monitoring the task (teacher supervising the process of the communication between students), directing feedback (teacher is a helper where he reinforces the knowledge to students effectively do the task), repeating the process (students learn based on their mistakes and before activities to improve the productive skills to maintain a social interaction) (University of Chicago website, 2019).

Speaking and writing are crucial to the development of the four skills since those are linked with the process of communicating. So that active skills are effective. Therefore, the practice of productive skills is necessary inside and outside the classrooms. These are advantageous for learners because speaking and writing are used for many purposes and everyday situations.

Speaking Skill

Speaking considered as one of the core skills in the language is a productive skill whose functions are to communicate with others in an oral way to transmit ideas or opinions. Besides, Harmer stated that there are two major characteristics in speaking skill such as:

- Accuracy (refers to the correct use the vocabulary, grammar, and pronunciation)
- Fluency (refers to the ability to speak spontaneously).

He also said that for the spoken language is used the following elements: Connected speech, expressive devices, lexis and grammar, negotiation, and language (Derakhshan, 2016, p.178). Besides, he explained that the process of speaking starts with the construction of words and statements as individual sounds which trough the pitch, intonation, and stress transmit a variety of meanings. When the speaker achieves a good level of competency in the English Language, the speaker master the speaking language in the following subskills: Linguistics Competence, Discourse Competence, Pragmatic Competence, and Fluency.

These are the main sub-competencies that learners get during the English learning process. Furthermore, these are involved with some aspects of the communication ability such as speaking is face to face, speaking is interactive, speaking happens in real life in the classroom. According to Laksana (2016), this productive skill involves important aspects such as fluency, comprehension, grammar, vocabulary, and pronunciation.

Speaking skill is a key in the acquisition of a language since it contributes to the exchange of ideas or opinions, so teachers should introduce a branch of strategies, techniques, and activities in their classroom so that learners start to use the language without fear (RAO, 2019).

This skill should be applied in the classroom English activities because it is used constantly in the real context for many common purposes (interviews, face to face conversations, oral presentations, roleplay or drama, and others). Teachers are the key to foster the development of speaking skills with encouraging, interacting, and motivating activities where learners want to participate using vocabulary or grammar learn (RAO, 2019).

1.3. OBJECTIVES

1.3.1 General Objective

- To analyze how the Game-based learning influences in the speaking skill.

1.3.2 Specific Objectives

- To identify the types of games that enhance students' speaking skills.
- To evaluate speaking skill development in students
- To determine the contribution of Game-based learning in speaking skill development in students.

1.3.3 Description of the fulfillment of objectives

In order to achieve the objectives stated in the study, it is fundamental to look for information about two variables especially for speaking skill in order to select suitable test that help to get result. After that selecting the test, it is essential to apply the pre-test to the students from third semester of Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros major at Universidad Técnica de Ambato. After gathering the results, the researcher has to establish the GBL activities that will be applied in the online classes. Then, it is important to create lessons plans using GBL that are emphasize in the speaking skill development. Finally, the post-test is applied to know which speaking aspect will be improve using GBL activities. The scoring process is based on the rubric from Pearson.

CHAPTER II. METHODOLOGY

2.1 Resources

To develop the study, it was required to use human and technological resources. First, it was essential the researcher's ability to look for main information about the variables. Besides, the participation of students from third semester of Pedagogía de los Idiomas Nacionales y Extranjeros major at Universidad Técnica de Ambato to apply the pre and post tests to support the research. Finally, the technological resources used were Laptop, Internet, Virtual platform (Zoom) and applications (Quizizz and educaplay) to apply the GBL activities and the tests were necessary to gather the data.

2.2 Methods

2.2.1. Approach

This research used a qualitative approach because it emphasizes descriptions of behaviors, situations, experiences to interpret the facts that happened or developed that involve the problem of the investigation (Escudero and Cortez, 2018, p. 65). Also, it seeks a deeper understanding of situations or phenomena inside the educational context to come out with innovative actions that encompass classroom context (Navarro, Jiménez, Rappoport, and Thoilliez, 2017). Therefore, this research project was qualitative to search about independent variable Game-Based Learning and recognize its foundations, elements, benefits, procedures which contribute to developing the research.

On the other hand, it was quantitative to measure the dependent variable Speaking skills through the application of pre-test and post-test. These instruments helped to collect data and analyze the results obtained. According to Escudero and Cortez (2018), the quantitative approach becomes a crucial step in the research process since its objective is to measure through data collection and analysis. That helps the researcher to get accurate results that help to know if the hypothesis is true or false or answer the questions posed at the beginning of the research. So, this work is a qualitative-quantitative research study (p.66).

2.2 Research Modality

2.2.1 Bibliographical research

Bibliographical research encompasses the collection and analysis of documents as articles, journals, books, and other written texts that contribute to reviewing and reflecting on the realities of theoretical concepts to strengthen the development of the study (Escudero and Cortez, 2018, p. 65). Therefore, this research substantiated on documentary nature in order to corroborate information about the two variables Game-based learning and speaking skill that aims to know their foundations, characteristics, advantages, procedures, and other aspects that are supported by experts.

2.2.2 Field research

Field research or firsthand takes into consideration the place where problems or phenomena develop whose objective is to observe, describe some relevant aspects that substantiate the study (Piloña, 2016). The field research was at Universidad Técnica de Ambato where students from the 3rd semester of Pedagogía de los Idiomas Nacionales y Extranjeros major were the object of observation and analysis to obtain vital data about Game-based activities to improve speaking skill. In this case, it aims during the application of the GBL to observe classroom environment, students' progress and other aspect like behavior.

2.3 Level or type of Research

2.3.1 Exploratory Research

According to Hernández-Siampieri and Mendoza (2018), exploratory research has the purpose of examining a new or little-studied phenomenon or research problem in which there are many doubts or aspects that other researchers have not encompassed before. Also, exploratory studies aid in getting information outright and in-depth about specific features developed in the investigation.

So, this investigation is determined as exploratory since it emphasized observation and analysis of significant aspects inside of Game-based learning when it is introduced in

the classrooms for enhancing students' speaking skills. Furthermore, the study looks for remarkable details that indicate if there is a verification in which games contribute to the improvement of English language skills.

2.3.1 Descriptive Research

Escudero and Cortez (2017) stated that descriptive surrounds the description of different aspects as situations, characteristics, behavior, and other facts related to the problem or phenomena studied. The description research can be deep since it permits the measurement of more attributes of the phenomenon or problem of interest that sometimes helps to find a detail something new (Hernández-Siampieri and Mendoza,2018).

