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

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English Oral Communication”

Work presented as a requirement for obtaining the bachelor’s degree of
“**Licenciada en Pedagogía de los Idiomas Nacionales y
Extranjeros**”

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Riobamba, Ecuador. 2023

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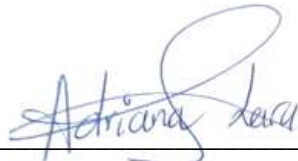
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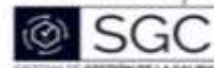


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DEDICATORY

I dedicate this work to God, who was by my side at every moment of this incredible experience and gave me the necessary wisdom to find solutions to obstacles that I thought were impossible to overcome. Likewise, this is for my family and my little Isaac, who trusted me and were my main inspiration not to give up. All the effort put into reaching this goal is dedicated to you!

Angelica Loza

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Angelica Loza

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RESUMEN

El desarrollo de la comunicación oral representa uno de los retos más complejos a alcanzar durante el proceso de enseñanza y aprendizaje del idioma inglés, ya que esto implica la capacidad de intercambiar ideas, mensajes, opiniones e información de forma coherente mediante el uso de las habilidades de escucha y habla. Al respecto, los docentes deben utilizar estrategias innovadoras que promuevan la necesidad de comunicación entre los estudiantes. Desde esa perspectiva, la gamificación surge como una estrategia basada en elementos y mecanismos que captan la atención de los estudiantes y fomentan un ambiente de aprendizaje propicio para la práctica de destrezas orales. En este contexto, se propuso el estudio titulado “Gamification as a strategy used for the development of English oral communication at Quinto Año de Educación General Básica, class A, at Fe y Alegría School, in the city of Riobamba, Chimborazo province, during the academic period February-June 2022”. Esta investigación tuvo como objetivo analizar el uso de la gamificación como estrategia para el desarrollo de la comunicación oral en inglés. Sobre esta base, se adoptó el enfoque cualitativo y el nivel descriptivo. Asimismo, la investigación fue de carácter documental bibliográfico ya que se revisó y extrajo información relevante para sustentar las bases teóricas del tema. En cuanto a la recolección de datos, se aplicó la técnica de observación, además se utilizó una guía de observación en diferentes sesiones de clase. Los resultados revelaron que el proceso de gamificación fomenta la motivación, confianza e interacción dentro del aula, lo cual facilita el desarrollo de la comunicación oral. Además, se evidenció la necesidad de implementar herramientas tecnológicas que permitan la ejecución de actividades gamificadas. Finalmente, se determinó que es esencial seguir un proceso organizado antes, durante y después de la enseñanza de comunicación oral para lograr una mejor experiencia de aprendizaje.

Palabras clave: Gamificación, comunicación oral, habilidades orales, juego, interacción

ABSTRACT

The development of oral communication represents one of the most complex challenges to be achieved during the teaching and learning process of the English language since it involves the ability to exchange ideas, messages, opinions, and information coherently through the use of listening and speaking skills. In this regard, teachers must use innovative strategies that promote the need for communication among students. From that perspective, gamification emerges as a strategy based on elements and mechanisms that capture students' attention and provide a learning environment conducive to oral skills practice. In this context, it was proposed the study entitled "Gamification as a strategy used for the development of English oral communication at Quinto Año de Educación General Básica, class A, at Fe y Alegría School, in the city of Riobamba, Chimborazo province, during the academic period February-June 2022". This research aimed to analyze the usage of gamification as a strategy for the development of English oral communication. On this basis, the qualitative approach and the descriptive level were adopted. Likewise, the research was of a documentary bibliographical nature since relevant information was reviewed and extracted to support the theoretical bases of the topic. Regarding data collection, the observation technique was applied; furthermore, an observation guide was used in different class sessions. The results revealed that the gamification process fosters motivation, trust, and interaction within the classroom, which facilitates the development of oral communication. Moreover, the need to implement technological tools that allow the execution of gamified activities was evidenced. Finally, it was determined that it is essential to follow an organized process before, during, and after oral communication teaching to achieve a better learning experience.

Keywords: Gamification, oral communication, oral skills, game, interaction

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CHAPTER I

1.1 INTRODUCTION

Currently, the English language is considered the predominant lingua franca around the world since it allows people to maintain contact with different cultures, learn about new realities, and broaden their knowledge. In this regard, English is recognized as the official language of more than seventy-five countries (Habeeb, 2017); therefore, it is the main foreign language taught in most schools. The primary purpose of its teaching is to develop adequate skills in students, which allow them to communicate with others, especially speaking and listening skills, since they represent a crucial means of maintaining direct contact with the environment.

From that perspective, exist different strategies used for teaching English, among them the gamification strategy stands out due to its significant characteristics that allow innovation within the classroom. This strategy is based on the development of games through different mechanisms and elements that increase the motivation and commitment of students to learn and use the language interactively (Kapp, 2014).

Numerous studies give positive results about the use of the gamification strategy in English classrooms. Among these results, it is recognized that gamification promotes the effective development of communication skills in students and increases confidence and motivation among students when actively participating in the classroom. Hence, this strategy facilitates the creation of a favorable and timely environment to put oral skills into practice during the language teaching and learning process.

In this sense, this research focuses on analyzing the use of gamification as a strategy for the development of English oral communication at Quinto Año de Educación General Básica, class A, at Fe y Alegría School, in the city of Riobamba, Chimborazo province, during the academic period February-June 2022. For this, a qualitative approach is adopted; likewise, the level or type of research is descriptive, in which the ethnographic method is applied to perceive the reality of the research participants. This research is developed through documentary review, the observation technique, and the application of an observation guide.

The following research work has been organized into five chapters, which are then exposed:

Chapter I: The referential framework contains the principal information in terms of general data, introduction, problem statement, problem formulation, justification, and the general and specific objectives of the research.

