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Mi más sincero agradecimiento a esta prestigiosa institución Universidad Técnica de Ambato por brindarme la oportunidad de superarnos y de poder obtener la profesión y ser más útiles para la sociedad.

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Vanessa Palacios

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CENTRO DE POSGRADOS
MAESTRÍA EN ENSEÑANZA DE INGLÉS COMO LENGUA EXTRAJERA
COHORTE 2021

TEMA:

THE USE OF GAMIFICATION AS A TEACHING STRATEGY TO IMPROVE SPEAKING SKILLS IN A1 ENGLISH LEARNERS AT THE INSTITUTE SUPERIORCARLOS CISNEROS IN RIOBAMBA.

MODALIDAD DE TITULACIÓN: *Proyecto de Titulación con Componentes de Investigación Aplicada y de Desarrollo*

AUTOR: *Licenciada Jeniffer Vanessa Palacios Moreno*

DIRECTORA: *Licenciada Nelly Patricia Galora Moya Magister*

FECHA: *Dos de febrero de dos mil veinte y tres*

RESUMEN EJECUTIVO

This research study investigates the effectiveness of gamification as a teaching strategy to enhance the speaking skills of A1-level English learners. The study was conducted at Instituto Superior Carlos Cisneros in Riobamba, and involved 30 participants, divided equally into experimental and control groups. The research draws upon existing literature on gamification and speaking skills to establish the theoretical foundations of the study. The study employed a quasi-experimental design and a quantitative approach to assess the impact of gamification on the participants' speaking skills. A standardized pre- and post-test, the Flyers, from the Cambridge International Examination was used to measure oral language production. The study revealed that gamification enhanced the students' fluency in English by promoting oral interaction, collaborative learning, and peer feedback. The findings suggest that gamification can be an effective tool for language teachers to engage and motivate students in the language learning process, particularly in the area of speaking skills. The gamified environment appears to have helped students feel more comfortable and confident in using English, as well as fostered greater enthusiasm towards the language learning process. The study has implications for language teachers and curriculum developers

who are seeking innovative and engaging ways to teach speaking skills to A1-level English learners. The results of the research suggest that the use of gamification can be an effective strategy for language teachers to promote speaking skills development among their students. In conclusion, this study provides evidence to support the use of gamification as a pedagogical tool to enhance speaking skills in A1-level English learners. The findings have practical implications for language teachers seeking to develop more effective and engaging teaching strategies for language learners. Therefore, it is important to mention that Gamification had a great impact on students because this strategy helped learners to develop the speaking skills effectively.

CHAPTER I

THE PROBLEM OF INVESTIGATION

1.1. Introduction

Technologies in today's society have gained ground considerably. Education is no exception, evidenced in the implementation of Information and Communication Technologies (ICT) in educational centers that generate a pedagogical paradigm according to the needs of students to promote teaching innovation to revolutionize life in the classroom and acquire better learning since the traditional methodology is no longer valid for students considered digital natives because it generates decontextualization of learning today.

Gamification is a didactic strategy applicable in classrooms to capture the attention of students in a subtle way and acquire ongoing learning through the incorporation of game elements for educational purposes, which has been part of society since the world began, being applied from generation to generation pursuing uses and traditions, which have evolved at the same pace as society did.

The elements of the game, and the game itself, have been present since the world was analog. In class, there were chalk, paper, glue, and scissors used for competition dynamics to score activities and represent them in progression bars as a ranking, those were already elements of the game, but it was not a game. When teachers talk about gamification, game techniques such as mechanics, dynamics, and aesthetics are involved in educational environments with a digitally renewed approach, resulting in satisfaction when motivating students while learning.

Gamification, as a strategy, has its important in the teaching-learning process, as it allows the teacher to capture the attention and encourage students to develop speaking skills in the English language, assimilating knowledge in an easy and meaningful way.

Considering that the use of technologies is booming, this research is essential because it provides new alternatives to teach students, considering the same contents

proposed in the educational curriculum but with other resources that are optimal and easy to use to develop speaking skills in the English language. This research is based according to what is indicated by UNESCO (2016), "Information and communication technologies (ICT) can complement, enrich and transform education" (pg. 65). It is a fact that promotes the implementation of ICT resources to generate an educational environment with motivating and meaningful pedagogical experiences.

Implementing gamification to develop speaking in A1 level students allows their active participation and the development of skills and abilities so that knowledge becomes lasting and meaningful, which is a challenge for teachers when applying gamification in the classroom. In this regard, the Organic Law of Intercultural Education (LOEI) in Article 6, paragraph j states: "Ensure digital literacy and the use of information and communication technologies in the educational process, and promote the link between teaching and productive or social activities." In educational institutes of Ecuador, so far, instructional programs have yet to be designed to motivate the implementation of gamification to develop speaking skills in the classroom, so it may be an unknown term for most teachers. Ironically, they may practice it empirically with conventional tools and materials but without technologies.

The guidelines of the Ministry of Education of Ecuador support this context. (2016) "The curricula of EGB and BGU are implemented through Agreement No. MINEDUC-ME-2016-00020-A of February 17, 2016, has as a preference the regular use of ICT as a facilitating tool for the development of the curriculum in each one of the areas.

Lee and Hammer (2011) consider that applying gamification in the classroom does not mean moving away from the curriculum already raised. It is to incorporate what matters from the world of video games without using any particular game and, in turn, expand students' interest level. This information indicates that it incorporates elements of the game that make it fun, adapts, and uses them in the teaching process.

In conclusion, the research problem of gamification as a strategy is an important issue that has significant implications for individuals' personal and professional lives. Factors such as lack of interest, demotivation, and inadequate use of technological tools can contribute to difficulties in developing speaking, which can

have negative consequences such as social isolation and decreased job opportunities. Understanding the causes and consequences of poor speaking skills can inform the development of effective interventions to help individuals develop and improve their speaking abilities, leading to better communication and more successful outcomes in all aspects of life.

This study entitles: The Use of Gamification as Teaching Strategy to Improve Speaking Skill in A1 English Learners at Institute Superior Carlos Cisneros in Riobamba follows this order

Chapter I, in which the research problem itself is developed.

Chapter II, describes the newest articles published related to the theme of this project as well as the way in which they provide scientific support.

Chapter III details the research methodology, design, modality, type of research, legal framework, and population and sample data.

Chapter IV is related to the analysis, interpretation, and presentation of the results of the data obtained in the tests (pre-test and post-test) applied to the students who make up the experimental group and to the students who make up the control group.

Chapter V contains the conclusions and recommendations derived from the study.

Finally, Chapter VI reflects the proposal, through which the intervention project will replicate its final and effective results.

1.2 Justification

Gamification is a strategy that involves using game design elements in non-game contexts to engage and motivate individuals. When applied to speaking skills, gamification can be an effective tool for improving communication abilities and increasing confidence in speaking situations. In this section, we will discuss the importance, need, feasibility, interest, and beneficiaries of applying gamification as a strategy to improve speaking skills.

Firstly, this research is **important** because it improves the speaking skills of A1 level students at the Carlos Cisneros High School in Riobamba with a didactic sequence in the English learning process. The gamification strategy has been used in other research and educational institutions in basic, middle, and higher education as an element that favors and significantly impacts this area.

This research study responds to the **need** of the institution to implement a didactic sequence of learning in the development of English language speaking skills since, as teachers of this subject, it is remarkable the relevance and prominence that it has evidenced through the daily experiences of everyday life. It can be observed the situations and obstacles arise from teachers' lack of methodologies and the didactics taught in class. From there, the question arises of knowing what these factors influence it to know the different methods and tools that can be used to impact it directly to achieve a satisfactory result for the student.

This study is **feasible** since the academic program has appropriately trained and qualified teachers who implement gamification to develop speaking skills within their teaching practice. Thus, they have the necessary tools and technological resources to optimize the educational process. In addition, it is of great **interest** for the institution to conduct research involving elements and techniques that enhance the development of essential English skills, such as speaking with students, from a constructive approach. The **beneficiaries** of this research are students, teachers, and, of course, the institution itself.

1.3 Objectives

1.3.1. General

To determine the effectiveness of gamification as teaching strategy to improve English, speaking skill in A1 English learners at Institute Superior Carlos Cisneros in Riobamba.

1.3.2. Specific

- To systematize the theoretical references related to the use of gamification as a didactic strategy in the development of speaking

skills.

- To identify the current level of students' English speech through different research instruments.

- To establish the elements of gamification for the development of speaking skills.

CHAPTER II

THEORETICAL FRAMEWORK

2.1. Investigative background

Foreign language learning and teaching have undergone a major paradigm shift because of research and experiences that have expanded scientific and theoreticalknowledge based on how learners learn and acquire a foreign language. Traditionally, learning a foreign language was thought to be a "mimetic" activity,a process that involved learners repeating or imitating new information (Lopera, 2018).

The use of active learning techniques helps move the teacher from being a sage on the stage to being a guide. Playing games in the classroom is consistent with the underlying assumptions of active learning, which presents students as active participants in their learning and in the world around them (Bárcena, 2020). In order for the transmission of knowledge to be effective, it is necessary toundertake the search for all those valid elements that optimize the quality of teaching. When applying a teaching model, it is necessary to take into account the two perspectives that are taken into account when transmitting knowledge: the teacher's perspective as the sender of the content and the student's perspective as the receiver of the content (Rueda, 2018).

Any educational strategy requires tools and instruments that support the teacher,it is all that support material for students to complete their training and development of a specific topic. Due to the data mentioned above, the didactic tools or strategies are the protagonists, especially the gamification didactic strategy (Montiel & Montes, 2021).

