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FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN

**CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y
EXTRANJEROS**

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título de Licenciado/a en Pedagogía del Idioma Inglés.**

Theme: Gamification and the speaking skill

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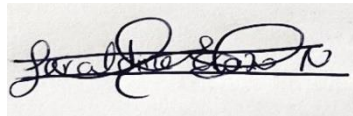
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I declare this undergraduate dissertation entitled “**GAMIFICATION AND THE SPEAKING SKILL**” is the result of the author’s investigation and has reached the conclusions and recommendations described in the present study.

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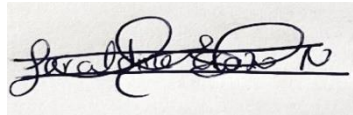
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DEDICATION

TO:

Glory is always and will be for God, who never abandoned me at every step of my life and even more so in this great achievement.

All my effort and dedication in this work is dedicated to my family, Madeleine, Emerson, Margoth, Javier, Sebastián y Samantha, who have been a fundamental part of the entire process. For all your effort, this achievement is not only mine but also yours.

Gery.

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Topic: Gamification and the speaking skill

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ABSTRACT

The present research aimed to determine the effects of using gamification in the development of the speaking skill. A group of 34 students from first semester of “Pedagogía de los Idiomas Nacionales y Extranjeros” at Universidad Técnica de Ambato was the population of this study. This was a quantitative and quasi-experimental research. A pre-test and post-test from Cambridge Assessment English-KET (Key English Test) speaking section were applied before and after the treatments, with two parts, each one with two phases in 8-10 ten minutes. In that case the research was developed in the Conversational English subject during 10 interventions. Furthermore, the activities selected were based on oral production for the classes using technology and non-technology activities. Additionally, the lesson plan activities were based on the three stages of the speaking skill in order to practice and improve the English language. The data analysis was done through the use of Statistical Package for Social Sciences (SPSS) software and represented by tables. Therefore, students had a positive significance progress in the speaking skill because the pre-test average was 6,42 points and the post-test was 7,25 points over 10, with a difference of 0,83 points. In conclusion, the use of gamification improves the speaking skill in the students of the population.

Keywords: Gamification, speaking skill, English games, English language.

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RESUMEN

La presente investigación tuvo como objetivo determinar los efectos del uso de la gamificación en el desarrollo de la habilidad de hablar. La población de este estudio fue un grupo de 34 estudiantes de primer semestre de “Pedagogía de los Idiomas Nacionales y Extranjeros” de la Universidad Técnica de Ambato. Esta fue una investigación cuantitativa y cuasi-experimental. Antes y después de los tratamientos se aplicó un pre-test y un post-test de la sección de habla Cambridge Assessment English-KET (Key English Test), con dos partes, cada una con dos fases en 8-10 diez minutos. En ese caso la investigación se desarrolló en la asignatura Inglés Conversacional durante 10 intervenciones. Además, las actividades seleccionadas se basaron en la producción oral para las clases con actividades tecnológicas y no tecnológicas. También, las actividades del plan de lecciones se basaron en las tres etapas de la habilidad de hablar para practicar y mejorar el idioma inglés. El análisis de los datos se realizó mediante el uso del software Statistical Package for Social Sciences (SPSS) y se representó mediante tablas. Como consecuencia, los estudiantes tuvieron un progreso significativo positivo en la destreza oral ya que el promedio del pretest fue de 6,42 puntos y el posttest de 7,25 puntos sobre 10, con una diferencia de 0,83 puntos. En conclusión, el uso de la gamificación mejora la habilidad de hablar en los estudiantes de la población.

Palabras clave: Gamificación, habilidad para hablar, juegos en inglés, idioma inglés.

CHAPTER I

THEORETICAL FRAMEWORK

1.1 Research Background

The present study requires the use of gamification to develop the speaking skill. After spending a considerable amount of time reading some research papers to determine the effects of using gamification in the development of the speaking skill, the most relevant investigations have been selected to support this work.

The first study analyzed was developed by Alfulaih (2018) who investigated the efficacy of students' speaking ability using gamification. For that, the methodology was Class Action Research (CAR) in order to apply different gamification strategies in the classes. All the data were collected using pre and post-interview, questionnaires, and a test for fifty Saudi female EFL students. Finally, the results show that implementing gamification in the classes helps students to improve their speaking skills. Also, these strategies help the students to feel comfortable and increase motivation in class.

Simin Cai et al., (2022) led a study based on the use and implementation of Virtual Reality games to motivate students to achieve their educational goals. Therefore, the main objective was to integrate technology into the educational phase to obtain positive results in the development of students, especially in oral production with three specific features: immersion which allows to the students to feel the real experience in virtual reality. Interaction relates to the action of the student to interact with the virtual world and to produce oral communication. And imagination means that the student will imagine and anticipate the next action in the virtual reality game. This study used qualitative research thought the observation of daily educational activities in the classroom. Virtual reality was considered a positive application in this investigation because students interacted with the technology and were curious about the activities. It can be concluded that teacher must design suitable games for students where they can experiment each one.

Desouky Ali (2022) identified the effects of using the Duolingo app on EFL students from second-year preparatory school in speaking skills. This study aimed to explore the effectiveness of using mobile applications in developing speaking skills. The methodology used was quantitative and qualitative, quantitative because the researcher applied the investigation in two groups, one control group with 30 students and one experimental group with 30 students. Before the interventions, a pre-test was taken on the students to identify their English level and at the end of the implementation, a post-test to recognize the difference. Meanwhile, this study used qualitative research because the researcher applied a questionnaire, the first section with personal information, the second one with information related to expressing the student's agreements, using the Likert scale. And the last one was with open-ended questions where students had to describe one specific moment or episode in which they felt anxious in the speaking skill activities. Furthermore, in the first week, the researcher done an orientation for the two groups and the pre-test. Next, in the second week, the experimental group used the Duolingo app while the control group studied vocabulary and grammar before classes. Finally, in week 10 the researcher administrated the post-test and the interviews to the students. For that, the results showed on the post-test in favor of the experimental group, with better scores. In conclusion, identifying students' emotions and feelings can be helpful for the teacher to establish activities to promote students' enjoyment and reduce anxiety.

Ahmed (2021) established an investigation in which the main objective was to analyze the effectiveness of the use of gamification and students' motivation in order to develop EFL speaking skills in secondary-stage students. This research's methodology was based on the EFL speaking test. Also, the author considered it important to have quantitative results using a motivation scale. The students were divided into two groups each one with 25 students, an experimental group based on the gamification program and a control group, in which students were taught with regular instruction. After applying the different tests, the results showed that the experimental group had better results, which means that the first group outperformed the second group, in that way the implementation of gamification activities increased the motivation of the students. In conclusion, the use of gamification was effective and increased motivation in developing EFL speaking skills.

Thanh Thuy and Quoc Hung (2021) investigated the teachers' perceptions while using gamification in classes to teach speaking skills to EFL young learners, considering the advantages and disadvantages. The methodology used was quantitative and qualitative, quantitative research used a questionnaire to identify teachers' perceptions. In addition, the researcher used a one-to-five Likert scale with different levels as strongly disagree, disagree, neutral, agree, and strongly agree. Meanwhile, qualitative research used interviews to collect results about feelings, thoughts, and ideas. The results were positive, showing that gamification helps students' speaking skills. In this way, it is concluded that the use of different applications that are gamified in the educational field favors the learning of the students because from the perspective of the teachers this strategy motivates them to produce the language and the students are interested in the real experience of the language.

Farhan (2019) investigated the implementation of gamification in learning speaking skill. Moreover, qualitative research was used to collect the data. The instruments used were observation and interviews with the students. The implementation of gamification was done into two teaching programs, the first one was an individual project in which students used an application of the computer, in that way students had to speak in front of the computer about their own experience in the general learning process. Meanwhile, a collaborative project, this activity was done in groups and the students had to create and present a project in front of the class. The results showed that the participants felt more motivated using gamification in the learning process of the speaking skill, and learners can produce better the English language. To summarize, gamification is an excellent strategy to implement in any class and helps the students to increase motivation and confidence at the moment to speak in any context.

Abdeen and Albiladi (2021) revisited the literature on gamification and its effectiveness in the English Language. This was based on a discussion of the use of gamification in EFL/ESL students for teaching and learning English. After all the investigations it was considered that there is limited information on this topic, which means that the investigations decreased. Meanwhile, it is necessary to mention that gamification includes students' motivation and most of the revised papers talked about

motivation as a big benefit in the students learning. Finally, gamification in the class not only benefits the student's performance but also helps to encourage the students.