Chapter II: The theoretical framework introduces the historical and theoretical background data regarding the topic and its variables.

Chapter III: The methodological framework presents the research approach, modality, level, techniques, and instruments used. Furthermore, it explains how the research study is developed.

Chapter IV: In this chapter, the results and discussion are presented.

Chapter V: This chapter focuses on conclusions and recommendations.

1.2 PROBLEM STATEMENT

Nowadays, the importance of learning a language is reflected in the need to communicate in a globalized world. It entails the transmission and exchange of ideas, thoughts, and messages with people from different parts of the world, so the development of Oral communication in a foreign language becomes essential.

This need for communication has historically been faced with the definition of a lingua franca, which can be used in different contexts. In this sense, it is said that English is the predominant lingua franca worldwide and is the most widely used language in the world (Rao, 2019). Therefore, the teaching and learning process of English becomes fundamental at different educational levels. Likewise, it is necessary to use strategies that facilitate language learning and, in turn, to the development of language skills.

In Latin America, the level of performance in English is poor. Latin America performs below the world average on the English First English Proficiency Index in all age groups. On the contrary, continents such as Asia and Europe tend to perform above the world average, and therefore much better than Latin America (Cronquist et al., 2017). Hence, the educational system of many Latin American countries presents certain deficiencies in terms of the process of teaching and learning English. It can be considered that these deficiencies are directly related to the traditional way of imparting knowledge, the lack of innovative resources, and, above all, the lack of meaningful strategies.

In the case of Ecuador, it is positioned in the 90th ranking of 112 countries, with a low level, 440/1000, on the EF English Proficiency Index. According to El Comercio (2021), that qualification is equivalent to a level A1. There is a slight improvement over 2020, which scored 411/1000. However, mastery of English language skills remains basic. That is, students can write or express few ideas, but they are not able to use the language for communication purposes. The need for major changes in the teaching of English in Ecuadorian classrooms is reflected.

Hence, certain factors that affect English oral communication have been identified in students at Quinto Año de Educación General Básica, class A, at Fe y Alegría School, in the city of Riobamba, Chimborazo province. It was identified that students do not feel sufficiently motivated to participate in oral interactions due to the shyness of expressing ideas, opinions, and points of view about basic topics related to their daily life. According to the students, the problem increases by the fear that other students will not understand what they want to convey. In addition, the emphasis placed on teaching grammatical structures during classes makes students not focus on speaking. Instead, they focus primarily on grammatical patterns.

Another cause that affects the development of oral communication is the usage of the mother tongue, in this case, Spanish. Students use Spanish as the primary means of communication to speak and answer questions due to the fact, they are unable to use the English language. It makes listening and speaking practices useless, and the purposes of communicative practice are not fulfilled. Finally, English classes are held twice a week for 40 minutes. As a result, the limited class time does not allow all students to practice oral production since this time is also used to work on other skills such as writing and reading, carrying out complementary activities, and giving instructions.

Considering these factors, the main objective of this research is to analyze the usage of gamification as a strategy for the development of English oral communication at Quinto Año de Educación General Básica, class A, at Fe y Alegría School, in the city of Riobamba, Chimborazo Province, during the Academic period February - June 2022.

1.3 PROBLEM FORMULATION

How is the gamification strategy used for the development of English oral communication at Quinto Año de Educación General Básica, class A, at Fe y Alegría School, in the city of Riobamba, Chimborazo province, during the academic period February-June 2022”?

1.4 JUSTIFICATION

As the world evolves, speaking a new language becomes the fundamental means to communicate, learn and discover new knowledge. In this regard, it is known that English is the most widely spoken language in different cultures, so, from the educational field, it is more than necessary to reformulate the practice of teaching and learning the foreign language in order to enhance communication in an interactive school environment.

In this sense, oral communication is considered the oldest means of acquiring knowledge and exploring the world (Mousena & Sidiropoulou, 2017). Therefore, it is relevant to recognize and adopt new strategies, tools, and procedures that favor the development of oral skills and listening in English. In other words, teachers must introduce new forms of teaching that capture the attention and interest of students in learning the language and, in turn, facilitate its use.

Taking into consideration the above, it was intended to analyze the usage of the gamification strategy for the development of oral communication at Quinto Año de Educación General Básica, class A, at Fe y Alegría School, since it is one of the most outstanding strategies currently due to the benefits generated by its use in the classroom. Gamification emerges as a strategy that offers a new learning experience that, combined with different elements, creates an interactive and enthusiastic environment that contributes to the need for communication in the classroom. Likewise, it is developed through games and activities using ICT, which represents a set of innovative tools that provide new learning environments and facilitate the teaching process.

In this framework, this research was pertinent and necessary since it sought to announce how the gamification process promotes the exchange of ideas, messages, and thoughts orally among learners. This research represented a theoretical source because it provided information about important aspects, like the usage of gamification in the classroom, the process of teaching oral communication, and the relationship between gamification and oral skills.

Likewise, it is important to highlight that this research was feasible since it had the corresponding authorization from the authorities of the Fe y Alegría school and the human, technological, economic, and bibliographic resources necessary for the development of the study. The students and teachers of the Fe y Alegría school were the primary beneficiaries of this study since they could learn about their reality in terms of teaching and learning

English as a foreign language and the development of communication through gamification. Indirectly, the educational community also benefited as this research helped discover new ways of getting students to learn in a way that is contrary to what was traditionally done.

1.5 OBJECTIVES

1.5.1 GENERAL OBJECTIVE

To analyze the usage of gamification as a strategy for the development of English oral communication at Quinto Año de Educación General Básica, class A, at Fe y Alegría School, in the city of Riobamba, Chimborazo province, during the academic period February-June 2022”.