Before the teaching of English, communicative skill in the foreign language, English has gained the greatest importance in the labor, cultural, educational, personal, financial and professional field, due to the development of

globalization, since today it is the one that handles the exchange of different markets, so it is necessary to have knowledge of a second language, such as English to have better communication and bilingual interculturalism (Rodríguez, 2018). In other words, the teaching and learning of a foreign language aims to form citizens with skill that help them in the cultural, scientific, and technological exchange with other people and countries of the world. Gamification as a teaching strategy has been studying lately and it is cited by the following research.

Pitoyo et al., (2020) in his studied aimed to identify the effectiveness of the Quizizz tool, a gamified student education platform. This study explored the effect of the Quizizz platform for student learning motivation in the TOEFL structure class in English. The respondents of this research were the third semester students taking the English course at a University in Surakarta. 18 students participated and it was found that the Quizizz web-based gamification for the evaluation had a positive effect on the students' learning, because Quizizz provides many functions or game elements, also finding that the favorite game element of students is a leaderboard.

Previous research shows that the use of gamification allows students to keep their concentration active, achieving better results in the learning process; therefore, its application as a strategy to improve speaking ability would be quite efficient to achieve relevant results.

According to what was stated by Hernández - Prados et al., (2021), gamification is a strategy of great importance as an educational methodology. This was demonstrated with their study, which was carried out in a public secondary education institute in Murcia (Spain), during the 2020-2021 academic year. The participants were part of a bilingual English-Spanish group of 1st year high school students who had never lived in an English-speaking country.

The research consisted of the implementation of the role-playing game and the gamified sessions with the students and then the experience was evaluated through a questionnaire, these results showed that the students were

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able to function better when using the foreign language and English.

The aforementioned research shows that gamification and other innovative methodologies have good results in the English language teaching process;Therefore, the training of teachers in the Educational Units of Ecuador in gamification is extremely necessary, and in itself in new technologies and methodologies that will reduce the time necessary to create new gamified experiences and the insecurity of some teachers when it comes to use them in the classroom.

The study developed by Öztürk and Korkmaz (2019) aimed to determine the effects of educational games on students' academic performance, attitudes towards the course and cooperative learning skill. For this, pretest and post-test strategies were used with a control group. The sample consisted of 60 participant of 5th grade and the applied methodology was to reinforce each topic seen in class with educational games in the experimental group and in the control group they were reinforced with traditional methods for 6 weeks. As a result, it was obtained that education with games facilitates the understanding and memorization of the topics taught in class, which were reinforced with the use of gamification, so this strategy is much more competitive than the traditional method.

The study worked with 25 fifth grade students in the 2019 - 2020 academic year from Penaruka to whom the gamification instrument based on local Balinese stories entitled: I Cupak and I Gerantang, I Ketimun Emas, I Sugih tekenI Tiwas, was applied. Manik Angkeran and Siap Selem. The results obtained showed that the use of gamified local stories contributed to the increase in student motivation,since they provide an interesting environment to acquire the language and, through local history, students can deeply learn their culture and the value of character education.

Based on the cited research, it is seen that gamification significantly facilitates student learning. Then, applying these strategies in the country will allow transforming boring and difficult contents to easier to understand and

motivatingstructures that will achieve better results when applied to the students of the educational institution under study.

Another relevant investigation related to the use of gamification was the one carried out by Redjeki & Muhajir, (2021), where they investigated how Duolingogamification could help students achieve the objectives of the grammar learning process. The research involved 15 second-semester students from a university inBogor, West Java, in the English classroom. This research applied online data collection, where the observation was made online through the WhatsApp group,and the questionnaire was applied with a Google form. The results achieved showthat the use of Duolingo allowed students to enjoy the classes and practice Englishskill such as writing, reading, listening, translating, and speaking to improve theirknowledge of grammar.

Parameters such as: acquired skill, learning methods, student motivation and effects of gamification elements were evaluated; thus, reporting that the proper combination of gamification elements and the correct learning materials allow usto revolutionize conventional learning methods so that they are more effective in increasing the motivation and learning experiences of students, especially in the area of learn Japanese as a second language. The study reported above was included because it shows that gamification has a wide range of application as a teaching strategy for any language as a second language and is not only limited to teaching English.

Ahmed (2021) conducted research to evaluate the effect of the use of gamification on speaking ability, his research adopted a quasi-experimental design and the participants were divided into two groups: an experimental group and a control group that maintained the traditional study methodology. Pre-post EFL speaking tests and a scale of motivation towards learning speaking skill were used. It was concluded that by applying gamification it is possible to improve speaking skill and their motivation towards learning this skill.

Another study shows that to achieve encouraging results in learning a

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foreign language, the active participation of students is also necessary, since by being autonomous and applying a learning-centered approach, the diversity of exercises, games and quizzes will be very useful. To significantly improve your oral expression. This study was carried out by Lissette & Vasquez, (2020) it had a qualitative-quantitative approach, since the analysis were carried out on the dataobtained through surveys. It was found that most students consider games quite attractive to learn English. This makes gamification an ideal option to apply in the classroom because the games have a degree of difficulty that allows students to compete and at the same time generates interest and motivation in learning.

Gamification is not only limited to the development of the 4 basic skills (listening, speaking, reading, writing), but it also allows improving the learning of vocabulary and grammatical structures; These are demonstrated by the study carriedout by Damayanti, (2018), where the effects of two games Timeline and Taboo were analyzed for educational purposes. Concluding that several games that are called educational are generally considered boring for students and they do not play them repeatedly. This research was included, since it shows that not all gamification tools manage to capture the attention of students; therefore, obtaining negative results regarding gamification would also be valid; therefore, the adaptation of the games to the needs of the classroom should be considered.

Ke and Said, (2020) on the other hand, elaborated a study where primary school students in the Johor Bahru district were used. In this research, 30 students were selected as a sample to be an indication of the performance and perceptions of the students in the Johor Bahru district. Two instruments were used to collect the data: a pre-test and post-test evaluation and the survey questionnaire to know theperceptions of the samples about the acceptance of gamification. The applied gamification strategy was Duolingo for approximately one month, showing that the focus of the study on primary level English is still limited and it would be necessary to expand the test population, as well as the levels of English analyzed.

Another study carried out using gamification strategies is the one carried out by Muthukumar & Neelakandant, (2019). In this study the group was divided into five subgroups. Each group consisted of five students who had their own group communication. Four activities were assigned: role play, picture strip story, dialogues, and coded sentence. So, with the help of these activities, it was verifiedthat the students could speak the English language more effectively than before doing these activities and furthermore, the students showed great interest in playing these kinds of activities. The research cited above explains that students can speak English confidently effectively and efficiently; this supports the development of this research, since it allows students to be motivated and facilitates the development of speaking skill.

In a study carried out by Tu & Huang, (2019) the purpose was to evaluate the effectiveness of gamification in conjunction with other teaching strategies: cooperative and competitive learning in the development of writing and speaking skill. Data collection was carried out between October 2018 and May 2019. Questionnaires, scheduled interviews, written reports from the participants and oral presentations were applied; this allowed for data on feedback and student performance in writing and speaking to see problems and adjust or modify instruction immediately.

Cooperative learning strategy and gamification in class were found to benefit peer interaction and relieve learning stress and anxiety. This research is included, because it shows that the implementation of gamification is interesting for students, since it is fun and effective to release pressure at the time of evaluations; reducing anxiety about learning, so its implementation as a teaching strategy in Ecuadorian institutions would allow better results.

The research carried out by Laura et al., (2020) was based on the determination of the results of the JClic Software application as a gamification tool in the comprehension of texts in English, in high school students at a public school in Peruin the year 2019. A pre-test and post-test were used with a single group, after the pre-test the JClic software was used until the graduation test was

taken at the end of the semester of studies. The technique of "a test" was used periodically to measure the level of comprehension of text in the past simple in English. The results showed that the application of a software to improve the comprehension of texts in English allows students to be placed at an outstanding level of achievement; therefore, it constitutes an innovative change in the teaching-learning process to be used optimally. The research cited above was included, since it supports the feasibility of developing this research because gamification has better access and acceptance by students, and develops autonomy and is a constant self-assessment strategy.

In the research by Toasa et al., (2019), the development of a game is proposed as a strategy to facilitate the development of skill and command of English in children aged 4 to 5 years. As an evaluation tool, academic reports were used before and after the use of the game with grades from 1 to 10, through a review of pronunciation and vocabulary. The results showed that the 24 children went from an average result of 6.5 / 10 to one of 8.5 / 10, indicating that the child improves her knowledge through gamification. In addition, the game developed managed to motivate students and teachers, promoting greater commitment, and improving academic performance.

The mentioned research shows that gamification allows for better learning results thanks to the voluntary attention of children. This is very relevant for the development of this research, since it shows that gamification has a wide range of applications and produces a positive effect in all areas.

Duarte and Cruz, (2018) developed a gamification project through an adaptation of a traditional Zulu folk tale called "Where do stories come from" that can help provide a context for meaningful learning complemented with a web 2.0 for learning.

Collaborative and creative and (hyper) sensory tasks to help develop critical reflection. The study group consisted of 24 students from 4th grade English primary school at the Porto area, Portugal. The main themes of study

were family, animals, homes, and parts of the city. And for the comprehension questionnaire "Plickers" was used, this simple tool allowed to collect data from the formative evaluation in real time. The results showed the effectiveness of the tools for teaching the language.

Previous research shows that gamification can encourage a greater willingness tocommunicate due to previous exposure to cultural and linguistic varieties and interactive and gamified storytelling allows a better understanding of the story and its elements, which is an impulse for the development of critical thinking andcreativity of the students.

