UNIVERSIDAD TÉCNICA DE AMBATO

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CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

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Theme: GAMIFICATION AND ENGLISH PRONUNCIATION

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DEDICATION

TO:

My parents, Victor, and Patricia have supported me on this journey and given me the opportunity to achieve my goals throughout my life. My sister Karla shows me the importance of not giving up. To my grandparents Mercedes (+), who from heaven I know are proud of me and bless me every single day, and Alonso, who with his strength since my childhood has been part of my development.

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Ismael

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Ismael

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RESUMEN

La gamificación contribuye a mejorar el aprendizaje de idiomas mediante la incorporación de elementos de juego y ejercicios interactivos de pronunciación en inglés. El objetivo de esta investigación fue analizar la influencia de la gamificación en la pronunciación del inglés en el sexto semestre de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeras. Para ello, se utilizó una investigación no experimental con un enfoque cuantitativo de nivel descriptivo y transversal, y se aplicó una encuesta con una escala tipo Likert verificada por el Alfa de Cronbach con un valor de confiabilidad de 0.811, a una muestra no probabilística seleccionada por conveniencia, compuesta por 36 estudiantes. Los resultados indican que algunos estudiantes están de acuerdo en que la gamificación es útil para generar motivación, y un gran porcentaje mantiene una preferencia por estrategias arcaicas para mejorar las habilidades de pronunciación en inglés. Finalmente, se encontró que aplicaciones como Lyrics Training, ELSA, Spell Up, entre otras, generan una comprensión al momento de aprender y se corresponden con el enfoque de gamificación. Los hallazgos se obtuvieron mediante estadísticas descriptivas y la escala de calificación, y se recomienda fortalecer la gamificación en el aula para mejorar la pronunciación, aumentar el compromiso, la motivación y el éxito académico.

Palabras clave: estrategias educacionales, gamificación, pronunciación.

ABSTRACT

Gamification contributes to improve language learning by incorporating game elements and interactive English pronunciation exercises. The objective of this research was to analyze the influence of gamification on English pronunciation in the sixth semester of the Pedagogy of National and Foreign Languages program. For this, a non-experimental investigation was used with a quantitative approach of a descriptive and cross-sectional level, and a survey with a Likert-type scale verified by Cronbach's Alpha was applied with a reliability value of 0.811; to a non-probabilistic sample chosen for convenience, made up of 36 students. The results correspond to the fact that some students agree that gamification is useful to generate motivation, and a big percentage maintain a preference for archaic strategies when improving English pronunciation skills. Finally, applications such as Lyrics training, ELSA, Spell up, among others are applications that generate comprehensiveness at the time of learning and that correspond to the gamification approach. The findings were made by means of descriptive statistics and the rating scale, and it is recommended to strengthen gamification within the classroom to improve pronunciation, increase commitment, motivation, and academic success.

Keywords: Educational strategy, English pronunciation, Gamification.

CHAPTER I

THEORETICAL FRAMEWORK

1.1 Research Background

In words of Labaree (2023), the background knowledge and contextual facts that guide a research activity. It contains the body of knowledge already in existence, hypotheses, and actual data pertinent to the study subject. Informing the study design and methodology, as well as helping to uncover research gaps and possibilities, are some of the multiple functions of research background. By evaluating the existing literature and studies, researchers can build on prior work and provide new knowledge to the field. Furthermore, a clear grasp of the research's past can help ensure that the study is rigorous and relevant and that the conclusions are important and helpful.

Farhan (2019), investigated the influence of gamification and the ability to speak, where it is pointed out that pronunciation is a collaborative process that entails the creation, reception, and processing of information. A descriptive qualitative methodology was applied in the case study through observation and interview, and the results are promising because of the interest generated by the students to apply the technique to develop the ability to speak with the Plotagon platform and improve the way of communication.

In the same line of research, Chaves (2019), mentioned that the communicative approach to teaching foreign languages has grown in popularity over the past few decades thanks to the tics in video games and mobile applications that allow students to participate actively in their education. Additionally, this article was based on documentary qualitative research on the investigation of different digital bases, where it is concluded that this methodology has been consolidated as an effective tool for learning and is generating motivation for meaningful, cooperative, and collaborative learning.

The Delphi technique was used to gather information focusing on the perspectives of computer science students, producing a list of topics to consider while gamifying the study of this second language. The topic is raised further with the following phrase: Since students are becoming more and more technophile and have a propensity to

reject or find out-of-date traditional learning materials, the evolution of education is not inevitable Yanes and Bououd (2019). Other authors who support the research point to the two variables under study as a form of evolution that encourages engaging and effective learning.

In the research conducted by the authors Boudadi and Gutiérrez (2020), determined Gamification as a novel and motivational technique which involves integrating game mechanics into environments that aren't games in order to increase motivation and engagement. The search yielded historical bases of its opening in the XXI century in the business environment and soon addressed by education, the objective of the paper is the study of Gamification within the field of Second Language Acquisition (SLA), a method of Meta-analysis of 68 articles taken from scientific databases was used, concerning the results these are not determinant in the correlation between gamification, motivation, and cognitive processes.

Molina et al. (2021), analyzed the gamification through a qualitative study based on the documentary review where the variable under study was analyzed as a strategy for learning English, with the analysis of articles from 2015 to 2020 where English is placed as the foreign language that allows the student and the professional in a significant advantage in the globalized world, Therefore, this has become a necessity where grammar was concluded as one of the most important tools to achieve the objective in all the people who wish to master the language and at the same time it is posed as a challenge for the teacher to generate strategies that allow to place it as a valuable tool.