Consequently, this research was considered descriptive due to the researcher had to examine and detail aspects of two variables Game-based learning and speaking skills to apply pre-test and post-test.

Through the tests and application of activities, the researcher knew more about the conditions of the learning process to apply the Game-based learning for improving speaking skills in the students and what is the resources and materials to reach it.

2. 3.2 Correlational Research

According to Hernández-Siampieri and Mendoza (2018), correlational studies aim to know the relationship-between two or more concepts or variables in a specific contact. Additionally, correlational research can prove through the use of statistical data, and it is not affected by any foreign variable (QuestionPro, 2019).

So, this study was correlational because it aimed to know the influence of Game-based activities in the development or improvement of speaking skills in the classroom. Based on that fact, the researcher could determine if the speaking skill was improved or not by students. The use of pre-test and post-test contributed to prove those aspects.

2.3.3 Design

Experimental research refers to show or manipulate one of the variables, mostly the independent variable to observe, analyze and understand the effects produced in it (Cabezas Mejía, Andrade Naranjo, and Torres, 2018). Inside experimental research, there are basic categories of designs such as pre-experimental, quasi-experimental, and true-experimental.

Consequently, this research project used a pre-experimental design because it applied Game-based learning activities to see if they were effective to foster speaking skills. Through the pre-test and post-test, the investigator could know the relationship between the variables inside the English learning process.

2.4 Procedure

It was applied at Universidad Técnica de Ambato to study for a period of 3 weeks in the academic period from October 2020– January 2021.

- In the first step, I was established and selected a group of participants to apply the activities. Therefore, the group selected was students from the third semester from Pedagogía de Los Idiomas Nacionales y Extranjeros major at Universidad Técnica de Ambato. Then, the researcher evaluated students' speaking skills through a pre-test in order to know the level of students' speaking skill. After that, the researcher looked for activities that emphasized Game-based learning. Through the application of activities, students can practice the speaking skill to see the areas where they failed and can improve.

The application took into account six sessions for the application of activities and two sessions for the application of pre-test and post-test through the online zoom platform (See Annex 4). During the online sessions, the researcher elaborated lesson plans to apply the activities (See Annex 7).

- The researcher selected different activities based on Game-based learning to examine students' engagement by working cooperatively during that time. Those activities were Mobbyt (online platform of games), Taboo “Don't say it!” (a card with a word that students have to describe or tell the definition without mentioning that word), Quizziz

website (online platform with quiz competition), Educaplay (online platform), spot the difference and roleplays (See Annex 6). During the application, it was necessary to hearten students to speak freely in English. This work had a controlled environment. That was because the researcher established the workgroups most of the time. At the end of the application, the researcher applied post-test to verify if the hypothesis was a success or not.

- At the end of application, the researcher had to apply post-test from Pearson to know if Game-based learning contributed to the speaking skill development.

2.4 Population and sample

Twenty-six participants took part in this study. The participants were students from the third semester of Pedagogía de los Idiomas Nacionales y Extranjeros major at Universidad Técnica de Ambato. These students participated because of the accessibility to the application of Game-based learning activities. Additionally, participants attended the zoom sessions (6 online sessions) so that the researcher applied Game-based activities to improve speaking skills.

2.5 Data collection technique and instruments

To collect data, the researcher used a validated preliminary test whose objective was to assess students' speaking skills. The assessment instrument was from Pearson that was used as pre-test and post-test. It is necessary to mention that the test was a validated PTE General level 2 (B1) retrieved from Pearson website to determine if it was adequate for the students from the third semester "B" (See annex 1 and 2).

As mentioned before, it was applied only a speaking skill section because this part contributed to the analysis of Game-based learning activities in the students' speaking skill development.

Besides, the speaking section contains four parts as personal information, discussion, picture, and roleplay. Also, students were evaluated based on a rubric from Pearson criteria scoring that allowed them to identify aspects students presented problems.

CHAPTER III. RESULTS AND DISCUSSION

3.1 Analysis and discussion of the results

3.1.1 Results from Pres-test

This section presents statistical information based on the pre-test applied to twenty-two students from third semester of PINE. The pre-test was divided in four sections that were score based on a rubric that have nine aspects. Each aspect of the rubric is scored over 5 points. This table represents a global score of the twenty-two students.

Table 1.

Results from Pre-test per criteria

Criteria	Average per aspect (over 5 points)
Fluency	2.68
Interaction	2.91
Range	2.50
Accuracy	2.50
Phonological control	2.86
Sustained monologue	2.95
Turn Taking	3.18
Thematic Development	2.82
Sociolinguistics Appropriateness	3.00
Summative score (over 45)	25.40
Average score (25.40 /45)	0.56
Global score (0.56* 25)	14.11

Note: This table shows students' global score from pre-test over 25 points about speaking skill section.

Figure 1.

Results from Pre-test

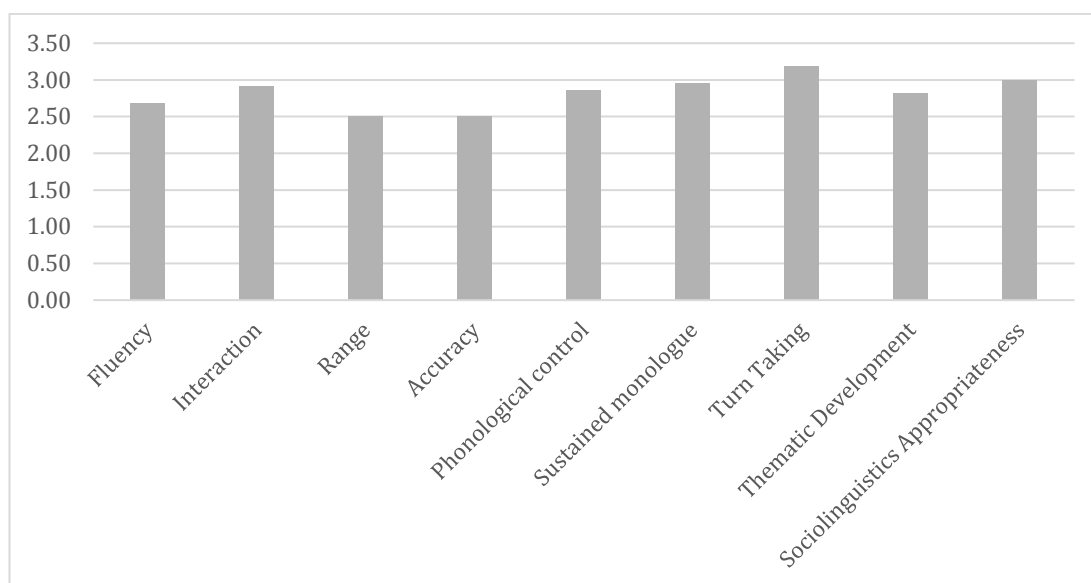


Fig 1. Students' global scores from pre-test about speaking skill section elaborated by Jácome C, 2020 .PTE General Level 2 (B1).