The research carried out by Chaves (2019) whose theme was "Review of gamification experiences in foreign language teaching", determined that gamification used as a didactic learning strategy, and as game based techniques, allowed promoting motivation in learning experiences and generated appropriate environments for the development of activities. The researcher concluded that students who participated in teaching-learning processes through gamification, developed a positive, responsible and more active attitude, showed interest in learning the foreign language in its four essential skills. It also helped them to develop confidence in the classroom, without fear of making mistakes or errors.

Within the context referring to teaching-learning, Ardila (2018) deals with:"Incidences of gamification in the teaching-learning relationship". To start his research, he considers a qualitative type of research with an interpretative perspective and performs a bibliographic and hemerographic review of the existing variables, due to this, the problem discovered lies in a low level of resistance and innovation when it comes to making a change and learning new things. In this sense, innovation is deduced as a process to improve, starting from weaknesses and creative, continuous and joint planning for an integral formation. The stages carried out are suppression, generalization and construction, leaving fundamental contributions related to gamification as an innovative, didactic and dynamic strategy respecting the interests, motivations and styles of each student.

For the learning experience within the classroom, mechanisms, dynamics and components corresponding to the didactic strategy based on gamification are taken into account, through which motivation is awakened and the student's interest is improved, strengthening the necessary techniques for its development and effect, which allows to respond to challenges and earn points or privileges in   an orderly manner, from the harmonic planning and active participation, which will respond to the objectives, skill and activities proposed within the work plan made by the teacher, to improve the ability to speak and therefore communicate competently in the English language (Galeano, 2015).

The following studies were aimed to develop speaking skill. A study where the critical thinking skill is included for the development of speech was carried out by Muhammadiyeva et al., (2020). The influence of semi-academic Ted Talks onthe development of speaking skills in English learners was analyzed. It was foundthat the grammar, vocabulary, and pronunciation of the Ted Talk speakers could influence the development of this skill. Each participant presented a topic in PowerPoint within ten minutes reflecting on a Ted Talks talk and it was seen thatcritical thinking is crucial for self-reflection, which in turn allows better performance when speaking.This research was included, since it shows that the development of speech in a second language does not only require reading and listening, but it is also necessary to apply other strategies such as the development of critical thinking to function adequately.

Another study carried out by Çetin & Üniversitesi, (2017), aimed to analyze the effects of instruction invested in the development of speaking skill in English teachers in training. This research was of a quasi-experimental type with an experimental group and another study control. A pre-test was carried out on the experimental and control group at the beginning of the autumn period of 2014- 2015, and the voice recording of both groups of students was carried out, then the treatment process was carried out, where the students of the experimental group they learned through Edmodo, while the control group received the class material in the course in the traditional classroom model. Once

the treatment process was completed, another test was applied and flipped instruction was found to be effective in developing the speaking skill of English teachers in training. In addition, they are efficient in improving fluency and coherence, grammatical range, and pronunciation.

The previously referenced research is relevant, because it shows that, despite obtaining favorable results, language teaching strategies must be applied severaltimes over longer periods of time and with different test students to corroborate whether a method, which is intended to be included in the curriculum, is effective in developing the speaking skill of students who are learning a second language.

The study carried out by Escobar (2018) aimed to determine the ability of communication games to stimulate the development of speaking skill in tenth grade high school students from Unidad Educativa Eloy Alfaro General Educational in Ambato.

Surveys, a pre-test and a post-test were used to measure the dependent variable: development of oral expression skills before and after the intervention. The use of the communication games for 10th grade EFL classes significantly increased post- test scores, demonstrating the effectiveness of the games for the acquisition of English as a foreign language.

The above research also highlights that incorporating strategies for the development of speaking skill also allows for better student participation, which will be more spontaneous and relaxed, since they better acquire knowledge when they do not encounter explicit teaching. This supports the present investigation, since gamification will provide opportunities to practice basic listening and speaking skill, which will improve speech in students.

To obtain information on the linguistic and learning needs of students to develop teaching materials, Andi & Arafah, (2017) conducted a study with 137

participants, where 116 were students, 10 English teachers and 11 graduates of the English program. English education study at State Islamic. Questionnaires and interviews were applied on the language skill, topics and linguistic functions of the students. With this study, it was noted that vocabulary is the basis of communication skill, since it allows "illustrating" thinking, and it was concluded that a limited range of vocabulary or the limited command of the language of the students affected the effective use of interaction strategies; therefore, the use of cooperative learning strategies can.

This study was included as it shows that effective use of second language teaching strategies requires a certain threshold of second language proficiency. Therefore, it is a parameter to consider if the results achieved with the present investigation do not reach the expected results.

Angelini & García, (2019) reported a study where simulations were applied to a group of university engineering students to help them learn English as a foreign language. The simulation was web-based in real time and on a large scale, sharing videos to be viewed outside the classroom as a flipped classroom model.

The results showed that while the students became familiar with the content and acquired new vocabulary and expressions outside the classroom, in the class the students practiced the language with simulations, debates, and forums, which helped them understand the topics better. and greater fluency in the type of language they used.

This study shows that to achieve adequate speaking skill, it is necessary to focus on four areas related to language: vocabulary, pronunciation, variety of expressions, and grammar. Therefore, in the present study it will be necessary to consider these points to achieve an adequate use of gamification.

All the studies mentioned above helped the researcher to have a clear

understanding of Gamification as a strategy and the development of the Speaking skill. However, it is necessary to understand that gamification is part of Information and Communication Technology, that is why the researcher gives a brief information about the importance of ICT in education and then continues with gamification so that the reader has a more clear understanding of this research study.

2.2 Information and Communication Technology (ICT) in Education

Technology has been transforming the field of education, making it easier and more efficient for both educators and learners. The use of technological strategies and tools in education has become an essential aspect of teaching and learning. In this essay, I will discuss the various technological strategies and tools that can be used in education, their benefits, and their challenges.

Learning Management Systems (LMS): Learning Management Systems are online platforms that allow educators to create, manage, and deliver educational content to students. These systems provide features such as online quizzes, assignments, discussion forums, and video lectures. They also enable educators to track the progress of their students and provide feedback.

One example of an LMS is Canvas. Canvas is a cloud-based learning management system that offers various features, including online course content delivery, student tracking, and communication tools. According to a study by Murphy and McGuire (2021), the use of Canvas improved students' academic performance and reduced the workload of educators.

Educational Apps: Educational apps are software applications designed to aid learning. They can be used to provide students with additional learning materials, practice exercises, and interactive games. One example of an educational app is Duolingo, a language learning app that offers free language courses in several languages.

According to a study by Alharbi and Aldossary (2019), the use of educational apps in teaching increased students' engagement and motivation, resulting in improved

academic performance. However, the study also identified challenges such as the need for adequate training for educators to effectively use these apps and the cost of providing the necessary technology for students to access them.

Virtual Learning Environments (VLE): Virtual Learning Environments are web-based platforms that provide an online space for teaching and learning. They can be used to deliver online courses, provide access to educational resources, and enable communication between educators and students. One example of a VLE is Moodle, an open-source platform that offers features such as forums, quizzes, and assignments.

According to a study by Dissanayake and Ratnayake (2018), the use of virtual learning environments improved students' engagement and motivation, resulting in improved academic performance. However, the study also identified challenges such as the need for adequate technical support and training for educators to use these platforms effectively.

Interactive Whiteboards: Interactive whiteboards are digital devices that enable educators to display and interact with educational content. They can be used to deliver interactive lessons, display multimedia content, and provide visual aids. One example of an interactive whiteboard is the SMART Board, a touch-enabled whiteboard that allows educators to annotate and manipulate content.

According to a study by Sharma and Sharma (2021), the use of interactive whiteboards in teaching improved students' engagement and motivation, resulting in improved academic performance. However, the study also identified challenges such as the cost of acquiring and maintaining these devices.

Video Conferencing: Video conferencing tools enable educators to deliver live online classes, hold virtual meetings, and collaborate with students and colleagues remotely. One example of a video conferencing tool is Zoom, a cloud-based platform that offers features such as video and audio conferencing, screen sharing, and recording.

According to a study by Bryson and Tierney (2020), the use of video conferencing tools in teaching during the COVID-19 pandemic enabled educators to maintain continuity in teaching and learning. However, the study also identified

challenges such as the need for adequate internet connectivity and the lack of student engagement in virtual classes.

In conclusion, technological strategies and tools have transformed the field of education, making it easier and more efficient for both educators and learners. Learning Management Systems, Educational Apps, Virtual Learning Environments, Interactive Whiteboards, and Video Conferencing are just a few examples of the technological strategies and tools.

Origin of Gamification

Gamification is a concept that has gained increasing attention in recent years, particularly in the realm of education and training. It involves the use of game design elements in non-game contexts to motivate and engage people to achieve specific goals. In this essay, I will explore the origin of gamification and its evolution over time, as well as its applications in various fields.

The concept of gamification has been around for centuries, with games being used in various contexts to motivate people to achieve specific objectives. However, the term "gamification" was coined in 2002 by Nick Pelling, a British computer programmer, who used it to describe the application of game design elements to non-game contexts. The term gained traction in the early 2010s, with the rise of digital technology and the increasing use of game-like features in applications and websites.

One of the earliest examples of gamification can be traced back to the 1890s, with the use of reward systems in schools. Teachers would give students tokens for good behavior or academic achievement, which could be exchanged for rewards such as stickers or other small prizes. This approach was later adopted by businesses, with companies such as airlines and hotels using loyalty programs to reward customer behavior and encourage repeat business.