Manzano-León et al. (2021), defined that Educational gamification is the use of game mechanics and game design principles in a learning environment. A qualitative methodology of analysis was applied with the application of systematic reviews and meta-analyses (PRISMA) of research with a search range of 5 years ago. Within the study of the 14 articles with experimental and quasi-experimental methodologies, the educational level, variables, and elements of the most used games were analyzed as their implementation in the classroom. The results show that educational gamification

has an impact on student learning and suggest that teachers apply more gamification techniques through these techniques.

Castillo et al. (2022), analyzed whether gamification can be used as a methodological tool in teaching through a descriptive investigation of the qualitative-quantitative type applied to 120 students and 10 obtained the following results: The data analysis showed that most students consider it very important to implement new technological methods of teaching and learning to motivate students through educational games, and teachers are very interested in implementing gamification as a new methodological tool. Therefore, they propose that the application of gamification has to respond to the lesson plans.

A recent study developed by Palaniappan and Noor (2022), studied three important variables: gamification, self-directed learning, and an online environment that focused on the academic performance of a pre-experimental type composed of 29 study subjects with a duration of 5 weeks. This was developed in phases that evaluated the knowledge before and after the application of learning with gamification. The results support the hypothesis that students improve significantly, and this was more noticeable during self-directed learning. Therefore, it was concluded in the research that learning English has a positive influence on the student.

The use of gamification as an approach to enhance learning, particularly English pronunciation, is emphasized in several academic studies. Additionally, they note that gamification boosts student motivation and attitudes while reducing stress levels and encouraging cooperative and competitive learning, and that practicing speaking skills and pronunciation go hand in hand. Make the case for educational technology's importance to global education as well as how gamification techniques can be successfully incorporated into academic training, particularly in university-level instruction. They also emphasize the need for collaboration between teachers, students, and families to move away from traditional teaching methods. According to the research, gamification can improve instruction and motivate students to use online knowledge sources.

Regarding the second variable determined as the Gamification, the research background exposes the following:

Figueras (2008), offered a vision of the problem on didactics of English pronunciation that was developed in the area of secondary education, this investigation is of experimental type for 6 years was carried out in two phases. It was concluded that to obtain a better appreciation of the correct pronunciation it is necessary to obtain the best quality of sound, on the other hand, to generate different strategies to improve the ability of English pronunciation in which stands out the application of speech for periods of 5 to 10 minutes in each class, the recording and the analysis of the recorded; also the audiometry of different sounds generating a varied environment through guided activities and self-learning.

For the Spanish-speaking society, the acquisition of English as a foreign language has become a primary obligation, Castillo et al. (2009), mentioned that in the teaching of English the pronunciation component has been relegated, and this circumstance has generated difficulties at the moment of entering into communication, the objective of the research was based on defining teaching strategies focused on the Communicative Teaching of the Language centered on pronunciation with the goal that the students manage to develop competences and achieve an intelligible pronunciation, the development was executed in five phases of the communicative-functional.

It was previously stated that the growing interest in acquiring English as a foreign language corresponds to presenting better skills at the educational and professional level, the article developed by Castro-Carracedo (2019), determined the influence of motivation in improving pronunciation, a quantitative methodology was raised with 3 populations parents, students and teachers where questionnaires were developed that allowed to present a realistic depiction of the forces that led to the use of pronunciation during this time from a variety of angles. The results about the student population mentioned with values above 75% is appreciated the motivation factor is low, unlike the adult population i.e., parents and teachers mentioned to have high motivation pronunciation is not the essential skill which is then affected by external factors.

Dehghanzadeh et al. (2021), defined gamification as a method to facilitate Learning English as a Second Language (LESL) and to close the achievement gap between students and teachers. A qualitative method of the systematic review was applied composed of 22 articles where the experience by students was also reheated, the results found suggest that the experience is positive of gamification towards the learning of students determining them as motivating, attractive and fun, the results obtained from the study indicate that they have contributed to the learning of language content obtaining from students satisfaction in learning the content, also the authors suggest creating innovative ways to design digital gamification for LESL and maintain learning and results by students.

The thesis developed with a similar theme by Rodriguez and Sánchez (2020), was generated by the field research developed in a classroom through observation which showed that students maintained a limited oral expression that did not allow participation in classes. The research was finally of mixed character since it linked bibliographic resources, surveys developed for students, and interviews for teachers, the results of the triangulation of the research point out that gamification supports the usefulness of using game elements as a didactic tool to improve students' linguistic skills. It was suggested to generate a friendly ecology in cases based on didactic material that enhances the participation of students in the ability to speak and improve pronunciation.

Montoya (2022), in the research developed by the field research in a classroom through observation which showed that students maintained a limited oral expression that did not allow participation in classes. The research was finally of mixed character since it linked bibliographic resources, surveys developed for students, and interviews for teachers, the results of the triangulation of the research point out that gamification supports the relevance of using game elements as a didactic resource to improve students' language skills. It was suggested to generate a friendly ecology in cases based on didactic material that enhances the participation of students in the ability to speak and improve pronunciation.

Cardona (2022), in the research developed in Colombia with a population of ten and nine high school students with a qualitative methodology of action research method in the diagnostic phase was used with instruments such as diaries, checklists, and surveys that revealed that the least developed skill is oral expression, and in the second phase, rubrics and post-tests, the results after the second phase of action expressed the following results: On the one hand, it was clear during the oral interactions that the students' lexis had increased. The participants advanced to fluency in the same way. The students behaved more naturally speaking L2 by the end of the interventions where an environment was generated where the students were more active during the language teaching process.

