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The Use of Gamification, Specifically Baamboozle, as a Learning Technique to Improve Speaking Skills in Sixth Grade-Students at Escuela Tinamastes During the First Period, 2025

**Thesis Submitted to Obtain the
Bachelor in English with Concentration in Teaching**

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Dedication

I would like to dedicate this thesis first to God, who has allowed me to fulfill my dream of obtaining a university degree. I have overcome many obstacles to get here. My entire family because they have trusted in this goal that I set for myself, my parents, brothers, sisters, my husband, and especially my son, who is my greatest blessing. I also want to thank those who have supported me along this path and have always been by my side. Finally, to myself, for the many sacrifices made to complete this journey that began in 2022.

Abstract

This research explores the impact of gamification, specifically Baamboozle, as a learning technique to improve the oral skills of sixth-grade students at Escuela Tinamastes during the first period, 2025. Many students face difficulties speaking English in real situations with native speakers. By incorporating gamified tools into educational environments, their potential to increase student engagement and motivation is realized. This study investigates whether the use of gamified activities in language learning can effectively improve students' oral competence. At the same time, it will evaluate whether these resources impact the oral skills, motivation, and participation of the students. The positive impact on learning will be key when incorporating gamification, specifically Baamboozle, to motivate students in learning the English language during classroom participation. Therefore, the researcher found that gamified classes are highly beneficial in a classroom environment, where not only the students would benefit but also the teachers. In addition, unexpected benefits emerge, such as improved classroom activities, the development of peer support networks, and the enhancement of other language skills. This research contributes to the field of teaching English as a foreign language by providing empirical data on the effectiveness of gamified games as a teaching strategy and offers practical recommendations for their application in educational settings.

Keywords: Gamification, Baamboozle, Motivation, Oral Expression, Communication, Teaching Strategies, Second Language, Speaking Fluency.

Resumen

Esta investigación explora el impacto de la gamificación, específicamente Baamboozle, como técnica de aprendizaje para mejorar las habilidades orales de los estudiantes de sexto grado de la escuela Tinamastes durante el primer periodo del 2025. Muchos estudiantes enfrentan dificultades para hablar inglés en situaciones reales con hablantes nativos. Al incorporar herramientas gamificadas en entornos educativos, se logra su potencial para aumentar la participación y la motivación de los estudiantes. Este estudio investiga si el uso de actividades gamificadas en el aprendizaje de idiomas puede mejorar eficazmente la competencia oral de los estudiantes. Al mismo tiempo, se evaluará si estos recursos impactan en las habilidades orales, la motivación y la participación de los estudiantes. El impacto positivo en el aprendizaje será clave al incorporar la gamificación, específicamente Baamboozle, para motivar a los estudiantes en el aprendizaje del idioma inglés durante la participación en el aula. Por lo tanto, el investigador encontró que las clases gamificadas son altamente beneficiosas en un ambiente de aula, donde no sólo los estudiantes se beneficiaran sino también los profesores. Además, surgen beneficios inesperados, como la mejora de actividades en el aula, el desarrollo de redes de apoyo entre compañeros y la mejora de otras destrezas lingüísticas. Esta investigación contribuye al campo de la enseñanza del inglés como lengua extranjera aportando datos empíricos sobre la eficacia de los juegos gamificados como estrategia de enseñanza y ofrece recomendaciones prácticas para su aplicación en contextos educativos.

Palabras claves: Gamificación, Baamboozle, Motivación, Expresión Oral, Comunicación, Estrategias de Enseñanza, Segunda Lengua, Fluidez al Hablar.

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Chapter I

Introductory Framework

Starting this academic adventure is like going on a journey to an unknown destination, discovering valuable new knowledge, and opening oneself up to a world with many possibilities and explorations. Primarily, an introduction serves as the entry point through which the reader begins exploring new concepts. It provides a guide that aims to inspire enthusiasm in the reader and helps the researcher define the focus of the study. This work is organized into five chapters, each explaining the aims of the investigation, the promoting question of the research, the purpose of the study, its justification, as well as the proposed objectives, limitations, and recommendations. Ultimately, it presents the results based on the framework defined within the project. Therefore, this research aims to reveal the impact of using gamification, specifically Baamboozle, as a learning technique to improve oral skills in 6th-grade students at Escuela Tinamastes during the first period, 2025. This is where the need for this research arises.

1.1 Problem Statement

Currently, English is one of the most widely used languages worldwide. It has transcended the natural limits of a language. It has become a tool for communication and work, allowing individuals to acquire better education and ensuring that people develop stronger linguistic skills. This highlights the importance of teaching English in Costa Rican schools, enabling children to prepare for a globalized world. According to Gonzalez (2005, as cited in Bolarin et al., 2021), mastering a second language (L2) facilitates the opening of borders, the understanding of different contexts, the integration of cultures, and progress, and plays a key role in developing a country. Bilingual people who know a second language are better equipped to face the demands of a globalized society. Promoting bilingualism in basic education is essential, enabling students to mobilize, study, and develop in a plural, active, competitive, and continuously evolving environment. Given this, it becomes crucial to analyze the impact of oral English proficiency as a fundamental skill for acquiring English, enabling students to function effectively in a diverse and dynamic society. Despite developing teaching innovations and expanding resources to support English learning in Costa Rican schools and colleges, students

still struggle to demonstrate the communicative and grammatical competence expected from their language learning.

Furthermore, it has been observed that students have different challenges during their English language training, particularly with the skills that make up the language, such as pronunciation when speaking. This is why it is essential to carry out this research, as there is concern that students cannot achieve the expected learning outcomes. The problem arises in the students' difficulties with speaking and pronunciation. Struggling with speaking or having poor pronunciation is a standard issue in schools nationwide, and students have been dealing with this problem. Rabi et al. (2023), in their research, mention, "In educational settings, fostering these skills is of paramount importance, as they not only empower students to excel academically but also prepare them for the demands of a globalized workforce" (p.2). This quote focuses on how students should develop oral skills, enable assertive communication in the academic environment, and prepare for the workforce. Mastering oral expression, pronunciation, and fluency in English becomes a key aspect of teaching students, as these oral skills are essential in the professional field. They open doors to better opportunities, allowing students to compete on equal terms in an international market. Improving these skills in the educational setting will benefit students' future academic and professional success. As a result, educators use various techniques to find a solution to the problem using different valuable methods. In this context, this research seeks to evaluate the effectiveness of gamification to help students. Gamification has been a successful teaching strategy for many years, yielding positive educational results.

However, the technique used in teaching English speaking reveals that the conventional method is deficient in student learning. For this reason, students, after having studied English for six years in schools, have not acquired the knowledge and skills expected in areas such as listening, grammar, writing, and speaking. Therefore, there is a need to find solutions to the concerns presented above, which raises the following research question.

How does the use of gamification, specifically through Baamboozle, as a learning technique influence the improvement of speaking skills in 6th-grade students at Escuela Tinamastes during the first period, 2025?

1.2 Objectives of the Investigation

The objective of this investigation serves as a guiding framework, ensuring the research remains focused and aligned with its intended outcomes. For that reason, the researcher must have them present during the process to avoid deviations in the same. The following objectives will define the outcomes of the investigation.

1.2.1 General Objective

To explain how using gamification, specifically through Baamboozle, as a learning technique improves speaking skills in 6th-grade students at Escuela Tinamastes during the first period, 2025

1.2.2 Specific Objectives

- To identify the most appropriate gamification strategies, specifically through Baamboozle, for improving speaking skills in 6th-grade students at Escuela Tinamastes during the first period, 2025
- To implement gamified activities designed through Baamboozle to develop students' fluency, pronunciation, and vocabulary in oral expression in 6th-grade students at Escuela Tinamastes during the first period, 2025
- To analyze the impact of gamified activities using Baamboozle on the enthusiasm and confidence of sixth-grade students at Escuela Tinamastes when carrying out oral activities during the first period, 2025

1.2 Justification of the Study

The convenience of this research lies in the possibility of investigating the impact that oral expression has within the teaching of the English language in Costa Rican schools, as well as the importance of using gamification to improve this skill. According to Prados et al. (2021), gamification yields excellent results. "In recent years, gamification has appeared within the educational sector as a methodological innovation. Several studies show the motivational advantages of using this methodology in education." (p. 1). The authors confirmed that gamification is highly beneficial for students to learn positively, fostering motivation and serving as a conventional technological innovation to support language improvement. Through this

research, students hope to obtain results that will help them understand whether the oral performance of English in a group of sixth-grade students is adequate during lessons and thus determine if the methodology used by the teacher has a positive effect on English language acquisition. On the other hand, this research serves as a guide to reveal whether the tools currently used in teaching the English language are appropriate for students to understand the essential aspects of the language simply and clearly. This is especially important, as speaking forms a foundation that allows students to communicate effectively in English.

Regarding the social relevance of this research, it is important to note that the primary beneficiaries of the results will be the sixth-grade students of the Escuela Tinamastes. By developing oral skills, they will become aware of their importance and, as a result, achieve better outcomes in their English-speaking abilities.

About the above, it should be noted that, as mentioned by Aguayo et al. (2019), the Ministry of Public Education has established that the purpose of teaching English in Costa Rica is for students to learn the language and use it as a tool to function in various scenarios. The goal is also to enable them to create new knowledge in the language and use it to meet the demands of a globalized world through different channels and technologies. This research addresses some issues with the strategies used in teaching English speaking. This study will demonstrate the impact of oral language skills in English classes in our country.

In addition, this research aims to provide the institution with a technological tool, such as gamification, specifically Baamboozle, which will support the achievement of better results in terms of oral instruction in English. This tool will facilitate the acquisition and practice of language skills in a simple way that appeals to students, motivates them, and improves their oral comprehension of English.

This research also hopes to assist other English language teachers by offering new tools to enhance pronunciation and speaking teaching in their classes. It focuses on highlighting these areas' impact on the development of students' oral skills, as students often face various challenges during their academic training in English as a Second Language (L2). Therefore, the goal is for students to better understand how to speak English, enabling them to communicate orally with their peers and English language teachers.

Likewise, this research aims to obtain results through questionnaires administered to the institution's sixth-grade students. The goal is to determine whether applying gamification techniques will help the learning process, specifically by using the vocabulary learned during the oral practices that will be applied in class.

In conclusion, by exploring the effectiveness of gamification, specifically the use of Baamboozle to improve oral skills, this research will contribute to enriching academic development in teaching the English language. It will also help create a positive environment for each student's personal, social, and professional development. On the other hand, the Tinamastes Educational Center will have an innovative technological tool that will enhance the quality of learning.

1.3 Antecedents

As for the references that are related to said research, the following paragraphs analyze the results of relevant studies on the present topic. It should be noted that, in general, the various works highlight the positive aspects related to the impact of effective English-speaking practices in the classrooms, as well as the use of different methodological strategies that are crucial for developing English as a second language. These include approaches such as gamification, with a specific focus on Baamboozle.

Firstly, it is important to emphasize the significance of gamification in the teaching of the English language, as illustrated by the research by Qureshi and Khatoon in (2023), titled “The Impact of Gamification Tools on Reading Comprehension Skills: A Comparative Study of Kahoot!, Quizzz, and Baamboozle for English Learners.” The authors state, “Gamification, which refers to the integration of game features and mechanics into contexts that are not inherently game-related, has demonstrated considerable potential in augmenting motivation, engagement, and educational achievements across diverse domains, such as language education” (p.1). Based on this, it can be deduced that the use of gamification in English classrooms is a technique that should not be overlooked. Thanks to its potential, students can improve their understanding of the language while simultaneously developing better skills in oral comprehension and production.

Secondly, gamification is beneficial when applied to any of the language teaching skills. By using the Baamboozle game, objectives are achieved for students, and the teachers can observe the expected progress in their students. This is supported by Sukma and Syahria (2017, as cited in Furdu et al., 2023), who stated, “Baamboozle gives instant feedback. Students can easily see their learning progress so that learners know what to do next for better achievement” (p.200). This is a clear example where the authors show that expected learning outcomes can be achieved, and it serves as a tool for the teacher to review the lesson and assess whether the students have understood the methodology explained.

In line with this, the main characteristics of Baamboozle, as outlined by Nur & Hertiki (2024), highlight that gamification is a tool for learning vocabulary and speaking skills. This technological tool, similar to quiz competitions, combines gamification, multimedia, and educational content to generate an engaging learning experience for students. Baamboozle offers a variety of games and activities that allow students to actively practice and reinforce their vocabulary knowledge and, of course, their oral expression. As mentioned in the quote, by combining elements of competition and educational content, Baamboozle manages to maintain students' interest while effectively reinforcing vocabulary knowledge and oral expression. The use of gamification in learning vocabulary and oral skills not only makes the educational process more participatory but also motivates students. Baamboozle effectively keeps students engaged, and this methodology can be especially useful in a context where traditional teaching methods may not be as effective in maintaining student motivation, as it offers a fun and dynamic way of learning. Additionally, this game creates a variety of activities, making it an interesting tool for teachers to use in their classrooms as a learning aid. The aim is to explore the challenges and opportunities presented by using Baamboozle to teach English vocabulary, which is essential for students to master spoken English.

Furthermore, as a national reference, Peraza's research (2024) stands out, demonstrating the effectiveness of gamification as a learning technique to improve students' speaking skills. Peraza states, "The findings can serve as a guide for teachers seeking effective strategies to create a dynamic and interactive learning environment by playing games such as peer competition, teamwork, or scorecards to gain greater engagement and help assimilate information". (p.15). Ultimately, positive results can be obtained through the use of gamification, where students have fun and work as a team. The use of all these methodologies is essential for training children and

adolescents to interact with their peers, enabling them to develop through the use of innovative techniques to achieve specific learning objectives, benefiting educators and students.

Finally, the strategies used by teachers during the lessons are essential. According to the Centro de Capacitación de Educación a Distancia (UNED) (n.d.), strategies are defined as "Actions planned by the teacher with the objective that the student achieves construction of learning and the objectives set are met. A strategy is, in a strict sense, an organized, formalized, and oriented procedure for achieving a clearly established goal". Based on this quote, using strategies in the classrooms is supportive for educators, as their purpose is to provide students with spaces where they can develop, apply, and demonstrate learning competencies. In light of the reasoning above, it can be deduced that strategies foster motivation in students, which, in turn, leads to favorable results in practices carried out during the English lessons.