Analysis and interpretation of results

In figure 1 shows the results from PTE General as Pre-test applied to the students from the third semester of PINE major was scored based on the criteria from speaking section which has 9 sections such as: fluency, interaction, range, accuracy, phonological control, sustained monologue, turn taking, thematic development, and sociolinguistics appropriateness with a scales from 1 to 5 points (See annex 2).

Based on the data presented above, the average of each aspect is in the middle since the general result from whole class is 2.82, however, students have problems with two aspects as accuracy and fluency. The average at fluency level is 2.68, interaction is 2.91, in range is 2.5, accuracy is 2.50, in phonological control is 2.86, in the sustained monologue is 2.95, in turn taking 3.18, in thematic development is 2.82 and in sociolinguistics appropriateness is 3.00.

These results demonstrated that students had some deficiencies, especially in the aspect as accuracy where students made mistakes in the basic grammatical structures.

Also, some of them used a limited range of vocabulary that is not at the level that they are. Besides, some students did not feel comfortable or confident when they speak what it shows students did not interact or speak spontaneously or continuously. Despite the results of sustained monologue, turn taking and sociolinguistics appropriateness, students did not express themselves correctly. Sometimes during the pre-test, students showed a lack of facial expressions to dialogue or the initiative to start a debate. As a result, students did not initiate, maintain and close face to face conversation correctly.

3.1.2 Results from Post-test:

This section the results gathered from post-test to two students from third semester of PINE. This test was applied after the application of the GBL activities. The post-test was divided in four sections as the pre-test that those sections were score based on a rubric that have nine aspects. Each aspect of the rubric is scored over 5 points. This table represents a global score of the twenty-two students.

Table 2.

Results from Post-test

Criteria	Average
Fluency	2.86
Interaction	3.50
Range	2.68
Accuracy	2.82
Phonological control	2.91
Sustained monologue	3.09
Turn Taking	3.59
Thematic Development	2.91
Sociolinguistics Appropriateness	3.18
Summative score (over 45)	27.5
Average score (27.50 /45)	0.61
Global score (0.61* 25)	15.30

Note: This table shows students' global score from post-test over 25 points about speaking section.

Figure 2.

Results from Post-test

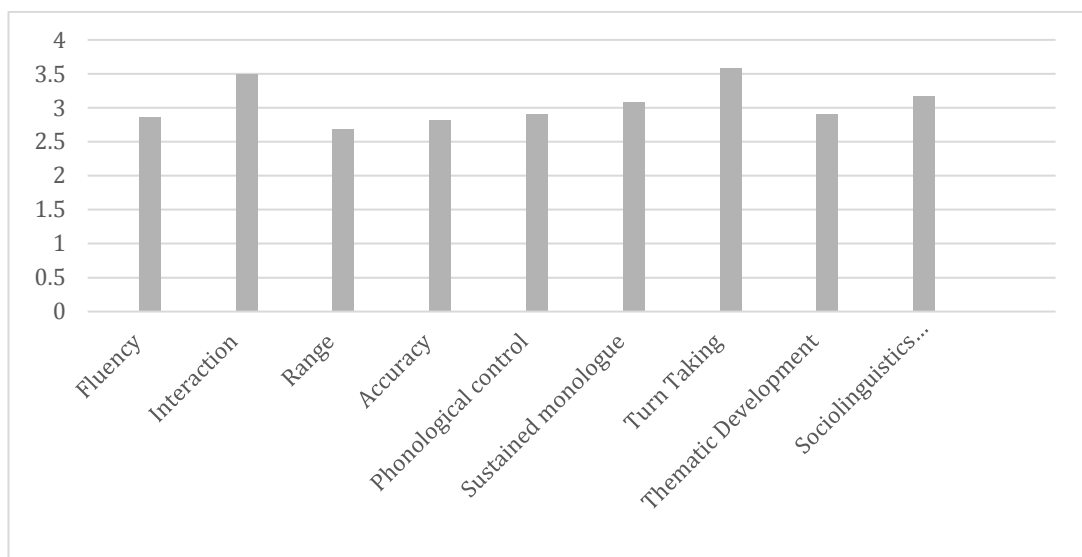


Fig 2. Students' global scores from post-test about speaking skill section elaborated by Jácome C, 2020. PTE General Level 2 (B1).

Analysis and interpretation of results

For the post-test application, the researcher applied the same procedure of evaluation and scoring as the pre-test, however the results showed an advance in students' speaking performance. After the application of Game-based learning activities, students developed their speaking skills in different through the application of different games (See Annex 3).

The results can be seen in Figure 2 where items indicate that the average in fluency is 2.86, interaction is 3.50, in range is 2.68, in accuracy is 2.82, in phonological control is 2.91, in sustained monologue is 3.09, in turn taking is 3.6, in thematic development is 2.9, and in sociolinguistics appropriateness is 3.18. The results illustrate that the general average is 3.1. Therefore, it establishes an improvement in students speaking skills.

Taking into account the statistical data, the researcher can surmise that the proposed activities contributed to increasing students' speaking skills development.

Furthermore, it can be seen from figure 2 that aspects as interaction and turn-taking have a high average as a result of applying Game-based learning activities. Despite advantageous results, range has a lesser average than the other criteria aspects, so it means that this aspect needs to be more careful when GBL activities are applied. Otherwise, students show good progress when they started to use many expressions to get in a conversation or maintain a debate. Also, they express their ideas better using different grammatical structures (present simple, present continuous, future will and going to, perfect tenses and modals) and speak more spontaneously than the first time. Related to the range (vocabulary), they start to increase your vocabulary knowledge in a conversation to avoid the repetition of some words continuously. Thus, those factors foster interactive and spontaneous communication.