According to the investigation's researchers, pronunciation is not given enough weight in traditional English language instruction, and novel teaching methods that use technology, like gamification, can aid in students' pronunciation development. In addition, gamification can help with pronunciation training, enhance learning environments, and support aspiring instructors. This paper focuses on using gamification to help students with their pronunciation abilities and to support aspiring instructors.

Theoretical Framework

Independent variable

Information and Communication Technologies

Part of the implementation of ICT in the globalized world these days is thanks to the different platforms that we have consolidated. According to Techopedia (2020), ICT is used to talk about all of the technologies that facilitate communications. In that way, it is also referring to the general understanding of the different tools that technologies have in common to transmit information from one site to another, as well as the facilitation of audiovisual, telephone, and computer networks that already provide these systems.

In addition, according to Çakici (2016), the emphasis placed on gathering, evaluating, and organizing information when using ICT as a teaching tool allows students to interact with a variety of media. These features signify a multifaceted use of ICT in the field of education, placing emphasis on instructional strategies that offer fresh viewpoints on how to enhance learning. For the generations that view ICT as a part of their daily lives, the growth of the educational process must be effective.

Educative Technologies

EdTech utilizes digital tools and resources to enhance teaching and learning experiences, promoting accessibility, active learning, individualized instruction, and remote learning. Ferster (2014), talked about the history of automation in education, offering commentary on current and future uses of instructional technology, and highlighting the contributions of those who developed and promoted innovations. It provides an objective perspective as a designer, educator, and technologist, balancing pessimism and respect for innovators. The book aims to provide insight into the potential of technology in societal impact.

According to Loyola-University (2021), educative technologies are part of the field of study that focuses on the process of analyzing, designing, developing, implementing, and evaluating the instructional environment, learning materials, students, and the learning process in order to enhance teaching and learning. Those

tools are used to integrate the technology into the classroom, helping the teacher upgrade the learning process and expanding different kinds of networks and connections with other students, teachers, and educators around the world.

On the other hand, in the words of Kalimullina et al. (2021), educational technology suggests that educational activity is becoming increasingly automated. The use of technology has been improving the way of teaching and learning in the last few years. Technology as a tool that we can manage gives us the opportunity to increase the relationship between teachers and students anywhere and anytime, making it a big opportunity to develop any skills according to the necessities, especially with students.

Web 3.0

In words of Forbes (2020), Web 3.0 is the term used to describe a web where computers would process content in a manner akin to that of humans. In this aspect, the Web 3.0 is also called the Semantic Web for all the interactions that allow us as a user of the Web to understand in a better way the different connotations that can be found around it being part of the development of this web thanks to the starting implementation of Artificial Intelligence (IA). Also, the different connections of concepts have been making improvements in technology to have better access to them since every part of the world.

According to Namaziandost and Nasri (2019), students can create content, exchange ideas, and share knowledge thanks to Web 3.0. The educational field has been increasing over the last decade thanks to the development of the Web from 1.0 to 3.0. Those aspects apply to teachers too, where they use the resources of Web 3.0, such as social media, apps, wikis, and other technological resources, to help them improve the learning process.

Gamification

According to Kapp (2012), in his research explored gamification's application in education and training, integrating game elements, mechanics, and principles. It offers practical insights and strategies for implementing gamification in classrooms,

corporate training, and online courses. The autor emphasizes storytelling, competition, rewards, and feedback for achievement and progress.

In words of Gamify (2021), The addition of game elements to non-game activities is known as gamification. The implementation of different game-design elements inside a non-game context has increased the chances of the typical learning process occurring at the moment of solving problems or doing activities at any part where gamification is implemented. The elements that are part of this process are points, badges, and leaderboards. In addition, in the education field, there are different situations and applications that we use for this developmental structure of learning, such as computer games, eLearning platforms, and virtual classrooms.

According to Growth-Engineering (2021), Gamification is the process of applying game mechanics to non-game content in order to boost user satisfaction, loyalty, and engagement. The use of the different elements from game design applies those principles to any different context, such as the educational field, and is also used to solve problems around the teaching process in an ordinary way that allows the engagement of the learner, a better performance of the activities, productivity improvement, and knowledge retention thanks to these activities.

Strategies to apply Gamification

In words of Harvey and Cuadros (2020), one of the most important strategies that a teacher could apply to gamification activities is motivation. This represents the point of interest around what we want to achieve at different levels and how students could engage in the different activities. In the same way Torres & Maeöts (2019), showed that the use of different media around gamification in the classroom helps students develop the digital ecosystem around the learning process and is focused on the critical formation of content.

As part of the strategies Sinambela and Simanjuntak (2017), on their research mentioned that there was a significant difference on students' interactive speaking achievement, revealed that the oral drills and role-play method is effective in improving students' interactive speaking achievement. In addition, those improves the

way of applying learning strategies like using interactive games, pretend situations like roleplays and conversations, or digital simulations in a real-life context.

Dependent variable

English Language

According to Krashen and Terrell (1998), language development identifies two processes: unconsciously acquired language acquisition, which involves internalizing rules and structures through comprehensible input, and conscious learning, which involves explicit instruction and formal study. Krashen emphasizes the importance of comprehensible input for subconscious language acquisition, while explicit knowledge is gained through formal instruction. The authors suggested creating a language-rich environment with meaningful and engaging input, focusing on authentic materials and interactions with native speakers. By balancing these processes, learners can develop fluency, accuracy, and natural language skills.

In words of Crystal and Potter (2021), since English is the most popular foreign language in the majority of other nations, it has gained the status of a universal language. The English language has been developing since approximately 5000 years ago with the parent tongue spoken by nomads of the Southeast European plains, which is called the Proto-Indo-European tongue. Nowadays, this language is the third most spoken in the world thanks to its simplified use, flexibility of function, and openness of vocabulary.