Ke Sin and Mohamad Said (2021) analyzed the effects of implementing gamification for academic achievement in the four English language skills in Malaysian students. The main tool used in this research was the application of Duolingo, therefore a pre, and post-test and a survey were used to know the perception of the students and analyze their academic performance with the use of gamification. The sample group was 30 fourth-grade students, thus being a quantitative study. For this reason, the results have shown that the acceptance of the students to the implementation of gamification is positive, and they feel open to learning more simply because technology activates their intention to learn.

Pramana et al., (2020) analyzed the effects of gamification based on local history towards the self-regulation of their English language skills. Therefore, the information collection instruments were pre and post-test. The population was 150 students, while the study sample was 20 fifth-grade students from a local school. Finally, the results were positive, demonstrating that the implementation of gamification could improve the self-regulation of students' skills, thus the motivation that gamification allows to increase in students is also considered important.

Sourav et al., (2021) investigated the solutions to the communication problems of Indonesian students. In this way, it is considered that traditional methods do not provide motivation to students, mainly because they do not capture their attention. Therefore, in this research, a mixed method of teaching tenses has been implemented. In addition, through gamification, it has been possible to increase the motivation and competitiveness of students with the essential elements. Finally, after the cooperative work activities proposed, it was possible to affirm that students significantly increase motivation and satisfaction in the learning process.

Theoretical framework

Independent variable

Learning strategies

O'Malley and Chamot (1990) define learning strategies as all the activities used in classes that can be used in any language to teach different language skills. Also, includes all the actions used by the students in the learning process like a way to achieve an objective in a specific situation. The learning strategies are based on previous experiences it can be positive or negative and they will have a big effect on what type of strategies the students can use to learn a foreign language. In addition, the learning strategies include cognitive resources and motivation for the students, in that way learning strategies improve the communicative abilities and performance academic of the students.

Language learning strategies

Cohen (1998) in the students learning process, language learning strategies are considered an important part of education because they facilitate this active process in which students acquire an English language skill. In this way, the educational strategies are focused on the objectives of the students for example for the speaking skill the strategy could be to implement an application that assists in the development of pronunciation. Each student can decide what learning strategy to use because it is focused on the type of learning style (Natural, verbal, logical, visual, kinesthetic, musical, interpersonal, and intrapersonal) In this case, language learning strategies are very important when a teacher teaches a new language or a second language. Because the teacher needs to improve the different language skills but using a specific strategy for each one in which the students are going to understand the content and learn.

Gamification

Burke (2014) states that the main objective to use gamification in education is to increase the motivation of the students. Students need to be motivated by something that catches their attention and that is gamification because uses game elements to

teach. For that gamification is defined as the use of game elements in a non-game context to achieve a goal.

Hunicke (2004) described three principles of gamification. First, the mechanics that refers to all the elements used in the activities it can be goals, rules, and rewards. Also, the dynamics are the player's response to the mechanic elements and the emotions that include the feelings of the players in the activity experience.

Huang (2013) proposed a 5-step model to follow in order to use gamification in EFL lessons. First, understand the target audience and the context, define learning objectives, structure the experience, identify resources and apply gamification elements.

For this proposed model the first step is fundamental in any educational activity, so it is necessary to define and know the audience or in the educational case to know the class group, identifying common characteristics such as age, level of English, and gender. Following the second step in which the learning objectives are defined, that is, the goals to be achieved at the end of the class is established as well as the type of methodology to be used in the class. In the third step the structure of the experience is established, that is, all the activities that can be included, as well as including the mechanisms. Followed by this in the fourth step, resources are identified, whether to include levels, scores, and awards for students depending on the planned activities. Finally, the fifth step applies the elements of gamification mentioned above to all class activities.

Generally, the way to evaluate gamification is through student progress, i.e., this may be by student behavior, achievement of objectives, and quality of work performed by the student. Behaviorism in this point items are created for students where positive or negative actions are established, and the data is recorded during class. Following that, achieved it is done at the conclusion of the class or application because it considers the perseverance, dedication, and responsibility of the students in meeting the objectives established in the class. Points, insignia, and prizes are used for this. Finally, mastery, the quality of the work performed by the student is evaluated in which the teacher gives feedback on positive aspects and others to improve for the fulfillment of the class objectives is established.

Dependent variable

English language learning

Harmer (2007) recognizes that English is the most spoken language in the world, for that English language learning increased in all the countries in which people don't speak English as a mother tongue. English has become to be a foreign language taught in all the schools and institutions in Ecuador. The English language includes the learning of the four skills which are reading, listening, writing, and speaking. All of them take an important role in students because with these skills the students can communicate each other in different ways and effectively.

Productive skills

Spratt et al., (2011) argue that in the English language, there are four main skills to develop, which are: reading, speaking, writing, and listening. These are divided into two groups: productive (writing and speaking) and receptive (reading and listening). Furthermore, teaching productive skills is basically to use in the real life, it is important to establish the relationship between all the skills and to mention that each skill is relevant and necessary for English learning.

Speaking skill

Thornbury (2005) defined speaking as a way to express things in a spoken language. Speaking skill is essential to communicate with others, this includes the oral production of ideas and thoughts in any situation for various purposes. Also, this skill has great relevance in the English process because is considered one of the most difficult skills because learners in some cases may confuse words that are similar in spelling but have different pronunciation (homographs) with their mother language, but this skill helps to maintain effective communication. In addition, this skill allows people to maintain direct communication with others and it can be done in different ways.

Spratt et al., (2011) claimed that speaking skill includes subskills that allow people to have better communication between them. Therefore, there are four speaking subskills that help learners to speak efficiently. Fluency is about how comfortable and confident the students are when speaking English. Additionally, speaking skill is

focused on if the listener can understand what the student is saying. Vocabulary refers to the use of a variety of vocabulary words, and the correct use of each of them. Grammar has a big important to use the correct grammar tense when students are speaking. In pronunciation, the speaker must be understood by the listener, for that using intonation, rhythm, and the use of individual sounds of a language is relevant at the moment to speak.

Spratt et al., (2011) identified the stages of a lesson to develop the speaking skills. First the lead-in, in this first part of the class the teacher engages and activates the learning process of the students by giving them short speaking activities related to the topic of the class. Second, the practice activity includes all the activities in which students can practice and produce the language, it can be controlled or freer activities. Finally, the post-task activity refers to the activities to conclude the class, in which students reinforce the knowledge or complete a final speaking practice.

Thornbury (2005) there are five basic speaking types that establish oral production activities. The first one is imitative which refers to the ability to produce an imitation of a word, phrase, or sentence and the task is the repetition task in which students listen to some words, phrases, or sentences and then they have to repeat the same.

The intensive type students need to produce no more than a sentence in which they can demonstrate their ability at a specified level. For this type, the activity is directed response tasks in which the response is mechanical not communicative in which learners have to produce the correct grammatical output. Read-aloud tasks include reading aloud some information, it could be a paragraph or two. Sentence/dialogue completion tasks the students need to read and then complete some lines that are omitted in the text. In oral questionnaires, students answer some questions provided by the teacher. Picture-cued tasks are used to answer specific questions using an image. It is a way to elicit oral language performance. Translation is the process of comprehend the meaning of specific words or texts and translate from one language into another. This activity is used to check oral production.

The responsive type students need to produce a more complex level in speaking for example conversations and dialogues with simple content. In addition, this type

includes all the activities in which the learners must give an answer to the teacher. The activities include question and answer with one or two questions from an interviewer which students answer depending on the topic. As well as, giving instructions and directions allows students to practice in the real life, the teacher establishes the problem, and the student answers. Moreover, in paraphrasing the teacher asks students to read a specific number of sentences and the student produces a paraphrase of the text.

The interactive type includes tasks in which students produce long stretches of interactive discourse. The interview is a set of questions, and the student answer each one. Also, role play includes the creativity of the students, and they pretend to be someone specific. And discussions and conversations refer basically to establishing oral communication between two or more students.

The extensive type involves interaction with monologues and complex stretches of discourse. The activities for this type include oral presentations that could be applied to the class with any topic in which students present something in specific. Furthermore, picture-cued storytelling includes a set of pictures as a stimulus for a longer and more complex description. Additionally, retelling a story, or news event students read or hear a story or news, and then they have to retell it. Therefore, in translation students read in their native language and then translate it into English.