3.3 Comparative results

This section presents the comparative results between the scores from pre and post tests. The purpose is to know if students show an improvement when it was applied the GBL to develop students' speaking skill. This results represents a global score from all twenty-two students.

Table 3.

Comparative results (Pre and Post tests)

Criteria	Average from pre-test Students' global score	Average from post-test Students' global score
Fluency	2.68	2.86
Interaction	2.91	3.50
Range	2.50	2.68
Accuracy	2.50	2.82
Phonological control	2.86	2.91
Sustained monologue	2.95	3.09
Turn Taking	3.18	3.59
Thematic Development	2.82	2.91
Sociolinguistics Appropriateness	3.00	3.18
Summative score (over 45)	25.40	27.5
Average score (27.50 /45)	0.56	0.61
Global score over 25 (0.61* 25)	14.11	15.30

Note: This table shows the students' global results about pre and post tests results where there are notable differences between both scores.

Figure 3.

Comparative results (Pre and Post tests)

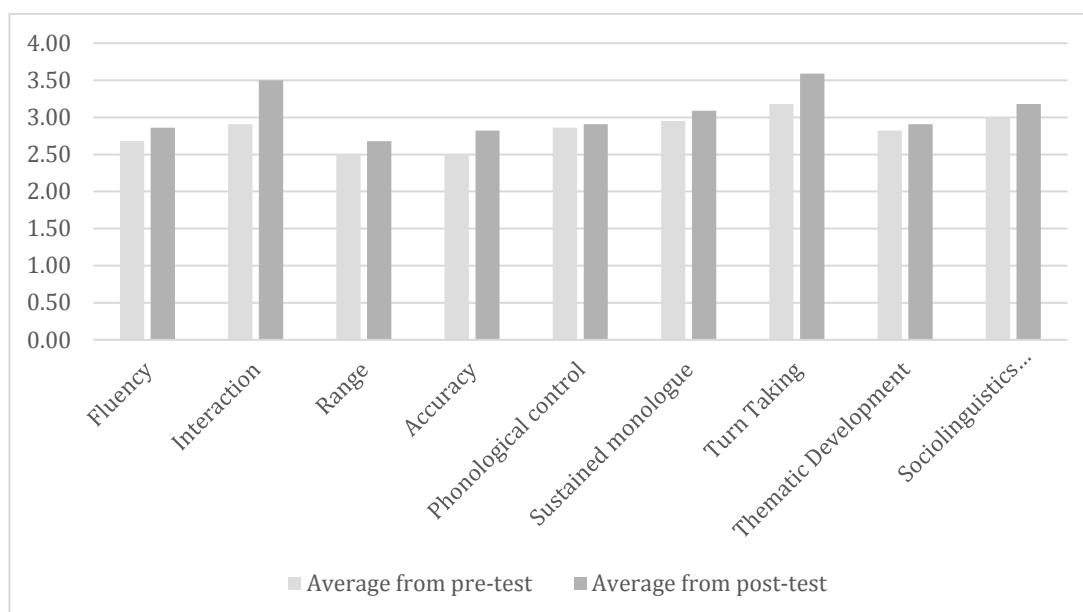


Fig 3. Comparative results about Pre and Post tests elaborated by Jácome C, 2020. PTE General Level 2 (B1).

Analysis and interpretation of the results

The statistics presented above refer to the comparison between pre-test and post-test (Figure 3). The main purpose of that is to verify whether or not Game-based learning contributes to the speaking skill. So, those results above indicate students' progresses in almost all the criteria aspects of speaking skill evaluated.

At the fluency level, the average started at 2.68 over 5 points. Nevertheless, at the end of the application, it indicated an average of 2.86, so means an advance of 0.18. The initial average of interaction started with 2.91, and at the end of 3.50. So, it assumes an upgrade of 0.59. Then, in range level (vocabulary) average began at 2.50 and ended at 2.68. Thus, it shows an advanced of 0.18. While at the accuracy part, it obtained at the beginning of 2.50 and finished at 2.82 with an upgrade of 0.32. At phonological control, the level began with an average of 2.86 and at the end was 2.91 (advance of 0.05). Also, sustained monologue started with an average of 2.95 and ended with 3.09 (upgrade of 0.14). In turn taking, students at the beginning obtained 3.18 and at the end of 3.59 with the progress of 0.41. Additionally, thematic development started with

an average of 2.82 and finished at 2.91 (advance of 0.09). Lastly, sociolinguistics appropriateness began at an average of 3.00 and at the end obtained 3.18 with an upgrade of 0.18.

At the beginning of the research, it is crucial to remark that the weakest points of students from the 3rd semester of PINE were accuracy and range whose average was 2.50. Nevertheless, there was an advance in the different criteria aspects.

As a result, the general average started at 2.82 and at the end students obtained a global average of 3.06. It seems an advance result of 0.24.

3.4 Discussion of results

In the current study, the researcher presented some problems related to the speaking skill in the students from third semester of PINE major at Universidad Técnica de Ambato. It could observe difficulties especially in the interaction, accuracy and range of the vocabulary. In addition, there were some problems with pronunciation in words from beginner levels that are considered easy for their level (B1). Speaking skill as a productive skill where learners have to speak based on aspects as fluency, interaction or context since it includes subskills that consider speaking skill a process that it does not means only speak or pronounce many words (Rao, 2018).

Based on students' background, the researcher selected the games to enhance speaking skills since students have to know more than grammatical structures or words because they have to express their ideas and opinions correctly to have a clear idea that conversation is not a systematic process as a machine. Thus, learners need to take into account that there are many features that speaking has. For that reason, it is necessary that teaching that skill could be more practical and real in order that learners could use English language spontaneously.

In order to foster interactive activities that help learners to interact and participate without having fear, those activities could be games of different types. In the results presented, games help students in aspects as interaction (initial general average: 2.91/ final general average 2.50) and turn-taking (initial general average: 3.18/ final general average 3.59). Also, the global average remarks a change (pre-test average was 2.82 while post-test average was 3.06).

3.6 Hypothesis verification

Null hypothesis: Game-based learning do not contributes in the development of speaking skill.

Alternative hypothesis: Game-based learning does contribute to the development of speaking skill.

The first step to verify the hypothesis proposed was to corroborate the normality of the distribution. In this case, the sample of the study is less than 30 people, so the

researcher used Shapiro-Wilk in order to test the normality of distribution. This analysis contributes to knowing whether the results are consistent and reliable or not with the investigation. So, table 4 describes the results and analysis obtained.