Productive Skills

Productive skills refer to the ability to produce language, either through speaking or writing. These skills involve the use of grammar, vocabulary, pronunciation, and discourse to convey meaning effectively. In words of Chomsky (2000), language acquisition refers to the cognitive system of the linguistic faculty, which changes under different conditions, including internal maturation processes and external experience. Its common state, initial state, and genetically determined state are not identical.

According to the Common European Framework of Reference for Languages (CEFR) (2018), productive skills are one of the four language skills, along with receptive skills (listening and reading). The CEFR describes productive skills as follows: "Production refers to the ability to use language to create messages, both orally and in writing, in a manner that is appropriate to the situation, the purpose, and the audience concerned" (CEFR, p. 102).

According to International House World Organization (2021), speaking and writing are the two language skills that are most easily observable, giving teachers information about their students' linguistic expertise and prowess. Both are productive skills because the production of lines in a paper to communicate a message (writing) and the formation of sounds (speaking) complement this part of language and are important in the use and learning of it. Those productive skills are also part of the development of the language learning process.

Speaking Skill

In words of Twinkl Teaching Wiki (n.d.), the abilities that allow us to communicate effectively are referred to as speaking skills. They enable us to communicate verbally and in a way that is understandable to the listener. The use of speaking adds or implements different elements to practice and improve it, such as vocabulary, grammar, pronunciation, and fluency. In addition, it is an important skill because it allows us to communicate with each other or to express thoughts and feelings in a formal or informal conversation to establish connections.

Speaking is one of the productive language skills that involves the ability to produce spoken language in a meaningful and effective way. It requires the use of grammar, vocabulary, pronunciation, and discourse to convey ideas, thoughts, and emotions. Speaking skills are considered an essential aspect of communication and are valued in many personal, academic, and professional settings. According to Common European Framework of Reference for Languages (CEFR) (2018), speaking skill involves the ability to Effective communication requires the ability to communicate in a variety of situations, using appropriate register and conventions, and considering the expectations of the audience.

English Pronunciation

According to Britannica (2021), in its broadest sense, pronunciation refers to the appearance and arrangement of the basic units of language, the segmental phonemes or speech sounds, in patterns of pitch, loudness, and pace. In addition, it is the simple communication process that encodes, messages, and decodes thanks to the pronunciation. This activity applies to the external factors that the hearer receives, and it is basic to language communication and language acquisition for the learning process.

In addition, EnglishClub (2021), mentioned that how we pronounce words refers to how we produce the sound of words. Since people push air to produce sounds for the compound words in the English language, the use of the muscles of the mouth, tongue, and lips is important to control these different sounds so they can be expressed and understood easily. Some aspects of pronunciation that learners need to take care of are such things as word stress to emphasize a certain syllable of the word, sentence stress to emphasize certain words in a sentence, linking to join certain words together, and intonation, which is the modification of voice at the moment of speaking.

Methods to improve pronunciation

Part of the research of Gilakjani et al. (2011), mentioned that learners need to focus their attention on improving pronunciation through a communication approach with activities such as conversation where the students practice with the teacher, drilling as a part of practice that will be used in real life, expert guidance as this is the opportunity to focus on appropriate use of the new language, and critical listening that helps students listen to and practice with their own speech and distinguish the pronunciation. On the other hand, Martin (2020), refers to the model of pronunciation instruction that targets sound according to the functional load that represents the sounds according to the minimal pairs in the differentiation of a second language.

1.2 Objectives

1.1.1 General objective

- To analyze the gamification's influence on English pronunciation in the students of the 6$^{th.}$ semester of Pedagogía de los Idiomas Nacionales y Extranjeros at Universidad Técnica de Ambato.

1.1.2 Specific objectives

- To describe the importance of gamification to improve English pronunciation.
- To determine the strategies to develop English pronunciation.
- To evaluate the benefits of gamification in the English language pronunciation.

1.1.3 Objective fulfillment process

Specific objective 1: To describe the importance of gamification, it was necessary to research information from different authors in reliable repository sites to give different perspectives around the influence of gamification and English pronunciation.

Specific objective 2: To determine the strategies to develop English pronunciation, it was important to get information from different resources like books, academic papers, and theses. In addition, a survey was applied to find out what strategies and tools they preferred to use to improve their English pronunciation.

Specific Objective 3: To evaluate the benefits of gamification, the results obtained by the validated survey were analyzed to get information about the achievements and the way students' learning was affected by gamification's influence on pronunciation.

CHAPTER II

METHODOLOGY

2.1 Materials

To develop this research, both human and technological resources were employed. The human resources were 35 students from the Pedagogía de los Idiomas Nacionales y Extranjeros at the Universidad Técnica de Ambato, the researcher's tutor, and the researcher. In addition, for the collection of information, a survey was designed that combined gamification and pronunciation variables and used the variables operationalization matrix, making the validation and reliability of it an evaluated instrument.

2.2 Methods

2.2.1 Research modality

Bibliographic research

Considering, it was relied on other people's works to have a better picture of what is known this research was bibliographic in nature. According to Gómez et al. (2014) the bibliographic review or state of the art corresponds to a thorough explanation of a particular subject or technology, but it excludes the identification of trends that may present various future developments for the concerned technology and enable strategic decision-making. As a result, using academic articles was necessary to gain background information on earlier investigations.

Additionally, some of the sources used in this kind of research are private documents as well as official or online libraries. For instance, the Universidad Técnica de Ambato virtual library was used to research trustworthy information from publications by numerous academics from around the world who discuss gamification and English pronunciation with the use of different book and thesis.