In conclusion, the concepts described in these lines are essential for the development of this research and provide broader insights into how gamification has evolved in recent years within various learning strategies. In this context, it is crucial to highlight the need for acquiring new tools to motivate students and, thereby, achieve better results in teaching the English language in the classrooms. For this reason, Padilla and Caldera (2021) note that "The use of learning strategies such as gamification seem to be very promising for the development of educational competencies, which can include grammatical mastery of different languages such as English" (p. 66). It is evident how the aforementioned research has raised different aspects of gamification, particularly Baamboozle, as a significant tool for improving student speaking skills, from its application to the integration of digital technologies. In general terms, these findings underscore the importance of the research by identifying key areas to explore, such as the impact of gamification in teaching.

1.4 Scope

The purpose of this research is to assess the effectiveness of using gamification in developing oral skills among sixth-grade students at Escuela Tinamastes through technological learning tools. In general terms, this research aims to gain insight into techniques used by teachers at the Escuela Tinamastes in teaching English speaking, with a focus on the results seen in sixth-grade students. As previously mentioned, the goal is to develop the techniques, skills,

and abilities necessary for effective English-speaking instruction, ensuring meaningful learning for the students.

Through gamified learning tools, it is expected that students will feel more motivated when using them, while also improving their understanding of pronunciation. In this regard, students' knowledge can be assessed when technological strategies are properly applied, allowing for the achievement of the desired learning outcomes. This can be facilitated by promoting progress in the development of the following content. In addition, the study aims to explore the intersection between education and technology, focusing on how the integration of gamified elements into the learning process can positively impact the development of oral communication skills among students.

Chapter II

Theoretical Framework

The English language has gained global relevance, and job profiles, along with intercultural interactions, have created a demand for people to be bilingual. To master the language, individuals must develop both productive and communicative skills, with effective pronunciation being a crucial component. Given the focus of this research, the emphasis will be on oral skills. Consequently, producing students with strong communicative abilities in English equips them with the necessary tools to access information and engage in conversations in the language. Gamification is a strategy that actively involves students in speaking and listening, two of the most essential skills in language acquisition. By participating in gamified activities, students develop the ability to communicate fluently and understand others in diverse social contexts. The effectiveness of using technology in these activities will assist both teachers and students in exploring a world that is constantly evolving.

2.1 Literature Review

As for the references related to the research, the following section analyzes the results of relevant studies on the present topic of study. It is important to note that, in general, the various works refer to aspects related to the impact of improving students' oral skills when learning the English language. The sources of information used include theses, journals, books, and other research articles. It is necessary to investigate other articles that demonstrate the necessary information. Previous studies serve to recognize the need for motivation among students when learning a new language. Using other references that align with the topic is adequate, as they provide valuable data to enhance the effectiveness of previous experiences. To support this review, gamified activities are discussed, including the use of Baamboozle. This approach is expected to yield positive results for students, as it incorporates theories such as Communicative Language Teaching (CLT) and the Multiple Intelligences Theory.

2.2. Concept of Gamification

Firstly, the primary theme of this research is the use of gamification. For this reason, Oliveira, et al. (2023) describe it as “Gamification has been widely used to design better

educational systems aiming to increase students' concentration, motivation, engagement, flow experience, and others positive experiences" (para.1). As mentioned by the authors, gamification is a learning technique involving the strategic integration of recreational elements. Gamification techniques offer students opportunities for active participation, collaboration, and skill development, thus contributing to a more engaging and effective educational experience. Gamification is popular because it provides an excellent way to practice the material covered in class, helping students understand it more accurately.

In the context of gamification, Elliott et al. (2021) mention that games are crafted to address these concerns by establishing a defined set of regulations to adhere to, whether playing against other individuals or computers, with outcomes readily quantifiable. Games often feature interactivity, feedback mechanisms, and progression systems to engage and motivate participants. Researchers highlight the use of gamification as a powerful tool for motivating students to participate in activities aimed at improving their learning. Games provide a structure that facilitates progress and allows for the reliable evaluation of results. This helps students clearly understand their performance and objectives, which is crucial for maintaining motivation. For this reason, gamification can be an effective strategy to keep students engaged and motivated.

According to Buljan (2021), games stimulate the brain's ability to adapt to different stimuli and new connections. These techniques can strengthen neural connections, improving cognitive skills, memory, and concentration. Everything cited by the author highlights all the benefits of using games in the cognitive development of students. Games improve the brain's capacity to respond to stimuli, enhancing skills such as memory and attention. Recreational activities are effective in activating brain functions essential for children's learning, thus facilitating the process of oral skills in students. Implementing games into the learning process not only enhances the development of these skills but also offers a fun and engaging way for students to participate in their intellectual growth through playful experimentation.

According to Puto et al. (2023a), gamification in English language teaching plays an important role in fostering motivation, engagement, and collaboration in active learning. Although challenges may arise, gamification and its practices create an immersive learning environment that enhances students' mastery of the English language. The researcher highlights the significance of gamification in English language teaching by providing students with

opportunities for collaboration and active learning. While changes may emerge during its implementation, adopting its use creates an immersive environment that helps students not only master English but also gain confidence and enjoyment in the educational process. Gamification can be a powerful tool to facilitate language acquisition, promoting more active participation and better content retention. Therefore, the importance of using gamification in public schools lies in its ability to effectively support children's learning.

2.2.1 Gamification in Education

Eventually, gamification in education, together with technology, plays a significant role in the field of education, enhancing learning and developing new pedagogical approaches. Among the many strategies being used, one that teachers are increasingly adopting is gamification, where games are integrated into the learning process. As several researchers point out, the use of digital tools and gamified strategies has shown efficient results in the learning process, especially when learning a new language. As Buljan (2021) states, technology is a key tool in learning and the development of study plans. Teachers are increasingly adopting advanced digital resources and innovative strategies in their teaching methods.

Gamification is one of the methodologies chosen by educators worldwide. The use of gamification is yielding positive results, as it allows students to learn effectively through active participation. This quote highlights how technology serves as a supportive tool in education, innovating pedagogy through the use of gamification with impressively positive results. Educators are successfully capturing students' attention while simultaneously encouraging active participation. In the educational context, gamification serves as a pedagogical participatory dynamic to achieve desired outcomes, improve skills, or reward specific actions, among other learning objectives. According to Kalogiannakis et al. (2021), gamification in education is defined as a technology that has captured attention in many areas, including education. In the educational field, gamification incorporates games that stimulate enthusiasm and amplify student learning. The primary objective is the motivational power of the techniques used in games, which can be transferred to the educational context. Based on this, it can be deduced that gamification in education focuses on digitally engaging students through the use of applications or digital devices. The main differences lie primarily in how these environments relate to both the educational and the teaching processes.

Additionally, gamification helps motivate students to develop their learning entertaining way. The teacher is learning about gamification and its effectiveness in classrooms. As a result, they begin incorporating gamification is not just about fun and enjoyment; it serves as a teaching tool that supports students by allowing them to learn engagingly and enjoyably. As Kim (2017) mentioned, it is an instructional approach aimed at improving the effectiveness of teaching and student learning. Teachers should remember that gamification can benefit their students in various ways by helping in their learning phase. As Nguyen (2025) noted, “To keep students’ interests high and to avoid textbooks like your kids avoid vegetables, check out these fun games to play in class with your students. They are versatile, work great for both online and offline learning”. (para.2). This quote emphasizes the importance of students feeling interested in the learning process and, at the same time, recommends that students should be encouraged, noting that using books can be boring.

When introducing gamified games, their advantages become evident: they are versatile and suitable for both online and in-person learning environments. These are powerful strategies that also help teachers capture students’ attention, motivate them, and facilitate their learning in an entertaining and meaningful way. The development of a game that can help students who have a problem with speaking during an English lesson can make a huge difference in increasing the improvement of this skill. There are ideas and games already created that can be adapted to the student's needs. Wright and Taylor (2016 as cited in Porras 2023) note that “the gamification focuses on providing many resources for teachers to use in class while giving a lesson, like introducing the language which is targeted, the planning, and the way a teacher can monitor and assess the progress” (p.27). This reference highlights the importance of gamification as a tool that offers varied resources for teachers, enriching the teaching process. By incorporating gamified strategies into the classroom, teachers can not only introduce the target language more dynamically but also gain the ability to plan more effectively and track and evaluate student progress. Therefore, this methodology improves student learning while providing teachers with a more structured and accessible way to manage the classroom and assess performance.

2.2.2 Gamification Tools

Gamification tools are digital resources designed to introduce entertaining elements into the learning process. These tools engage students and improve their learning outcomes. In the

context of education, Qureshi and Khatoon (2023) define these tools as platforms that offer various resources for teaching English. They can be prepared, modified, and used in any language. Educators can create them with educational materials tailored to specific topics and incorporate them into their teaching methodology, enhancing the effectiveness of English language acquisition. In this regard, the efficiency of gamification largely depends on how this planned process is implemented. It is essential to use methods that encourage active student participation, constant reinforcement, and contextualized language practice.

The importance of adapting recreational activities to meet the needs and learning styles of students cannot be overstated. As mentioned by Puto et al. (2023b), gamification is key to integrating elements such as competition, achievements, and progress tracking. Its greatest emphasis is the intrinsic motivation of the students, making the learning process more pleasant and encouraging active participation. The use of gamification in classrooms aims to create an attractive and immersive environment that encourages problem-solving and skill development. It is notable that by using these elements, students feel more committed and motivated to participate in learning. Creating an attractive and immersive environment has the advantage of developing skills, which improves the educational experience for students. For all the reasons mentioned, gamification undoubtedly provides a dynamic and effective approach to making learning more interactive.

2.2.2.1 Concentration

The concentration of students in the classrooms is an important element that must be taken into account; however, it is also a difficult process that plays a decisive role in achieving academic success. Allehaidan & Wan Zainon (2024) describe it as: "Concentration is the ability to focus on a task that encompasses a complex interplay of attention, engagement, and cognitive processing" (p.58). In this sense, it is crucial to recognize the need for concentration within the classrooms, especially when teaching a new language. Maintaining concentration is a challenge for teachers. In this regard, the use of gamification is supportive, as children and adolescents love games, particularly when technology is used as a tool to implement them.

2.2.2.2 Learning Strategies

Learning strategies are essential techniques for teaching a language. According to Centro de Capacitación a Distancia (UNED) (n.d), learning strategies are methods or plans aimed at achieving the expected educational goals. In this context, strategies are techniques that incorporate various tactics or learning methods. As mentioned in the previous quote, it is essential for strategies to be adapted to the needs and learning styles of students, as each student has different abilities and preferences for learning. Proposing learning strategies alongside students helps teachers achieve clear objectives set during learning, allowing students to reach their goals. However, the professors cannot overlook the importance of establishing concrete steps that make these objectives viable during the student's learning.

Within the teaching process, there are specific strategies that help the teacher meet their objectives. According to Briones (2023), examples of strategies include "In the first category are memorization strategies, which help with the organization and association of linguistic material; cognitive strategies, which aim for the student manipulate the target language; and compensatory strategies, which assist student in using the target language despite limitations" (p.54). Based on the above, it is important to consider the strategies presented, as they are part of the various approaches teachers use to help students acquire knowledge in a specific area. Furthermore, proposing clear strategies, such as cognitive and linguistic strategies, will make learning the English language a simpler and more motivating process for the student.

2.3 English Language

In recent years, the English language has been gaining ground around the world. It is well-known that in many countries, this language is used as a means of communication, and our country is no exception. Preparing people to know this language is a challenge, which highlights the importance of teaching English to children from an early age in school. As quoted by Rohmanudin (2021), the English language is the official language of many countries and is spoken by around 400 million people worldwide. People who speak English not only have the ability to communicate with native speakers, but they also know the second most widely spoken language. As mentioned, this highlights the importance and necessity for students in the country's schools to learn English correctly, since it is a language used globally. Proficiency in English is necessary to communicate effectively with native speakers and others around the world.

Furthermore, it is considered the second most spoken language worldwide. In Costa Rica, as a developing and growing country, English serves as a key communication tool for social, commercial, educational, labor, business, and tourist activities.

2.3.1 Second Language

It is increasingly important for people to know a second language, which has become a valuable tool for personal and professional growth. As Beltrán (2017a) asserts, "acquiring a second language refers to the final learning process that allows the students to handle a second language just as they do with the first" (p. 95). The author mentions that knowing a second language is crucial in today's professional environment. Bilingual people can communicate effectively with different people worldwide. The importance of knowing a second language, such as English, is fundamental. As Beltrán (2017 b) noted, the English language is the most spoken language around the world. For this reason, it has been integrated into educational curricula.

When referring to English as a non-native language, it is understood as a language other than the mother tongue, which is unfamiliar to the students. Everything mentioned by the author shows that our country has not lagged and has decided to include it in the school curriculum, ensuring that students have this fundamental tool for a professional future. Learning basic English allows students to function in situations where communication in this language is required. Furthermore, people with basic knowledge of English can face scenarios with less fear, where they need to interact in English with people who do not speak Spanish. That students learn it from an early age is a benefit, as it prepares them to face the challenges of the future, both nationally and internationally.

2.3.2 Speaking Skills

Firstly, it is important to highlight the definition of speaking. Colle (2022) asserts that speaking is a mechanism for delivering a message, where information is produced through signals, sounds are exchanged, and sentences are formed. The author describes speaking as an act of collaborative communication where ideas are exchanged between the speaker and the listener. Speaking not only involves knowing the words but also understanding the transmission process and the desired information. Knowing how to deliver and receive the message is considered effective communication, which is essential for learning and using language in real situations.