Table 4.

Test of normality

	Shapiro-Wilk		
	Statistic	gl	Sig.
Pre_test	,938	22	,178
Post_test	,944	22	,237

Note. This table shows the normality which is consider regular because the value is more than 0.05.

According to table 4, column Sig represents the value of normality, so that if the values are more than 0.05 defines a normal or regular distribution but whether the value is considered less than 0.05, it means that they are not regular or normal. Therefore, the table shows that the value is more than 0.05 and it determines that results are normal.

Table 5

Mean T-student

	Mean	N	Std.Deviation	Std.Error Mean
Par1 Pre_test	14,1159	22	2,72526	,58103
Post-test	15,3032	22	3,15499	,67265

Note. This table establishes the difference between results from pre and post tests.

Mean T-student helps to validate the significant difference between the means of the two results analyzed. As a result, the pre-test got a value of 14,1159 and post-test had a value of 15,3032.

Table 6.*T-student test*

	Mean	Std. Deviation	Std. Error mean	95% Confidence interval of the difference		t	gl	Sig.(bilateral)
				Lower	Upper			
Part 1								
Pre_test-Post_test	-1,18727	1,43677	,30632	-1,82430	-,55024	-3,876	21	,001

Note. Table 6 shows that the hypothesis becomes true because the Sig. bilateral is less than 0,05.

Table 6 reveals that there is a clear difference between the two results (pre-test/post-test). So, it helps to determine whether one of the hypotheses (null or alternative) is accepted. This is determined with the sig. (bilateral) value. Thus, the result is 0,001 whose value is less than the significance 0.05, so that it demonstrates that the null hypothesis is rejected and the alternative hypothesis is recognized as true. Finally, it can conclude that Game-based learning does contribute to the development of speaking skills.

CHAPTER IV CONCLUSIONS AND RECOMMENDATIONS

4.1 CONCLUSIONS

- After carrying out the study, it was established that Game-based learning is considered as one of the new tendencies in the English teaching-learning process in order to foster motivation, participation, and interaction in the classroom environment. Therefore, This study applied tests in order to know evaluate students before and after the application games. Based on the results from pre and post-test GBL influences in some aspects of speaking skill such as interaction, fluency, turn-taking and thematic development. This aspects had an improvement after the post-test.

- In Game-based learning could use different types of games such as board, guessing, digital, roleplay, language, and physical and whose usage can be emphasized in the learning process. Teachers can apply those games during the class time in order to reinforce previous knowledge. During the research project, researcher applied digital, guessing, dice and language games so as to improve students' speaking skills, however, teachers can adapt the games based on their lesson plan or students learning outcomes.

- In order to apply GBL, the researcher took a speaking pre-test and post-test from Pearson to know what the students' speaking level is. For that reason, the criteria were based on nine aspects such as: fluency, interaction, range (vocabulary), accuracy, phonological control, sustained monologue, turn taking, thematic development, and sociolinguistics appropriateness. The data collected gave as a result that students had a low level of speaking skill in phonological control, interaction, and fluency.

- This investigation determines that the application Game-based learning (games) contributes to improving speaking skills in students from the third semester of PINE major. It could state based on the statistical results and hypothesis since the results of pre-test and post-test showed an advance average of 0,24 points.

4.2 RECOMMENDATIONS

- To have effective results using Game-based learning, teachers have to search more about GBL to know the areas that games could be useful in the learning process. Also, it is too important being careful in the application the games for evaluating accuracy and range of vocabulary. It means that teachers need to look for games that check or review grammatical structures depending on students' English level.

- Teachers can use different types of games based on teaching and learning objectives. Also, it is crucial taking into consideration what is the purpose of the game (reinforcing previous knowledge, assessing students' language skills or providing a practice during the class). Additionally, it is necessary to check how teachers monitor the students' progress and participation especially when they play in group.

- In order to evaluate students speaking performance, teachers have to establish specific criteria according to the English level. Besides, teachers could use some reference material on the internet from certified platforms to evaluate correctly and effectively. It depends on teachers that students can be evaluated or assessed to get authentic results.

- Game-based learning can be used depending on teachers' perspective, so educators could decide and plan especially for speaking purposes. Therefore, Game-based learning is designed to engage students in the learning process, but teachers have to find the best to introduce in the class depending their lesson class.

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6. ANNEXES

Annex 1

Criteria for evaluating speaking skill in pre-test

	Level A1	Level 1	Level 2
Fluency	Can manage very short isolated, mainly pre-packaged utterances with much pausing to search for expressions, to articulate less familiar words and to repair communication	Can make him/herself understood in very short utterances, even though pauses, false starts and reformulation are very evident	Can keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident, especially in longer stretches of free production
Interaction	Can ask and answer questions about personal details Can interact in a simple way, but communication is totally dependent on repetition and rephrasing by the interlocutor as well as repair by the test taker	Can answer questions and respond to simple statements Can indicate when he/she is following, but is rarely able to understand enough to keep conversation going of his/her own accord	Can initiate, maintain and close simple face-to-face conversation on topics that are familiar or of personal interest Can repeat back what someone has said to confirm mutual understanding
Range	Has a very basic repertoire of words and simple phrases related to personal details and particular concrete situations	Uses basic sentence patterns with memorized phrases, groups of a few words and formulae in order to communicate limited information in simple everyday situations	Has enough language to get by, with sufficient vocabulary to express him/herself with some hesitation and circumlocutions on topics such as family, hobbies and interests, work, travel and current events
Accuracy	Shows only limited control of a few simple grammatical and lexical structures and sentence patterns in a memorized repertoire	Uses some simple grammatical and lexical structures correctly, but still systematically makes basic mistakes	Uses reasonably accurately a repertoire of frequently used 'routines' and patterns associated with more predictable situations
Phonological control	Pronunciation is of a very limited repertoire of learnt words and phrases	Pronunciation is generally clear enough to be understood	Pronunciation is clearly intelligible even if occasional mispronunciations occur

Analytic level descriptive criteria: levels A1-2 (spoken) © Council of Europe, 2001

Note: Annex 1 shows specific criteria per level in order to evaluate speaking skill in the PTE general test. Taken from <https://qualifications.pearson.com/content/dam/pdf/pearson-test-of-english/pte-general-guides/guide-level-2.pdf>

Annex 2

Marking scale to evaluate speaking skill

The marking scale below from 1–5 is used by examiners to allocate score points to each of the five traits of the analytic level descriptive criteria: fluency, interaction, range, accuracy and phonological control.