Another early example of gamification was the use of games in military training during World War II. The US military used war games and simulations to train soldiers in strategic thinking and decision-making. These games were later adapted for

use in business training and education, with simulations and games being used to teach everything from management skills to language learning.

In the 1970s and 1980s, the rise of video games led to the development of game design principles and techniques that could be applied to non-game contexts. This led to the creation of serious games, which are games that are designed with a specific purpose beyond entertainment. Serious games have been used in various fields, including healthcare, education, and training.

With the advent of digital technology and the internet, gamification has become more prevalent in recent years. Websites and applications use game-like features such as points, badges, and leaderboards to motivate users to engage with their content. This approach has been particularly successful in the realm of education, with gamification being used to motivate students and improve learning outcomes.

One example of gamification in education is the use of educational games, which are games that are designed to teach specific concepts or skills. These games can be used in both formal and informal learning contexts and have been shown to improve motivation and engagement among students. For example, a study by Lister et al. (2014) found that the use of educational games in a college-level computer science course improved students' engagement and retention of course material.

Another application of gamification in education is the use of game-like features in learning management systems (LMSs) such as Canvas and Blackboard. These systems allow educators to create gamified learning experiences, such as awarding points for completing assignments or unlocking badges for achieving specific milestones. According to a study by Dicheva et al. (2015), the use of gamification in LMSs improved students' engagement and motivation, as well as their learning outcomes.

Gamification has also been used in other fields, such as healthcare and marketing. For example, healthcare organizations have used gamification to encourage healthy behaviors among patients, such as exercising regularly or taking medications

as prescribed. In marketing, gamification has been used to engage customers and promote brand loyalty, such as through loyalty programs or social media contests.

In conclusion, gamification is a concept that has evolved over time, from the use of reward systems in schools to the development of serious games and the use of game-like features in digital technology. Its applications in various fields have been successful in motivating and engaging people.

2.2.1 Gamification as a Teaching Strategy

Cooperative learning encompasses several definitions, and in this research project, some of them have been taken into consideration by several authors in order to establish a clear and precise conceptualization of this method. Alvarado, A. (2015) mentioned that "cooperative learning is the didactic use of small groups in which students work together to maximize their own learning and that of others" (p.3).

Likewise, students acquire new knowledge and share what they have learned with the members of the group; in this way, effective learning takes place, generating superior performance that benefits each student because they acquire significant learning, which indicates that better results are obtained in cooperative conditions than in individual ones. In this regard, Johnson and Johnson point out that cooperative learning achieves positive attitudes because it avoids selfishness and competitiveness. Additionally, this method promotes cooperation and altruism, and thus students' academic performance is higher (Cited in Vinuesa, 2020).

Cooperative learning refers to the support in a given group and develops socio-affective and intellectual skills. In addition, this method allows the teacher to visualize whether knowledge is acquired and reproduced adequately (Dasilva, Jacobs & McCafferty, 2019).

Chaux, Lleras, and Velásquez (2021) pointed out that cooperative learning is a pedagogical strategy focused on fostering group work, optimizing learning, and

improving the development of students' social relationships. Specifically, the essence of this method is cooperative work, where students consolidate their own learning by providing help to those who need support.

This type of learning promotes essential values such as respect, solidarity, responsibility, honesty, and discipline, which should be considered in the classroom. Also, it shows that diversity is an important resource and not a problem as other methods catalog it. In short, the teaching-learning process becomes dynamic and participatory because, within the group, trust is fostered so that each member contributes to the designated activity. Díaz-Barriga, F (2018) state:

Cooperative learning refers, in the first place, to a form of the social organization of teaching and learning situations in which students establish a positive interdependence. They perceive that they can learn and achieve their objectives if their peers do so. (p.2).

Therefore, students participate directly and actively in group work because they have the same objective, and each member interacts and shares information evaluated by all. Based on these conceptions, cooperative learning is considered a method based on the joint construction of knowledge. Likewise, it favors the development of intellectual, social, and personal skills, so this method focuses on students improving their own learning and that of their peers.

2.2.2 Elements of Gamification in Education

Gamification in education refers to the use of game design elements, mechanics, and strategies in the classroom to motivate and engage students in the learning process Díaz-Barriga, F (2018). The aim of gamification is to create a more interactive and dynamic learning environment that encourages students to be active participants in their education. Here are some aspects of gamification in education:

Points and Rewards: Points and rewards are a central aspect of gamification. They provide students with immediate feedback on their progress, which helps to

motivate them to continue learning. Points and rewards can be earned for completing assignments, participating in class discussions, or achieving specific learning objectives.

Badges and Certificates: Badges and certificates are another aspect of gamification that can be used to recognize students' achievements. These digital badges can be displayed on a student's profile or social media accounts, providing them with a tangible representation of their accomplishments.

Progress Bars and Leveling: Progress bars and leveling systems are also common features of gamification. These tools allow students to track their progress and see how far they have come in their learning journey. As students complete tasks and achieve learning objectives, they can level up and earn rewards.

Leaderboards: Leaderboards are a popular gamification element that can be used to promote healthy competition among students. Students can see how they rank in comparison to their peers, which can motivate them to work harder to achieve better results.

Interactive Content: Gamification can also involve the use of interactive content, such as simulations and games. These activities can be used to teach specific concepts or skills and provide students with a more engaging and memorable learning experience.

Social Learning: Social learning is another aspect of gamification that can enhance the learning experience. Gamification can be used to encourage students to work together, share resources, and collaborate on assignments. This can help to create a sense of community and support among students.

In conclusion, gamification in education is a powerful tool that can motivate and engage students in the learning process. By incorporating elements of game design into the classroom, educators can create a more dynamic and interactive learning environment that promotes student achievement and success.

2.2.3 Aspects to consider in Gamification.

Table 1.

Aspects of Gamification

Aspects	Characteristics
Features	➢ Influencing student behavior. ➢ Commitment to autonomous learning. ➢ Libertarian paternalism. ➢ Competitive and collaborative environments. ➢ Decision making. ➢ Problem solving.

Benefits	➢ Tools for student follow-up by:
	    • frequency of use
	    • points of interest.
	➢ Rewards students for effort in interacting with the gamified activity.
	➢ Fairness in the allocation of awards.
	➢ Meet a goal or achievement. Innovative evaluation alternatives.
	➢ Classroom dynamics based on competition and collaboration.
	➢ Immediate feedback to students.
	➢ Student-student and teacher-student interaction.
	➢ A pleasant and fun learning environment.

	➢ Analyze the context of the students to increase the probability of success of the activity.
	➢ Establish learning objectives.
	➢ To propose short and simple educational activities based on games.
Stages	➢ Develop a story that is eye-catching and with the interests of the students.
	➢ Establish individual and collective goals. Design the stages and routes to achieve the goals.
	➢ Define how activities will be monitored.
	➢ Form of receiving feedback.
	➢ Arrange the way in which collaborative and individual activities will be developed.

Note: this tables shows the most relevant aspects of Gamification.

2.2.4 Types of Gamification Strategies in Education

Gamification strategies in education are techniques that use game design elements to motivate and engage learners in the learning process. According to Kapp (2012) some of the most common gamification strategies used in education are the following:

Points and Rewards: Points and rewards are used to motivate learners to engage in learning activities. Students can earn points for completing tasks and achieving learning objectives. Rewards can be digital badges, certificates, or even physical rewards such as stickers or prizes.

Quests and Missions: Quests and missions are designed to make learning fun and interactive. Teachers can create a series of challenges or tasks for students to complete that lead to a final goal or reward.

Progress Bars and Leveling: Progress bars and leveling systems are designed to show learners their progress in real-time. As they complete tasks and achieve learning objectives, they can level up and unlock new rewards or challenges.

Social Learning: Social learning is a strategy that encourages collaboration and teamwork among learners. Teachers can create activities that require students to work together to solve problems and achieve goals.

Personalization: Personalization is a strategy that tailors learning activities to individual learners. Teachers can use student data to create personalized learning paths that cater to the unique needs and interests of each student.

Simulations and Games: Simulations and games are interactive activities that can help learners understand complex concepts and develop important skills. These activities are designed to be fun and engaging, while also providing a valuable learning experience.

Leaderboards: Leaderboards are used to promote healthy competition among learners. Students can see how they rank in comparison to their peers and are motivated to work harder to achieve better results.

Feedback and Progress Reports: Feedback and progress reports are used to provide learners with immediate feedback on their performance. Teachers can provide feedback on specific learning objectives, while progress reports can show learners their overall progress and areas for improvement.

In conclusion, gamification strategies in education can help to motivate and engage learners by using game design elements in the learning process. By incorporating these strategies, teachers can create a more interactive and dynamic learning environment that promotes student achievement and success.

2.2.5 Gamification in the English Language Teaching-Learning

Gamification has been shown to be an effective approach to engage learners and enhance motivation in various fields, including language learning. According to Miller (2017) some ways in which gamification has been used in English language teaching and learning are the following:

Vocabulary Acquisition: Gamification can be used to make vocabulary acquisition more engaging and effective. Games and interactive activities can be designed to teach vocabulary in context and provide immediate feedback on learners' progress.

Grammar Practice: Games can also be used to make grammar practice more fun and interactive. For example, learners can be asked to identify grammatical errors in a sentence or complete sentences with the correct verb tense.

Pronunciation Practice: Gamification can also be used to provide learners with opportunities to practice pronunciation in a fun and engaging way. For example, learners can be asked to mimic native speakers or participate in pronunciation games.

Reading Comprehension: Gamification can be used to promote reading comprehension by creating interactive reading activities that provide learners with immediate feedback on their understanding of the text.