When learning a second language, the ability to express oneself clearly with words is vital. In this regard, Hongwilaiand and Kawboonsai (2022) stated that communication involves the interaction between two or more people. The active participation of each person leads to the development of communicative discourse, where ideas are shared, fostering conversation. As the authors emphasize, knowing how to express oneself orally is key to effective communication. Therefore, if one aims to learn a new language, developing speaking skills is crucial. Having the ability to speak a second language is a key factor for success in language learning. Srinivas (2019) describes speaking as “The most important skill to acquire foreign or second language learning. Among the four key language skills, speaking is deemed to be the most important skill in learning a foreign or second language” (p.8).

Analyzing the author’s statement, it can be concluded that speaking is considered the most important skill among the four key language skills when learning a second language. In the global world, communication plays a vital role in achieving success on all academic campuses. Language serves as a tool for communication between people. Furthermore, if people want to achieve their goals and objectives, the use of a second language is essential, as it has become mandatory in many areas. Therefore, there is a need to communicate with other people with people from all over the world, and English is considered the international language spoken worldwide, serving the purpose of connecting people across different regions, states, countries, and continents.

2.3.3 Characteristics of Speaking

Becoming proficient in another language entails understanding the elements and characteristics of the language, such as grammar, diction, and the ability to express oneself while speaking. Furthermore, it is important to understand the process of speaking itself. Therefore, the elements classified as language characteristics include the following, as cited by Hongwilaiand and Kawboonsai (2022) “Being able to use connected speech refers to the ability to modify sounds when we speak. These modifications can include assimilation (modifying sound), elision (omitting sounds), linking (adding sounds), or weakening sound through contractions and stress patterning” (p.49) From the above definitions, it is evident that the use of tone and accentuation in language is an essential part of effective communication. To convey the true meaning of the message, the speaker must use these elements appropriately. To be considered competent in English speaking, learners must not only possess linguistic knowledge but also understand

culturally acceptable ways of interacting in various situations and relationships. It is of utmost importance that students learn the correct use of tone and accentuation in the English language.

2.3.4 Fluency in Speaking Skills

According to Hedge (2000, as cited in Przyszłość 2024a), "Fluency is the ability to answer coherently by connecting the words and phrases, pronouncing the sounds clearly, and using stress and intonation." (p. 2). Considering that fluency is the ability of speakers to use a language effectively, it should be noted that it does not mean speaking quickly, but rather knowing how to connect the segments of speech smoothly. Thinking in English can also be one of the techniques to improve fluency. Acquiring English-speaking skills is a process that requires time. In the classroom, various language teaching and learning methods and techniques are the primary tools through which teachers can help students become fluent.

To improve oral skills in the classroom, it is important to encourage communicative participation; for this, activities must be designed in classes. According to Mineduc (2013, as cited in Zúñiga, 2024), the levels of difficulty in 43 interactions are modified by "the fluency with which students express themselves, the communication methods they use, the amount of support received, and the number of interactions or the time of an oral expression" (p. 42-43). This quote highlights the factors affecting the difficulty in students' oral skills, as they influence fluency when expressing themselves. Considering linguistic skills is crucial if you want to improve students' fluency. The strategies used in classrooms for teaching are key to the exposure of the language, and interactions are also crucial to improving fluency. Creating educational strategies that foster participation and oral communication among students is a goal to achieve.

2.3.4.1 English Language Barrier

The barriers that students face when learning a new language are diverse. As noted by Petrova (2020), explains that there are many obstacles to learning the English language, including the linguistic gap, mental health issues resulting from the language barrier, and academic prejudices. These barriers often lead to feelings of demotivation and difficulties in learning English. Additionally, mental health issues arising from the language barrier can result in psychological disorders, which may cause students to abandon their studies. As mentioned above, the learning process can be complicated by the emotional challenges that language learners face. Furthermore, differences in pronunciation, grammar, vocabulary, and listening comprehension

often become significant obstacles in learning the language. Below are some suggestions on how learners can overcome the barriers of the English language, as proposed by Karavskiy & Kimbaev (2017). The researchers assert that one of the most effective ways to overcome these barriers is to speak directly with native speakers of English. However, many people may not have the opportunity to interact face-to-face with a native speaker, so they need to resort to other methods. With the help of intensive and self-directed training, this approach carried out autonomously, focuses on constantly practicing to overcome difficulties in learning the language. The propositions provided by the researchers can be valuable, as they help learners overcome the fear of speaking with a native speaker. While the researchers emphasize speaking with native speakers as the most effective tool for overcoming language barriers, they also acknowledge that not everyone has the opportunity for this type of interaction. Therefore, they recommend intensive and self-directed training as a viable solution. The goal is for students to take control of their learning, which can be highly beneficial, allowing them to practice continuously and focus on their weaknesses. Having guidance from a teacher will also be greatly supportive if the student wants to overcome the barriers.

2.3.4.2 Native Speaker

Wiese et al. (2022) define a native speaker as follows: "A native speaker is native in the sense of being born into the language, that is, acquiring it from birth, and a native speaker has to master a repertoire that also involves standard or formal registers of their heritage language" (para. 3). It is important to recognize that a native speaker is someone who knows the language from an early age. By growing up in an environment with linguistic roots, people learn spontaneously and naturally. Additionally, a native speaker deeply understands all the grammatical rules of the language, has mastered fluency when speaking, and possesses knowledge of all the nuances of the language.

On the other hand, Llurda & Calvet-Terré (2022) stated: "The native speaker has long been regarded as 'the ultimate state at which first and second language learners may arrive and as the ultimate goal in language pedagogy'" (para. 11). This quote points out how the native speaker has been considered the standard of competence, often seen as the ideal that both first and second language learners should strive to achieve. However, this concept raises the question of whether being a "perfect speaker" should truly be the only measure of success in language learning. The ability to communicate effectively and functionally should be equally valued. Jenkin and Won

(2019) cited that a native speaker is essential for learning and teaching the English language. For this reason, students who want to acquire a new language will benefit from more effective knowledge if a native speaker is the one who teaches them. A native speaker already objectively knows the language and has a better linguistic understanding, which can help students who wish to learn a new language.

2.3.4.3 Communication

Communication plays a key role in exchanging ideas and viewpoints, as well as in expressing needs, emotions, and thoughts between individuals. According to Utami et al. (2021), stated tool that humans use for communication is language, where they transmit their ideas. To interact with people, language is needed, and communication is part of the teaching process. Communication is essential because it enables individuals to interact with English speakers. As the authors note, language serves as a primary means of communication and is crucial for learning the English language.

Furthermore, communication is vital when conveying a message in any language. In this context, Zamarreño (2020) defines it as “The process of generating meaning through the sending and non-verbal symbols and signs that are influenced by multiple contexts” (p.9). In light of the above, it is important to note that communication serves as the foundation for self-expression, whether it is one's native language or a second language. People primarily express themselves verbally to communicate effectively. Therefore, communication is essential in this research, as the objective is to explore the impact of speaking English fluently, enabling students to communicate more productively in this language.

2.4 Concept of Baamboozle

According to Quraishi et al. (2023), the Baamboozle game is defined as: "The Baamboozle game is an online learning platform designed to provide accessible and engaging interactive experiences for classroom settings. The Baamboozle game has the potential to be utilized as an educational tool" (p. 182). Given these considerations, the purpose of technological tools that incorporate games is to effectively support the learning process in alignment with classroom objectives. The use of these tools in English language classes, in particular, optimizes students' academic performance. The idea of using Baamboozle in learning is considered an

engaging practice, where educators help each other reinforce key topics while all students actively participate in the learning process.

Additionally, Nandhini and Rasyidah (2024) highlight that Baamboozle's strategy is to use questions based on games, which facilitates better memory retention of the material covered in lessons. This approach allows for a deeper and more interactive exploration of the topics. Baamboozle offers a wide range of question formats that can be adapted to the difficulty and complexity of the material being taught at the time. This leads to the conclusion that this tool is highly beneficial for teachers in their teaching methods and, at the same time, provides an interactive experience for students. This playful tool can also help reduce the stress associated with teaching by allowing students to focus on the learning process rather than the expected results.

2.4.1 Technology in Education

Today, society lives in an environment of constant change, and it is understood that technologies are part of the evolution that has taken place, with the field of education being no exception. For this reason, Danca et al. (2023a) stated that the use of digital tools offers a faster learning environment compared to traditional teaching methods. The effectiveness of digital tools is unsurpassed by traditional methods. There are many devices available to the general population that schools and educational institutions can incorporate effectively. These lines emphasize how technology and digital tools can help transform the educational environment by presenting recommendations for better teaching compared to traditional methods. Creating a more effective and immediate learning environment, along with maintaining greater student engagement, are crucial aspects that improve educational quality. Furthermore, technological devices, such as smartphones, which are already common in people's daily lives, become an easy tool to integrate into classrooms, making it a logical and beneficial option. Technology optimizes the teaching and learning process, providing a more dynamic, flexible, and accessible educational experience.

Technology today has taken a very significant path in the area of education, as it allows teachers to complement their learning goals with this tool. As Mucundanyi and Woodley (2021a) stated, "Technology can assist instructional designers and teachers in meeting the needs of learners in traditional classrooms and virtual course environments" (p.96). As mentioned by the authors, it is notable that technology has become a helpful instrument in the educational

environment, allowing schools, colleges, and even universities to become more developed places. Having technology helps students to have better conditions for learning and also makes tasks easier to execute, keeping them engaged with technological tools.

Mucundanyi and Woodley (2021b) further note that " Teachers develop course descriptions, goals, and objectives and determine pedagogy and technology to better assist students in acquiring the required knowledge and skills". Teachers must learn to use technology and feel comfortable incorporating digital tools while safeguarding the pedagogy of the course. These new experiences must be pleasant for students and teachers, facilitating learning and meeting the course objectives.

On the other hand, Feng & Wang; Makhambetova, Zhiyenbayeva, and Ergesheva (2021 as cited in Meirbekov et al. 2022), noted "The development of information and communication technology has led to truly revolutionary changes, new realities of the global digital world, and new education technologies based on innovative ideas, critical thinking, effective communication, and productive collaboration" (para.8). In light of this, it is important to highlight that in the field of education, the use of digital tools supports students in developing essential skills, such as setting realistic goals, exercising self-control, enhancing self-awareness and fostering collaboration. These tools also promote critical thinking, which is considered a key competence in higher education.

2.4.2 Digital Tools

Digital tools go hand in hand with technology, as both are essential to achieving the desired purpose. Meirbekov et al. (2022) noted that digital tools offer many services that can be used in today's educational process. These tools are designed to create teaching and learning materials, such as videos, audio, exams, and more. As mentioned, the previous section specifies what digital tools are, providing examples of the various ways in which they can be used. In the modern education environment, digital tools have become indispensable. To develop technological activities, it is crucial to consider the digital tools through which the desired objective can be achieved. In the context of gamification, digital tools play a central role in the development of the game itself.

Furthermore, Danca et al. (2023 b) mention, "Online digital tools help learners to learn more effectively, become more aware of language errors and collaborate with their peers" (p.

290). This statement highlights the positive impact that the use of digital tools has on the learning process. These tools facilitate individual and teamwork, promoting a more interactive and participatory learning experience. Additionally, the use of these online tools allows students to access educational resources at any time, further enhancing their learning.

Over time, it is expected that all of these technological resources and digital tools will be implemented across educational institutions in the country. With the integration of these innovative tools, learning will be more personalized through activities, dynamics, and interactive evaluations tailored to the needs of the students. These new adaptations foster more effective learning, regardless of the student's context.

2.4.3 Game-Based Learning

According to Buljan (2021), defined game-based learning is defined as “Makes games a part of the learning process. It is an instructional method where students learn specific skills or knowledge from playing an actual game. This type of learning takes educational content and transforms it into a game that students can play” (para.13). This learning technique focuses on games that effectively integrate playful elements into the educational process, making learning an attractive experience. By developing educational content in a game, it is proposed that students not only acquire knowledge but also actively participate in the learning process. All this time, education has focused on traditional teaching, but today, there are new learning resources that facilitate teaching, and among these are game-based learning approaches.

This approach allows students to actively interact with the content at hand through playful dynamics. By incorporating game elements such as rewards, challenges, and narratives, learning becomes more engaging. Dancsa et al. (2023c) noted that learners "learn new things through repetition, failure, and goal achievement. This is the principle behind most video games. The player starts with little knowledge and skills, then as the game progresses, he gains more experience and can handle difficult situations". (p.291). This quote highlights how game-based learning leverages resources to enhance the educational experience. By integrating activities and challenges, an environment is created that motivates students to continue actively and gradually participating in their learning. This process encourages not only active learning but also resilience and problem-solving skills.

2.4.3.1 Motivation

Student motivation is a challenge for teachers, as performance in improving academic results in the classroom depends on motivation. The factors that influence motivation can be physiological or environmental. Additionally, there are two types of motivation: intrinsic and extrinsic. According to Stage (1996, as cited in Hutton 2024a), "Extrinsic motivation dictates that a person completes a task or activity because doing so will yield benefit or reward upon completion. In contrast, intrinsic motivation is characterized by doing something simply because of personal enjoyment" (p.4). As mentioned by Saeed & Zyngier (2012, as cited in Hutton 2024b), "Intrinsic motivation can be fostered by establishing purposeful activities for students, which can be applied very broadly across culture and context" (p.4).

As the author indicates, it is important to balance both types of motivation if the goal is to improve students' performance and well-being. Interest or enjoyment of an activity provides intrinsic motivation, which helps generate sustainable performance. Extrinsic motivation comes in the form of recognition or rewards. Knowing how to adapt to both types is crucial for maintaining a good balance. Maintaining motivation is key to promoting autonomy and interpersonal connection. Therefore, in the educational field, it is essential to create environments that support these needs to enhance motivation and overall well-being.

The influence of various types of motivation on academic performance is essential, as a person needs to feel motivated to learn a new language. According to Zhou (2012 as cited in Wei 2022), "Foreign language learners' emotional states, such as motivation, have played influential roles in foreign language learning. Motivation is normally characterized as a learner's "willingness or desire to be engaged in or commit effort to complete a task" (para.3). The author explained the importance of motivation when people try to learn a new language. In this sense, motivation can significantly influence performance. A motivated student is willing to overcome the barriers and obstacles they face on the learning path, ultimately achieving the proposed goal.