1	The performance is below the level
2	The performance is just at the level (borderline test taker)
3	The performance is at the level
4	The performance is almost at the next level
5	The performance is at the next level

Analytic level descriptive criteria marking scale (spoken)

Note: In Annex 2 indicates the marking criteria of PTE general test from 1 (low score) to 5 (high score). Taken from <https://qualifications.pearson.com/content/dam/pdf/pearson-test-of-english/pte-general-guides/guide-level-2.pdf>

Annex 3

PTE General Level 2 (B1)

The image displays two pages from the Pearson Test of English General Level 2 Intermediate paper. The left page is the cover, featuring the Pearson English logo, the title 'Pearson Test of English General', and 'Pearson English International Certificate'. It specifies 'Level 2 Intermediate' and 'Paper Reference: 4062'. The right page is titled 'Instructions for interlocutors' and lists the four sections of the speaking test: Section 10 (Personal Information, 1.5 minutes), Section 11 (Discussion, 2 minutes), Section 12 (Picture, 1.5 minutes), and Section 13 (Role Play, 2 minutes). Below the instructions is a sample question for Section 12A, 'Picture (1.5 minutes)', which includes an illustration of people camping and asks the test taker to describe the scene and predict future actions.

Pearson English

Pearson Test of English General

Pearson English International Certificate

Level 2 Intermediate
Paper Reference: 4062

Pearson Education Ltd
Practice paper written by Pearson English-exam authors
© April 2020

Instructions for interlocutors

PTE General Level 2

The interlocutor conducts the test in accordance with the test specifications, the general guide for interlocutors and the interlocutor script. Make sure you read these before you conduct the test.

The speaking test has 4 sections:

- Section 10** Personal Information: 1.5 minutes
- Section 11** Discussion: 2 minutes
- Section 12** Picture: 1.5 minutes
- Section 13** Role Play: 2 minutes

Please note: Sections 12 and 13 have two sets of tasks: A and B. Students with odd test taker numbers should do 12A and 13A; students with even test taker numbers should do 12B and 13B.

Please use the relevant end-position and/or test taker role card when administering Section 12 and Section 13 of the test.

In an actual exam please note the following instructions are used:

Please ensure that you record the speaking test as instructed. Test takers must take all the relevant sections of the test.

When you record a test, please state clearly at the beginning of the test:

- Centre number
- Level being tested
- Name and examiner of the interlocutor
- Full names and numbers of each test taker

Start each with the following:

Good morning/afternoon. My name's _____.

- Check test taker's name against attendance sheet.
- Start timer.
- Begin test.

Standard Question: Can you tell me your name please?

SECTION 12A PICTURE (1.5 MINUTES)

Now, here is a picture of some people camping. Please tell me what you can see in the picture and say what you think the people were doing before they got here, and how they are feeling now.

(Place the picture in the test table)



Alright? Begin now please.

(Place the test table to speak for about one minute, then sit still silently please)

What do you think the people will do next?

(Think the picture)

Annex 3. This Annex shows the parts of PTE general English test which has four sections for speaking skill. It is taken from <https://qualifications.pearson.com/en/qualifications/pearson-test-of-english/pearson-test-of-english-general/resources.html>

Annex 4

Letter of commitment

ANEXO 3 FORMATO DE LA CARTA DE COMPROMISO.

CARTA DE COMPROMISO

Ambato, 02/10/2020

Doctor
Marcelo Núñez
Presidente
Unidad de titulación
Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros
Facultad de Ciencias Humanas y de la Educación

Yo Mg. Sarah Iza en mi calidad de Coordinadora de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, me permito poner en su conocimiento la aceptación y respaldo para el desarrollo del Trabajo de Titulación bajo el Tema: "GAME-BASED LEARNING IN THE SPEAKING SKILL" propuesto por la estudiante Cristina Elizabeth Jácome Benitez, portador/a de la Cédula de Ciudadanía 0550463962, estudiante de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, Facultad de Ciencias Humanas y de la Educación de la Universidad Técnica de Ambato.

A nombre de la Institución a la cual represento, me comprometo a apoyar en el desarrollo del proyecto.

Particular que comunico a usted para los fines pertinentes.

Atentamente.