1.5.2 SPECIFIC OBJECTIVES

- To determine the gamification process used for the development of oral communication.
- To identify the platforms and teaching materials used in the development of the gamification process.
- To describe the stages for teaching oral communication.

CHAPTER II

2.1 THEORETICAL BACKGROUND

In the beginning, gamification was created as a means of marketing in the business sector. However, because of the accelerated technological evolution, gamification has achieved great notoriety in the academic field. Therefore, there are several pieces of research regarding this topic.

A research from Universidad Laica Vicente Rocafuerte de Guayaquil, titled **Gamification and Its Influence on the Oral Production in Students of 7th Grade EGB at UE Bella Vista, School Year 2019-2020**, done by Génesis Sthepani Andrade Candelario. The general objective of this research is to describe the influence of gamification on oral production. This research work is classified as field research with a qualitative and quantitative approach. As a result, it was determined that achieving oral production is a challenge for most English language teachers because most of the activities or strategies implemented in class do not engage students in speaking activities. This research concluded that gamification is an optimal option to engage learners in communicative exchanges. Besides, gamification can promote the development of students' oral production and contribute to a whole successful English performance.

Another research about the usage of gamification in the educational field is a study carried out by Guido Christian Paredes Colina with the topic **Gamification Strategy and Oral Production**. This research aims to determine the influence of the gamification strategy in the students' development of oral production. This research was developed within a mixed approach as it has qualitative and quantitative features. The results indicated that the gamification strategy had a positive influence on the students' oral production. The research concluded that the implementation of dynamic activities related to the gamification strategy is one of the best ways to engage students in the teaching-learning process of English.

2.2 THEORETICAL FOUNDATION BASIS

2.2.1 GAMIFICATION STRATEGY

Gamification appears as a strategy that integrates technology, games, and mechanics for the benefit of teaching and learning the English language and, in turn, in the development of oral skills that encompass the foreign language. The term "gamification" was coined in 2002 by Nick Pelling, a British-born computer programmer, and inventor. Some concepts of the term "gamification" in the educational field are mentioned below:

According to Redjeki & Muhajir (2021), Gamification is a very useful strategy in learning. It is based on games that can be used to improve English as it reflects an innovative and captivating learning activity.

Cedeño (2016) points out that Gamification is a strategy that promotes the inclusion of the game in pedagogical activities to direct behaviors, motivate, and increase commitment in the teaching-learning process since it is an element to enhance the daily practice of students' skills.

Gamification is a strategy that facilitates learning and encourages motivation using game elements, mechanics, and game-based thinking (Kapp, 2014).

Hence, gamification is considered a strategy that involves the integration of game-based elements and mechanisms that allow the creation of favorable learning environments for students to interact and actively participate in the teaching and learning process. Through the gamification strategy, teachers can use technological tools to carry out activities that improve teaching practice in complex processes such as the development of students' skills. It is important to highlight the need to introduce innovative strategies such as gamification to respond to new ways of learning.

Regarding the characteristics of gamification, Dixit et al. (2018) point out the following:

1. It's easy with zero cost.
2. It is not necessary to generate new content, it only improves the way of learning.
3. Step-by-step implementation of a game.
4. There is no chance of losing the game.

In addition, Molina-García et al. (2021) mention that the mechanisms are an important characteristic since they are elements that imply specific actions. Among the main mechanics are challenges, competition, opportunities, and rewards.

2.2.2 STAGES OF THE GAMIFICATION STRATEGY

Gamification requires proper planning for its application to be successful. Therefore, it is necessary to establish stages that encompass learners, objectives, content, and mechanisms of the games. According to Kiryakova et al. (2014), the main stages of gamification include:

1. **Determination of learners' characteristics:** In the first stage, it is essential to identify the characteristics of the students since not all learn in the same way. It will help determine the appropriate tools and games according to their characteristics. Moreover, teachers must establish what skills students need to achieve. It is important to note that for the application of gamification to be effective, the predisposition, interaction, and participation of the students are necessary.
2. **Definition of learning objectives:** The objectives allow determining the content, activities, and game mechanics that should be integrated into the process and that will favor the development of the students' skills. Learning objectives must be clear, precise, and well-defined. It should be emphasized that achieving the learning objectives is the primary purpose of the educational process because otherwise, all activities, including gamification activities, will seem pointless.
3. **Creation of educational content and activities:** The content and tools must be interactive and varied. Likewise, the activities must be developed according to the established learning objectives and allow:

Multiple performances: Activities need to be designed so that students can repeat them in case of failure. As a result of repetitions, students will improve their skills.

Feasibility: Activities must be adapted to students' potential and skill levels.

Increasing difficulty level: It refers to requiring more effort on the part of students since subsequent activities will be more complex. So, they will need their previous knowledge and skills.

- 4. Adding game elements and mechanisms:** The performance of tasks is the key element to gamification since it leads to the accumulation of points, transition to higher levels, and winning awards. All these mechanisms are aimed at achieving learning objectives. The elements to include in the training will depend on the skills that students have to acquire as a result. Activities that require interaction with other learners are the social element that allows students to be part of a large learning community.

2.2.3 GAMES IN GAMIFICATION

Game is considered the basis of gamification since it involves different elements that allow obtaining more bearable learning. Game mechanics are constructs of rules or methods designed for interaction with the game state, thus providing gameplay (Giakalaras, 2016). According to Rodríguez Vásquez & Sánchez Moncada (2020), the principles of the game for its application within the classroom are:

Rules: They are essential in the games. Rules vary depending on the game, the aspects to be evaluated, and the objective to be achieved. Through the rules, the teacher can maintain control of the game, and students maintain commitment and motivation, which improves the fun and learning experience.