Gardner (1985, as cited in Wei (2022)) defined motivation as a "combination of effort plus a desire to achieve the goal of learning the language" (para.8). In other words, motivation involves the effort necessary to achieve the goal of learning a language. If effort and dedication are combined, the desired outcome will be achieved. A motivated student is not only focused on learning but is also willing to invest time and energy in overcoming difficulties and maintaining engagement throughout the learning process. Furthermore, motivation urges people to make

decisions, regardless of the task to be performed. It can be said that a student feels motivated when they persistently set out to achieve goals and put forth their best effort to reach them through the use of approaches and strategies. If people want to learn a new language, they must have complete motivation. This is why Firdausih and Aslan (2024) noted that "Learning motivation is an internal and external drive that moves a person to carry out learning activities, maintain learning activities, and direct students' learning attitudes and behavior. (p.1013).

These authors emphasize the significant importance of motivation in the development of learning, pointing it is both an internal and external force that encourages students to engage in the learning process. The combination of internal and external motivation reflects its complex nature, highlighting the fundamental role it plays in a student's consistency. This motivation helps students overcome the process. Ultimately, it contributes to creating a positive learning environment that leads to successful outcomes for students. Motivation is key to achieving academic success in mastering a new language. By putting motivation into practice in the area of education, educators can achieve improvements in the academic level of students.

Chapter III

Methodological Framework

In the preceding sections, the theoretical framework has been elucidated. This chapter outlines the methodological framework of the research, which explores how the use of gamification as a learning technique influences the improvement of oral skills among sixth-grade students at Escuela Tinamastes during the first period, of 2025. The study specifically focuses on the use of the game Baamboozle, a playful tool selected to encourage the development of students' oral skills.

The methodological framework covers the strategies, techniques, and procedures that will guide the study and help address the research questions. Its purpose is to provide a clear understanding of the application and effects of gamification in the development of oral skills. This framework offers a detailed structure for studying the influence of Baamboozle on improving oral skills among sixth-grade students, and it will facilitate a deeper understanding of how gaming techniques can be effectively integrated into the learning process. Additionally, the selection criteria, target population, and data collection instruments will provide the reader with a comprehensive insight into the practical application of the study.

3.1 Research Approach

The study is framed within a mixed research approach. According to George (2021), mixed methods are defined as "Combines elements of quantitative research and qualitative research to answer your research question. Mixed methods can help you gain a more complete picture than a standalone quantitative or qualitative study, as it integrates benefits of both methods" (para.1). This reference demonstrates the advantages of combining elements of qualitative and quantitative research, allowing us to have a more comprehensive understanding of the topic of study.

Firstly, the qualitative approach seeks to understand the influence of gamification through the use of Baamboozle on the oral skills of students by observing their interactions, attitudes, and perceptions. This approach allows for an in-depth exploration of the experiences of students and teachers regarding the use of playful techniques in the classroom. In this regard, Hernández and

Mendoza (2018 a), indicate that in qualitative research studies instead of starting with a theory and then verifying it with empirical data and results, the researcher begins their analysis by examining the facts and reviewing previous studies, to generate a theory that fits the phenomena observed. Based on this quote, it can be inferred that an essential part of qualitative research consists of investigating sources that can reveal previous studies related to the research topic.

For this study, previous research focuses on understanding the importance of gamification in the field of education, both nationally and internationally, in order to grasp how crucial the teaching of oral skills is in educational settings. This gamified approach proves advantageous in education, where socio-cultural influences and individual perspectives profoundly impact learning environments and outcomes. Moreover, Hernández and Mendoza (2018 b) further add that as part of qualitative research. A research problem is posed and gradually focused. The route is discovered or constructed according to the context and the events that occur as the study develops. In this sense, qualitative research necessitates a clear statement of the problem to be investigated, as it provides a focused vision of what will be explored. For this study, the problem statement focuses on how the use of gamification as a learning technique influences the improvement of the oral skills of sixth-grade students at Escuela Tinamastes.

Secondly, as stated by Bhandari (2023), "Quantitative research is the process of collecting and analyzing numerical data. It can be used to find patterns and averages, make predictions, test causal relationships, and generalize results to wider populations" (para. 1). As mentioned in the quote above, quantitative research focuses on the collection and analysis of data. It allows researchers to identify patterns and use tools to make predictions and generalizations about broader populations. At the same time, it focuses on measurable data that can be statistically analyzed to conclude, making it an ideal option for studies that require a solid base of numerical data. For this research, it will be used as the study intends to carry out questionnaires with closed questions. Additionally, it seeks to precisely measure the use of gamified tools, such as Baamboozle, as an effective learning technique in-class activity. About what has been described, data will be collected based on the experiences lived by students in the teaching and learning process. The information collected from the students, as part of the research, is quantitative data, since through the questions in the questionnaire, the students express their experiences with the use of gamification in English classes.

3.2 Research Design

In this unit, the researcher works on the research design. Here, the essential methodologies are provided to address the research question and objectives to reach the validity, reliability, and generalization of the proposed results. The researcher describes the methodological framework that guides the study, covering the strategy that can be used, the sampling method, the population, the techniques, the data collection methods, and finally the procedures for data analysis.

The research has a non-experimental design, with the group of students participating in gamified activities using Baaboozle. This design allows us to compare the impact of gamification on students' oral skills. Additionally, the design can be descriptive, as data is collected on students' experiences and perceptions during the sessions.

3.2.1 Non-Experimental Research

Next, regarding the type of research on which this study is based, it consists of non-experimental research. According to Hernández and Mendoza (2018 c), non-experimental research is defined as "Studies that are carried out without the deliberate manipulation of variables and in which the phenomena are only observed in their natural environment to analyze them." (p.175) About the previous quote, it can be deduced that this research is merely non-experimental because the objects of study consist of already existing phenomena. Therefore, the manipulation of variables is not necessary, as the phenomena are simply observed in order to understand how they develop in their natural environment and be analyzed.

3.2.2 Descriptive Research

This work focuses on descriptive research to describe the characteristics of a specific phenomenon, situation, or population without manipulating any variables. Therefore, it is based on observing and qualifying the proposed information, providing a clear image of what happens or has happened in a particular context. According to McCombes (2019), descriptive research aims to accurately and systematically describe a population, situation, or phenomenon. It can answer what, where, when, and how questions, but not why questions. A descriptive research design can use a wide variety of research methods to investigate one or more variables. In descriptive research, it is important to highlight that it does not focus on searching for the causes

of the phenomenon. Also, in terms of research methods, the flexibility of this design stands out, as it can be adapted to different contexts and objectives.

The researcher focuses on gathering data so that the phenomenon can be understood and represented in its real state. On the other hand, descriptive research also involves characterizing the key features and components of gamified language learning environments. This includes documenting the design elements, game mechanics, and technological tools used in gamified activities to create engaging and immersive learning experiences. Additionally, descriptive research seeks to explore the subjective experiences and perceptions of language learners engaging with gamified activities. Researchers employ methods such as interviews, surveys, and focus groups to gather quantitative data on learners' attitudes.

3.2.3 Exploratory Research

This study is based on exploratory research, which involves generating and discovering theory from the data obtained. The theory emerges from the interaction of the subjects with the phenomenon being studied. As mentioned by George (2023), exploratory research is defined as “A study with a large sample conducted in an exploratory manner can be quantitative as well. It is also often referred to as interpretive research or a grounded theory approach due to its flexible and open-ended nature” (para.2). This author emphasizes that exploratory research expands the possibilities for collecting data and allows the study's objectives to be adapted, whether to interpret patterns or build theories based on the observation of phenomena.

When referring to exploratory research or a grounded theory approach, the flexibility and openness of the process are highlighted. This means that the researcher is not limited to a rigid structure, but is willing to adjust the direction of the investigation as new facts emerge and the understanding of the topic deepens. Furthermore, it can be deduced that there is a direct interaction between the objects of study (students) and the phenomenon under investigation. Therefore, grounded theory aims to compare the theories proposed by theorists with what is perceived by the objects of study—in this case, the students—to verify if the proposed theory is supported by their experiences.

3.3 Information Sources

Information sources are a fundamental part of obtaining data, facts, ideas, or knowledge on a specific subject or topic. These sources can be diverse and cover various media and formats. According to Ashikuzzaman (2018), information sources are resources from which people can obtain data, facts, knowledge, or perceptions. These sources are diverse and include different media and formats. Information sources are essential to form a clear understanding, as they contribute to the construction of knowledge and the decision-making process. Usually, sources of information can be books, magazines, newspapers, and other printed media. The quote emphasizes the notability of information sources as indispensable resources to obtain data. These sources allow researchers to access media and formats, such as books, magazines, and newspapers, among others. To build an understanding of the topics, information sources provide data and play an essential role in the knowledge construction process. The importance of having reliable and varied sources of information obtained to achieve good results. This research will use the three main types: primary, secondary, and tertiary.

3.3.1 Primary Sources

The primary sources are immediate, first-hand accounts of a topic, from people who had a direct connection with it. According to Streefkerk (2018a), "Primary sources provide raw information and first-hand evidence. Examples include interview transcripts, statistical data, and works of art. Primary research gives you direct access to the subject of your research" (para. 1). The quote highlights the importance of primary sources, as they provide direct, first-hand information on a topic of study. They allow researchers to directly access the subject of their research, offering authentic insights. This type of source is essential because it is not filtered by others, ensuring that the information reflects the facts or phenomena being studied. In this research, the primary sources are the sixth graders at Escuela Tinamastes. This means that the data collected comes directly from the experiences, opinions, and observations of these students.

3.3.2 Secondary Sources

Secondary sources are one step removed from primary sources, although they often quote or otherwise use primary sources. They can cover the same topic but add a layer of interpretation and analysis. In the words of Streefkerk (2018b), "Secondary sources provide second-hand information and commentary from other researchers. Examples include journal articles, reviews,

and academic books. Thus, secondary research describes, interprets, or synthesizes primary sources" (para. 2). The quote highlights the role of secondary sources, which provide second-hand information and comments from other researchers. Magazine articles and academic books are examples. Secondary sources access a more detailed analysis, where the original data is interpreted giving a more complete vision of the topic of study. The secondary sources in this research are books, research papers, articles, magazines, and theses.

3.3.3 Tertiary Sources

Tertiary sources bring together information from primary and secondary sources, while also producing a synthesis of information on a topic. According to Ryan (2022), "These source types compile information from a wide variety of sources. They may also list, summarize, and index sources that provide original data or direct evidence (primary sources) and sources that describe or interpret this evidence (secondary sources)" (para. 2). The quote emphasizes the purpose of tertiary sources, which compile information from a wide variety of sources. These sources usually provide summaries and organize materials that include original data or direct evidence from primary sources, while also incorporating sources that interpret this evidence or secondary sources. It is important to note that tertiary sources play a key role in organizing and facilitating access to information.

3.4 Analysis Categories

Analysis Categories refer to the specific criteria or frameworks used to evaluate and interpret data, information, or phenomena within a research study or analytical context, serving to organize and structure the data collected during an investigation. These categories encompass conceptual, operational, and instrumental definitions. This section will define the analysis categories of the research investigation. Thanks to these definitions, the elements of the instruments are elaborated with greater precision. The definitions are gamification, baamboozle, and speaking skills.

3.4.1 Gamification

Gamification definition can be defined as the following. As indicated by Barroso et al., (2024), gamification is a developing approach that incorporates games or game elements to enhance learning in settings outside of games. It is connected to increased motivation among

learners, which in turn positively impacts their engagement with learning, as well as their social interactions and collaboration. Gamification can modify the learning process by making it more participatory and motivating. By implementing these recreational activities, student motivation, collaboration, and a sense of togetherness are enhanced. This creates a more dynamic learning environment where students acquire knowledge and develop social and teamwork skills. It is important to note that gamification can be used to teach subjects that are not typically associated with games, presenting them in the classroom in a more game-like manner.

3.4.2 Baamboozle

As stated by Shilvi Khayyirah et al., (2024) “The Baamboozle game can be used to create quizzes with various formats and questions. This media is also designed to increase group learning activities and can involve students in these activities” (p. 296). The quote highlights the effective use of Baamboozle as a dynamic tool to enhance the learning process. By allowing the creation of different game formats, this resource facilitates evaluation and encourages active student participation. Additionally, its design, specialized in group activities, promotes teamwork and collaboration, which helps strengthen social skills and cooperation in the classroom. This is assessed with pre-test and post-test evaluations on a scale, allowing for a comparison of students' capabilities before and after the intervention. The evaluation includes quizzes, role plays, and group discussions, providing practical scenarios for students to demonstrate their oral skills in interactive and realistic contexts.

3.4.3 Speaking Skills

If people want to learn a new language, developing oral skills is essential. As indicated by Przyszłość (2024 b). “Speaking is one of the most significant skills that a learner acquires in the process of learning a foreign language and is regarded as one of the most difficult aspects. Learners find it challenging to express themselves in oral language” (p.1). The quote points out the importance of developing oral skills. When people want to learn a new language, this skill is very important to develop and also often the most difficult to master, because many students find it difficult to express themselves fluently and coherently. However, to enhance oral communication, activities that promote interaction between people are recommended. These activities provide an opportunity to integrate all four essential language skills, facilitating effective communication. Speaking is a critical step in achieving effective communication in

society. Without oral skills, interaction with others would be impossible. This method effectively bridges the gap between theoretical language knowledge and practical communication.

3.5 Population and Sample

The population consists of sixth-grade students from Escuela Tinamastes. The sample is selected intentionally and consists of a group of 15 students, aged 11 to 12. The selection criteria are based on the student's willingness and interest in participating in recreational activities, as well as their previous level of oral skills.

3.6 Data Collection Instruments

By applying appropriate instruments, the researcher can collect the best information for the study. The objective of this research is to propose an evaluative approach to improve the English oral skills of sixth-grade students at Escuela Tinamastes, using gamification specifically Baaboozle, as a learning technique. To achieve this purpose, various techniques and instruments are employed to collect and analyze students' perceptions of the effectiveness of gamification in the classroom and its impact on the development of speaking skills in English. These tools allow the researcher to examine the teaching and learning strategies used, as well as the receptiveness and participation of students during gamified activities. In this case, the data is collected through instruments such as Observation 1, a pre-activity questionnaire, and a post-activity questionnaire. Questionnaire and observation 2. They are applied to the 6th grade class at Escuela Tinamastes.