2.3 Research Approach

This study employed a quantitative approach that according to Arias (2012), quantitative research involves systematic investigation of phenomena using data and statistical techniques. It uses sampling methods and online surveys to gather numerical data, enabling predictions and adjustments for products or services. Additionally, it was important to use a validated survey that students were required to complete in accordance with their perception of gamification and to examine the data, it was important to elaborate visuals that show percentages of the total number of students' responses to the different questions applied to get a better understanding of the results.

2.4 Level or types of research

Descriptive Research

Descriptive studies measure variables independently, and even when no hypotheses are formulated, such variables are stated in the research objectives (Arias, 2012). To understand the topic and how it might relate to English pronunciation, a description of the gamification was essential for this study. The researcher can therefore determine if the factors were related or not using the data gathered and the examples provided from the survey. As a result, it describes the phenomenon as it appears in the wild. It was also non-experimental because the researcher didn't utilize any treatments or conduct any experiments.

2.5 Population and sample

For the development of the research, human resources were important. In words of Arias (2012) the target population, is a finite or infinite group of elements with shared traits to which the study's findings will be applicable. In fact, the sample consisted of 36 students with ages ranging from 21 to 26 years from the 6th. semester of Pedagogía de los Idiomas Nacionales y Extranjeros career, corresponding to the academic period April–September 2023. In addition, the research took place in the subject of Computer Assisted Language Learning (CALL) because the content of the research had a direct

relationship with the subject and because it was the only course during this period in the subject.

Table 1

Students' population

Population	Frequency	Percentage
Men	10	34.2%
Women	26	65.8%
Total	36	100%

Note 1: Number of students

2.6 Instruments

To develop this research, it was necessary to create a validated survey. A survey was defined as a technique that seeks to obtain information provided by a group or sample of subjects about themselves, or in relation to a particular topic. (Arias, 2012). To legitimize the survey, it was necessary to validate the process of validation by the tutor and the reliability statistics by the Cronbach's alpha, whose reliability was 0,811 and the scale used in the survey was the Likert scale because, as descriptive research, it gave multiple options to the students at the moment of giving information. Once the survey was validated and observations and suggestions made, the instrument was applied to the 36 students from the 6th. semester of Pedagogía de los Idiomas Nacionales y Extranjeros program corresponding to the academic period April– September 2023.

2.7 Procedure

It was necessary to create a Google Form survey where the questionnaire was applied to gather information. The researcher then presented the survey and provided some background on it. Students then completed it, sent it, and had the opportunity to ask the researcher any questions. To analyze the data, it was essential to download the information for each question in an Excel file and use the relevant questions for each

variable for the corresponding analysis, taking the values into account to give an analysis of them and to effectively illustrate the material, graphics, and observations.

CHAPTER III

RESULTS AND DISCUSSION

3.1 Analysis and interpretation of the results

The analysis around gamification and English pronunciation was centered on the examination of the survey results. The analysis was produced to understand the different perspectives of students around the influence of gamification and English pronunciation. It was necessary to interpret the results and take the principal ones from the selected questions. Additionally, Cronbach's alpha, which had a score of 0.811, confirmed the outcome of the survey. To put it into practice, the researcher went to a classroom and used a Google Form to determine the importance of the students' responses to each question and the justification for the research. The results from the 36 students were then examined using Excel documents and SPP to evaluate tables and figures containing the most pertinent survey information.

Figure 1

Strategies to improve pronunciation: drills, roleplays, or recordings.
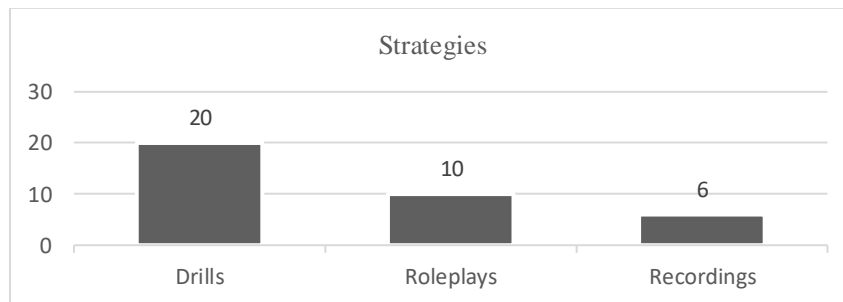
Note 2. Strategies that students prefer.

Figure 1 show that 20 students who represents 55.5% prefers drills as a strategy to improve pronunciation. Replays is the next one with 27.7% that means 10 students and finally recordings with 6 students with a 16.8%.

It shown that drills are the most favored strategy for language learning in this context, followed by roleplays and recordings. The emphasis on drills indicates a focus on structured and repetitive practice, while the inclusion of roleplays and recordings suggests an acknowledgment of the importance of practical application and exposure to authentic language usage.

Figure 2

Use of strategies to improve pronunciation.

Improve pronunciation

(Bar chart values: Strongly Agree = 6, Agree = 17, Neutral = 11, Disagree = 2, Strongly Disagree = 0)
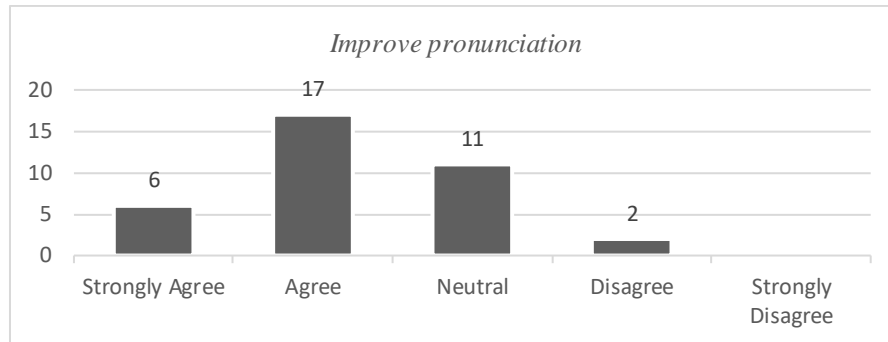
Note 3. Opinion about the use of strategies to improve pronunciation.