Thornbury (2005) claims in assessing speaking there are different activities to apply and to assess the student's development, each one helps the students practice and demonstrate their speaking level. For that reason, it can be considered the following spoken tests: First, interviews this type of spoken test is set up in the classroom in which the teacher asks some questions to the students, this information could be related to a specific topic. In the case of this research, the researcher is the assessor, and the students are the candidates with the use of the KET exam. Meanwhile, live monologues are used with a pre-selected topic in which the students prepare and present a short talk, this type tests the speaker's ability to speak spontaneously in front of the class. Next, recorded monologues which learners can practice before recording, and the topic to talk about is selected with anticipation. Also, this spoken test is easy to evaluate because the teacher can hear a lot of times in order to give a final grade. In addition, role-plays this spoken test include imagination by the

students because the teacher sets a scenario in which students speak without interruption. In closing, through collaborative tasks and discussions students can practice situations related to real life, and students talk with their own opinions about a specific topic.

1.2 Objectives

General objective

- To determine the effects of using gamification in the development of the speaking skill in the students from first semester of “Pedagogía de los Idiomas Nacionales y Extranjeros” at Universidad Técnica de Ambato.

Specific objectives

- To identify gamification activities to improve the student’s speaking skills in first semester of “Pedagogía de los Idiomas Nacionales y Extranjeros” major.
- To evaluate the level of the speaking skill before and after the implementation of gamification in students from first semester of “Pedagogía de los Idiomas Nacionales y Extranjeros” major.
- To establish the relationship between gamification and the development of the speaking skill in students from first semester of “Pedagogía de los Idiomas Nacionales y Extranjeros” major.

Fulfillment of the objectives

The first specific objective was to identify gamification activities to improve the student’s speaking skills, the researcher achieved this with bibliographic research, the reading, and analysis of each academic paper to consider and implement in the classes.

For the fulfillment of the second specific objective was to evaluate the level of the speaking skill before and after the implementation of gamification, the researcher achieved this with the application of a pre-test and post-test to the students.

Finally, the third specific objective was to establish the relationship between gamification and the development of the speaking skill, the final results obtained from the post-test were analyzed to demonstrate this correlation.

CHAPTER II

METHODOLOGY

2.1 Materials

For the development of this research, human and material resources were used. The human resources were students from the first semester in the Conversational English subject from Pedagogía de los Idiomas Nacionales y Extranjeros program at Universidad Técnica de Ambato. Additionally, the material resources include all the academic papers, journals, and articles used to develop the research background and the theoretical framework. Moreover, the use of technological resources such as Youtube, Nearpod, and Google classroom helped the investigation, while teaching supplies like the board, markers, computer, worksheets were important in the classes. Finally, the SPSS software was essential to analyze the pre and post-test results.

2.2 Methods

Research approach

Quantitative approach

This research had a quantitative approach because it links to numerical counting and mathematical methods (Hernández-Sampieri, 2018). The project was quantitative because it seeks to identify the level of the speaking skill in students of first first semester of “Pedagogía de los Idiomas Nacionales y Extranjeros” major and to determine the effectiveness of the gamification resources in the development of the speaking skill.

Modality

Field research

This was field research because it involves collecting data from the student’s information without manipulating it. For that, the research was carried out in a face-to-face class, in ten sessions. Furthermore, the research was based on participants and direct observation of the students in order to analyze the effect of using gamification in the development of the speaking skill and the benefits of implementing gamification strategies in the classes.

Bibliographic research

The research was bibliographic, because the information presented was obtained from some articles, books, and a thesis about the use of gamification to improve the speaking skill.

Type of research

Quasi-experimental

The research was quasi-experimental, because was intended to apply gamification strategies to analyze the influence and effects of these strategies in the development of the speaking skill in one specific group.

Procedure

For the data collection in this project, ten interventions were carried out with the population, which means eight sessions to apply gamification activities and two sessions for the application of the pre-post test. For that, the first intervention was the pre-test which analyzed the students' English level; in this case, the speaking part was taken in two parts. In addition, the test was recorded in order to have evidence of the prior student's knowledge. Finally, the test was taken in pairs, each one for eight to ten minutes.

In the first intervention, the objective was to talk about familiar topics such as names and greetings. Each class was based on three stages, in the lead-in was presented a video about how to greet someone and some examples of formal and informal greetings. Following that, in the practice activity, students participated in the game "balloon greeting activity" in which students practiced formal and informal greetings in a fun way. Also, in the game "greeting my friends" students completed a worksheet with personal questions, it was like an interview with 4 people. Finally, in the post-task activity students answered some personal information questions using Nearpod.

In the second intervention, the students were able to talk about leisure activities and practice language functions. First, the researcher presented flashcards with vocabulary for leisure activities. After that, in "miming activity" students practice different leisure activities. Also, students join to google classroom in which they had

to create a short conversation with a partner and talk about personal information and leisure activities in an audio of one minute.

In the third intervention, the objective was to talk about daily routines. First, students participated in the “daily routines board game”. In the main activity, it was presented a video with an example of daily routines and in the role play, students received different situations in order to create a daily routine. Then, students presented the role play in front of the class, and finally, they recorded a video to upload in Google classroom.

In the fourth intervention, students were able to talk about likes and dislikes. In this class, students practiced the speaking skill in a debate, sharing their ideas. In addition, they completed a worksheet with questions about likes and dislikes in pairs.

In the fifth intervention, students asked and answered questions in present simple. The class was based on “shopping role-play” in which students had the opportunity to speak in order to present the role-play to the class. In the end, students recorded their activity to upload to Google classroom.

In the sixth intervention, the objective was to compare things. The class started with a board game to practice simple questions. After the researcher explained about comparatives adjectives, students created comparative sentences and presented them to the class, allowing them to practice the speaking skill.

In the seventh intervention, students were able to describe problems and give solutions. First, the researcher presented some examples of phrases of agreeing, disagreeing, and ending an argument. The main activity was based on an imaginative problem for the students in which they had to search for a solution and explain their arguments. After that, other problems were given to each student in order to practice speaking fluency.

In the last intervention, students were able to describe future plans. In order to start the class, the researcher presented a video about future plans based on the grammar point. The main activity was the “future plans and situations board game”, in this game students had to talk about various topics for 30 seconds and the winner was the first person to reach the finish line.

Techniques and tools

The data were collected with a pre-test and post-test from Cambridge Assessment English - KET (Key English Test) speaking section with the objective to identify the student's speaking proficiency. The pre-test was taken before the application of gamification activities, then students had eight sessions using gamification activities that helped to improve speaking subskills, and a post-test was taken after these applications. The speaking section was recorded by the researcher to analyze the student's improvement. It is important to mention that gamification was implemented using the tools such as Nearpod, Google Classroom, and English game activities to improve the student's speaking level.

Population

In this research, the participants were students from the first semester in the Conversational English subject from the population of the academic period October 2022 to March 2023. The students represented 25 women and 9 males. They attended one class per week with a 60-minute duration.

Table 1

Population

Population	Sample	Percentage
Women	25	73,52%
Men	9	26,47%
Total	34	100%

Note: This table shows the total population of 1st semester of the PINE major at the Technical University of Ambato.

Hypothesis

Alternative hypothesis

The use of gamification improves the speaking skill in the students of the population.

Null hypothesis

The use of gamification doesn't improve the speaking skill in the students of the population.

Variable identification

Independent variable: Gamification

Dependent variable: Speaking skill

CHAPTER III RESULTS AND DISCUSSION

3.1 Analysis and discussion of the results

This chapter presents and analyzes the information obtained from the pre-test and post-test of 34 students from first semester in Conversational English as a part of the “Pedagogía de los Idiomas Nacionales y Extranjeros” program at Universidad Técnica de Ambato. The Cambridge Assessment English – KET (Key English Test) speaking section was applied before and after the treatment to determine the effects of using gamification in the development of the speaking skill.

The KET speaking section includes two parts each one with two phases. The speaking rubric is divided in four indicators (Grammar and vocabulary, Discourse management, Pronunciation, Interactive communication) that evaluates each one over 5 points the students speaking proficiency. In that way, the numerical results allowed to analyze the students speaking progress obtained in the pre-test and post-test with the interventions.

To have a clear idea of the data, everything is represented in tables with an explanation of each one. For instance, the Statistical Package for Social Sciences (SPSS) software was important to use in order to analyze the relationship between the two variables. The first analysis showed the mean of the pre-test and post-results. Additionally, the comparison of averages between the pre and post-test results to recognize the statistical difference and analyze if the treatment was helpful to the students. Followed by the test of normality to decide the data support. Finally, the hypotheses test summary to accept or reject the null hypotheses.