Writing Practice: Games can be used to enhance writing skills by providing learners with opportunities to practice writing in a fun and interactive way. For example, learners can be asked to write short stories or participate in writing competitions.

Cultural Learning: Gamification can also be used to promote cultural learning by creating games and activities that teach learners about the culture of English-speaking countries.

Overall, gamification can provide English language learners with a more engaging and interactive learning experience that promotes motivation and enhances learning outcomes.

2.2.6. Gamification and Speaking Skill

Gamification strategies can be applied to various language skills, including speaking According to Bhattacharyya (2020) some examples of gamification strategies that can be used to enhance speaking skills are the following:

Role-Playing Games: Role-playing games can be used to provide learners with opportunities to practice speaking in different contexts. Learners can be asked to take on different roles and engage in conversations that simulate real-life situations.

Conversation Starters: Conversation starters can be used to encourage learners to initiate conversations with their peers. This can be done through games that require learners to ask and answer questions or through prompts that provide learners with ideas for starting conversations.

Debate Games: Debate games can be used to promote critical thinking and argumentation skills while also enhancing speaking skills. Learners can be asked to participate in debates on different topics, with points awarded for effective argumentation and use of language.

Speaking Challenges: Speaking challenges can be used to provide learners with opportunities to practice speaking in a fun and interactive way. For example, learners can be asked to give improvised speeches on different topics or to participate in speaking competitions.

Storytelling Games: Storytelling games can be used to promote speaking skills by providing learners with opportunities to practice storytelling in a fun and engaging way. Learners can be asked to tell stories on different topics or to create their own stories using prompts or images.

By incorporating gamification strategies into language learning, teachers can create a more engaging and interactive learning environment that promotes speaking skills and encourages learners to use the language in a variety of contexts.

2.3 Dependent Variable

Speaking Skill

The ability to speak according to Cisneros (2018), According to the curricular guidelines for foreign languages, since it is a process of difficulty and complexity that takes into consideration the management of the lexicon and language of the language, it can be taught in work environments that the teacher generates within the classroom, with a variety of strategies that comply with a functionality and thus social relations. This is fulfilled, when conversations between peers occur, there are debates and cooperative work where the exchange of ideas is frequent and has a participation.

The role played by the speaker is cognitive because he/she makes use of the grammatical structure through sentences in a sequential manner, in the construction of speeches with interlocutor characteristics, based on the context and achieving positive effects on the listener. Therefore, the ability to speak is necessary and important to involve it in the learning process together with the ability to express oneself, making this action a natural process of language in any environment in which real contexts are developed at the time of communication (Tamayo, 2019).

2.3.1 Competencies to improve speaking skill.

In order to develop oral skill effectively, it is necessary to take into consideration that there are English language competencies, which are explained below:

Table 2

Competencies to develop oral skill

Competition	Aspects
Lexica	➢ Vocabulary ➢ How it is used

Grammatical	➢ Use of grammatical elements Ability presented by the student	
	➢ Description of the grammatical organization	
	➢ Specification of elements, categories, classes, structures, processes.	
Semantics	➢ Control of the organization of meaning	
	➢ Lexical semantics deals with the meaning of words.	
	➢ Grammatical semantics deals with the meaning of grammatical elements, categories, structures and processes.	
Phonological	➢ Assumes knowledge	
	➢ Production of sound units	
	➢ Phonetic composition of words, sentences and phonetic reduction.	
Spelling	➢ Knowledge and perception skill	
	➢ Production of the symbols of which written texts are composed.	
Orthoepic	➢ Users asked to read aloud a prepared text or to use in speech	
	➢ Know how to articulate a correct pronunciation. based on the written form.	

Note: this table shows the competencies to develop the oral skill (Müller, 2019).

Currently, the approaches, methods, and competencies used to improve English language within the classroom are given through practice based on the four communicative skill that are considered listening, speaking, writing, and reading(Valencia, 2018).

Standards

Within the basic standards corresponding to the competencies in foreign languages, there are criteria capable of measuring the level of oral skill or communicative competence of the English language for the students. The purpose of these criteria is to place students according to their level of competence, depending on the grade in which they are placed, based on a scale of referent levels that are of an evaluative and descriptive type (Ministerio de Educación Nacional, 2018). As presented below:

Table 3.

Common Reference Levels According to the Common European Framework

Common reference levels according to CEFR		
Basic	A	A1 - A2

Intermediate	B	B1 - B2
Advanced	C	C1 - C2

Note: this table shows the CEFR (Ministerio de Educación, 2017).

The table shows the levels corresponding to the development of knowledge in the English language, characterizing that student at the basic level A1, interact with simpleand short dialogues referring to their personal information and A2, develop short dialogues referring to familiar topics in the effect of simple tasks. At the intermediate B1 level, they produce short texts, extract important information from them and share simple ideas or opinions, and the B2 students carry out a conversation with native speakers with complex fluency and comprehension. Finally, the advanced level C1, performs professionally and academically, in a written and oral way and the C2, presents fluency, precision in a high degree in all communicative environments (Ministerio de Educación, 2017).

2.3.2 Role of the Teacher

Learning English as a foreign language is very important both now and for futuregenerations, the teacher and the students take on roles to fulfill certain functions. Therefore, the role of the teacher involves being constantly updated and being able to deploy teaching processes within the classroom, through various methods or strategies for the development of oral skill, responding to needs and distinguishing each different group (Beltrán, 2017). The teacher has to comply with and recognize the following:

- Planning of procedures according to the student's level.
- Express yourself clearly.
- Use of idiomatic formulas.
- Familiarization with common expressions.

2.3.3. Role of the student

In the case of the student's role, they must have the initiative and be active

to carryout the work in class, maintaining motivation, creativity and being responsible for appropriating a second language. They aim to communicate formally, informally, academically or scientifically and thus be able to interact responding to contexts and interests (Silva, 2020). The activities to improve oral skill should present:

- An information gap where one person does not know something that the other person knows.
- The speaker chooses the linguistic form with which to communicate.
- An evaluation or feedback (p. 8).

In this way, the research and studies arise novel and of great theoretical contribution within the investigation, because when proposing innovation in didactic strategies based on gamification opens the way to a great contribution of motivation in the students at the time of learning. This is a positive point that plays a fundamental role in the formative processes, where the teacher covers needs and interests and the students obtain lasting knowledge, thus the learning becomes significant.

With everyone's commitment, harmonious spaces and environments are generated to develop teaching and learning. Where, not only think about the present, but also open the doors to think about the future.

CHAPTER III

METHODOLOGICAL FRAMEWORK

3.1. Location

This research study was implemented at Instituto Superior Carlos Cisneros in Riobamba which is located in the province of Chimborazo. It is an educational center of Ecuador belonging to Zone 3; geographically, it is an urban educational center. Its modality is Presential in the morning, with a regular education and educational level: EGB and Baccalaureate. It is an educational institution that obtains resources to develop its activities (support) privately. It is in the Sierra school system. The Educational Unit has a total of approximately 17 teachers and 270 students.

3.2 Tools and Techniques

The techniques used was a standardized test; the instruments were a pre-test and post-test which included a validated rubric from the standardized test Flyers taken from Cambridge (https://www.cambridgeenglish.org/latinamerica/images/165873-yle-sample-papers-flyers-vol-1.pdf). This validated rubric was used in order to evaluate the speaking skill in students in order to have a clear idea about students oral production. Additionally, the pre-test was used to help the researcher diagnose students before starting the treatment. This treatment consisted of applying some gamification strategies in order to develop the speaking skill. This pre-test was applied to the control and experimental group. At the end of the treatment, the researcher applied a post-test in order to measure students' development in the speaking skill.

3.3 Type of research

For this research study, quantitative research was applied. This is a research method that relies on empirical evidence and numerical data to measure and analyze variables and relationships between them. The main goal of quantitative research is to test hypotheses and identify patterns and trends that can be generalized to a larger population.

It is quantitative because the information collected using a numerical range was subjected to statistical analysis and explained according to the Theoretical Framework elaborated in Chapter II. Through this interpretation, the hypothesis was tested to establish behavior patterns in the population. This research was carried out with students in the eighth year of Basic Education, where a pre-test and a post-test were applied.

This is also a **correlational** study because it establishes a relationship between the dependent variable, the development of the speaking skill, and the independent variable, Gamification as a strategy, which is added to this the design of the pre-test and post-test. Thirty students participated in this research study.

It is of an **exploratory level** since its study responds to a little-known problem. With an innovative perspective, it tends to apply a different and promising method at Instituto Superior Carlos Cisneros in Riobamba, with the expectation that it will be accepted as a suggestion for the development of the speaking skill, which will contribute to change and will allow correcting the problem investigated in the environment in which it was developed, with all its characteristics, strengths, and deficiencies.

The research is a **quasi-experimental design**, of comparison of equivalent groups because it will be carried out with an experimental group and a control group within the same class, which is assumed to be a great advantage. According to García (2018), "A quasi-experimental design is a type of research design in which the researcher does not randomly assign participants to different conditions or groups" (p. 103). Which means that the researcher did not assigned participants randomly, all have shared similar previous knowledge, equivalent in number, of similar ages, which are

governed under the same curricular design according to what is established at Unidad Educativa "San Alfonso".

The study also corresponds to **field research** since it has been possible to access the required information from where the facts are manifested (Instituto Superior Carlos Cisneros in Riobamba), which is a vital premise for obtaining accurate data. In addition, it is a **documentary research** due to the analysis of the written information of the subject of study and sectional or transversal because it was carried out with a series of unique data obtained in four weeks.

3.4 Hypothesis testing

The gamification as a teaching strategy contributes to the improvement the speaking skill in A1 English learners.