In relation with the statement, 17 students that represent 47% agree with applying drills to improve fluency in students' pronunciation by gamification, 31% that means 11 students are neutral to the statement presented and 11 students meaning 17% strongly agree with the quote.

The results indicate that a considerable number of students hold a positive view regarding the combination of gamification, exercises, roleplays, and recordings for improving fluency in pronunciation. This suggests that incorporating interactive learning methods and structured practice can be effective in enhancing language skills.

Figure 3

Motivation by gamification on learning process.

Motivation by gamification

(Bar chart values: Strongly agree = 11, Agree = 15, Neutral = 8, Disagree = 0, Strongly disagree = 2)
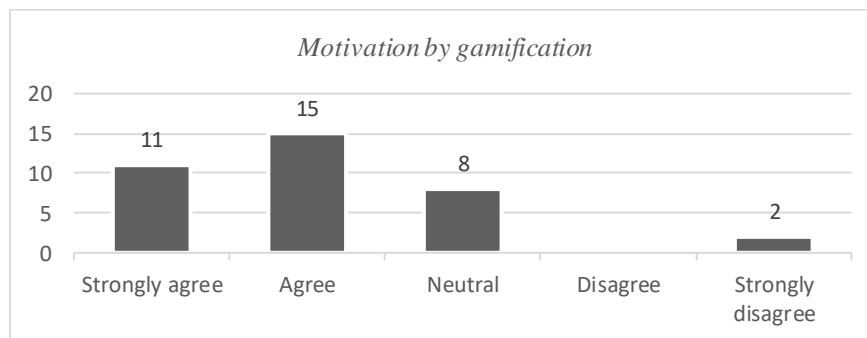
*Note 4. Opinion about motivation through gamification.*

In relation to the statement, 43% of the students that represent 15 of them agree with feeling more motivated incorporating gamification into their learning process, the

following 11 students meaning 31% strongly agree about it and 23% that show 8 students are neutral with the incorporation of gamification into the learning process.

According to the findings, a significant percentage of students believe that gamification motivates them to learn. It is crucial to remember that each person's degree of motivation might differ, and that variables other than gamification may also influence it. To discover more about the connection between gamification and student motivation in the learning process, further study and research would be helpful.

Figure 4

Apps to improve pronunciation.
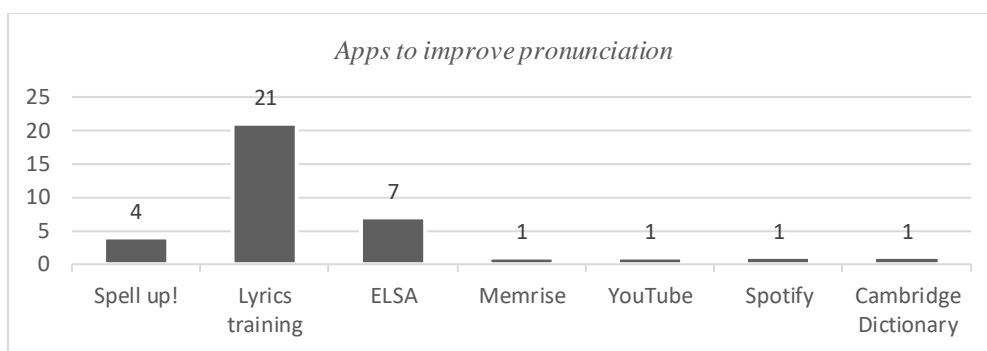
Note 5. Preferences of the students about apps to improve pronunciation.

Results about the statement show that 21 students that represent 58,3% selected Lyrics training as the app which help them to improve pronunciation, 19,4% meaning 7 students selected ELSA as their favorite app, 4 students with a percentage of 11,1% choose Spell up!, and for the rest of applications were selected by 1 student each of them.

Many participants believe Lyrics Training to be the most successful tool for enhancing English pronunciation. This implies that a sizeable majority of the respondents connected with the interactive aspects of Lyrics Training, which entails learning pronunciation through song lyrics. Another notable piece of software that was well-received, but with a somewhat more balanced tone, was ELSA. However, fewer users chose Spell Up as their app of choice for enhancing their pronunciation. These results demonstrate the wide range of preferences people have for gamified programs designed to improve their English pronunciation abilities.

Figure 5

Intonation influence on meaning.
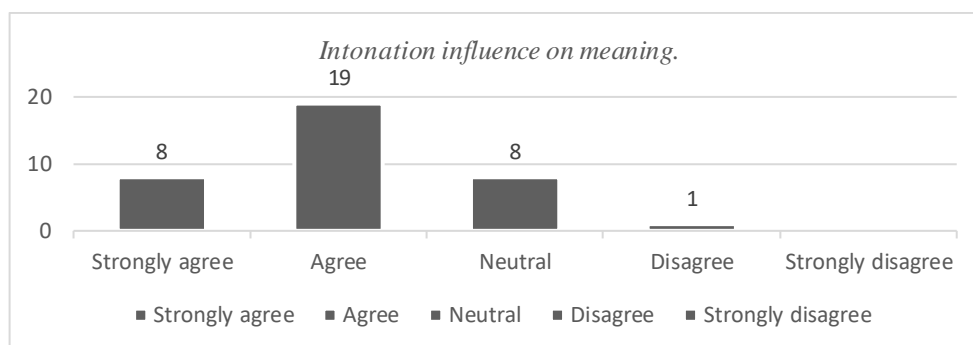
Note 6. Students' opinion about the influence of intonation on meaning

In relation with the question, 53% agree with the statement presented, 22% are neutral with the quote and in the same way are strongly agree with it, and 3% disagree.