Table 2*Pre-test results*

Researched group	Score over 10
Student 1	6,5
Student 2	8
Student 3	6
Student 4	6
Student 5	7,5
Student 6	6
Student 7	6
Student 8	6,25
Student 9	6
Student 10	6
Student 11	6,5
Student 12	6,25
Student 13	6
Student 14	7,75
Student 15	6
Student 16	6,5
Student 17	6,25
Student 18	6,25
Student 19	7,5
Student 20	6,25
Student 21	6
Student 22	6
Student 23	6,5
Student 24	6,5
Student 25	6,5
Student 26	6
Student 27	6
Student 28	8,25
Student 29	6
Student 30	6,25
Student 31	6
Student 32	6
Student 33	6,25
Student 34	6,75
Average	6,42

Note: This table shows the student's results and the mean value from the speaking section of the KET pre-test.

Analysis and interpretation

Table 2 shows the average of the pre-test results obtained by the students in the speaking section. In the first column, the researched group can be distinguished, where the list of students numbered from 1 to 34 is detailed. Likewise, the second column shows the score that the students obtained over 10 points. The value of the results through the speaking rubric was obtained over 20 points. However, for the analysis of the data the rule of three was used to obtain the score over 10 points, that is, if the student obtained 15,5 points, it was multiplied by 10 and divided by 20, resulting in 7,75 as the final score. In that way, the average of all the student's pre-test was 6,42 points.

According to these data, the population sample had a low level of speaking skill at the beginning of the investigation. Mainly students had problems with the pronunciation of the words, as well as, in the use of grammar and vocabulary because for them was difficult to answer simple personal information questions that belong to the first part of the pre-test. For part 2 of the test, students had difficulties to maintain a conversation of a minimum of one minute. In addition, students felt unmotivated in this kind of test because they considered the speaking skill is one of the most difficult English skills.

Table 3*Post-test results*

Researched group	Score over 10
Student 1	7
Student 2	9
Student 3	6,5
Student 4	6,75
Student 5	8
Student 6	6,25
Student 7	6,5
Student 8	6,75
Student 9	8
Student 10	7
Student 11	7,25
Student 12	7
Student 13	7
Student 14	8,75
Student 15	6,5
Student 16	8
Student 17	8
Student 18	8,5
Student 19	8,25
Student 20	7,25
Student 21	6,5
Student 22	6,5
Student 23	7
Student 24	7
Student 25	7,25
Student 26	6,75
Student 27	6,75
Student 28	9
Student 29	7
Student 30	6,75
Student 31	6,75
Student 32	6,5
Student 33	6,75
Student 34	8
Average	7,25

Note: This table shows the student's results and the mean value from the speaking section of the KET post-test.

Analysis and interpretation

Table 3 shows the average of students' post-test results from the KET speaking section over 10 points. Also, the table shows the list of students 1 to student 34 with each post-test result. It means that the value obtained by the rubric was changed over 10 points using the rule of three. For that, the final average of this student's post-test is 7,25 points.

The results demonstrated that the post-test results increased after the implementation of gamification to develop the student's speaking skill. After the interventions in part 1 of the test, students understood better the questions and answered immediately. In part 2 students had a little bit of difficulty describing and giving opinions because this part needs more speaking production. Also, was visible that the results in some cases became much higher than others because students were able to practice in the classes, and after that. Nevertheless, the results of the post-test were positive and shows the development of the students.

Table 4

Comparative results pre and post-test

Pre-test average	Post-test average	Difference
6,42	7,25	0,83

Note: This table shows the comparative results of the pre and post-test speaking section.

Analysis and interpretation

Table 4 shows the pre and post-test averages. In that case, the students from the first semester increased their grades from 6,42 to 7,25 points with a difference of 0,83 points.

The implementation of gamification was effective to develop the student's speaking skill. For that reason, all the topics covered in the interventions helped the students because in the classes students had the opportunity to produce the English language, and the activities were based on oral production.

3.2 Verification of the hypothesis

Hypothesis statements

Null hypothesis (H0)

The use of gamification doesn't improve the speaking skill in the students of the population.

Alternative hypothesis (H1)

The use of gamification improves the speaking skill in the students of the population.

Table 5

Test of normality

	Tests of Normality					
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pre-test	,277	34	,000	,702	34	,000
Post-test	,246	34	,000	,861	34	,000

a. Lilliefors Significance Correction

Note: This table shows the Shapiro-Wilk normality test values.

Analysis and interpretation

Table 5 shows the two normality tests. First, the Shapiro-Wilk normality test was used because the population in this research was 34 students which are less than 50 people. Further, the last column is represented the significance level with 0,000 from the pre and post-test results speaking section.

In this normality test is considered the significance with a p value lower or equal to 0,005 and the data don't follow normal distribution which is the reason for the significance of 0,000.

Table 6

Hypothesis test summary

Hypothesis Test Summary				
	Null Hypothesis	Test	Sig.	Decision
1	The median of differences between Pre-test and Post-test equals 0.	Related-Samples Wilcoxon Signed Rank Test	,000	Reject the null hypothesis.

a. Asymptotic significances are displayed.
b. The significance level is ,050.

Note: This table shows the Wilcoxon hypothesis test summary and the final decision of the hypothesis testing.

Analysis and interpretation

Table 6 shows the significance level in the pre and post-test results was 0,000. The decision was to reject the null hypothesis. The alternative hypothesis in this treatment stated that the use of gamification improves the speaking skill in students from first semester of “Pedagogía de los Idiomas Nacionales y Extranjeros” at Universidad Técnica de Ambato because it was clear that all learners increased their speaking level.

Discussion of the results

The present research study aimed to determine the effects of using gamification in the development of the speaking skill in the students from first semester of “Pedagogía de los Idiomas Nacionales y Extranjeros” at Universidad Técnica de Ambato. Furthermore, one of the specific objectives aimed to evaluate the level of the speaking skill before and after the implementation of gamification. Resulting that there was a positive increase in the speaking skill level because all the students got better grades in the post-test. This research had common characteristics with other investigations.

Desouky Ali (2022) determined the effects of using gamification on EFL students in speaking skills. The researcher used a pre and post-test in order to analyze the development of the students and to have quantitative results. In this research,

during the week's students worked on different activities to reinforce their knowledge. Additionally, the motivation of the students increased significantly because the activities were based on the student's preferences.

Farhan (2019) pointed out the implementation of gamification in the speaking skill. The implementation of gamification was done into two teaching programs the first was an individual project and the second was a collaborative project in both projects students had to practice their speaking skill. The results showed that the participants felt more motivated using gamification in the learning process of the speaking skill, and learners can produce better the English language.

Finally, the previous investigations demonstrated that the use of gamification improves the speaking skill because implementing gamification strategies in the classes encourage the students to have active learning. Thus, the development of students speaking level was identified in the post-test results.

CHAPTER IV

CONCLUSIONS AND RECOMMENDATIONS

4.1 Conclusions

The following conclusions were obtained after finishing this research work.

- ✓ The use of gamification had positive effects in the development of the speaking skill, because students in each intervention practiced the oral production using English activities games in order to increase the motivation and active the student's knowledge.
- ✓ During the experiment, there were many gamification activities like board games, English games and role-plays applied to improve the speaking skill used with first semester students. Some of them were implemented by the use of technology and others were English game activities based on students' interest, age and level.
- ✓ The level of the speaking skill of the students of first semester before the implementation of the activities was 6,42 over 10 points and after the interventions was 7,25 over 10 points. This showed an improvement. The level of the speaking skill was measured by using a pre and post-test from Cambridge Assessment English - KET (Key English Test) speaking section.
- ✓ The relationship between gamification and the development of the speaking skill in students from first semester was demonstrated with the comparison of the averages between the pre and post-test. For that, between the means of the tests there was a difference of 0,83 points.

4.2 Recommendations

After the treatment, the following recommendations are advised to consider.

- ✓ For having positive effects using gamification it is recommended to identify and use different games activities for students. In addition is better to use technological tools to present the topics and to activate the students learning. It gives to students the opportunity to feel motivated to learn something new.
- ✓ For applying gamification activities, it is important to look for useful tools using technology and non-technology, remember to explain how to use them.
- ✓ For measuring student's level of speaking skill, it is recommended to apply activities that help to verify the student's development in the classes. In addition, in the pre and post-test is better that teachers record the student's answers to have the opportunity to listen again a lot of times and give the score based on the parameters of the standardized rubric.
- ✓ For analyzing the relationship between gamification and the speaking skill, it is necessary to pay attention to the students' progress, in that case teachers need to have freer and controlled activities.