3.6.1 Observation Checklist 1

The researcher observes how students interact in-class activities, evaluating aspects such as fluency, pronunciation, participation, and collaboration within the group. Observations are recorded in detail to provide a descriptive analysis. An observation checklist is used to investigate the lesson topic, speaking skills, challenges, and the teacher's teaching methods. Observation helps in developing group games aligned with the topic being taught to students and adapting them to their needs. Understanding students' abilities allows for modifying the games to better suit the research. (Annex 1)

3.6.2 Pre- and Post-Intervention Questionnaires

Questionnaires are applied before and after the intervention to evaluate the students' oral skills, specifically in aspects such as fluency, pronunciation, and the ability to maintain a conversation. When collecting the data, a pre-activity questionnaire is applied to the students regarding the problems they face and their feelings towards using games to learn English and working in groups or teams. As for the post-questionnaire, the questions are answered to compare the effects before and after the game performance, investigating the final results and differentiating them from the feelings at the start. Therefore, implementing this instrument is pivotal for the researcher to use in the investigation.

3.6.2.1 Pre-Activities Questionnaire and Post-Activities Questionnaire

Students answer the questions individually to determine how they feel about learning English. This is done after the observation day to understand how they feel before the current application of the group games. In the questionnaire, students are asked about their perceptions of using Baaboozle as a learning tool. The interviews provide detailed information about students' attitudes toward the game and how they perceive its impact on their speaking abilities. (Annex 2) (Annex 4)

3.6.3 Observation Checklist 2

Students are evaluated on oral skills and pronunciation. This allows for obtaining pronunciation results during and after the use of gamified activities, specifically Baamboozle. The evaluation is done through a rubric, where students interact in group games. Their participation is evaluated individually. The pronunciation of the words they say during the game is graded, as well as their use of the English language. (Annex 3)

3.7 Collection Data Process and Data Analysis

The data collected in this research comes from online articles, magazines, books, observations, and the implementation of the questionnaire. Given that this is a mixed methods study, two instruments are used to collect data: qualitative and quantitative analysis. Qualitative data from student observations are analyzed using content analysis, identifying recurring patterns and themes. The quantitative data obtained from the questionnaires is analyzed using descriptive statistics, with graphs, to measure improvements in the student's oral skills.

Students are given a questionnaire with questions. The survey includes four response options, as well as yes / no or "a lot/a little" answers. The objective of this questionnaire is to evaluate and measure how students perceive their learning process with the use of gamified activities, specifically Bamboozle, as a teaching tool to improve the oral skills of sixth-grade students at Escuela Tinamastes.

The procedure the researcher follows for this study involves attending a class lesson to observe the topic the teacher is covering and to analyze the students' oral needs and the teaching methods used. Then, the students complete the first questionnaire (before using Baamboozle), which allows the researcher to assess the student's knowledge of learning English through games, their comfort level with oral activities in class, and their familiarity with Baamboozle.

Afterward, specifically designed gamified activities using Baamboozle are introduced. Precise instructions are provided for its use. The activities are spread over several lessons and are adapted to increase student interaction in English, specifically targeting oral skills, pronunciation, and fluency. Once the Baamboozle activities have been applied, a second questionnaire is given to the students, where they express their feelings about using gamification, specifically Baamboozle.

Finally, the results from the pre-and post-questionnaires help determine if there was an improvement in the participants' oral skills, motivation, fluency, and comfort level in English. The data is analyzed, and conclusions are drawn regarding whether the use of gamification, specifically Baamboozle, has had a positive effect on learning English. Recommendations are made based on the analysis, encouraging the incorporation of games like Baamboozle into English language learning.

Chapter IV

Data Analysis

In this section, the data obtained from the data collection instruments used in Chapter III are presented, allowing both qualitative and quantitative results to be integrated. This is done to gain a more detailed and comprehensive understanding of the phenomenon studied, which consists of explaining how the use of gamification, specifically through Baamboozle, serves as a learning technique and improves oral expression skills in sixth-grade students at Escuela Tinamastes. Therefore, data analysis is carried out by combining specific analytical methods for each type of data and their joint interpretation. Furthermore, this chapter structures the collected data by transforming it into graphs, where the results are presented to facilitate readers' understanding of the researcher's objectives.

4.1 Analysis and Interpretation of the Results

Results analysis focuses on breaking down the information to answer research questions, while interpretation seeks broader meaning and connects the findings to existing knowledge. This process is carried out using structured, closed-ended questionnaires, thereby obtaining accurate and scientific results that support the interpretation of the results and generate conclusions and recommendations for the previously identified problem.

4.1.1 Observation Checklist 1

Observation, as such, can be classified as both a tool and a technique for gathering information, providing extremely important data for the researcher. The researcher needs to know the student's level of English before implementing any activity related to the gamification technique to be objective when analyzing the results of this research, which includes several instruments that help follow a well-structured work. This action allows the dynamics of the study audience to be demonstrated. In this research, the tool is applied in an educational setting, specifically with 15 sixth-grade students, 7 girls, and 8 boys, between the ages of 11 and 12. Through this observation, the objective is to identify whether the students are participative, active, or shy, whether they use English, and whether the teacher communicates with them in English or Spanish. Based on these criteria, the following observation can be made:

This classroom observation was conducted on April Wednesday 2 and Thursday 3, 2025, around the theme “Staying Safe in a Digital World ”(Technology). During both sessions, the teacher implemented an active and participatory methodology, integrating technological content with English language learning. During the first observation, the teacher began by asking questions related to technology, such as “How can we stay safe when chatting online?” and “What devices do you know?” The students attempted to respond with answers like “chatting with friends and family,” and, when naming devices, they mentioned computers, cellphones, and televisions. Through this activity, the teacher aimed to activate prior knowledge, and connect with the students' interests and motivation. The teacher explained in Spanish what technological devices from twenty years ago, such as televisions, computers, and phones, looked like, which contextualized the topic and facilitated comprehension, the students were surprised to see what technology was like years ago.

Subsequently, new technology-related vocabulary was introduced through a Hangman game, promoting playful learning. While the students participated actively, they used only Spanish vocabulary to guess the letters of the alphabet during the game. Flashcards were also used to reinforce this vocabulary, much of which was new to the students. The words taught included: smartphone, tablet, desktop computer, laptop, television, headsets, cellphone, microphone, mouse, printer, USB, game controller, etc.). In addition, adjectives such as cheap, expensive, new, old, big, and small were introduced and applied in comparisons to teach the structure of comparatives in English. For example, “A desktop computer is older than a laptop”. Later, the teacher showed a video about the latest school gadgets on the market and asked the students “What devices did you know?” and “Which devices would be useful in school?” Some students tried to participate but they consistently used Spanish. It should be noted that the teacher uses Spanish for most of the class and that only a few students always the same ones, consistently participate, while the majority of the group does not.

On the second day, the topic of technology continued, with a focus on the use of the simple present tense with irregular verbs. The teacher explained this grammatical structure and provided a short list of verbs such as, go, went, gone, do, did, done, have, has, had, be, was/ were, been, take, took, taken, make, made, made, etc. Then the students had to repeat and apply in sentences. Some examples included: “The best social network is Twitter,” “You have to log in

first,” and “She does her work on the computer.” Based on these examples, the students described their preferences regarding technological devices. Questions were then posed, such as “What devices do you use for studying or fun?” to which the students responded mostly in Spanish. Structures with comparatives and superlatives were also practiced through questions like: “What is the best online research tool?” “Is Instagram better than Snapchat?” and “Which is worse, Facebook or Twitter?” These encouraged students to formulate additional sentences in English. Furthermore, the teacher had to guide and assist most of the students in completing the exercises because they were unable to complete them without the teacher's help. On the second day of observation, the researcher noticed that some students were participating, but they always used Spanish. The teacher initially spoke to them in English and then translated everything into Spanish. She explained grammar, but it was difficult for the students to understand her, as they had a very low level of English.

Overall, the class was dynamic, featuring a variety of visual resources and participatory strategies. Although oral interaction in English was encouraged, students frequently used Spanish, indicating the need to continue strengthening oral proficiency in the second language. Nevertheless, the teacher successfully captured the students' interest, facilitated meaningful learning, and maintained a consistently motivating environment.

Based on this observation, the following graph shows the percentages of the results:

Figure 1. Observation Checklist 1

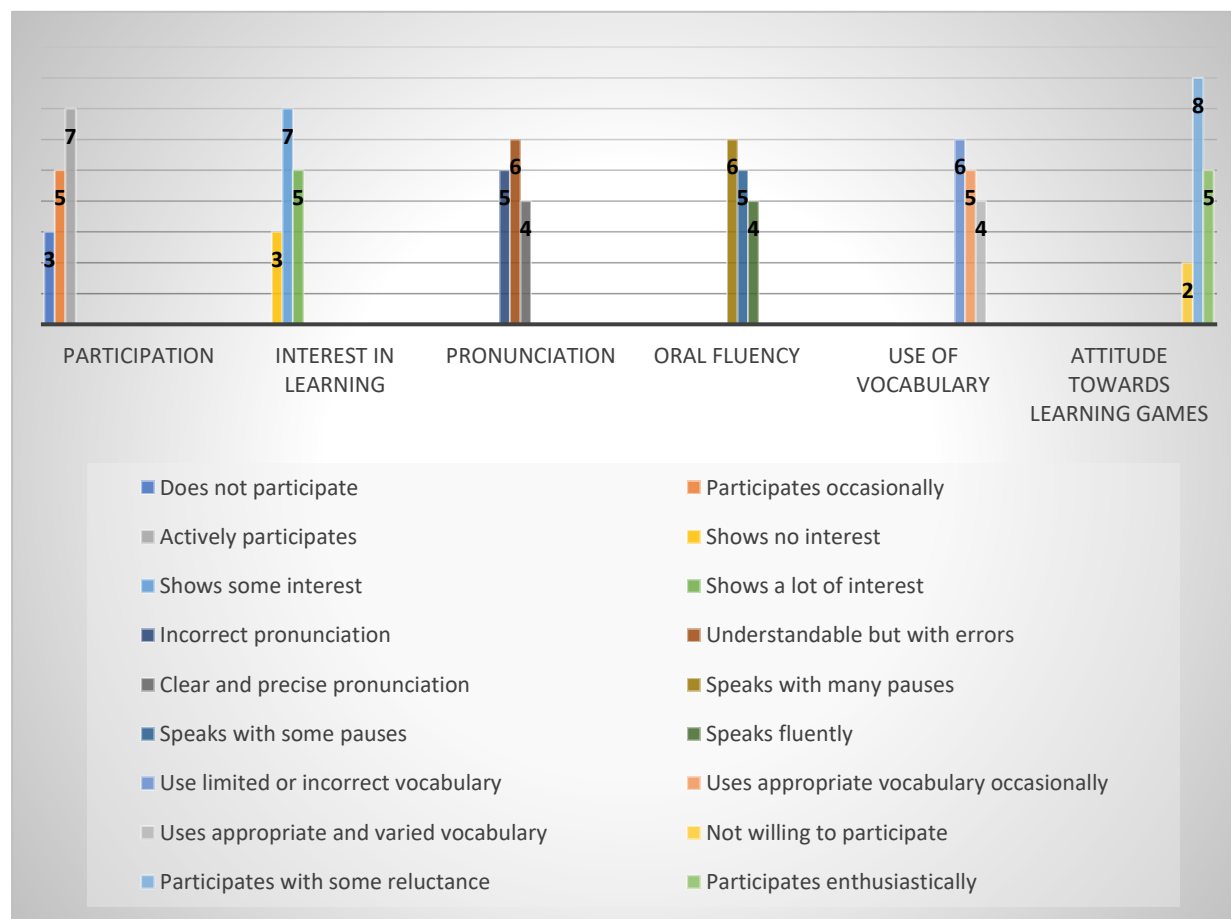


Figure 1: Prepared with information from observation 1. Source: Researcher's creation. (2025)

Figure 1 offers a perspective on the attitudes of sixth-grade students at Escuela Tinamastes toward the use of English in recreational contexts. Six key indicators were assessed: participation, interest, pronunciation, oral fluency, vocabulary use, and attitude toward learning games. The first indicator, participation, assessed the degree of student involvement during classroom activities. According to the results, 3 students did not participate, 5 participated occasionally, and 7 participated more actively. This result reflected a majority tendency toward active participation, which is a positive aspect of the teaching-learning process.

As for the second indicator, interest in learning through games, it evaluated the students' enthusiasm to learn English using activities. The results assessed, 3 showed disinterest, 7 showed

some interest, and 5 expressed a high level of enthusiasm. This result indicated that a portion of the student group needs to be more engaged in class.

Regarding pronunciation, the indicator revealed the following results: 5 students had incorrect pronunciation, 6 were understandable despite making mistakes, and only 4 demonstrated clear and precise pronunciation. Furthermore, the oral fluency analysis marked that 6 students spoke with frequent pauses, 5 with some pauses, and only 4 spoke fluently. About the results of vocabulary use, 6 students used limited or incorrect terms, 5 used them occasionally, and only 4 demonstrated appropriate and varied vocabulary. Finally, regarding attitude toward learning games, it was revealed that 2 students were unwilling to participate, 8 participated with some reluctance, and 5 participated enthusiastically. Although the results showed a significant group of students actively involved in recreational activities, the majority displayed a moderately receptive attitude, suggesting that there is room for improvement in how these types of activities are perceived. During this observation, the researcher had the opportunity to identify some areas that needed improvement, such as pronunciation, oral fluency, and the use of vocabulary. This was discovered when the students showed difficulties in expressing themselves in English, often resorting to Spanish instead. However, the researcher also identified some strengths, such as the students' active participation during the activities, in which the majority took part.