3.4.1. Statement of the Hypothesis

Ho: The Gamification as a teaching strategy does not contribute to the improvement of the speaking skill in A1 English learners

Hi: The Cooperative Learning Activities do contribute to the strengthening of Descriptive Texts in A1-Level English Learners.

3.4.2. Selection of the level of significance.

The level $\alpha = 0.05$ was used.

3.5 Population

This study was conducted at Instituto Superior Carlos Cisneros in Riobamba where 30 students participate in this investigation. They were students of A1 level. This population was chosen because the researcher considered necessary to implement the gamification as a teaching strategy in order to develop the speaking skill.

Table 1.

Population

Group	Population A1 level	Total
Control	15	15
Experimental	15	15
Total		**30**

Note: The table shows the distribution of the population under study in the research.

3.6 Data Collection

In this research, a standardized pretest and post-test were used. Those tests were taken from flyers (https://angloseminars.files.wordpress.com/2016/09/cambridge-english-flyers-sample-paper-3-speaking-examiner-booklet-v2.pdf) The pretest was applied to the entire participant population. This test was a diagnostic test to know how the students started before applying a gamification strategy to develop the speaking skill. The contents were the most significant for the students. After obtaining the results of the pretest, the researcher proceeded to apply the treatment to demonstrate that through this gamification strategy, students were able to develop the speaking skill. This treatment was only applied to the experimental group to proceed with the data comparison. It is important to mention that treatment was conducted from January 9th to February 3er, one month in total. Ten sessions of sixty minutes each one was needed to obtained positive results and demonstrate the effectiveness of using gamification to develop the speaking skill.

CHAPTER IV

RESULTS AND DISCUSSION

4.1 Results

This chapter presents the results obtained from the pre-test and post-test when applying the "Gamification as a Strategy to develop the speaking Skill" at Instituto Superior Carlos Cisneros in Riobamba. Based on these data, statistical calculations were made, which offer the necessary criteria to analyze the hypothesis and thus be able to write conclusions and recommendations for this research. It is important to mention that only four categories were chosen (*grammar, vocabulary, pronunciation and fluency).* The statistical results obtained are shown below:

Table 2.

Results of the pre-test in the control group

participants	Grammar	Vocabulary	Pronunciation	Fluency	General results
Student 1	1	2	1	1	1
Student 2	1	1	1	1	1
Student 3	2	1	1	1	1
Student 4	0	2	1	0	1
Student 5	1	1	1	0	1
Student 6	1	1	1	1	1
Student 7	1	1	1	1	1
Student 8	1	1	1	1	1
Student 9	0	0	1	0	0
Student 10	1	0	1	1	1
Student 11	1	0	1	1	1
Student 12	0	1	1	0	0
Student 13	1	0	1	1	1
Student 14	0	0	1	0	0

Student 15	1	1	1	1	1
total	12	12	15	10	10
mean	4,0	4,0	5,0	3,3	**3,3**

Note: This table shows the results of the pre-test from the control group

Table 2 shows the results obtain in the pre-test applied to the control group. It is important to mention that three categories were selected taking into account the Speaking Cambridge Rubric. The overall media obtained in the control groups was 3,3 over 20 points

Table 3.

Results of the Pre-test in the Experimental Group

participants	Grammar	Vocabulary	Pronunciation	Fluency	Overall Results
Student 1	1	0	1	1	1
Student 2	1	1	1	0	1
Student 3	0	0	1	0	0
Student 4	1	1	0	0	0
Student 5	1	1	1	0	1
Student 6	0	0	0	1	0
Student 7	0	0	0	0	0
Student 8	1	1	1	1	1
Student 9	0	1	1	0	0
Student 10	1	1	1	1	1
Student 11	0	1	1	1	1
Student 12	0	1	0	0	0
Student 13	0	0	0	1	0
Student 14	0	0	0	0	0
Student 15	1	1	1	1	1

total	7	9	9	7	6
mean	2,3	3,0	3,0	2,3	**2,1**

Note: This table shows the results of the pre-test in the experimental group

Table 3 shows the results obtained in the pre-test in the experimental group before the application of the treatment. The overall mean is 2,1 over 20 points.

Table 4.

Results of the Post-test in the Control Group

participants	Grammar	Vocabulary	Pronunciation	Fluency	Overall results
Student 1	2	1	1	1	1
Student 2	3	1	1	1	1
Student 3	2	1	1	1	1
Student 4	0	1	1	2	1
Student 5	3	1	1	2	1
Student 6	1	1	1	1	1
Student 7	2	1	1	1	1
Student 8	1	1	1	1	1
Student 9	1	0	1	2	1
Student 10	1	2	1	1	1
Student 11	1	1	1	1	1
Student 12	2	1	1	2	1
Student 13	1	0	1	1	1
Student 14	2	2	1	2	1
Student 15	1	1	1	1	1
total	23	15	15	20	15
mean	7,7	5,0	5,0	6,7	**4,9**

Note: this table shows the results of the post-test in the Control Group

Table 4 shows the results of the post-test in the control group. The overall mean is 4,9 over 20 points.

Table 5.

Results of the Post-test in the Experimental Group

participants	Grammar	Vocabulary	Pronunciation	Fluency	Overal Results
Student 1	2	2	1	1	1
Student 2	1	2	1	3	1
Student 3	2	2	2	2	2
Student 4	1	3	2	2	2
Student 5	2	1	1	2	1
Student 6	1	3	2	1	1
Student 7	2	2	2	3	2
Student 8	1	2	1	1	1
Student 9	2	2	1	3	2
Student 10	1	1	1	1	1
Student 11	0	1	1	1	1
Student 12	2	1	2	3	2
Student 13	3	1	2	1	1
Student 14	3	2	2	3	2
Student 15	1	1	1	1	1
total	24	26	22	28	20
mean	8,0	8,7	7,3	9,3	**6,7**

Note: This table shows the results of the post-test in the Experimental group

Table 5 shows the results obtained after the treatment applied to the Experimental group. The overall mean was 6,7 over 20 points.

Table 6.

Descriptive statistics of the pretest between the control and experimental Group

	Pretest Experimental group	**Pretest Control group**
Mean	2,1	3,3
Variance	269.06	110.72
Observations	15	15
Statistic t	-0.45	
P(T<=t) two tails	0.66	
Critical value of t (two tails)	2.13	

Note: this table shows the descriptive statistics of the pretest between the control and experimental group.

Source: data generated in Excel

This table show that the experimental group showed a lower average in the pretest compared to the control group. However, the difference is not statistically significant since the value calculated in the t-statistic (-0.45) is less than the critical value of t (2.13).

Table 7.

Descriptive statistics of the post-test between control and experimental group

	Post-test Experimental group	**Post-test Control group**
Mean	6,7	4,9
Variance	79.83	74.43
Observations	15	14
Statistic t	2.24	
P(T<=t) two tails	0.04	
Critical value of t (two tails)	2.13	

Note: this table shows the descriptive statistics of the post-test between control and experimental group

This table shows that the experimental group showed a higher average than the control group, the difference is statistically significant, since the calculated value of the t-statistic (2.24) is higher than the critical value of t (2.13).

After analyzing the above results, the alternative hypothesis is accepted: " The gamification as a teaching strategy contributes to the improvement the speaking skill in A1 English learners" The Null hypothesis is rejected: " The gamification as a teaching strategy contributes to the improvement the speaking skill in A1 English learners.

It is observed that the pre-test of the experimental group reaches an arithmetic mean of 61.56 and the post-test 89.31; therefore, there is a significant statistical difference. Since the t statistic = -7.030 is lower than the critical value of t (two-tailed) = 2.3144.

It is observed that the experimental group's arithmetic mean obtained in the post-test was 89.32, and that of the control group was 81.18. The statistic t=2.2402 is greater than the critical value of t (two-tailed) =2.13, so there is a statistically significant difference.
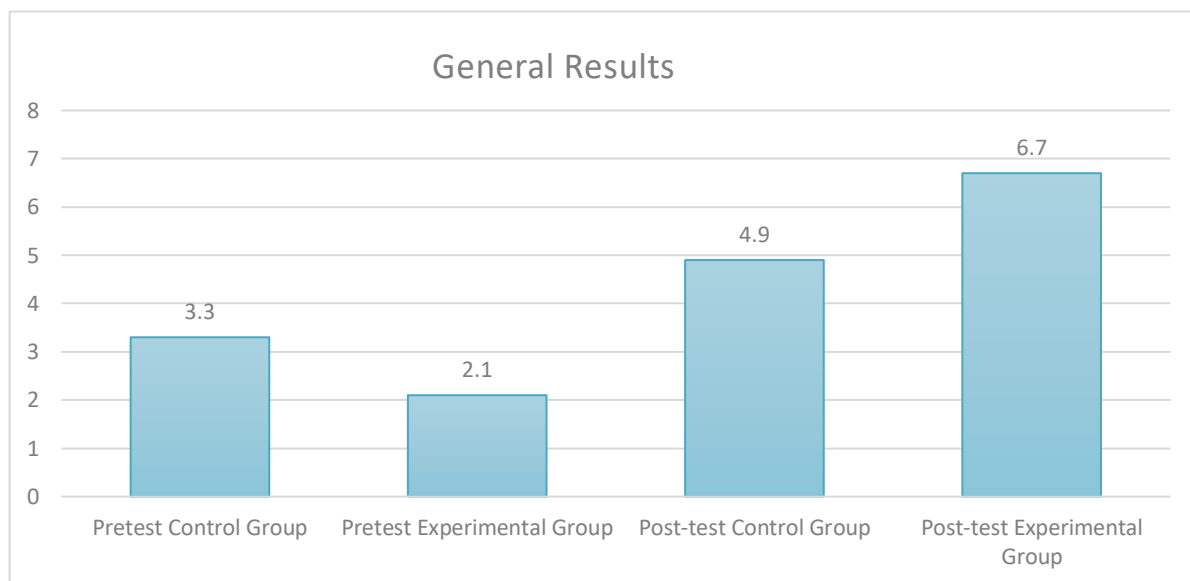
Table 8.