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Annexes

Annex 1 – University approval

ANEXO 3

FORMATO DE LA CARTA DE COMPROMISO CARTA DE COMPROMISO

Ambato, 29 de septiembre de 2022

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

Yo Mg. Sarah Jacqueline Iza Pazmiño 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 Integración Curricular bajo el Tema: “Gamification and the speaking skill” propuesto por la estudiante Erazo Nicola Geraldine Madeleine, portadora de la Cédula de Ciudadanía 1803958329, 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



Firmado digitalmente por:
SARAH
JACQUELINE
IZA PAZMIÑO

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Annex 2 – Pre-test and post-test

Test 1

Part 1 (3-4 minutes)

Phase 1

Interlocutor

<i>To both candidates</i>	Good morning / afternoon / evening. Can I have your mark sheets, please? <i>Hand over the mark sheets to the Assessor.</i> I'm, and this is
<i>To Candidate A</i>	What's your name?
<i>To Candidate B</i>	And what's your name?

Back-up prompts

	B , do you work or are you a student?	Do you work? Do you study? Are you a student?
<i>For UK, ask</i>	Where do you come from?	Are you from (Spain, etc.)?
<i>For Non-UK, ask</i>	Where do you live? Thank you.	Do you live in ... (name of district / town etc.)?
	A , do you work or are you a student?	Do you work? Do you study? Are you a student?
<i>For UK, ask</i>	Where do you come from?	Are you from (Spain, etc.)?
<i>For Non-UK, ask</i>	Where do you live? Thank you.	Do you live in ... (name of district / town etc.)?

Phase 2

Interlocutor

Now, let's talk about **friends**.

A, how often do you see your friends?

What do you like doing with your friends?

B, where do your friends live?

When do you see your friends?

Extended Response

Now **A**, please tell me something about one of your friends.

Back-up prompts

Do you see your friends every day?

Do you like going to the cinema?

Do your friends live near you?

Do you see your friends at weekends?

Back-up questions

Do you like your friend?

Where did you meet your friend?

Did you see your friends last weekend?

Interlocutor

Now, let's talk about **home**.

B, who do you live with?

How many bedrooms are there in your house / flat?

A, where do you watch TV at home?

What's your favourite room in the house?

Extended Response

Now, **B**, please tell me something about the things you like doing at home, at the weekends.

Back-up prompts

Do you live with your family?

Are there three bedrooms in your house / flat?

Do you watch TV in the kitchen?

Is your bedroom your favourite room?

Back-up questions

Do you like cooking at the weekends?

Do you play computer games at the weekends?

What did you do at home, last weekend?

Test 1

Part 2 (5-6 minutes)

Phase 1
Interlocutor
⌚ 3-4 minutes

Now, in this part of the test you are going to talk together.

Place **Part 2** booklet, open at **Task 2a**, in front of candidates.

Here are some pictures that show **different places to eat**.

Do you like these different places to eat? Say why or why not. I'll say that again.

Do you like these different places to eat? Say why or why not.

All right? Now, talk together.

Candidates

.....

⌚ Allow a minimum of 1 minute (maximum of 2 minutes) before moving on to the following questions.

Interlocutor / Candidates
Use as appropriate. Ask each candidate at least one question.

Do you think...
...eating on the beach is fun?
... eating in restaurants is expensive?
...eating at home is boring?
... eating at college/work is cheap?
... eating in the park is nice?

<i>Optional prompt</i> Why?/Why not? What do you think?
--

Interlocutor

So, **A**, which of these places to eat do you like best?
And you, **B**, which of these places do you like best?

Thank you. (Can I have the booklet, please?) Retrieve **Part 2** booklet.

Phase 2

Interlocutor
⌚ Allow up to 2 minutes

Now, do you prefer eating with friends or family, **B**? (Why?)

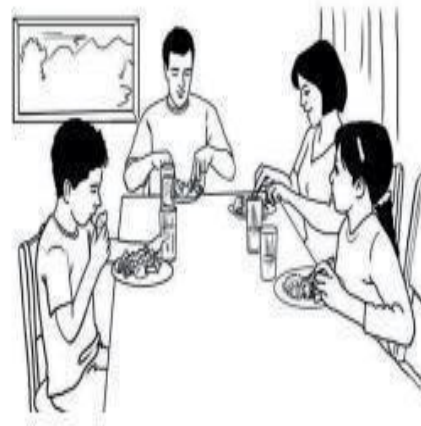
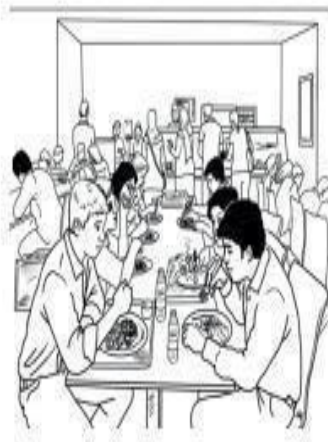
And what about you, **A**? (Do you prefer eating with friends or family?) (Why?)

Do you prefer eating at home or in a restaurant, **A**? (Why?)

And you, **B** (Do you prefer eating at home or in a restaurant?) (Why?)

Thank you. That is the end of the test.

Do you like these different places to eat?



Source:

<https://www.cambridgefoundation.jp/pdf/ceq/a2/A2%20Key%202020%20sample%20tests%20Speaking.pdf>

Annex 3 – Lesson plans

Lesson plan 1

INFORMATIVE DATA:

TEACHER: Geraldine Erazo

COURSE: First semester

DATE: 18/11/2022	TIME: 60 minutes	N° OF STUDENTS: 34	
Main aim: By the end of the lesson students will be able to talk about familiar topics such as names and greetings.			
Subsidiary aim: Ss. will be able to talk about personal information.			
Materials: Laptop, internet, cellphones, ball, worksheet.			
TIMING	TEACHER ACTIVITY	STUDENT'S ACTIVITY	MATERIALS
Lead-in 15 minutes	T presents a video about how to greet someone. T presents formal and informal greetings and gives examples.	Ss watch the video. Ss pay attention to the explanations.	https://youtu.be/dmOKZLeFKCM

<p>Practice activity 30 minutes</p>	<p>T explains the game “ball greeting activity” and starts the game.</p> <p>T explains the instructions of the game “greeting my friends”, gives a worksheet to complete it in the activity and starts the game.</p> <p>T asks the name of the winner student of each group in order to assign one point to the leader board.</p>	<p>Ss participate in the game.</p> <p>Ss listen to the instructions carefully and participate in the game.</p>	<p>Greeting my friend’s worksheet. (See annex 1)</p>
<p>Post-task activity 15 minutes</p>	<p>T asks students to enter Nearpod, where they have to answer some personal information questions and record them.</p>	<p>Ss enter to Nearpod with the code provided and record their answers.</p>	<p>https://nearpod.com/library/preview/lesson-L125968297 (See annex 2)</p>

Annexes:

Presentation link.

https://www.canva.com/design/DAFSJmVLObM/s4qvZxjq7_Pzes8MSZ4wMg/view?utm_content=DAFSJmVLObM&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton

Lead-in:



Source: <https://www.youtube.com/watch?v=dmOKZLeFKCM&list=PL4C632FCF5FCB9C21>

Practice activity:

Annex 1

GREETING MY FRIEND'S WORKSHEET				
1. What's your name?				
2. Where are you from?				
3. What's your family name?				
4. Where do you live?				
5. How old are you?				
6. When were you born?				
7. Where were you born?				

Note: Greeting my friend's worksheet, Erazo Geraldine, 2022.