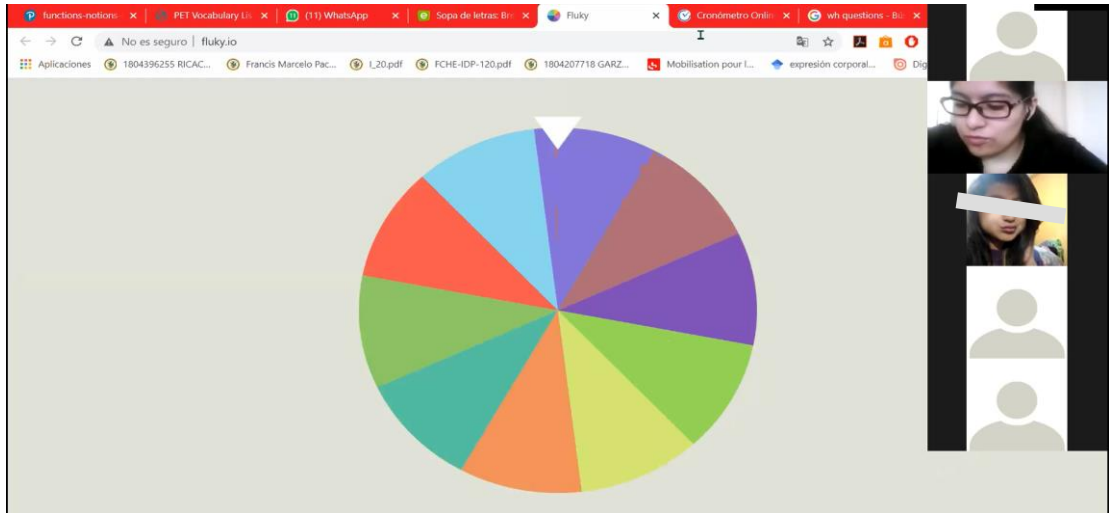


Mg. Sarah Iza Pazmiño
CI: 0501741060
Telf. 0984060528
sj.iza@uta.edu.ec

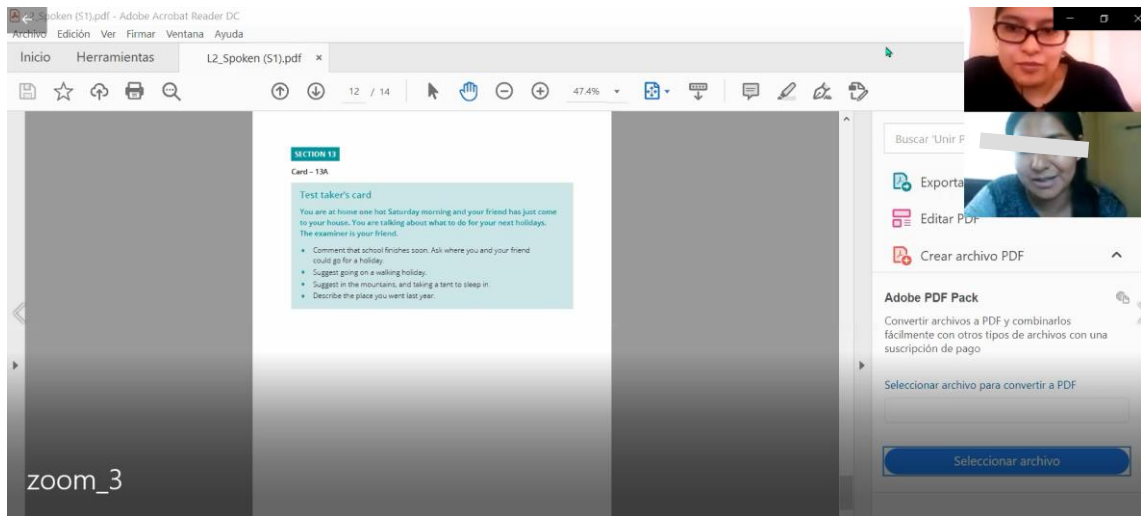
Annex 4. This letter of commitment is for being allowed to apply the activities, pre and post tests. Elaborated by Jacome, C (2020)

Annex 5

Activities



Annex 5. This webpage helps to choose randomly many things that teacher or learner write. Taken from <https://fluky.io/>



Annex 5. This activity is from PTE general in order to students practice speaking skill. Taken from <https://qualifications.pearson.com/en/qualifications/pearson-test-of-english/pearson-test-of-english-general/resources.html>

Annex 6

Activities (Zoom Session)



Annex 6. This photo is from the online classes in order to apply the activities and test. Source from Zoom Platform.

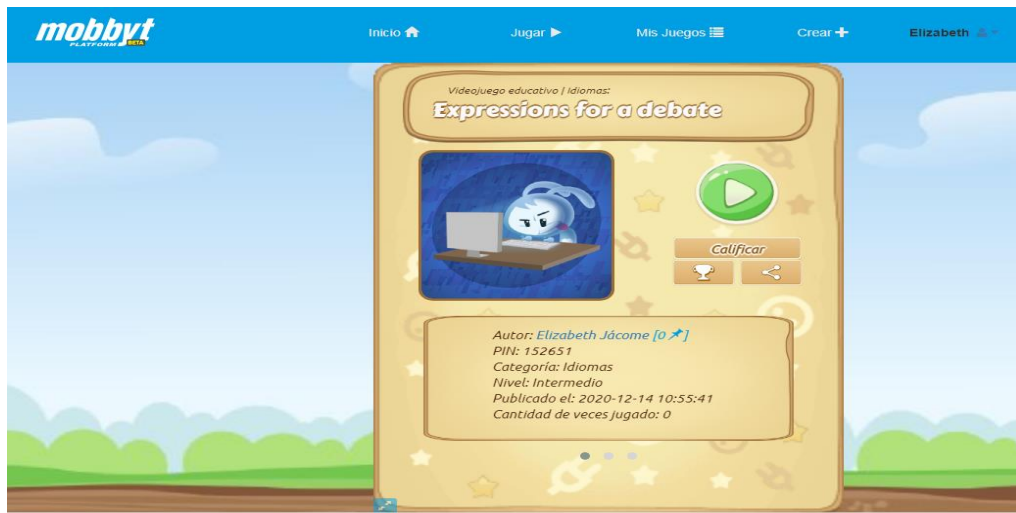


Annex 6. Students' participation. Source from Zoom Platform.

Retrieved from: his activity is from PTE general in order to students practice speaking skill. Taken from <https://qualifications.pearson.com/en/qualifications/pearson-test-of-english/pearson-test-of-english-general/resources.html>.

Annex 7

Games



Annex 7. This website is ideal to create games of any topic of grammar, vocabulary or subject. Taken from <https://mobbyt.com/videojuego/educativo/?Id=152651>



Annex 7. This website is ideal to create games of guessing, multiple choice and other types of games in order that students practice. Taken from <https://mobbyt.com/videojuego/educativo/?Id=152651>

Annex 8

Activities (Zoom session)

The screenshot displays the Quizziz interface during a Zoom session. At the top, there is a 'QUIZZIZ' logo, a 'Themes' button, and an 'End' button. A 'START' button is prominently displayed in the center. Below it, a grid of participant names and their respective icons is shown. The bottom section of the interface features a 'Play again!' button and a 'Review questions' button. A table below these buttons lists the scores and performance for each participant across nine questions (Q1 to Q9).

Participant Names	Score	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9
		85%	92%	92%	38%	100%	85%	23%	69%	38%
1 Danny	7290 (88%)	✓	✓	✓	✓	✓	✓	✗	✓	✓
2 Luis	7100 (88%)	✓	✓	✓	✓	✓	✓	✓	✓	✗
3 Nicolás	6990 (88%)	✓	✓	✓	✓	✓	✓	✗	✓	✓
4 Romina Benítez	6190 (77%)	✓	✓	✓	✗	✓	✗	✓	✓	✓
5 Sammy De Mora	5740 (66%)	✓	✓	✓	✗	✓	✓	✗	✓	✗
6 Pam	5620 (66%)	✓	✗	✓	✓	✓	✓	✗	✗	✓
7 Juan Carlos Meza	5540 (66%)	✓	✓	✗	✗	✓	✓	✗	✓	✓
8 Gitsby	5520 (66%)	✓	✓	✓	✓	✓	✓	✗	✗	✗
9 Steven Escobar	5430 (66%)	✓	✓	✓	✗	✓	✓	✗	✓	✗
10 Erika	5040 (66%)	✗	✓	✓	✗	✓	✓	✓	✓	✗
11 Gabriela Acurio	4700 (55%)	✗	✓	✓	✗	✓	✓	✗	✓	✗
12 Víctor Yáñez	4370 (55%)	✗	✓	✓	✗	✓	✓	✗	✗	✗