Goal: The objectives or goals are the results to be achieved during the process. For this, it is necessary to improve students' performance through the integration of motivation, commitment, and fun. Goals not only represent the objectives of the game but also, the key to better performance.

Level: The levels are considered missions because the complexity of the next levels will depend on the previous level. Exceeding a level represents an achievement for students for which they will be rewarded.

Feedback System: It is crucial to provide the necessary information for students to correct their mistakes, strengthen their skills, reinforce their knowledge, clarify their doubts, and become aware of their performance.

2.2.4 PLATFORMS AND TEACHING MATERIALS USED FOR GAMIFICATION

Gamification is a strategy that can be carried out both online and traditionally. The most relevant platforms and teaching materials used to implement this strategy are presented below.

Platforms used for Gamification

Class Dojo

This platform was created as a pure example of Gamification. The objective of this application is to provide the teacher with a platform to manage student behavior. Class Dojo helps increase student motivation by matching points, leaderboards, and avatars. It also makes it easier for students to adapt to a new language flexibly. Using this app, the teacher

can track, share, and evaluate student engagement along with immediate feedback. It can be accessed through the web interface or an application (Figuerola, 2015).

Edmodo

It is a secure platform for education at all levels. It contains gamification mechanisms such as badges, missions, and an interface very similar to Facebook. Teachers can open discussion forums, post assignments. Students can comment on posts, submit assignments, and track their progress. It is a great motivational tool for L2 instruction because it promotes collaborative learning and teamwork. Edmodo works with any web browser (Figuerola, 2015).

Genially

It is a platform that offers numerous possibilities to create resources, presentations, interactive games, etc. Moreover, it allows to include observation, critical thinking, skill improvement, and problem-solving activities in a group and individual context. It is adaptable to all levels and school stages. Through Genially, students can become the protagonists of their own learning by becoming more involved in the process. Its main objective is to create interactive content to enhance presentation and teaching tasks (Pérez, 2021).

Socrative

It is a dynamic platform that engages students through smartphones and computers. This platform allows students to use images to question items and, it features gamification strategies including live results, immediate feedback, and data analysis. Also, it helps teachers to evaluate their students in a formative and summative way. Socrative is a great tool for the English classroom because students can answer questions and perform activities with less stress and anxiety (Figuerola, 2015).

Teaching Materials used for Gamification

Nowadays, teachers tend to implement technological resources to improve the teaching and learning process. However, traditional resources can also be useful for carrying out gamified activities through a correct adaptation according to the content that the teacher intends to work on during the class. There is a wide variety of resources that the teacher can use depending on the games to be applied. For example, the game of the goose using dice, boards, and tokens; the damaged phone using only a list of selected phrases; or blindfolding to speak in which blindfolds and objects for obstacles such as boxes, chairs, and a stack of books are used in an open space in the classroom or backyard. These types of games must maintain a sequence as indicated in the gamification stages for the effectiveness of the process.

2.2.5 ADVANTAGES OF GAMIFICATION

According to Furdu et al. (2017), the gamification strategy provides great benefits during the English teaching and learning process. The main advantages of gamification are:

Student participation: The lack of commitment and motivation of students is considered one of the primary problems in education. The immersion of the gamification

strategy in educational environments postulates that the nature of games increases the motivation of students to actively participate in learning activities.

Improves the learning experience: The learning experience combined with fun during the game is considered an excellent strategy that promotes a high level of participation and commitment on the part of students. Also, it increases feedback and knowledge retention.

Instant feedback: Gamification provides metrics with which the teacher can easily monitor student performance and provide the necessary feedback. Similarly, through the activities, students can identify their mistakes and be aware of what they should know or improve.

Better learning environment: Students can evolve at their rate of learning. The Gamification system provides an informal and effective learning environment where students can practice real-life situations and challenges.

2.2.6 DISADVANTAGES OF GAMIFICATION

Gamification, like other strategies, has some disadvantages that are important to consider when planning oral communication classes:

Technical infrastructure: When applying gamification within the classroom, it is necessary to adopt the technological infrastructure to carry out the activities. But to this day, some institutions do not have an adequate technological implementation (Coutinho, 2019).

Number of students: A high number of students in the classroom can take away individualized attention and hinder the development of games since if the number of students per team is very high, it is difficult to take consensual answers with students who do not participate (Espinosa & Gregorio, 2018).

Lack of training: The lack of teacher training in the application of gamification limits the implementation of the strategy (Espinosa & Gregorio, 2018).

2.2.7 ORAL COMMUNICATION

Oral communication can be understood as the effect of transmitting and understanding messages and ideas through the spoken word. Oral communication is defined as a complex process where participants (speakers) interact with one another (listeners) in order to generate and exchange meanings (Ismail et al., 2018). Oral communication develops under the interaction of two or more individuals serving as speaker and listener. In English oral communication, the speaker has the function of encoding the message and the listener has the function of decoding the transmitted message due to the amount of information.

The exchange of messages becomes the fundamental axis for the development of students' skills in English oral communication. In this sense, teachers must use strategies in which students participate by expressing their ideas in real communication. Teachers help learners develop oral language skills both directly through linguistic interaction with them and indirectly by creating an environment, which is rich in learning stimuli (Mousena & Sidiropoulou, 2017). It should be noted that the learning environment is essential to create communication spaces where students feel comfortable and motivated to engage in conversations and thus reduce anxiety when talking.

2.2.8 ENGLISH ORAL COMMUNICATION IN THE ECUADORIAN CURRICULUM

In the Ecuadorian curriculum, the English language is taught as a foreign language. In this sense, language is learned as means to interact and communicate and not as a set of knowledge to be memorized. For effective communication, the development of speaking and listening skills is essential. Listening and speaking are purposefully considered within the same curricular thread. Listening is considered as a receptive macro-ability and speaking is a productive macro-ability. These macro-skills must be integrated into meaningful and truly communicative lesson procedures (Ministerio de Educación, 2016). Considering what was mentioned above, the interaction of the students is essential for the integration of listening and speaking since, in this way, they will feel the need to transmit their emotions, feelings, thoughts, and ideas.