Post-task activity:

Annex 2



Source: <https://nearpod.com/library/preview/lesson-L125968297>

Lesson plan 2

INFORMATIVE DATA:

TEACHER: Geraldine Erazo

COURSE: First semester

DATE: 25/11/2022	TIME: 60 minutes	N° OF STUDENTS: 34	
Main aim: By the end of the lesson students will be able to talk about leisure activities.			
Subsidiary aim: Ss. will be able to practice language functions (introducing themselves, expressing personal opinions) Ss. will be able to use the verbs; play, do and go in conversations.			
Materials: Laptop, internet, cellphones, cards.			
TIMING	TEACHER ACTIVITY	STUDENT'S ACTIVITY	MATERIALS
Lead-in 15 minutes	T presents vocabulary about leisure activities using flashcards.	Ss pay attention to the flashcards.	https://quizlet.com/_ce91y2?x=1jqt&i=3pst2j (See annexe 1)
	T gives examples of leisure activities.	Ss pay attention to the examples.	(See presentation link)

<p>Practice activity 30 minutes</p>	<p>T asks students to make groups of four participants.</p> <p>T explains the instructions of the game “miming activity”, gives a set of cards to the students and starts the game.</p> <p>T asks students to start a competition between the groups, the winning team are those who manage to guess more leisure activities.</p> <p>T asks the name of the winner student of each group in order to assign one point to the leader board.</p> <p>T explains the grammar used to talk about leisure activities.</p>	<p>Ss listen the instructions carefully and participate in the game.</p> <p>Ss pay attention to the explanation.</p>	<p>Miming activity cards. (See annexe 2)</p> <p>(See presentation link)</p>
<p>Posttask activity 15 minutes</p>	<p>T asks students to join in Google classroom and gives the code for the course.</p> <p>T explains the instruction of the conversation activity and asks them to record the conversation.</p>	<p>Ss join to the class in Google classroom.</p> <p>Ss record the conversation and upload to the activity.</p>	<p>https://classroom.google.com/c/NDkwMDMwODM0Nzk4/a/NTM5ODc0NDYwNTQ0/details</p> <p>(See annex 3)</p>

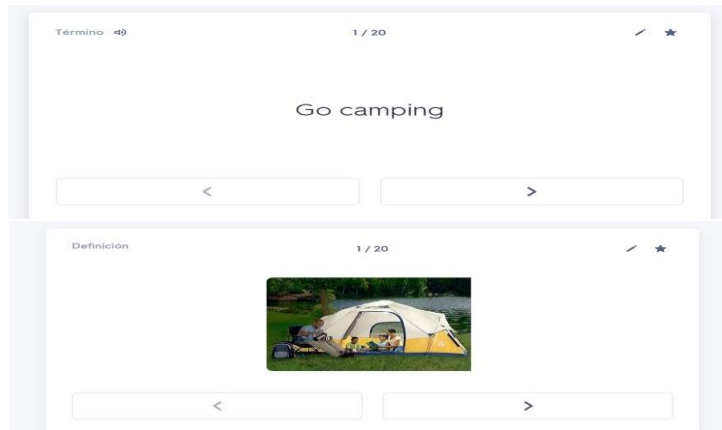
Annexes

Presentation link:

https://www.canva.com/design/DAFSyz3FBj8/lePPk5JcUQgrwA5OMrdugA/view?utm_content=DAFSyz3FBj8&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton

Lead-in:

Annexe 1



Source: https://quizlet.com/_ce91y2?x=1jqt&i=3pst2j

Practice activity:

Annexe 2

listening to music	chatting online	taking photographs
reading a book	swimming	playing a computer game
cycling	playing badminton	gardening
skateboarding	running	shopping
painting a picture	playing a board game	hiking
watching a film	drawing	playing chess
playing football	cooking	fishing
visiting friends	playing basketball	exercising

Source: <https://www.teach-this.com/images/resources/free-time-mime.pdf>

Post-task activity: Annexe 3

☰ Gamification and the Speaking skill

Instrucciones

Trabajo de los alumnos



Leisure activities



Geraldine Erazo · 16:46 (Última modificación: 17:51)

10 puntos

Create a short conversation with a partner following the instructions.

Imagine a situation that you are in a new city in the world, now you meet a new friend, for that you need to introduce yourself and ask her/his personal information, finally you need to talk about leisure activities.

You can use this question:
What do you enjoy doing in your free time?

👤 Comentarios de la clase



Añade un comentario de clase...



Lesson plan 3

INFORMATIVE DATA:

TEACHER: Geraldine Erazo

COURSE: First semester

DATE: 01/12/2022	TIME: 60 minutes	N° OF STUDENTS: 34	
Main aim: By the end of the lesson students will be able to talk about daily routines.			
Subsidiary aim: Ss. will be able to describe their daily routines. Ss. will be able to practice speaking activities using present simple.			
Materials: Laptop, internet, cellphones, cards.			
TIMING	TEACHER ACTIVITY	STUDENT'S ACTIVITY	MATERIALS
Lead-in 15 minutes	<p>T takes student's attendance.</p> <p>T asks students to make pairs.</p> <p>T explains the instructions of the board game about daily routines.</p> <p>T gives one dice and one board game to each pair of students.</p> <p>T starts the board game and checks students' participation.</p>	<p>Ss answer to the attendance.</p> <p>Ss make pairs.</p> <p>Ss pay attention to the explication.</p> <p>Ss students receive the dice and the board game.</p> <p>Ss participate in the activity.</p>	<p>Students list.</p> <p>(See annexe 1)</p>

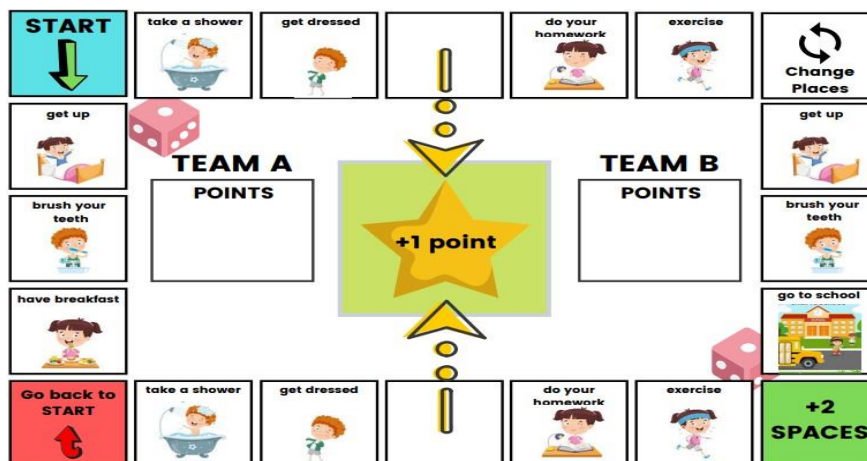
<p>Practice activity 30 minutes</p>	<p>T presents a video about daily routines.</p> <p>T asks students to make groups of 6 participants.</p> <p>T explains the instructions of the role play about daily routines.</p> <p>T gives different situations to create the daily routine.</p> <p>T asks students to present the role play in front of the class.</p>	<p>Ss pay attention to the video.</p> <p>Ss makes groups of 6 participants.</p> <p>Ss pay attention to the instructions.</p> <p>Ss create a daily routine based on the situation given by the teacher.</p> <p>Ss present the role play in front of the class.</p>	<p>https://www.youtube.com/watch?v=kePBvNotYy4</p> <p>(See annexe 2)</p>
<p>Post-task activity 15 minutes</p>	<p>T gives feedback to each group.</p> <p>T asks students to record their role play in a video of minimum 3 minutes and upload to Google classroom assignment.</p>	<p>Ss listen the feedback.</p> <p>Ss record a video of the role play and upload to Google classroom assignment.</p>	<p>(See annexe 3)</p>

Annexes

Presentation link:

https://www.canva.com/design/DAFTj5uCucM/ifxKPWd5NesyGucThyJouA/view?utm_content=DAFTj5uCucM&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton

Lead-in: Annexe 1



Source: <https://games4esl.com/lesson-plans/daily-routine/>

Practice activity:

Annexe 2 – Daily routine situations

Daily routine of a high school student.	Daily routine of a pilot.
Daily routine of an English teacher.	Daily routine of a mother with 3 sons.
Daily routine of a doctor.	Daily routine of a soccer player.

Note: Daily routine situations, Erazo Geraldine, 2022.

Post-task activity:

Annexe 3

Role-play activity about daily routine ⋮

Geraldine Erazo • 18:42

10 puntos Fecha de entrega: 7 dic, 23:59

Dear students, upload your role-play video about daily routine created in the class.