4.1.2 Pre-Activity Questionnaire

This pre-activity questionnaire was used to assess, prepare, motivate, and guide the English class, especially when using resources like Baamboozle, which combines learning with play and technology. The questions were closed-ended, which facilitates the collection and analysis of quantitative data. This allows for clear comparisons between respondents. Furthermore, the questionnaire was given in Spanish so that each respondent could easily understand it, as they have a very limited level of English. Moreover, the questionnaire was not designed to assess correct or incorrect answers, but rather to distinguish the differences in the effects generated by the performance of the game. This instrument served to identify students' feelings toward the target language and also helped as a tool for adapting the games to their needs. A graph was created for each question to visualize the results. Therefore, the graphs corresponding to each of the questions administered to sixth-grade students on Monday, April 7, 2025, are presented below:

Figure 2.
The Obtained Answers of the Students from the Pre-Activities Questionnaire.

How much do you like speaking in English?

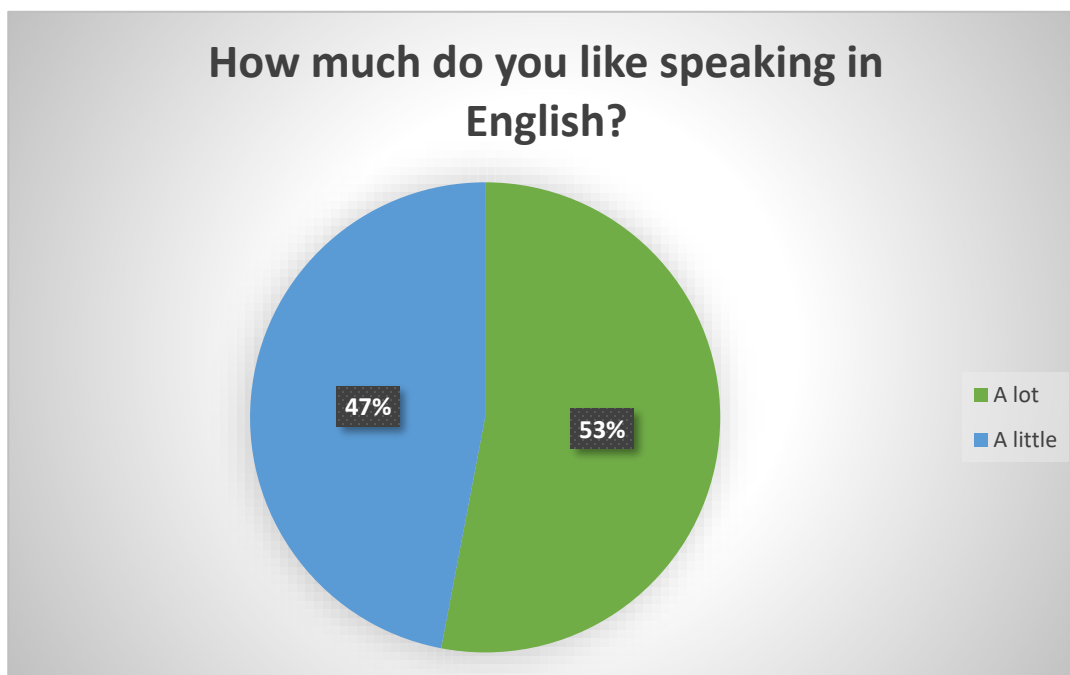


Figure 2: It represents the obtained answers of the students from the Pre-Activities Questionnaire.

Source: The researcher's creation (2025)

Figure 2 shows the results of the questionnaire regarding the question "How much do you like speaking in English?" The results show that 53% (8 students) of the group indicated that they like speaking in English, which is positive for promoting oral production. However, the remaining 47% (7 students) only enjoy it a little, reflecting the need to strengthen confidence in oral expression through fun and participatory strategies to reduce anxiety and create an environment conducive to oral expression.

Figure 3.
The Obtained Answers of the Students from the Pre-Activities Questionnaire.

Do you feel comfortable participating in oral activities in class?

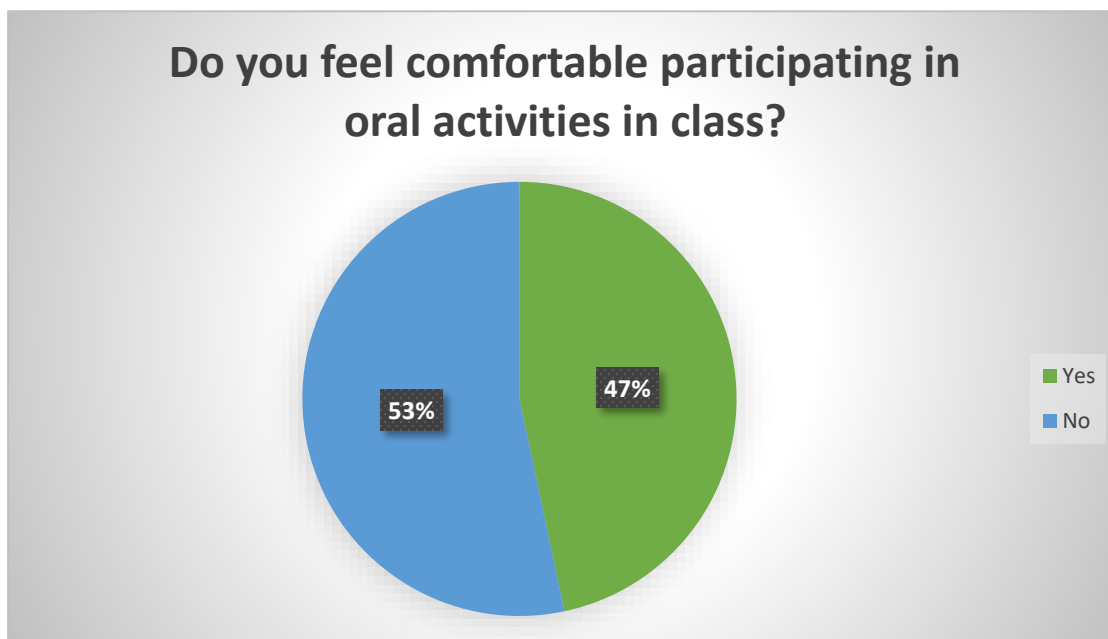


Figure 3: It represents the obtained answers of the students from the Pre-Activities Questionnaire.

Source: The researcher's creation (2025)

Figure 3 illustrates the findings from the questionnaire addressing the question, “Do you feel comfortable participating in oral activities in class?” The findings show that 53% (8 students) are not at ease with speaking up in class, just surpassing the 47% (7 students) who are. This emphasizes the necessity of fostering a space of trust and security, where students feel motivated to engage without the fear of errors.

Figure 4.
The Obtained Answers of the Students from the Pre-Activities Questionnaire.

Would you like to participate more in oral activities in English?

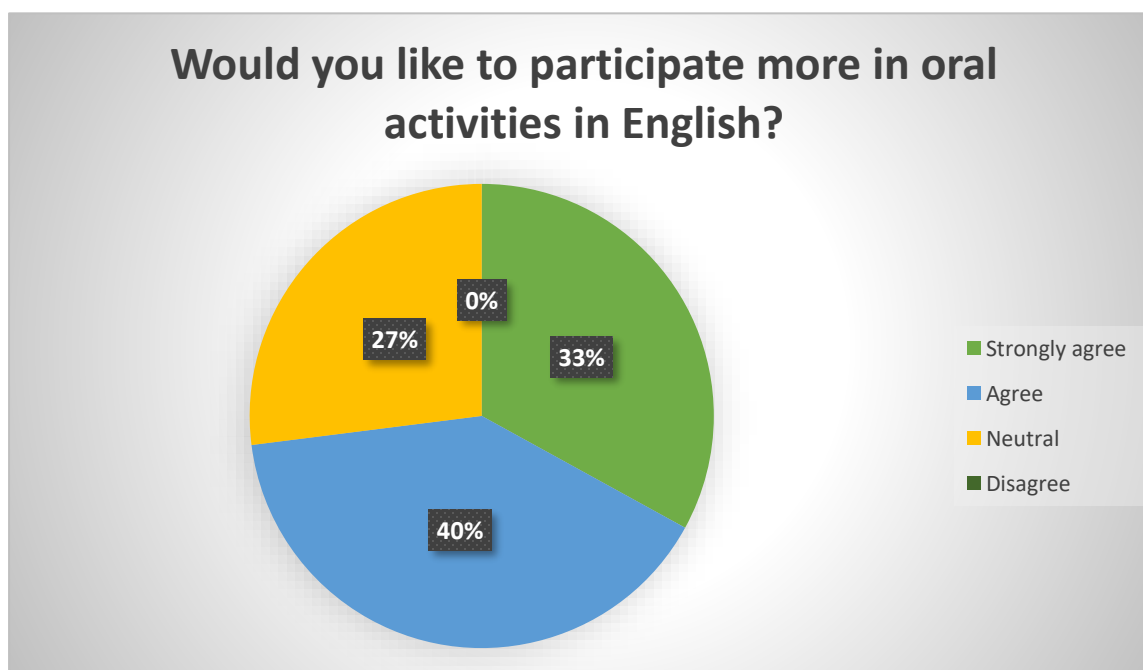


Figure 4: It represents the obtained answers of the students from the Pre-Activities Questionnaire.

Source: The researcher's creation (2025)

Figure 4 illustrates the findings from the questionnaire addressing the question, “Would you like to participate more in oral activities in English? The results show that 33% (5 students) strongly agree, and 40% (6 students) agree they would like to participate more, indicating a favorable attitude toward developing oral proficiency. The remaining 27% (4 students) were neutral, which suggests the need for methodologies that boost motivation and confidence.

Figure 5.
The Obtained Answers of the Students from the Pre-Activities Questionnaire.

Do you know what Baamboozle is?

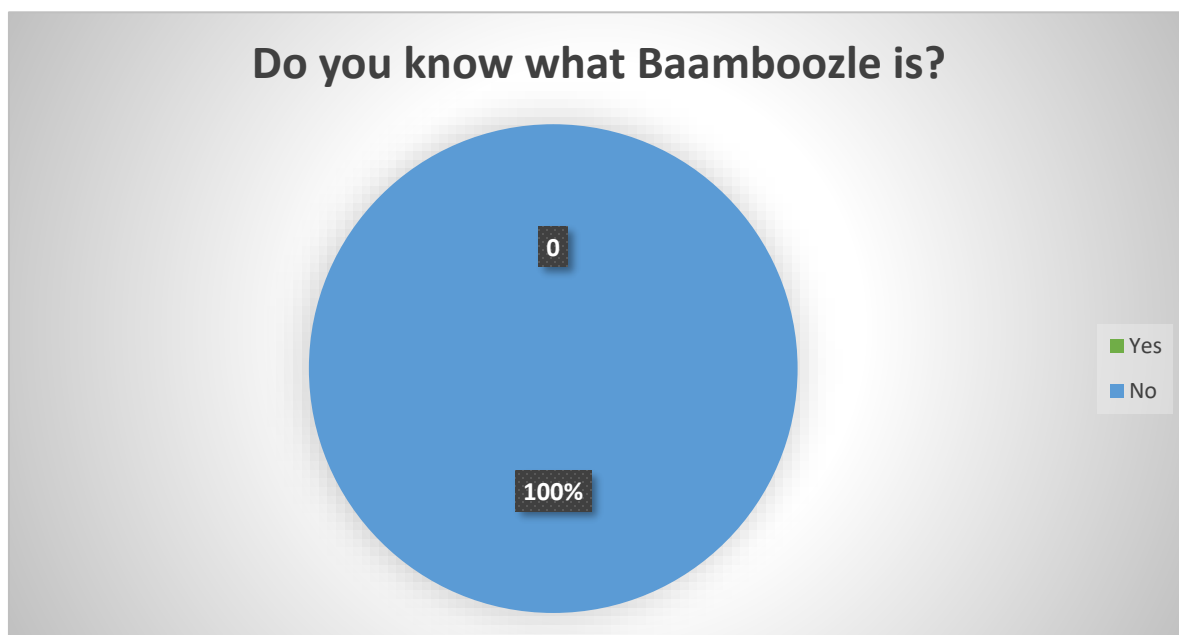


Figure 5: It represents the obtained answers of the students from the Pre-Activities Questionnaire.

Source: The researcher's creation (2025)

Figure 5 illustrates the findings from the questionnaire addressing the question, “Do you know what Baamboozle is?” The results show that 100% (15 students) were unfamiliar with Baamboozle before using it. Therefore, it is crucial to introduce the tool properly, explaining how it works and highlighting its benefits as a resource for learning English.

Figure 6.
The Obtained Answers of the Students from the Pre-Activities Questionnaire.

Do you think games can help you learn English?

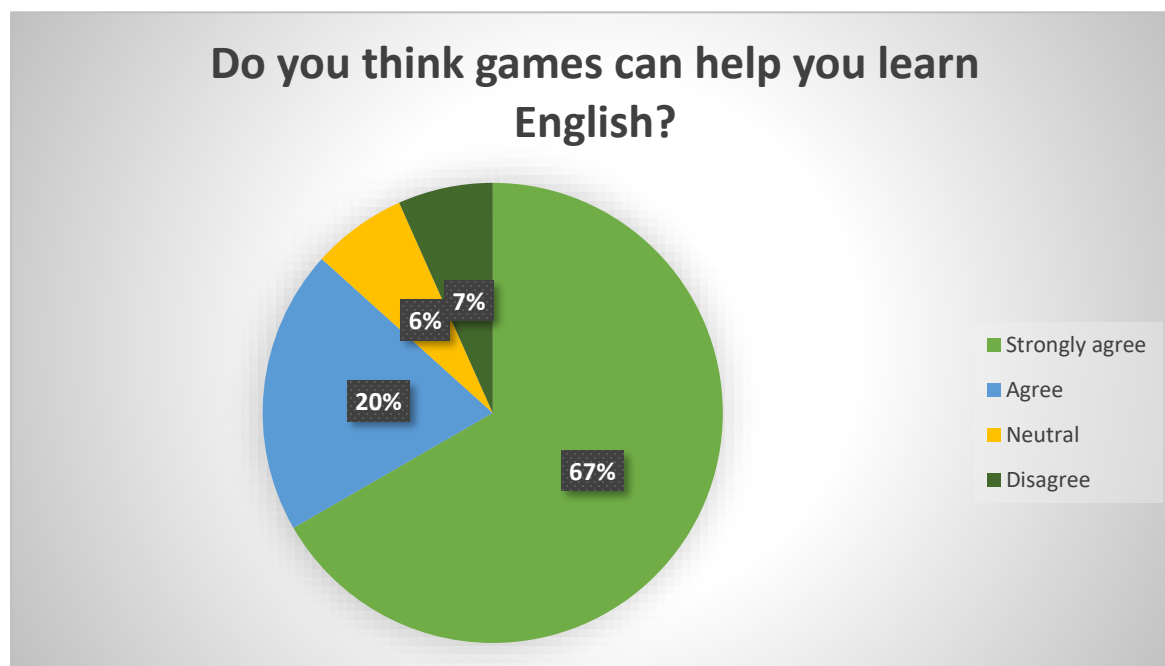


Figure 6: It represents the obtained answers of the students from the Pre-Activities Questionnaire.