The results reveal that a large majority of participants are in favor of the idea that gamification can be beneficial in enhancing English pronunciation intonation. Only a small fraction holds a contrary opinion, while the majority expresses a neutral stance. A significant number of participants consider gamification as a potentially effective approach for enhancing their abilities in English pronunciation intonation.

In general, students point out the importance of English language and the ability to pronounce it, but it is also evident from the study group that teachers lack the skills to enhance the use of this educational strategy in the classroom. These results like those found with Dehghanzadeh et al. (2021) (p. 934) which indicates Gamification provides support to improve the teaching of a second language and contributes to the vision of students. The implementation of the methodology should correspond to current needs that closely link technology with learning.

Discussion

Examining the advantages and disadvantages of implementing gamification strategies in language learning environments. The discussion is about determining if gamification may successfully improve students' English pronunciation abilities, engage them, and make learning more pleasurable. In addition, encourage a positive and educational dialogue that may assist teachers in making judgments about

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integrating gamification in pronunciation exercises and looking at methods to improve it.

The idea that gamification can improve English pronunciation presented in the statement of teacher use of gamification in class offers a broader perspective on students' attitudes toward gamification in a positive way according to the results presented in the survey it is shown with the results where the students' perspectives were focused on the potential benefits of gamification for English pronunciation, while the idea presented by Cardona Arias (2022) where findings from a study done with Colombian ninth graders show the increased the expressivity at the moment of use gamification in class. to improve speaking skills, highlighting the positive impact on vocabulary, fluency, and student engagement. These arguments combined provide credence to the idea that gamification might be a useful strategy for improving pronouncing abilities and encouraging active participation in language learning.

Following the discourse about the use of gamification strategies and apps. According to the results of the survey students' perspectives and preferences focuses on a positive view about the strategies like drills and apps like Lyrics training in a big percentage that help them to improve pronunciation. In contrast, the idea of Molina García et al. (2021) focuses on the investigation of gamification as a didactic technique and the significance of grammar in language acquisition in the research study by a methodology analysis. Although there may be some overlap in the concepts discussed, the comments offer different viewpoints on how gamification techniques and applications might be used to enhance English pronunciation.

Finally, the statements related to gamification and motivation show in this research that a significant percentage of students believe that gamification motivates them to learn. However, it also emphasizes the need to consider individual differences in motivation and recognizes that factors other than gamification can influence it around the learning process. On the other hand, the study conducted by Boudadi and Gutiérrez-Colón (2020) gives an overview of the literature that acknowledges the potential for gamification to motivate people but also emphasizes how intricate the connections between gamification, motivation, and cognitive processes are, giving another perspective of how motivation could be arise in the classroom along with the learning process.

CHAPTER IV

CONCLUSIONS AND RECOMMENDATIONS

Once the research process was completed, which is detailed in chapter 2, and having used the pertinent statistical tools, the following conclusions and recommendations were reached:

4.1 Conclusions

- The findings demonstrated that gamification plays an important role in increasing student enthusiasm and engagement, which has a positive impact on how well they learn English language. Also, gamification helped motivate them to learn English pronunciation and teachers must be familiar with these concepts to effectively apply them in English pronunciation.

- According to the survey carried out on the sample, the preferred strategy corresponds to traditional teaching with a percentage of 55.5% to improve the pronunciation of English. Among the strategies of their preference stand out: drills, role play, and recording, these being archaic in increasing According to the information collected on applications that improve the ability studied, 58.3% selected Lyrics training, where the student can complete music video activities that reinforce pronunciation. Like this application, there are others, such as ELSA or Spell Up. These new platforms are part of the integration of gamification within traditional learning to make it more interactive, which is why the importance of gamification to improve English pronunciation is reiterated.

- The motivating factor is a significant aspect of the benefits of gamification. To fully comprehend the relationship between gamification and student motivation, more study is required.

4.2 Recommendations

- Educators should consider incorporating gamification strategies in English pronunciation classes, using interactive games, pretend situations, or digital simulations to enhance students' pronunciation abilities in a fun and engaging

way, evaluate students' feedback, and research gamification's impact on pronunciation.

- Implement the applications of Lyrics training, ELSA, and Spell Up as an important part of teaching by developing the ability to pronounce English, comprehensively reforming the traditional teaching methodology, and increasing student motivation through gamification.

- Further study is needed to explore the connection between gamification and student motivation in English language pronunciation. Gamification should integrate technology, support a dynamic learning environment, and be in line with current educational needs in order to be effective. This could involve longitudinal research or controlled trials to compare gamified teaching methods to conventional methods. The findings can help educators improve gamification usage and enhance English pronunciation training.