The roles that both the teacher and students fulfill within the EFL classroom are fundamental for the development of oral communication. Therefore, the curriculum indicates that the teacher should be a guide, and learners should be allowed to work from their own interests, able to explore topics and language that arise naturally (Ministerio de Educación, 2016).

Listening

According to Tong (2019), the listening comprehension process involves three main steps: receiving a speech, attending to absorb the information, and understanding the meaning in sequence to respond. Listening is the key to effective communication, so the teaching of listening comprehension requires interactive activities that promote its development.

The Ecuadorian curriculum establishes that introducing a series of listening comprehension activities within the educational context will allow students to learn to listen to both the general idea that refers to the essence of a message and the specific information that refers to the details. It is necessary to emphasize that listening is essential when maintaining a dialogue since, through this skill, students receive the message (input) to respond.

Speaking

Speaking is the art of communication, therefore, if we want to teach this essential skill to students, we must be consistent in class to engage them in this ability throughout communicative activities (Fonseca Morales, 2020). In this sense, the curriculum emphasizes that the elementary school years offer a unique and fertile window of opportunity for spoken production. A good role model, lots of fun, lots of repetition, physical movement are an encouraging practice and lots of praise for trying. Considering the above, the importance of implementing strategies that promote the development of speech in an interactive and fun way can be considered so that students feel motivated to speak, for which, it is advisable to make use of technology because it is currently an indispensable resource.

2.2.9 DEVELOPMENT OF ENGLISH ORAL COMMUNICATION THROUGH GAMIFICATION

The development of oral communication in a foreign language is a complex process that can be achieved through strategies such as gamification since it allows to promote dialogue, conversation, or in general words, communication in a natural way. Both listening and speaking are skills that should be developed in more real contexts, so the gamification strategy is an excellent option to immerse students in natural and active learning. According to Calvo Núñez (2018), to make the language learning process more authentic and appealing for children, teachers need to promote motivation, and gamification is an innovative strategy to consider engaging students, as its fundamental purpose is to increase participation and motivate through the incorporation of game elements, providing students with immediate feedback.

Through games, students feel the need to express their ideas and opinions and at the same time tend to listen to the messages of their classmates, thus achieving an interactive environment. It is necessary to remember that both listening and speaking are related to each other since to achieve effective communication the student must learn to listen to respond (speak) to what another student says. The lack of development of listening in linguistic will bring poor speaking skill because speaking and listening usually happen simultaneously (Pinem & Yogyakarta, 2014). That is, it cannot prioritize one skill over the other since the two skills must be developed together.

2.2.10 STAGES FOR TEACHING ORAL COMMUNICATION

In the Ecuadorian educational system, English is taught as a foreign language because it is not spoken or studied in the natural environment of this language, which makes it difficult to develop skills. Therefore, according to Pérez Cipagauta & Torres Álvarez (2021), to enhance the oral competence of English through language skills, it is necessary to consider three essential stages:

Before-Teaching

At this stage, activating the student's prior knowledge is essential as it will be the basis for the development of activities. Prior knowledge helps to connect language learning experiences with new experiences to create better results for students to function orally. Likewise, activities are carried out to introduce students to what they will work on in class. These activities will serve as a warm-up in terms of mental focus and greater interest on the part of the students. The idea is to motivate the teaching and learning process from the beginning of the class.

During-Teaching

Next, the teacher will provide opportunities for students to put their knowledge and skills into practice either individually or in groups (speaker and listener). For this, structured activities aimed at working on linguistic, pragmatic, and intercultural aspects are carried out:

Linguistics: Students use vocabulary to create phrases and sentences considering accent and fluency when communicating. It will strengthen the ability to speak when conveying the messages already formulated.

Sociolinguistics: Students should feel confident in engaging in a conversation using their prior knowledge. At this stage, gamification plays a fundamental role since games should promote greater comfort and confidence in learning environments. In addition, students should feel motivated to participate and collaborate with their peers.

Pragmatic: Sentences are ordered in sequence to communicate coherently. The teacher must guide students to enhance their oral expression skills so that communication occurs understandably. Hence, it is also necessary for the teacher to instantly correct mistakes made by students during activities.

After-Teaching

At the last stage, students reflect on what they have learned, establish relationships, and feel more secure in putting the acquired knowledge into practice. For his part, the teacher provides feedback on everything learned and clarifies the students' doubts. It is also expected to have achieved the stated objectives of the activities.

CHAPTER III

3.1 RESEARCH APPROACH

This research had a qualitative approach since the main objective was to analyze the development of oral communication in the English language through gamification. The qualitative approach allows deepening the practice and the educational phenomenon since it makes it possible to analyze and explain the understanding of complexity, detail, context, and social interaction (Daza, 2018). Likewise, in the qualitative approach, the researcher delves into the participants' experiences and builds knowledge (Sampieri et al., 2014). That is, the inquiry about the research topic was carried out in an interactive way considering the dynamics and their interpretations. In addition, through qualitative research, the researcher collected information taking into consideration the perspectives of the participants, their points of view, emotions, experiences, and other subjective aspects.

3.2 RESEARCH MODALITY

This study corresponded to the ethnographic method because, from an educational point of view, it allows to analyze and interpret reality through human relationships and their context, attributing meanings (Fernández, 2020). Therefore, the ethnographic method facilitated perceiving the reality of the research participants to achieve the objective of analyzing gamification as a strategy used for the development of oral communication in the teaching and learning process of English at Quinto Año de Educación General Básica, class A, at Fe y Alegría School, in the city of Riobamba. In addition, this study was of a documentary bibliographic nature since the pertinent documentation on the most relevant topics that comprise the research topic was reviewed.