Source: The researcher's creation (2025)

Figure 6 illustrates the findings from the questionnaire addressing the question, “Do you think games can help you learn English?” The results show that 67% (10 students) strongly agree, while 20% (3 students) of the group agree that games are useful for learning English, reflecting a positive perception of playful strategies. Only 6% (1 student) were neutral, and 7% (1 student) disagreed, which can be addressed through positive experiences with educational games.

Figure 7.

The Obtained Answers of the Students from the Pre-Activities Questionnaire.

How useful do you think a game like Baamboozle would be for learning English?

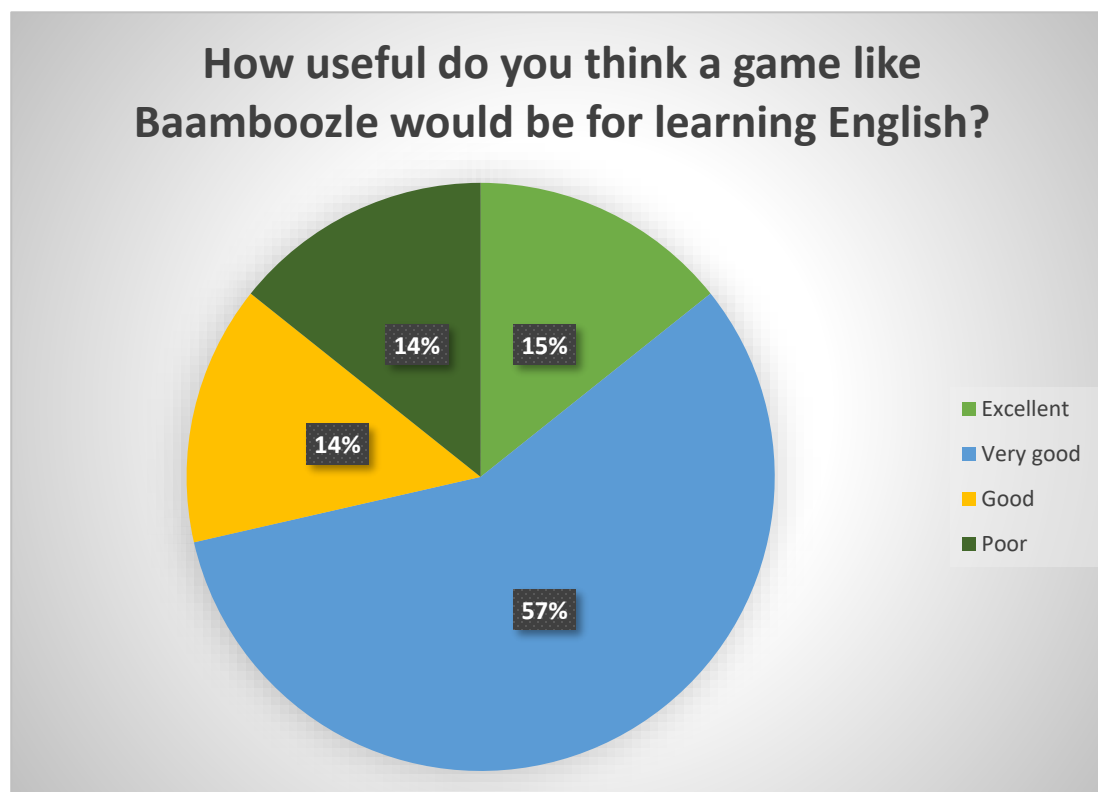


Figure 7: It

represents the obtained answers of the students from the Pre-Activities Questionnaire.

Source: The researcher's creation (2025)

Figure 7 illustrates the findings from the questionnaire addressing the question, “How useful do you think a game like Baamboozle would be for learning English?” The results show that 15% (2 students) consider Baamboozle to be excellent, 57% (8 students) consider it very good, and 14% (3 students) consider it good. Only 14% (2 students) rated it as poor, representing a minority whose perception could potentially change after experiencing the game in class.

Figure 8.

The Obtained Answers of the Students from the Pre-Activities Questionnaire.

How much do you like learning English through games?

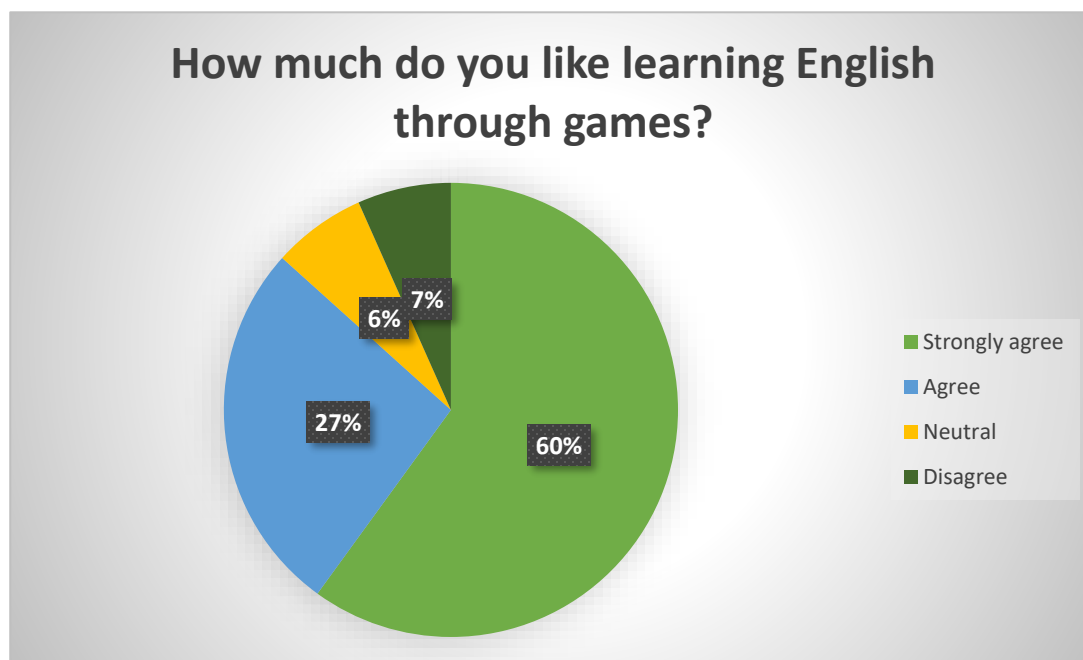


Figure 8: It

represents the obtained answers of the students from the Pre-Activities Questionnaire.

Source: The researcher's creation (2025)

Figure 8 illustrates the findings from the questionnaire addressing the question, “How much do you like learning English through games?” The results show that 60% (9 students) strongly agree and 27% (4 students) agree, indicating that most students enjoy learning English through games, which reinforces the effectiveness of this approach in the classroom. Among the remaining students, 6% (1 student) were neutral and 7% (1 student) disagreed. These students might benefit from games that are more closely tailored to their interests or learning styles.

4.1.3 Pre-Activities (Using Gamification, Specifically, Baamboozle)

As part of the fun and formative classroom assessment process, the second observation was conducted after the students completed the pre-activity questionnaires. The 15 students were then ready to participate in the interactive game Baamboozle, a digital tool that allowed them to

assess their understanding of the content taught in class in a dynamic, motivating, and participatory way. This activity was carried out over four sessions, specifically on April 9, 10, 21, and 23, 2025. Each session featured a different activity related to the topics previously covered in Observation 1, enabling the evaluation of oral expression, pronunciation, fluency, interaction, vocabulary usage, and students' feelings when speaking English through the Baamboozle game.

During each class, the group was divided into three teams of five students. They answered questions of varying difficulty and format depending on the topic previously covered, promoting both collaborative work and healthy peer competition. The activities designed in Baamboozle were customized for each day according to the learning objectives.

The first activity took place on April 9. The researcher began by explaining what gamification is, how the Baamboozle game works, and its purpose in language teaching. The activity was a “**true-or-false**” game related to digital security and technological devices, which helped students review key concepts and activate prior knowledge. Examples of questions included: “A microphone is used to listen to music” or “You should never share your password.” Students were participative and collaborative; all completed the activity. Each student had a question to read aloud, which supported vocabulary practice and speaking. If someone didn't know the answer, teammates could help. This encouraged full-group interaction, rather than participation from only a few students.

The second activity, held on April 10, involved a “**multiple-choice**” game with images to reinforce technological vocabulary, practice grammar structures, and use comparatives and superlatives. Sample questions included: “Which is the best device for studying?” or “Is Instagram better than...?” and “Which sentence is correct?” with options such as: (She don't like to use the computer. She doesn't like to use the computer. She doesn't likes to use the computer. She don't likes to use the computer).

Other tasks included showing an image and asking, “What is this?” By this second session, students were already more familiar with the game dynamics and looked forward to participating. Motivation and engagement remained high, and all students participated actively.

The third activity occurred on April 21 and featured a “**spinner with pop-up questions**” encouraging oral expression using vocabulary and grammar from previous lessons. Questions included: “What device do you use the most? Why?” “Compare a smartphone and a tablet.”

“How often do you use technology in your daily life?” and “What was the first piece of technology you ever used?” This activity was more detailed and complex, but it effectively encouraged vocabulary use and oral communication. Some students needed support from their classmates, but in the end, all participated and demonstrated an understanding of the vocabulary.

Finally, on April 23, the last activity a “**lightning challenge**” was implemented. In this game, teams had to respond correctly within a limited time frame, promoting mental agility, collaboration, and real-time language use. Example tasks included: “Name four digital devices,” “Say a sentence using ‘expensive,’” “Say a sentence using ‘smartphone,’” and “Spell the word ‘television.’” By this final session, students were well-prepared, highly motivated, and comfortable using this digital tool. Their strong technological skills and positive attitude contributed to the successful conclusion of this instructional phase using Baamboozle.

In addition, these activities allowed the content to be adapted to the group’s level and pace, creating a dynamic, motivating, and supportive environment for learning English through games specifically, Baamboozle. These gamified strategies not only helped assess student learning but also allowed observation of their attitudes, levels of participation, critical thinking development, and how they applied what they had learned in dynamic situations. At the end of these activities, the researcher noted an increase in the students' interest in learning English. Moreover, the researcher succeeded in making all 15 students feel part of the learning process through their consistent active participation.

4.1.4 Observation Checklist 2

Once the activities aimed at improving students' speaking skills using the digital tool Baamboozle were completed, the researcher conducted a second observation on April 23 to determine and analyze whether any improvement had occurred, which is the primary objective of this research. The same checklist was used to compare the first and second observations in order to assess whether the results were truly successful. The findings from these sessions are detailed below, along with an analysis of their impact on the teaching-learning process. Based on both observations, the following graph shows the percentages of the results:

Figure 9. Observation Checklist 2

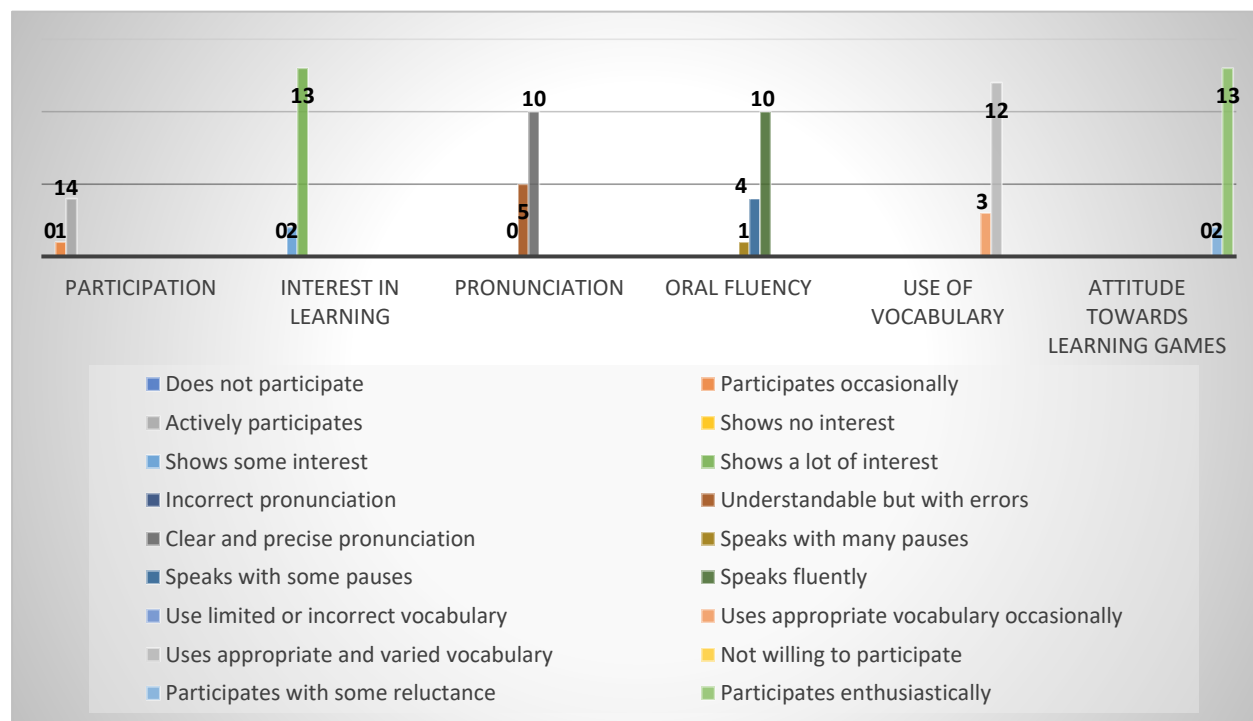


Figure 9: Prepared with information from observation 2. Source: Researcher's own (2025)

Figure 9 compares the results obtained in both tables from the assessments administered to students before and during the Bamboozle activities. Significant progress is evident in various indicators related to participation, interest, and English communication skills.