General Results

General Results	
Pretest Control Group	3,3
Pretest Experimental Group	2,1
Post-test Control Group	4,9
Post-test Experimental Group	6,7

Note: this table shows the results obtained in the pre-test and post-test of control and experimental group.

Figure 1

General Result of Pre-test and Post-test of Control and Experimental Group

Note: this figure shows the results obtained in the application of the pre-test and post-test of Control and Experimental Group.

Figure 6 shows the general results participants obtained in the pre-test and post-test. These tests as well as the rubric were important instruments that help the researcher obtained data in order to confirm that Gamification as a strategy really help students develop the speaking skill in A1-level English Learners.

4.2 Discussion

This chapter analyzes the results of the research, whose objective was to determine the effectiveness of cooperative learning activities to enrich descriptive texts in English Language learners' level A1. Having the objective clear, we proceeded to search for the information presented in the previous chapter.

The mean in the pretest for the experimental group was 2,1. For the control group, it was 3,3, indicating that both groups obtained different results before carrying out the fieldwork with the experimental group. The control group continued working as usual. The mean obtained in the post-test of the experimental group was 6,7 and the control group was 4,9. These results indicate that the experimental group had a positive change in their academic performance due to the application of gamification strategies.

Gamification is the process of applying game design elements and principles to non-game contexts to make them more engaging and enjoyable. Gamification has been used in various fields, including education, marketing, and training, to motivate and engage learners to achieve their goals. Gamification can be an effective strategy to develop speaking skills in learners. By incorporating game-like elements such as point systems, badges, and leaderboards, gamification can motivate learners to practice speaking and provide a sense of achievement and progress as they improve their skills.

It is important to note that gamification alone may not be enough to develop speaking skills. It is essential to provide learners with opportunities for authentic communication and feedback to ensure that they are practicing speaking in a meaningful way. Gamification can be used as a tool to support and enhance speaking practice, but it should not replace authentic communication opportunities.

In summary, gamification can be an effective strategy to develop speaking skills in learners. By incorporating game-like elements, gamification can motivate and engage learners, making language learning more enjoyable and satisfying. However, it is important to combine gamification with authentic communication opportunities to ensure that learners are practicing speaking meaningfully.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

5.1 Conclusions

- Gamification can be an effective strategy for motivating and engaging learners in the process of developing their English-speaking skills. Incorporating game-like elements, such as point systems and leaderboards, can provide learners with a sense of achievement and progress as they improve their skills, leading to increased motivation and persistence.

- The data obtained in the pretest clearly showed that students were not able to express their ideas easily. It was difficult for them to connect ideas. This information was obtained with the application of the pre-test. On the other hand, the results that the researcher obtained after the treatment demonstrated that students really improved their speaking skills due to the gamification strategy that was applied.

- Gamification can provide learners with a sense of achievement and progress as they improve their skills, leading to increased motivation and persistence. Furthermore, using gamification as a teaching strategy to improve speaking skills, such as making language learning more enjoyable and satisfying, providing learners with a sense of control and autonomy, and promoting a positive learning environment.

5.2 Recommendations

- It's recommended to explore the use of gamification as a teaching strategy to motivate and engage learners in the process of developing their English-speaking skills, while ensuring that it is used in combination with authentic communication opportunities and tailored to the needs and preferences of the learners.

- Language teachers could incorporate gamification elements such as point systems, leaderboards, or badges into speaking activities to motivate and engage students. They could also consider using technology such as language learning apps or software that incorporate gamification elements. In addition, use of pre-tests and post-tests to measure the effectiveness of gamification strategies in improving speaking skills. Pre-tests could be used to identify areas where students are struggling, and post-tests could be used to evaluate the effectiveness of gamification strategies in addressing these areas. Furthermore, teachers could provide feedback to students on their progress throughout the learning process, which can help students identify areas for improvement and further motivate them to continue practicing their speaking skills.

- Teachers should encourage learners to take ownership of their learning by providing opportunities for them to make choices about their learning path, goals, and preferences. This can help promote a sense of control and autonomy in learners, which can further enhance motivation and persistence. Furthermore, teachers could create a positive and supportive learning environment by providing learners with feedback and encouragement on their progress. They could also incorporate collaborative learning activities to promote social interactions and foster a sense of community among learners.

CHAPTER VI

PROPOSAL

TOPIC: Elaboration of a Teaching Guide of Gamification Strategies to develop Speaking Skill

6.1 Informative data

Name of the institution: Instituto Superior Carlos Cisneros

Location: Riobamba

Beneficiaries: Students from A1 level

Estimated time for the execution: One month.

Beginning: January 9th, 2023

Ending: February 3rd, 2023

Person in charge: Researcher

Cost: $100

6.2 Background of the proposal

Around the world schools, high schools, institutes and universities use technologicalresources as a tool to improve their way to reach their students. One of the options is the use of games that permit to develop their individual skills. In Ecuador, the importance to improve the way to teach and learn English language is a priority that is increasing. The technology is available in both private and state schools giving the possibility of experimenting with platforms, apps, software, etc. making it an excellent motivational tool as a strategy to enhance student's vocabulary; that is the case of the Instituto Superior Carlos Cisneros Riobamba. Since it has enough equipment such as computers, internet service, projectors, smart and chat tvs, etc, allowing to use new strategies to teach and learn. Having appropriate programs for students of different ages often represented high costs for acquiring licensed software.

6.3 Justification

Gamification elements such as point systems, badges, and leaderboards can make language learning more engaging and motivating for A1 students. This can help students to increase their interest in learning English and their willingness to practice their speaking skills. Gamification can provide A1 students with a sense of achievement and progress as they improve their speaking skills. This can help to boost their confidence and encourage them to continue practicing their speaking skills.

Incorporating gamification into language learning activities can create a positive and supportive learning environment for A1 students. This can help students to reduce anxiety and stress related to speaking in a second language and promote a sense of community among learners. Gamification can make language learning more enjoyable for A1 students, which can help to promote positive attitudes towards learning English and increase their willingness to practice their speaking skills outside of the classroom.

Overall, applying gamification strategy to develop speaking skills in A1 students can help to increase their engagement and motivation, provide them with a sense of achievement and progress, create a positive learning environment, and make language learning more enjoyable.

6.4 Objectives

6.4.1 General

To elaborate a teaching guide of gamification strategies to develop the speaking skill in A1 English learners.

6.4.2 Specific objectives

- To design gamification activities according to the content and age of the students of first basic grade at Institut Superior Carlos Cisneros.
- To apply gamified teaching strategies to enhance vocabulary through Jclic activities in the students of first basic grade at Instituto Superior Carlos Cisneros.

- To assess the use of Jclic gamified teaching strategy to enhance vocabulary in the students of first basic grade at Instituto Superior Carlos Cisneros.

6.5 Feasibility analysis

The policies of the Instituto Superior Carlos Cisneros, gave the opportunity to get the project started. The authorities, staff, students and parents agreed to intensify the use of the technology in the English classes. The institution has facilities equipped with monitors, projectors, internet, audio and computer lab, which facilitate the use of software, program or application as an educational tool. Through this project it was possible to apply the use of Gamification as a strategy to enhance the vocabulary in the students of first basic grade, making it a real option to demonstrate its effectiveness and usefulness.

6.6 Theoretical foundation
Gamification Strategy

Gamification is a teaching strategy that incorporates game-like elements into non-game contexts to enhance motivation and engagement (Dicheva et al., 2015). According to Kapp (2012), gamification can help to promote learning by providing learners with a sense of achievement and progress, encouraging them to take ownership of their learning, and creating a positive and supportive learning environment. In addition, Prensky (2001) argues that gamification can be particularly effective in engaging learners who have grown up with video games and other digital media.

Several studies have demonstrated the effectiveness of gamification in improving language learning outcomes. For example, a study by Zarei and Rahimi (2019) found that gamification increased student motivation and engagement in learning English. Another study by El-Halabi and El-Halabi (2019) found that gamification improved speaking skills and increased learner confidence in speaking English.

Overall, gamification is a promising teaching strategy for improving language learning outcomes, particularly in terms of motivation and engagement, and there is a growing body of research supporting its effectiveness.

What is Jclic?

Jclic is a free and open-source software program that allows educators to create educational activities and multimedia content for their students. It was developed by the Department of Education of the Generalitat de Catalunya (Government of Catalonia, Spain) and is widely used in the Catalan school system. Jclic is designed to be user-friendly and accessible to both educators and students, with a focus on interactive and engaging content.

Jclic provides a range of authoring tools for creating educational activities, including puzzles, quizzes, matching games, and multimedia presentations. The software also allows educators to integrate images, videos, and audio files into their activities, making it a versatile tool for creating a wide range of educational content.

One of the key features of Jclic is its ability to track student progress and provide feedback on their performance. Educators can use Jclic to create assessments and quizzes, and the software will automatically grade student responses and provide feedback to both the student and the educator.

Overall, Jclic is a powerful and versatile tool for creating educational content and activities, particularly in language learning and other subject areas where interactive and engaging content is important.