Comentarios de la clase

Lesson plan 4

INFORMATIVE DATA:

TEACHER: Geraldine Erazo

COURSE: First semester

DATE: 16/12/2022	TIME: 60 minutes	N° OF STUDENTS:	
Main aim: By the end of the lesson students will be able to talk about likes and dislikes.			
Subsidiary aim: Ss. will be able to use phrases to express likes and dislikes. Ss. will be able to practice speaking fluency questions and answers.			
Materials: Laptop, internet, dice, worksheet.			
TIMING	TEACHER ACTIVITY	STUDENT'S ACTIVITY	MATERIALS
Lead-in 15 minutes	T takes student's attendance.	Ss answer to the attendance.	Students list.
	T explains and starts the game "Tingo-tingo-tango".	Ss participate in the game.	One dice.
	T asks questions about likes and dislikes.	Ss answer the questions.	(See annexe 1)

Practice activity 30 minutes	T presents phrases to use to talk about likes and dislikes.	Ss pay attention to the phrases.	(See annexe 2)
	T creates 2 groups in the class.	Ss join to the groups.	
	T explains the instructions of the debate.	Ss pay attention to the instructions.	
	T gives a specific topic to discuss in the debate.	Ss start the debate.	
	T asks students to present the main ideas discussed in the debate in front of the class.	Ss present the main ideas in front of the class.	
Post-task activity 15 minutes	T asks students to work in pairs.	Ss work in pairs.	(See annexe 3)
	T gives the worksheet with questions of likes and dislikes.	Ss participate in the activity.	
	T explains the homework assigned in Google Classroom.	Ss pay attention to the explication.	

Annexes

Presentation link:

https://www.canva.com/design/DAFUw3oMv5E/Fv3gnt7CcIp8ykkFdYSnKg/view?utm_content=DAFUw3oMv5E&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton

Lead-in:

Annexe 1 - Questions

- What do you like to do in your free time?
- What kind of movies do you like?
- What kind of music do you like?
- What kind of weather do you dislike?
- What do you like to drink?
- What fashion trends do you dislike?

- What colors do you like?
- Do you like playing video games?

Practice activity:

Annexe 2 – Expressing likes and dislikes

Likes	Dislikes
I like...	I don't like...
I enjoy...	I don't enjoy...
My favorite...is..	My least favorite...is...
I love...	I hate...
I really like/love...	I dislike...
I adore...	I hate...

Source: <https://www.hello-english.net/2018/12/talking-about-likes-and-dislikes.html>

Post-task activity:

Annexe 3 – Likes and dislikes questions worksheet

QUESTIONS	ANSWERS
<input type="checkbox"/> What kind of music do you like?	
<input type="checkbox"/> Do you like to watch TV?	
<input type="checkbox"/> Do you like movies?	
<input type="checkbox"/> Do you like sports?	
<input type="checkbox"/> Do you like books?	

Note: Likes and dislikes questions worksheet, Erazo Geraldine, 2022.

Annexe 4 – Homework

Likes and dislikes video

⋮

Geraldine Erazo • 15:29

10 puntos
Fecha de entrega: 21 dic, 23:59

Dear students create a video of minimum 1 minute talking about something that you like and you don't like. Give reasons.

Comentarios de la clase

G

▶

Lesson plan 5

INFORMATIVE DATA:

TEACHER: Geraldine Erazo

COURSE: First semester

DATE: 16/12/2022	TIME: 60 minutes	N° OF STUDENTS: 34	
Main aim: By the end of the lesson students will be able to ask and answer questions in present simple.			
Subsidiary aim: Ss. will be able to practice language functions for asking and answering questions. Ss. will be able to use Wh questions in present simple.			
Materials: Laptop, internet, dice, worksheet.			
TIMING	TEACHER ACTIVITY	STUDENT'S ACTIVITY	MATERIALS
Lead-in 15 minutes	T takes student's attendance.	Ss answer to the attendance.	Students list.
	T presents a video about present simple tense quiz to start the class.	Ss pay attention to the video and answer all the quiz.	(See annexe 1)
	T asks personal information questions to the students.	Ss answer the questions.	(See annexe 2)

<p>Practice activity 30 minutes</p>	<p>T creates 4 groups in the class.</p> <p>T explains the instructions of the “Shopping Role Play”. For example, in which the students have to act and pretend that they are in a supermarket, they have to ask about prices, products and finally put into practice asking and answering questions.</p> <p>T gives a specific title to each group.</p> <p>T starts the activity with the preparation and brainstorming ideas with each group.</p>	<p>Ss join the groups.</p> <p>Ss pay attention to the instructions.</p> <p>Ss pay attention to the titles.</p> <p>Ss participate in the role-play and brainstorm all the ideas.</p>	<p>Titles: Supermarket, Shopping Calvin Klein, Restaurant and Cinema.</p>
<p>Post-task activity 15 minutes</p>	<p>T asks students to record the shopping role-play and upload to Google Classroom.</p>	<p>Ss pay attention to the explication and record the video.</p>	<p>(See annexe 3)</p>

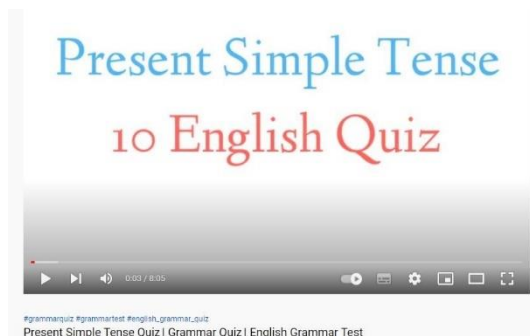
Annexes

Presentation link:

https://www.canva.com/design/DAFVct_T6Ic/bG3JuSjNLWvMQyu1ZnFn-A/view?utm_content=DAFVct_T6Ic&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton

Lead-in:

Annexe 1



Source: <https://www.youtube.com/watch?v=1-Rp0P8QZt4>


Annexe 2

- Where do you live?
- Who is your favorite actor?
- When is your birthday?
- What time do you go to bed?
- What do you like doing in your free time?
- Where were you born?

Post-task activity:

Annexe 3 – Shopping role-play video

☰ Gamification and the Speaking skill Instrucciones Trabajo de los alumnos

 **Shopping role-play** 

Geraldine Erazo · 14 dic (Última modificación: 16 dic)

10 puntos Fecha de entrega: 23:59

Dear students upload your shopping role-play, please.

 Comentarios de la clase

Lesson plan 6

INFORMATIVE DATA:

TEACHER: Geraldine Erazo

COURSE: First semester

DATE: 16/12/2022	TIME: 60 minutes	N° OF STUDENTS: 34	
Main aim: By the end of the lesson students will be able to compare things.			
Subsidiary aim: Ss. will be able to use comparative adjectives.			
Materials: Laptop, internet, dice, worksheet.			
TIMING	TEACHER ACTIVITY	STUDENT'S ACTIVITY	MATERIALS
Lead-in 15 minutes	T takes student's attendance.	Ss answer to the attendance.	Students list.
	T asks students to create groups of 4 students.	Ss create groups of 4 people.	
	T presents the board game activity to practice simple questions.	Ss participate in the board game.	(See annexe 1)

<p>Practice activity 30 minutes</p>	<p>T writes some sentences on the board using comparative adjectives and explains the grammar to compare things.</p>	<p>Ss pay attention to the explanation.</p>	<p>(See annexe 2)</p>
	<p>T asks students to work in pairs.</p>	<p>Ss work in pairs.</p>	
	<p>T explains the instructions of the game “let’s compare things around us” in which they must look for things related to the words given, for example, if the word says colorful, they must look for an object of said adjective to create comparative sentences, such as my notebook is more colorful than my friend's.</p>	<p>Ss pay attention to the instructions</p>	
	<p>T gives a set of adjectives word cards.</p>	<p>Ss receive the adjective cards.</p>	<p>(See annexe 3)</p>
	<p>T starts the activity and controls the time.</p>	<p>Ss participate in the activity.</p>	
	<p>T asks students to present their sentences in front of the class.</p>	<p>Ss present the sentences.</p>	

<p>Post-task activity 15 minutes</p>	<p>T asks students to create 10 sentences using comparative adjectives, record, and upload them to Google Classroom.</p>	<p>Ss pay attention to the explication and record the audio.</p>	<p>(See annexe 4)</p>
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Annexes

Presentation link:

Lead-in:

Annexe 1



Source:

https://www.google.com/search?q=game+speaking+english&rlz=1C1UEAD_esEC975EC975&source=lnms&tbn=isch&sa=X&ved=2ahUKEwix4bq6w8z8AhVxtDEKHdrIBzgQ_AUoAnoECAEQBA&biw=1280&bih=913&dpr=1#imgrc=71ipVFjQcNJvDM

Practice activity

Annexe 2 - sentences using comparative adjectives

- France is bigger than Scotland.
- Luke is taller than Lucy.
- Your book is more interesting than my book.
- My hair is longer than your hair
- I'm taller than you.
- People are more intelligent than animals.
- Barcelona is bigger than Santander.
- Bikes are cheaper than cars.