3.3 LEVEL OR TYPE OF RESEARCH

This research was descriptive level. It consists of describing how situations, contexts, and events manifest (Sampieri et al., 2014). Hence, this descriptive research allowed to show a description of how the English oral communication was developed through the gamification strategy considering the process, characteristics, and dynamics involved in the study variables.

3.4 STUDY POPULATION

The participants were the students of Quinto Año de Educación General Básica, class A, at Fe y Alegría School, in the city of Riobamba, Chimborazo province. It consisted of 33 students. Furthermore, the teacher participated.

3.5 SIMPLE SIZE

Due to the population was small, it was not necessary to take a sample.

3.6 TECHNIQUES AND INSTRUMENTS FOR COLLECTING DATA

For data collection, the following technique and instrument were used:

3.6.1 OBSERVATION TECHNIQUE

The data collection of this research was carried out through the observation technique. Observation is not mere contemplation. It implies delving into social situations and maintaining an active role, as well as a permanent reflection (Sampieri et al., 2014). In this case, it was necessary to be attentive to the different details, events, and interactions during the research process.

3.6.2 OBSERVATION GUIDE

According to the technique, an observation guide was used. The observation guide is an instrument that allows the observer to place himself systematically in the object of study for the research (Covarrubias & Martínez, 2012). This instrument was the means that facilitates the collection of truthful information. Therefore, such information was interpreted with a clearer vision.

3.7 ANALYSIS AND INTERPRETATIONS TECHNIQUES

For the analysis and interpretation of the qualitative information collected from the participants, the researcher considered each of the objectives established in the study and the different parameters that stood out from them, which were essential points in the observation guide. In this sense, the data obtained for each parameter in the different observation sessions was averaged according to a frequency scale. Thus, it was possible to obtain specific results, which were contrasted or compared with the theoretical foundation carried out during the bibliographic documentation process. Therefore, the results were discussed using different sources and authors who provided fundamental information about the research topic and its variables.

CHAPTER IV

4.1 RESULTS

This research focuses on analyzing the usage of gamification as a strategy for the development of English oral communication; therefore, it was necessary to execute the application of instruments, in this case, an observation guide, designed according to the specific objectives set at the beginning of the research study.

Considering the aforementioned aspect, three specific objectives were established: The first objective focuses on determining the gamification process used for the development of oral communication in English. The second seeks to identify the platforms and teaching materials used during the gamification process. Lastly, the third objective attempts to describe the stages of teaching oral communication.

In this sense, it was possible to obtain the following results concerning each of the specific objectives:

The gamification process used for the development of oral communication.

To begin with, it is necessary to mention that the gamification process used for the development of oral communication in English entails adequate planning that includes four main stages: determining students' characteristics, defining the learning objectives, creating the educational content, and the addition of game mechanics.

The first stage, as before mentioned, is determining the student's characteristics. Through the observation guide, it was identified that the students' characteristics were often determined. This process was carried out through questions addressed to the students about their expectations for the class, how they felt, how motivated they were, and what kind of activities they would like to do, among others. Sequentially, it allowed predicting if students were sufficiently predisposed to cooperate and interact in the conversations and activities that were going to be implemented during the games. In this sense, determining their characteristics was essential to start the gamification process in an appropriate and organized way. This statement agrees with what was proposed by Kiryakova et al. (2014), who mention that determining the characteristics of the students is crucial for the gamification process to be applied satisfactorily. Therefore, through this stage, it is possible to recognize that not all students have the same learning styles, so the teacher must use the appropriate tools and games according to their characteristics to achieve optimal development of skills. Furthermore, it is necessary to point out that the teacher must promote the predisposition, immersion, and interaction of the students so that this process is effective.

Defining the learning objectives represents the second stage. In this stage, it was noticed that the learning objectives were seldom defined. Unfortunately, in certain classes, the learning objectives were not presented, and in others, they were not presented clearly. That is to say, by not having a clear idea about the objectives, it was possible to evidence that the learners felt a little disoriented about what they had to do to acquire the desired knowledge and develop the oral communication skills through the games. Hence, it is necessary to emphasize the importance of defining the learning objectives and presenting them before starting with the games in order to carry out an organized and well-structured process.

According to Kiryakova et al. (2014), defining the objectives helps to select the contents, topics, activities, and mechanics that must be integrated into the gamification process. The learning objectives must be clearly and precisely defined as they represent the skills and knowledge that students must try to acquire at the end of the game. In other words, the achievement of learning objectives is the central basis of gamification since, by not achieving them, the activities and mechanisms implemented would not be useful.

The third stage is based on the creation of educational content and activities. Concerning the contents, Kiryakova et al. (2014) mention that they must be interactive and varied. In addition, the activities must be designed by the established learning objectives and allow multiple actions related to repetition in case of failure, feasibility related to activities adapted to the student's level, and an increasing difficulty level related to the complexity. In this sense, through class observations, it was identified that educational content was always created to carry out the gamification process. The content was varied since, according to the level of the students, different topics, such as fruits, sports, and hobbies, among others, were covered. Unfortunately, as for the activities, these were not designed in a varied way. The same game was usually used to develop the activities, in this case, hangman. As a result, the activities were improvised, causing students not to perform in other scenarios or contexts.