Speaking Skill

Speaking skill is the ability to communicate effectively in a spoken language, and it is one of the four major language skills alongside listening, reading, and writing (Brown & Lee, 2015). According to Brown and Lee (2015), speaking skill involves not only producing grammatically correct and accurate language, but also conveying meaning through appropriate intonation, stress, and other aspects of pronunciation. In addition, speaking skill requires the ability to use language in a variety of social and communicative contexts, and to adjust one's language use to suit the needs of different audiences and situations.

Developing speaking skill is a key goal of language learning, particularly for those learning a second or foreign language. Effective communication in spoken language is essential for a range of personal, social, and professional contexts, and the ability to speak fluently and confidently can greatly enhance one's communication skills and overall language proficiency.

6.7 Design and development of the proposal

The design of the proposal was made taking into account the content of the curriculum, one of the characteristics of Jclic allows to design activities according to the basic year with which it is working and can be fed with familiar sounds and graphics for students.

The activities focused on vocabulary development, maintaining motivation and engagement of attention during class. They also facilitate interaction, cooperation between peers in the search for the right answer. The activities help memory, motor and visual development.

Teaching Guide of Gamification Strategies to develop the Speaking Skill

> "You can teach a student a lesson for a day; but if you can teach him to learn by creating curiosity, he will continue the learning process as long as he lives."
>
> -Clay P. Bedford

INTRODUCTION

The purpose of this guide is to make a learner develop the speaking skills using a gamification strategy (Jclic). This proposal will facilitate teachers the use of new teaching strategies to be used in the classroom, avoiding the traditional activities. Hope you enjoy it!

Lic. Vanessa Palacios

INDEX

ACTIVITY ONE

Complex association activity

Topic: School Supplies

Objective: To help learners develop their vocabulary and comprehension skills by practicing matching items in different categories.

Procedure:

- Open Jclic authoring tool and select "New Project."

- Choose "Complex Association" as the activity type.

- Create the columns for the activity, which may include words or phrases in the target language and their corresponding definitions, pictures, or categories.

- Enter the items for each column, either by typing them in manually or by importing them from an external file.

- Customize the appearance of the activity by selecting a background image or color, and adjusting the size and placement of the columns and items.

- Set the activity options, such as the time limit for completing the activity or the number of attempts allowed.

- Save the activity and test it to ensure that it works as intended.

- Distribute the activity to learners, either by embedding it in a website or LMS or by sharing a link to the activity.

ACTIVITY TWO

authoring tool

Topic: Body Parts

Objective: To foster collaboration and teamwork among students by requiring them to work together to create digital content using an authoring tool.

Procedure:

- Open Jclic authoring tool and select "New Project."

- Choose "Auditive Identification" as the activity type.

- Upload or select an audio file that will be used for the activity. This file can be in any format that Jclic supports, such as MP3 or WAV.

- Customize the appearance of the activity by selecting a background image or color, and adjusting the size and placement of the audio player.

- Enter the items for the activity, which may include words, phrases, or sentences that are spoken in the audio file.

- Create options for learners to select as answers, such as written words or pictures, that correspond to the spoken items in the audio file.

- Set the activity options, such as the number of options presented, the time limit for completing the activity, or the number of attempts allowed.

- Save the activity and test it to ensure that it works as intended.

- Distribute the activity to learners, either by embedding it in a website or LMS or by sharing a link to the activity.

ACTIVITY THREE

Match up

Topic: Family Members

Objective: To increase students' comprehension and retention of information by providing a hands-on, interactive learning experience.

Procedure:

- Prepare the lists: Create two lists of items that correspond to each other. For example, you could create a list of vocabulary words and a list of definitions, or a list of historical events and a list of dates. Make sure each item on one list has a corresponding item on the other list.

- Format the lists: Format the lists so that each item is on a separate line. You could create a table with two columns, one for each list, or you could simply number each item.

- Shuffle the lists: Randomize the order of the items on each list so that they are not in the same order as their corresponding items on the other list.

- Distribute the lists: Provide each student with a copy of both lists. You could print them out or distribute them electronically.

- Match up the items: Instruct the students to match up the items on the two lists by drawing lines or making other marks to connect each item with its corresponding item on the other list.

- Check the answers: Once the students have completed the match-up activity, check their answers to ensure that they have correctly matched up the items.

- Review the answers: Review the correct answers with the students, providing explanations and clarifications as needed.

- Repeat the activity: If desired, you could repeat the match-up activity with different lists or in a different context to reinforce the learning objectives

ACTIVITY FOUR

Feelings and Emotions

Topic: Feelings and Emotions

Objective: To help students develop their emotional vocabulary by identifying and naming different emotions and feelings.

Procedure:

- Launch JClic: Start JClic on your computer and select "New Project" to create a new activity.

- Choose the activity type: Select "Puzzle" or "Association" as the activity type, depending on the specific objectives of your feelings and emotions activity. A puzzle activity will require students to match emotions or feelings with corresponding pictures or words, while an association activity will require students to match emotions with their definitions or examples.

- Create the items: Use the JClic authoring tool to create the items for the activity, including the pictures, words, definitions, or examples of different emotions and feelings. You can also add audio or video files to enhance the activity.

- Design the layout: Choose the layout and design of the activity, including the colours, fonts, and other visual elements. You can use the built-in templates or customize your own.

- Set the parameters: Set the parameters for the activity, including the number of items, the difficulty level, and the time limit.

- Save and export the activity: Save the activity and export it in a compatible format, such as HTML or SCORM, so that it can be shared with students or other educators.

- Launch the activity: Launch the activity in JClic or a web browser and provide students with the instructions for completing the activity.

- Monitor and assess student performance: Monitor students' progress and assess their understanding of the emotions and feelings by reviewing their responses to the activity

ACTIVITY FIVE

ROUTINES

Topic: Routines

Objective: To create a fun and engaging learning experience that motivates students to explore and learn about different routines

Procedure:

- Launch JClic: Start JClic on your computer and select "New Project" to create a new activity.

- Choose the activity type: Select "Sequence" as the activity type for a routine activity. A sequence activity will require students to put the steps of a routine in the correct order.

- Create the items: Use the JClic authoring tool to create the items for the activity, including the pictures or words for each step of the routine. You can also add audio or video files to enhance the activity.

- Design the layout: Choose the layout and design of the activity, including the colors, fonts, and other visual elements. You can use the built-in templates or customize your own.

- Set the parameters: Set the parameters for the activity, including the number of items, the difficulty level, and the time limit.

- Save and export the activity: Save the activity and export it in a compatible format, such as HTML or SCORM, so that it can be shared with students or other educators.

- Launch the activity: Launch the activity in JClic or a web browser and provide students with the instructions for completing the activity.

- Monitor and assess student performance: Monitor students' progress and assess their understanding of the routine by reviewing their responses to the activity

ACTIVITY SIX

SHOPPING

Topic: Shopping

Objective: To help students develop skills related to budgeting, planning, and decision-making.

Procedure:

- Introduce the activity: Explain to students that they will be participating in a shopping activity where they will practice their math and financial literacy skills.

- Set the context: Provide students with a scenario, such as grocery shopping, where they will need to buy a certain amount of items within a given budget.

- Create a shopping list: Provide students with a shopping list that includes a variety of items and their prices. You can either create the list yourself or have students contribute to it.

- Assign budgets: Assign each student or group a budget for the shopping activity. The budget can be set based on a certain amount of money or on a specific number of items that need to be purchased.

- Go shopping: Have students use the shopping list to choose items that fit within their assigned budget. They can work individually or in pairs, depending on the size of the class.

- Calculate costs: Have students calculate the total cost of the items they have chosen and compare it to their assigned budget.

- Reflect and debrief: Have students reflect on the activity and discuss what they learned about budgeting, financial literacy, and math skills. You can also debrief as a class to discuss different strategies students used to stay within their assigned budgets.

- Follow-up activities: Depending on the objectives of the lesson, you can follow up with additional activities such as calculating tax, adding tips, and comparing prices from different stores.

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Annexes

Standarized Cambridge Test

FLYERS SPEAKING. Find the Differences   3   TEST ONE

Annex 2

Speaking rubric

A1 SPEAKING RUBRIC

A1	Grammar	Vocabulary	Pronunciation	Fluency
	Control Extent Cohesion	Range	Individual sounds Prosody	Promptness
5	Uses some simple structures correctly but makes some mistakes, although meaning is generally clear.	Uses the vocabulary required to deal with all test tasks.	Is mostly intelligible.	Almost always responds promptly, although there may be hesitation and some pausing mid-utterance.
	Can join ideas with some simple linkers (e.g. and, but, then, when)..	Responds at word, phrase or longer utterance level.	Has limited control of word stress and intonation.	
4	Performance shares features of Bands 3 and 5			
3	Produces some simple structures but makes some basic mistakes which may obscure meaning.	Uses the vocabulary required to deal with most test tasks.	Is mostly intelligible, although some sounds may be unclear.	Often responds promptly, although there may be hesitation and pausing mid-utterance..
	Can join ideas with a few simple linkers (e.g. and).	Generally responds at word or phrase level but may also produce some longer utterances.	Has limited control of word stress.	
2	Performance shares features of Bands 1 and 3			
1	Attempts a few simple utterances but makes some basic mistakes which may obscure meaning.	Uses the vocabulary required to attempt some test tasks.	Sometimes may be difficult to understand.	There is hesitation and pausing mid-utterance; responses may be delayed or halting.
	Can join words with simple linkers (e.g. and).	Generally responds at word level but may also produce phrases.		
0	Performance does not satisfy the Band 1 descriptor.			

Source: 357180-starters-movers-and-flyers-handbook-for-teachers-2018

Annex 3

Application photo