Annex 8: Quizziz is website where teachers can elaborate interactive quizzes as competitive games with multiple choice questions. Taken from <https://quizziz.com/>

SPOT THE DIFFERENCE



Annex 8. Spot the difference this activity was used in order that students listed orally the differences between two pictures. Taken from <https://www.dorneypark.com/blog/2020/march/spot-the-difference-dorney-park-games-at-home>

Annex 9

Lesson plan activities

LESSON PLAN	
TOPIC: BREAK THE ICE!	
Target Group: Third Semester “B”	Difficulty Level: Academic
Activity Objective - To identify and use vocabulary about expressions to start and develop a conversation and conversation topic.	
Procedure:	Time (Minutes)
<ul style="list-style-type: none"> • Greeting • Warm up:- Teacher provides link about a game word search where they have to find the words about topics to break the Ice like food, hobbies, travel, studies and others. • Teacher asks for the words that students find in the word search to do a brainstorm. • Teacher shows a list of different expressions to start, continue and end a conversation presented in online slide from quizziz. • Then, teacher prepares a game called Asking Roulette where this spinner randomly selects a topic or situation in order that students create a question. They have just 35 seconds to create the questions. • After that, teacher gives 2 minutes to students write sentences as many as they can in this time. • Then, teacher creates breakout rooms where students create a role-play using the questions written minutes before. • Using the Roulette, teacher selects students to present the role-play. 	<p>5’</p> <p>5’</p> <p>10’</p> <p>8’</p> <p>2’</p> <p>10’</p> <p>10’</p>
Assessment - Informal evaluation students’ participation and interaction. Informal evaluation students perform a roleplay.	

Annex 9. Lesson plan with game-based learning activities emphasized to reinforce students speaking skill. Elaborated by Jácome, C (2020)

LESSON PLAN	
TOPIC: LINKERS AND CONNECTORS	
Target Group: Third Semester "B"	Difficulty Level: Academic
Activity Objective - To use vocabulary about connectors and linkers to connect ideas in a conversation	
Procedure:	Time (Minutes)
<ul style="list-style-type: none"> • Warm up. Teacher takes a quiz competition in Quizziz where students have some seconds to answer the questions about linkers and connectors. Teacher can see in real time how students answer and win points when they answer correctly. 	5'
<ul style="list-style-type: none"> • After the quiz, teacher asks what linkers students find in the quiz to create a brainstorm. 	5'
<ul style="list-style-type: none"> • Teacher presents the types of linkers based on the purpose through presentation on Quizziz where she asks students for examples about some types of linkers. 	10'
<ul style="list-style-type: none"> • Then, teacher applies the "Guessing the word" in order to guess the word through the clues that teachers tell. 	8'
<ul style="list-style-type: none"> • Using the Roulette Game, teacher asks for two examples of connectors depending on roulette's selection ex. (connectors for giving a reason, conclusion, Adding information, contrasting information and others). Students have 30 seconds to answer orally. 	10'
<ul style="list-style-type: none"> • After, teacher tells students create a conversation in pairs or groups or three where teacher assign each group which connectors they have to include in the conversation. 	10'
Assessment - Informal evaluation students' participation and interaction. Informal evaluation students perform a roleplay.	

Annex 9. Lesson plan with game-based learning activities emphasized to reinforce students speaking skill. Elaborated by Jácome, C (2020)

LESSON PLAN	
TOPIC: SPOT THE DIFFERENCE!	
Target Group: Third Semester "B"	Difficulty Level: Academic
Activity Objective - Identify and use vocabulary about expressions to describe a picture	
Procedure:	Time (Minutes)
• Warm up.- Trivia about connectors	5'
• Teacher presents a video where a speaker describe a picture using some expressions.	5'
• Teacher asks students for the expressions listen to the video in order to create a brainstorming ideas.	5'
• Students work in pairs to match some expression with pictures. They have to check and teacher verify their answers.	10'
• Students work in pairs to listen to some phrases used in a conversation. They have to practice and repeat. They have to try to sound natural.	10'
• Teacher starts to explain the following activity called "Spot the difference" where teacher shows two similar pictures but one of them has some differences. Students tell orally which the differences are.	5'
• After that, Teacher asks students about what are the things that picture has. Students describe the picture (environment, people and other details)	5'
• Then, teacher shows a picture in order that students describe in break out rooms. Teacher monitors each break out room.	10'
Assessment -	
<ul style="list-style-type: none"> • Informal evaluation students' participation and interaction. • Informal evaluation students describing the picture. 	

Annex 9. Lesson plan with game-based learning activities emphasized to reinforce students speaking skill. Elaborated by Jácome, C (2020)










LESSON PLAN	
Topic: LET'S DEBATE!	
Target Group: Third Semester "B"	Difficulty Level: Academic
Activity Objective - Identify and use vocabulary about expressions to start and develop a debate.	
Procedure:	Time (Minutes)
<ul style="list-style-type: none"> • Warm up. Teacher explain an activity called Taboo (explaining a definition without using some words told by the teacher) . Students tell the definition orally. 	7'
<ul style="list-style-type: none"> • Then, teacher presents a trivia where students have to answer based on the questions in the trivia for example: Which expressions do you use to express disagreement or agreement? How do you ask for reason to support an opinion? 	10'
<ul style="list-style-type: none"> • After that, teacher shows a document where there are some expressions to use in a debate. 	10'
<ul style="list-style-type: none"> • Teacher shows a video about Online Classes (advantages and disadvantages) students have to take notes with the main points. 	5'
<ul style="list-style-type: none"> • Teacher organizes and select the groups to debate about Online classes (one group agree and the other disagree about the topic) 	3'
<ul style="list-style-type: none"> • Teacher gives students 5 minutes to prepare so she decides to send to break out rooms. 	5'
<ul style="list-style-type: none"> • Students present the debate 	10'
Assessment -	
<ul style="list-style-type: none"> Informal evaluation students' participation and interaction. • Informal evaluation students presents a debate. 	

Annex 9. Lesson plan with game-based learning activities emphasized to reinforce students speaking skill. Elaborated by Jácome, C (2020)

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