Adding game elements and mechanisms represents the last stage of the gamification process used for the development of oral communication. For Kiryakova et al. (2014), through the performance of gamified activities, students are led to accumulate points, pass levels, and obtain prizes. These represent mechanisms often used to encourage the achievement of learning objectives. As for the elements, such as rules and restrictions, they are added depending on the competence that students must acquire during the game. It is necessary to highlight that the activities that require more interaction represent a social element that allows students to be part of a large learning community. Contemplating that, it was noticed that the game elements and mechanisms were always added during gamification since they represented a way to regulate the game. In this regard, the elements used during the hangman game were the following: The activity was carried out in groups, students had the opportunity to try again if they failed to guess a word or answer a question, if the member of a team was wrong more than twice, the member of another group was allowed to participate, clues were included to guide students to the answers, and students could interact among their groups. In the case of the mechanisms, the following were added: The group that answered a question or guessed a word obtained a point, while the activity was taking place, the questions and words were more difficult to divine, and at the end of the game, the group with the highest score won an extra point as a prize.

The platforms and teaching materials used in the development of gamification

The development of the gamification process can be executed through online platforms or traditional teaching materials. These resources play a fundamental role in the games as they help create a timely learning environment that promotes English oral communication among students.

Among the main platforms usually used for the development of gamification, the following stand out: ClassDojo, an app that helps increase student motivation by earning points, leaderboards, and avatars. It also makes it easy for students to adapt to a new language

flexibly (Figuerola, 2015). Likewise, Edmodo is a platform composed of badges, missions, and an interface similar to Facebook. Through this platform, it is possible to create collaborative works, discussion forums, post assignments, and check students' progress (Figuerola, 2015). Another platform is Genially, which offers possibilities to design resources, presentations, and interactive games. Through Genially, students can become the protagonists of their learning by becoming more involved in the process (Pérez, 2021). Finally, Socrative is a dynamic platform that allows students to use images to question items and perform activities with less stress and anxiety (Figuerola, 2015).

In this regard, it is worth mentioning that these tools were very useful in the virtual modality during the confinement of the Covid-19. However, it was noticed that online platforms were never used for the development of the gamification process inside the classroom. Despite the advancement of technology and innovative tools, the lack of technological resources in the academic field was evident. In this case, the classroom did not have the necessary tools to develop interactive online activities. This situation meant a disadvantage for learning since it prevented students from expanding their knowledge in a resourceful way, contrary to what is traditionally done. It is important to emphasize that such resources represent a source of connection to countless platforms, such as those already mentioned, through which teachers can enhance oral communication skills in students.

Similarly, traditional resources are also used to execute gamified activities through adaptations according to the content that the teacher intends to work on during the class. There is a great variety of resources that the teacher can use depending on the games to be applied, such as boxes, chairs, blindfolds, and lists of phrases, among others. In this case, it was evident that traditional resources, like a list of phrases and flashcards, were often used to support listening and speaking skills in the activities and questions developed during the gamification strategy. These resources combined with the game served as a means of support to make the class more interactive and dynamic. Hence the importance of designing and developing varied materials that attract students' attention and adjust both to the content to be taught and to the games to be implemented.

Stages for teaching oral communication

In the Ecuadorian context, English is taught as a foreign language since it is not spoken or studied in its natural environment, which makes it difficult to develop oral skills. Therefore, to improve oral competence in English, it is necessary to consider three essential stages: Before, during, and after the lesson.

Before the lesson, it is essential to activate students' prior knowledge as this serves as the basis for the development of oral communication activities. Likewise, it is necessary to carry out activities to introduce students to what they will work on in class. These activities serve as a warm-up in terms of mental focus and greater interest on the part of the students (Pérez Cipagauta & Torres Álvarez, 2021). Based on that statement, it was noticed that students' prior knowledge was always activated, which was ideal since this knowledge helped connect language learning experiences with new knowledge to create better outcomes for students to function orally. In the same way, warm-ups, such as singing songs and performing mimes, were always used to increase the interest and mental concentration of the students, and, in turn, these activities allowed maintaining high expectations of the classes.

Lastly, activities, such as answering questions, were applied to present the central themes of the classes focused on developing oral communication skills through gamification. These activities developed before the lessons were essential so that the students have both the predisposition and the necessary concentration for the development of the activities that were going to be carried out during the lessons.

During the lesson, the teacher must create opportunities for students to put into practice their knowledge and skills individually or in groups. Considering that, structured activities have to be executed aimed at working on linguistic, pragmatic, and intercultural aspects: Through linguistics, students use vocabulary to create phrases and sentences considering the accent and fluency when communicating. Regarding sociolinguistics, students need to feel confident engaging in a conversation using their prior knowledge. At this stage, gamification becomes fundamental since games should promote greater comfort and confidence when communicating. In addition, students should feel motivated to participate and collaborate with their peers. In the pragmatic field, the teacher must guide students to enhance their oral expression skills so that communication occurs understandably. Students, for their part, must order sentences in sequence to communicate coherently. Finally, it is necessary to instantly correct the mistakes made by the students (Pérez Cipagauta & Torres Álvarez, 2021). In this sense, during the lessons, opportunities were always provided for students to put their knowledge and skills into practice through gamified group activities in the hangman game. Likewise, students were always guided through the given instructions and examples to promote the proper improvement of their listening and speaking skills. Regarding phrases and sentences, students often used new vocabulary and structured sentences to communicate coherently during a conversation. In the case of the comfort of speaking, students often felt safe engaging in a conversation as gamified activities allowed them to interact and express their opinions in a more optimal and fun way. Lastly, the mistakes made by students during the oral communication activities were corrected promptly, which allowed them to recognize their shortcomings.