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ANNEXES

Annex 1

Cronbach's alpha reliability statistics

Reliability Statistics

Cronbach's Alpha	N of Items
,811	12

Item Statistics

	Mean	Std. Deviation	N
1. Do you think that teachers have to know how to apply gamification in the English class?	1,55	,522	11
2. Please rate your agreement with the statement: "My teacher uses gamification to improve students' English pronunciation"	2,91	,539	11
4. Do you feel more motivated incorporating gamification into the learning process?	1,82	,405	11
5. Do you think playing roleplays help students to improve their pronunciation?	1,91	,701	11
6. Do you think that applying drills through gamification improves the fluency in students' pronunciation?	1,82	,603	11
7. Do gamification techniques in English pronunciation learning lead to better communication skills in real-life context?	2,09	,701	11
8. Is feedback an important part of the gamification process to improve English pronunciation?	1,73	,467	11

9. Does gamification contribute to foster the English language RHYTHM?	2,64	,809	11
10. Does gamification contribute to foster the English language STRESS?	2,73	,786	11
11. Can gamification help with English pronunciation intonation?	2,45	,688	11
3. Do Gamification activities improve students' engagement to improve pronunciation?	2,00	,775	11

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
1. Do you think that teachers have to know how to apply gamification in the English class?	22,09	15,291	,512	,794
2. Please rate your agreement with the statement: "My teacher uses gamification to improve students' English pronunciation"	20,73	16,018	,312	,810
4. Do you feel more motivated incorporating gamification into the learning process?	21,82	17,164	,098	,822
5. Do you think playing roleplays help students to improve their pronunciation?	21,73	14,418	,516	,792
6. Do you think that applying drills through gamification improves the fluency in students' pronunciation?	21,82	15,164	,453	,798
7. Do gamification techniques in English pronunciation learning lead to better communication skills in real-life context?	21,55	14,473	,505	,793

8. Is feedback an important part of the gamification process to improve English pronunciation?	21,91	15,491	,529	,794
9. Does gamification contribute to foster the English language RHYTHM?	21,00	13,200	,646	,776
10. Does gamification contribute to foster the English language STRESS?	20,91	14,491	,425	,803
11. Can gamification help with English pronunciation intonation?	21,18	13,164	,805	,760
3. Do Gamification activities improve students' engagement to improve pronunciation?	21,64	14,655	,405	,805

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
23,64	17,655	4,202	11

Annex 3

Pedagogy of the National and Foreign Languages

Dear Students:

The survey will collect information to determine the influence of gamification on the English pronunciation in students of 6th semester of Pedagogy of National and Foreign Language Program at Technical University of Ambato. The data collected through this survey will be handled with strict confidentiality.

Thank you for willingly and freely participating in this study.

Instructions: Read carefully and answer according to your experience.

Survey

1. Do you think that the English teachers have to know how to apply gamification in the English class?
   a. Strongly agree

   b. Agree

   c. Neutral

   d. Disagree

   e. strongly disagree

2. Please rate your agreement with the statement: "My teacher uses gamification to improve students' English pronunciation"
   a. Strongly agree

   b. Agree

   c. Neutral

   d. Disagree

   e. strongly disagree

3. Do Gamification activities improve students' engagement to improve pronunciation?
   a. Strongly agree

   b. Agree

   c. Neutral

   d. Disagree

   e. strongly disagree

4. Do you feel more motivated incorporating gamification into the learning process?
   a. Strongly agree

   b. Agree

    c. Neutral

    d. Disagree

    e. strongly disagree

5. Do you think playing roleplays help students to improve their pronunciation?
   a. Strongly agree

   b. Agree

   c. Neutral

   d. Disagree

   e. strongly disagree

6. Do you think that applying drills through gamification improves the fluency in students' pronunciation?
   a. Strongly agree

   b. Agree

   c. Neutral

   d. Disagree

   e. strongly disagree

7. Do gamification techniques in English pronunciation learning lead to better communication skills in real-life context?
   a. Strongly agree

   b. Agree

   c. Neutral

   d. Disagree

   e. strongly disagree

8. Is feedback an important part of the gamification process to improve English pronunciation?
   a. Strongly agree

   b. Agree

   c. Neutral

   d. Disagree

   e. strongly disagree

9. Does gamification contribute to foster the English language RHYTHM?
   a. Strongly agree

   b. Agree

   c. Neutral

   d. Disagree

e. strongly disagree

10. Does gamification contribute to foster the English language STRESS?

    a. Strongly agree

    b. Agree

    c. Neutral

    d. Disagree

    e. Strongly disagree

11. Is the meaning of a sentence influenced by intonation?

    a. Strongly agree

    b. Agree

    c. Neutral

    d. Disagree

    e. strongly disagree

12. Which of the following apps do you use to improve pronunciation:

    a. Spell Up!

    b. Lyrics training

    c. Elsa

    d. Other:_____

13. Which of the following activities do you think are important to improve the interaction in class?

    a. Rewards

    b. Leaderboards

    c. Challenges

    d. Badges

    e. Other:

Annex 4

Gamification – pronunciation survey

The survey has 13 questions divided in two parts being Gamification with four dimensions: Pedagogical approach, Apps, Virtual game elements, and Nongame elements and in Pronunciation with two dimensions effective communication and production of speech.

Table 2

Question's distribution

	Dimension	Item
Gamification	Pedagogical approach	1, 2,
	Apps	12
	Virtual game elements	13
	Nongame elements	3, 4
Pronunciation	Effective communication	5, 6, 7, 8
	Production of speech	9, 10, 11

Note 7: The table represents the two variables' dimensions and the number of questions according each one. Taken from the survey applied to students by Toapanta, I (2023).

The validity of the survey was given by the tutor of the research, and for the reliability analysis, the Statistical Package for the Social Sciences (SPSS) V26 by Cronbach's alpha was used with a pilot survey to a representative sample of 11 students from the major, obtaining a Cronbach's alpha of 0.675, a value not required for the investigation. For that reason, an analysis with the item-total statistics allows viewing the Cronbach's alpha that when withdrawing a question will obtain a higher value in the Cronbach's alpha being this a 0.802 that represent a value required and validated for the investigation and the collection of information began.

Annex 5

Urkund report

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Document Information

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