Annexe 3 – adjective cards

Tall	Short	Long	Short
Fast	Slow	Heavy	Big
Small	New	Old	Cheap
Expensive	Beautiful	Colorful	Delicious
Good	Bad		

Note: Adjective cards, Erazo Geraldine, 2022.

Post-task activity

Annexe 3 – comparative sentences audio

☰ Gamification and the Speaking skill Instrucciones Trabajo de los alumnos ☰ **G**

Comparative sentences audio ⋮

Geraldine Erazo • 22:47

10 puntos Fecha de entrega: 28 dic, 23:59

Dear students, this activity is individual. You must create 10 sentences using comparative adjectives. Please record your sentences and upload them.

Comentarios de la clase

G ▶

Lesson plan 7

INFORMATIVE DATA:

TEACHER: Geraldine Erazo

COURSE: First semester

DATE: 23/12/2022	TIME: 60 minutes	N° OF STUDENTS: 34	
Main aim: By the end of the lesson students will be able to describe problems and give solutions.			
Subsidiary aim: Ss. will be able to explain personal decisions of describing problems. Ss. Will be able to practice agreeing and disagreeing opinions.			
Materials: Laptop, internet, dice, worksheet.			
TIMING	TEACHER ACTIVITY	STUDENT'S ACTIVITY	MATERIALS
Lead-in 15 minutes	T takes student's attendance.	Ss answer to the attendance.	Students list.
	T asks students some warm-up questions.	Ss answer teacher questions.	(See annexe 1)
	T presents different phrases of agreeing, disagreeing, and ending an argument.	Ss pay attention to the phrases.	(See annexe 2)

<p>Practice activity 30 minutes</p>	<p>T asks students to work in groups of 6 students.</p> <p>T explains an imaginative situation to the students in which they have been selected to take part in a social experiment and now they are on a desert island, they have to describe the problems in this situation. After that, the group creates a list of 8 things that they need to survive. Finally, students have to decide how the island is going to work.</p> <p>T asks students to present their decisions and solutions in front of the class.</p>	<p>Ss work in groups of 6 members.</p> <p>Ss pay attention to the instructions and participate in the activity.</p> <p>Ss present their decisions and solutions in front of the class.</p>	
<p>Post-task activity 15 minutes</p>	<p>T gives the world's biggest problems to each group.</p> <p>T asks students to create a presentation describing the problem and giving solutions.</p> <p>T asks students to upload this presentation to Google Classroom.</p>	<p>Ss pay attention to the explication and create the presentation to present to the class.</p>	

Annexes

Presentation link:

https://www.canva.com/design/DAFVdMXDNEs/RkTbYYjXp8ZquHZVvF8Ttw/viaw?utm_content=DAFVdMXDNEs&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton

Lead-in:

Annexe 1 – Questions

- What's the most remote place you've ever visited?
- Did you spend the night there?
- Do you like camping?
- Have you ever slept under the stars?
- Would you consider it?
- What's the most dangerous natural environment you've been in? Jungle? Desert?
- What things do you always take with you on holiday?

Annexe 2 – phrases of agreeing, disagreeing, and ending an argument

Agreeing	Disagreeing	Ending an argument:
<ul style="list-style-type: none">• We see eye to eye• I couldn't agree with you more.• That's exactly how I feel.• You have a point there.• I was just going to say that.• Absolutely.	<ul style="list-style-type: none">• We don't see eye to eye• I take your point but• I tend to disagree with you there• I'm afraid I have to disagree with you there• I beg to differ• That's not always the case.	<ul style="list-style-type: none">• Let's just move on shall we?• I think we're going to have to agree to disagree.• We'll come back to that later.

Source: <https://www.futurelearn.com/info/courses/english-for-stem-understanding-technology-vocabulary/0/steps/291397>

Post-task activity:

- Climate Change.
- Wars and military conflicts.
- Water contamination.
- Human rights violation.
- Global health issues.
- Poverty.
- Children's poor access to healthcare, education and safety.
- Access to food and hunger.

Lesson plan 8

INFORMATIVE DATA:

TEACHER: Geraldine Erazo

COURSE: First semester

DATE: 23/12/2022	TIME: 60 minutes	N° OF STUDENTS: 34	
Main aim: By the end of the lesson students will be able to describe future plans.			
Subsidiary aim: Ss. will be able to talk about various topics using the correct future tense.			
Materials: Laptop, internet, dice, worksheet.			
TIMING	TEACHER ACTIVITY	STUDENT'S ACTIVITY	MATERIALS
Lead-in 15 minutes	T takes student's attendance.	Ss answer to the attendance.	Students list.
	T presents a video about future plans.	Ss pay attention to the video.	(See annexe 1)
	T explains the grammar point of the video.	Ss pay attention to the grammar explication.	

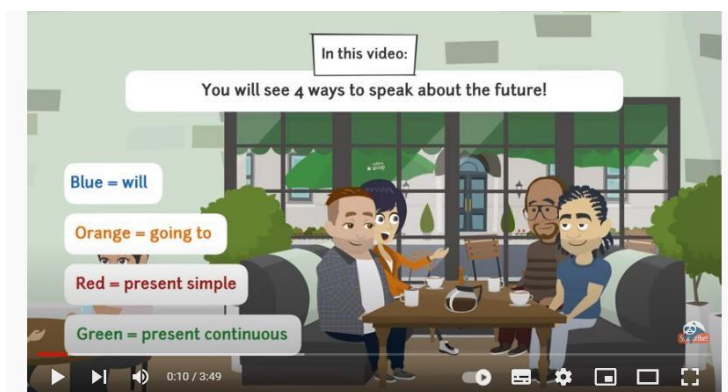
<p>Practice activity 30 minutes</p>	<p>T asks students to work in groups of 6 students.</p> <p>T explains the instructions of the “future plans and situations board game” in which they have to talk about various topics for 30 seconds using different future forms.</p> <p>T asks students to work in groups of four.</p> <p>T gives each group a copy of the game board and a dice.</p> <p>T starts the game and controls the time.</p> <p>T asks the name of the winner in each group.</p>	<p>Ss work in groups of 6 members.</p> <p>Ss pay attention to the instructions.</p> <p>Ss work in groups of 4 members.</p> <p>Ss receive a copy of the board game.</p> <p>Ss participate in the activity.</p> <p>Ss give the winner name.</p>	<p>(See annexe 2)</p>
<p>Post-task activity 15 minutes</p>	<p>T asks students to choose one leader of each group.</p> <p>T asks students to participate in a competition in front of the class.</p> <p>T starts the competition in which each student has to describe a future plan for 30</p>	<p>Ss participate in the competition.</p>	<p>(See annexe 3)</p>

	seconds without interruption and gives extra points to the winner group.		
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Annexes

Lead-in:

Annexe 1 – Future plans video



Grammar
Future Plans in English | Will, Going to, Present Continuous / Simple

Source: <https://www.youtube.com/watch?v=79Yxp84s0KI>

Main-activity:

Annexe 2 – Board game

Finish		someone famous you would like to meet	how your town/city will change in the next ten years	your plans for this evening	what you will have for dinner
will robots ever replace humans		Oh No! Go back to the start			an arrangement you have made in the future
your plans for next weekend		a place where you would like to live when you are old		Super skip! Move ahead	three things that definitely won't happen to you this year
a job you would really like to do		a friend you are going to meet		a country you wouldn't like to visit	
Miss a turn		how you will celebrate your next birthday		will humans ever meet aliens	
something you are planning to buy		something a you are going to do tomorrow		a film you plan to see	
your plans for next week		what the Earth will look like in 100 years		a place you are going to visit soon	
what you think your children will look like		Oh no! Go Back		what you are doing after class	somewhere you would like to go on holiday
Move forward 2 spaces	something a friend is going to do soon	your plans for next month			Start

Source: <https://www.teach-this.com/images/resources/future-board-game.pdf>

Post-task activity:

Annexe 3 – future plans to describe

- Read a new book every month
- Build a website and blog
- Develop a more active lifestyle
- Find new passions to explore
- Learn new skills in your field
- Take on new projects at work
- Make time for friends and family
- Do charity work

Annex 4 – Urkund report



Document Information

Analyzed document	Erazo Nicola Geraldine Madeleine_TESIS FINAL..pdf (D156254764)
Submitted	2023-01-18 16:57:00
Submitted by	
Submitter email	gerazo8329@uta.edu.ec
Similarity	6%
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Sources included in the report

Activar Windows
[Ve a Configuración para más información.](#)