Subsequently, in the last stage, it is important that students reflect on what they have learned, establish relationships, and feel more confident. For his part, the teacher must give feedback on everything learned and clarify the doubts of the students. Also, it is expected to have achieved the established objectives of the activities (Pérez Cipagauta & Torres Álvarez, 2021). In this case, it was identified that the students often reflected on the central themes discussed during the conversations and managed to create relationships between knowledge and practice of the language orally. In addition, feedback was often given to help students clarify and synthesize the knowledge taught during the class, whether in terms of vocabulary, pronunciation, formulation of questions-answers, among others. In addition, the doubts of the students were always clarified since this enabled them to understand more complex aspects of communication and, in turn, improve their oral communication in the following practices. Finally, the stated objectives of the oral activities were often achieved thanks to the gamification strategy since it promoted motivation and confidence among the students.

4.2 DISCUSSION

The results showed that the gamification strategy implemented during the teaching of oral communication positively impacted students' performance since the increase in interaction, participation, and confidence during the exchange of messages was notorious. However, this strategy would have provided more significant benefits if the process had been carried out in a more organized way. In other words, by not following the main stages of the gamification process, it becomes more challenging to achieve the established objectives.

Besides, the results showed the need to introduce technological platforms that allow the creation of different innovative games and activities that help the teaching and learning process not become routine. It is worth mentioning that both the games and the activities were not varied, which may cause students not to generate new learning experiences. On the other hand, the contribution that traditional teaching tools continue to provide was evidenced since they facilitated the development of the game and the impartation of knowledge.

Finally, the oral communication teaching stages combined with the gamification strategy helped promote better student performance, which was beneficial since a timely environment was created for students to express messages using the English language with greater confidence.

To sum up, the gamification strategy helps to promote oral communication teaching. However, it is necessary to consider the different aspects that intervene in its implementation to achieve better results.

CHAPTER V

5.1 CONCLUSIONS

- Gamification represents a strategy that allows the execution of interactive activities that enhance the development of oral communication. For the application of this innovative strategy, it is necessary to carry out a planned process that is based on determining the characteristics of the students, defining the learning objectives, creating content and didactic activities, and adding game elements and mechanisms. Through the gamification process, both the teacher and students can carry out well-organized activities in a suitable learning environment where confidence, motivation, and fun facilitate oral communication and, in turn, meaningful learning.
- Even though the use of technological tools was not evidenced, it is necessary to emphasize that their implementation strengthens the teaching and learning process. Thanks to technology, it is possible to use different innovative platforms to support the gamification process for oral communication, among the most relevant are Class Dojo, Edmodo, Genially, and Socrative, which encourage optimism towards new learning experiences due to their striking characteristics. Furthermore, traditional teaching materials such as boards, tokens, phrase lists, and boxes help design gamified activities that increase interaction and dynamism in the classroom, making students protagonists of their learning.
- Teaching oral communication involves three essential stages for the development of listening and speaking skills. The before-teaching stage includes activities that help activate students' knowledge and achieve mental concentration. The during-teaching stage is based on providing opportunities to put knowledge and skills into practice through gamified activities, which help students feel confident in engaging during oral communication. The after-teaching stage encompasses the reflection of what students have learned, the timely feedback, and the clarification of their doubts.

5.2 RECOMMENDATIONS

- It is necessary to use the gamification strategy for English oral communication, considering each stage of its implementation, since this will increase the motivation and confidence of the students both when listening and speaking and, in turn, will improve students' performance during their learning.
- It is recommendable to introduce innovative technological tools within the classroom as they provide access to endless resources and platforms that teachers can take advantage of to improve the teaching and learning experience. Furthermore, they offer the possibility to create fun activities to capture students' attention and increase their participation.
- It is suggested to follow each of the stages of teaching oral communication to achieve meaningful practice since they provide guidelines that, accompanied by gamified activities, guide towards an organized and interactive process where students feel capable of demonstrating their oral skills during a conversation about different topics.

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ANNEXES

- **OBSERVATION GUIDE**



UNIVERSIDAD NACIONAL DE CHIMBORAZO

FACULTAD DE CIENCIAS DE LA EDUCACIÓN, HUMANAS Y TECNOLOGÍAS

CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANGEROS

OBSERVATION GUIDE

Objective: To analyze the usage of gamification as a strategy for the development of English oral communication at Quinto Año de Educación General Básica, class A, at Fe y Alegría School, in the city of Riobamba, Chimborazo province, during the academic period February-June 2022”.

Author: Glenda Angelica Loza Lala

Objective 1. To determine the gamification process used for the development of oral communication.

Indicators	Always	Often	Seldom	Never	Observations
Students' characteristics are determined.					
Learning objectives are defined.					
Educational content and activities are created.					
Game elements and mechanisms are added.					

Objective 2. To identify the platforms and teaching materials used in the development of the gamification process.					
Indicators	Always	Often	Seldom	Never	Observations
<i>Platforms</i>					
The teacher uses the Class Dojo platform for game development.					
The teacher uses the Edmodo platform for game development.					
The teacher uses the Genially platform for game development.					
The teacher uses the Socrative platform for game development.					
<i>Teaching Materials</i>					
The teacher uses dice, boards, tokens, list of selected phrases, boxes, chairs, a stack of books, etc. to develop traditional games.					
<i>Other Platforms or teaching materials</i>					

Objective 3. To describe the stages for teaching oral communication.					
Indicators	Always	Often	Seldom	Never	Observations
<i>Before</i>					
Student's prior knowledge is activated.					
Warm-up is used to help students focus mentally.					
Activities to introduce the topic are carried out.					
<i>During</i>					
The teacher provides opportunities for students to put their knowledge and skills into practice.					
The teacher guides the students to enhance their oral skills.					
Students use vocabulary to create phrases and sentences.					
Students order sentences in sequence to communicate coherently.					
Students feel confident in engaging in a conversation.					
The teacher corrects the mistakes made by students during activities.					

<i>After</i>					
Students reflect on what they have learned, establish relationships, and feel more secure.					
The teacher provides feedback on everything learned.					
The teacher clarifies the students' doubts.					
The stated objectives of the activities are achieved.					