Regarding participation, a notable improvement is observed: while in the first table, the majority of students were at low or intermediate levels: 3 students did not participate and 5 students participated occasionally. The second table shows a dramatic change, with 14 students actively participating and only 1 student in the intermediate category. This result suggests that the repeated use of the game as a methodological strategy effectively stimulated group participation, demonstrating that the Bamboozle game was accepted by all students.

About interest in learning, a positive evolution is also reflected. In the first assessment, the distribution was more dispersed: 3 students with no interest, 7 students with some interest, and 5 students with a lot of interest. In the second table, 13 students demonstrated a high level of interest, and only 2 students remained at the intermediate level. No student showed disinterest,

confirming that the teaching strategy implemented managed to capture the group's attention. This indicator positively demonstrated student interest, which helped students who weren't interested get involved.

About pronunciation, initially, only four students achieved clear and precise pronunciation, while in the second observation, that number rose to 10 students, demonstrating progress in oral expression. Furthermore, the number of students with incorrect pronunciation disappeared in the second assessment, suggesting a general improvement in this skill. Giving all students the opportunity to complete the activities allows everyone to participate in the learning process, and improvements in each student's skills can be seen.

With respect to the oral fluency indicator, progress was also noted: initially, only four students spoke fluently, but in the second application, that number increased to 10 students. There were always five students who needed to improve this aspect, as fluency developed over time and with practice, and the period in which the instruments were applied was very short.

The number of students who spoke with frequent pauses decreased from six students in the first observation to one student, confirming the development of confidence in oral communication. This is a significant result in this area, as fluency the ability to speak and interpret words is essential for successfully learning English. Regarding to vocabulary use, it showed a notable improvement: in the first table, only 4 students used adequate and varied vocabulary, while in the second, that number increased to 12 students. Constantly practicing vocabulary allowed the students to memorize and speak it.

Finally, attitudes toward educational games showed a positive transformation. In the first observation, 5 students participated enthusiastically, while in the second, 13 students participated, and only 2 students showed some reluctance. This difference reflects that previous experiences with the Bamboozle game generated confidence and enjoyment in the students, strengthening their willingness to learn through participatory dynamics. In the end, the students showed positivity toward the tool used; they felt confident and motivated, and it helped them improve their oral skills in the classroom. The teacher in charge also noticed the change and identified that everyone was consistently participating, not just the same 3 or 4 students.

4.1.5 Post-Activities Questionnaire

When the students had already completed all the games, a post-activity questionnaire was given to them to complete, which was administered on April 28, 2025. This questionnaire was conducted individually, just like the pre-activity questionnaire. The questions were closed-ended, and the questionnaire was given in Spanish so that each student could easily understand it, given their very limited English proficiency. The purpose was to evaluate the perceptions, experiences, and learning obtained by students after implementing gamified games such as Baamboozle, which integrate games and technology as key tools to strengthen the English teaching process. This tool provided valuable information about the motivation, interest, and effectiveness of the strategy used in the classroom. Below are the graphs corresponding to each of the questions administered to the 15 sixth-grade students at Escuela Tinamastes.

Figure 10.
The Obtained Answers of the Students from the Post-Activities Questionnaire.

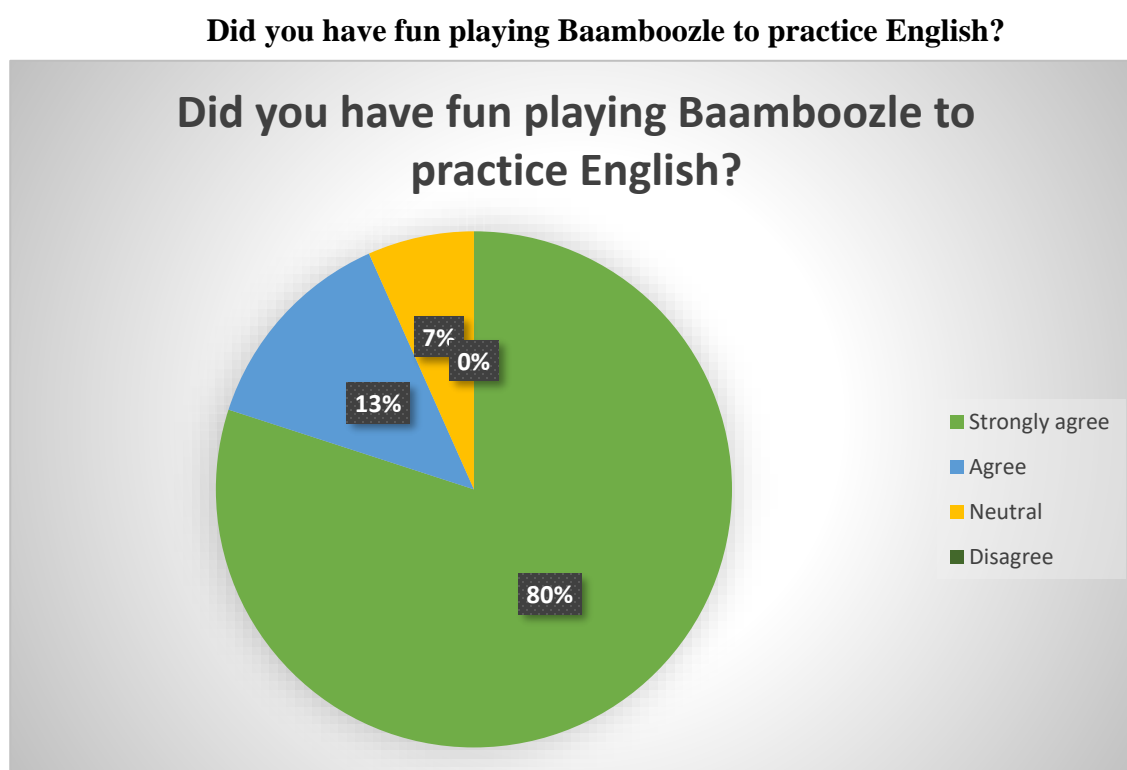


Figure 10: It represents the obtained answers of the students from the Post-Activities Questionnaire. Source: The researcher's creation (2025)

Figure 10 illustrates the findings from the questionnaire addressing the question, “Did you have fun playing Baamboozle to practice English?” The results show that the majority of students—12 out of 15, or 80% (12 students)—strongly agreed that they had fun using Baamboozle. An additional 13% (2 students) agreed, while only 7% (1 student) remained neutral. None of the students disagreed, suggesting that the experience was largely positive from a playful perspective and that students had fun and found it engaging.

Figure 11.

The Obtained Answers of the Students from the Post-Activities Questionnaire.

How much did you improve your ability to speak English after playing Baamboozle?

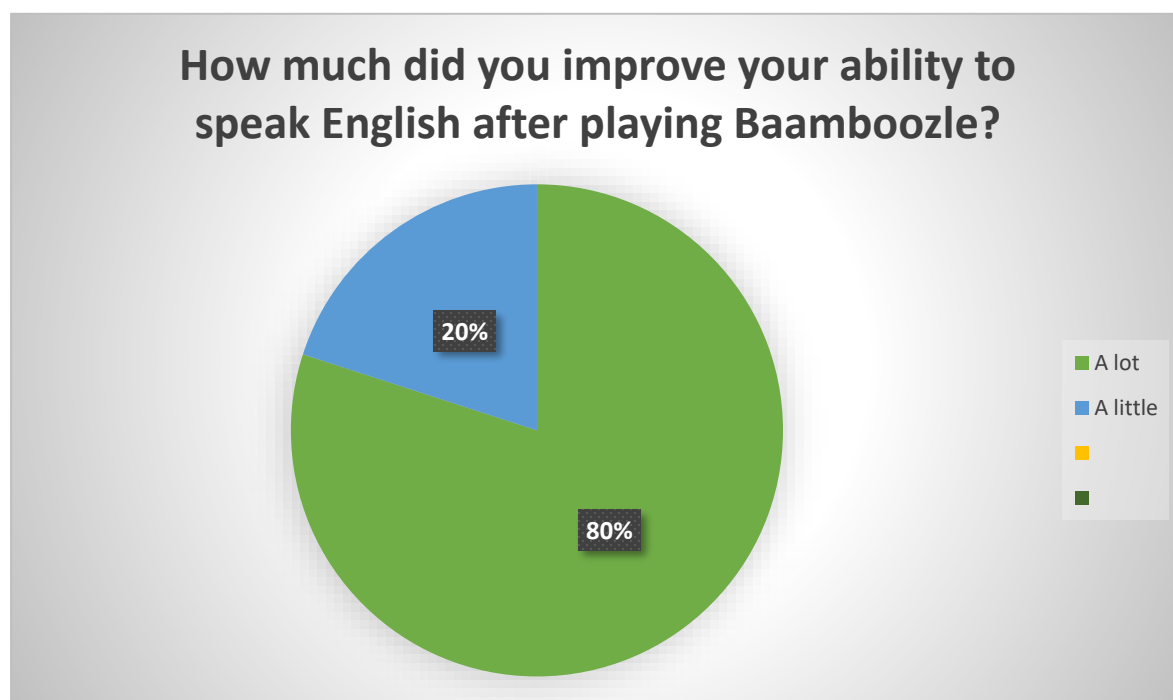


Figure 11: It represents the obtained answers of the students from the Post-Activities Questionnaire. Source: The researcher's creation (2025)

Figure 11 presents the results from the survey concerning the question, “How much did you improve your ability to speak English after playing Baamboozle?” The results show that a high percentage of 80% (12 students) considered their English-speaking skills to have improved significantly, while 20% (3 students) indicated a slight improvement. These results indicate that

all participants perceived some level of progress in their speaking skills as a result of using Baamboozle in class.

Figure 12.

The Obtained Answers of the Students from the Post-Activities Questionnaire.

Did you feel more comfortable participating in oral activities after using Baamboozle?

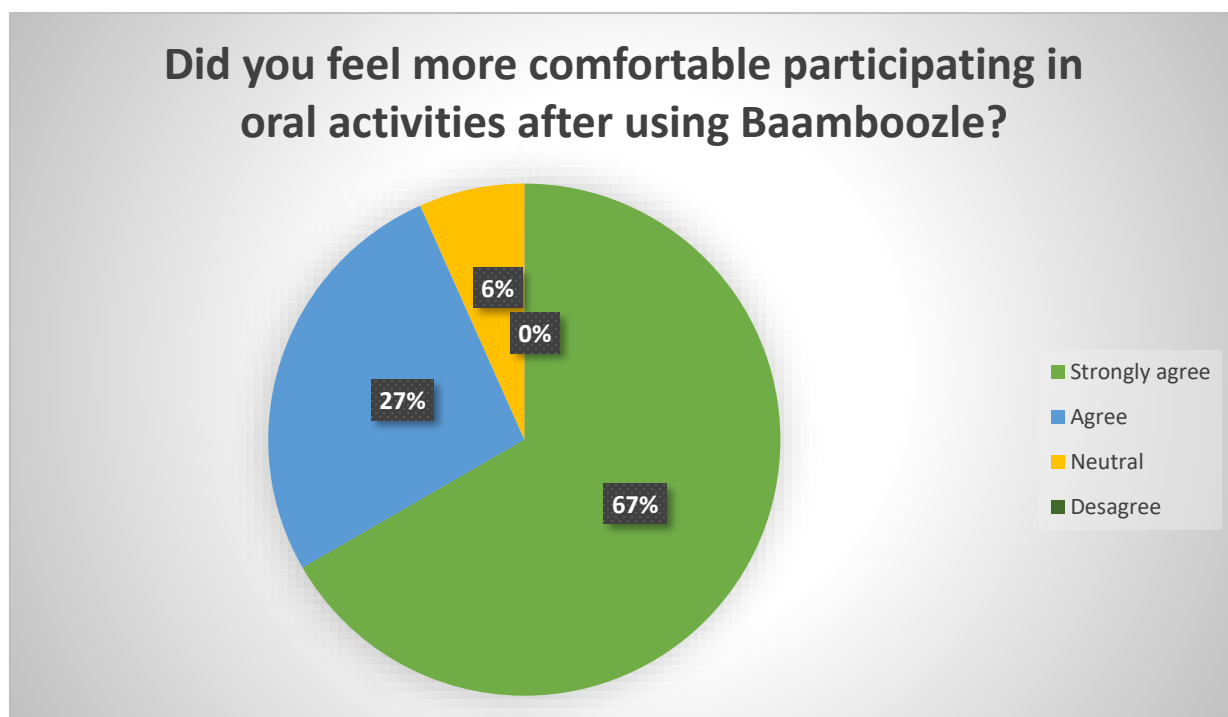


Figure 12: It represents the obtained answers of the students from the Post-Activities Questionnaire. Source: The researcher's creation (2025)

Figure 12 presents the results from the survey concerning the question, “Did you feel more comfortable participating in oral activities after using Baamboozle?” The results show that 67% (10 students) responded that they strongly agreed that they felt more comfortable participating orally, and another 27% (4 students) agreed. Only one student, 6%, was neutral. There were no negative responses, indicating an overall improvement in oral confidence and showing that all students felt comfortable using the Baamboozle tool.

Figure 13.

The Obtained Answers of the Students from the Post-Activities Questionnaire.

Did using Baamboozle help you improve your fluency in speaking English?

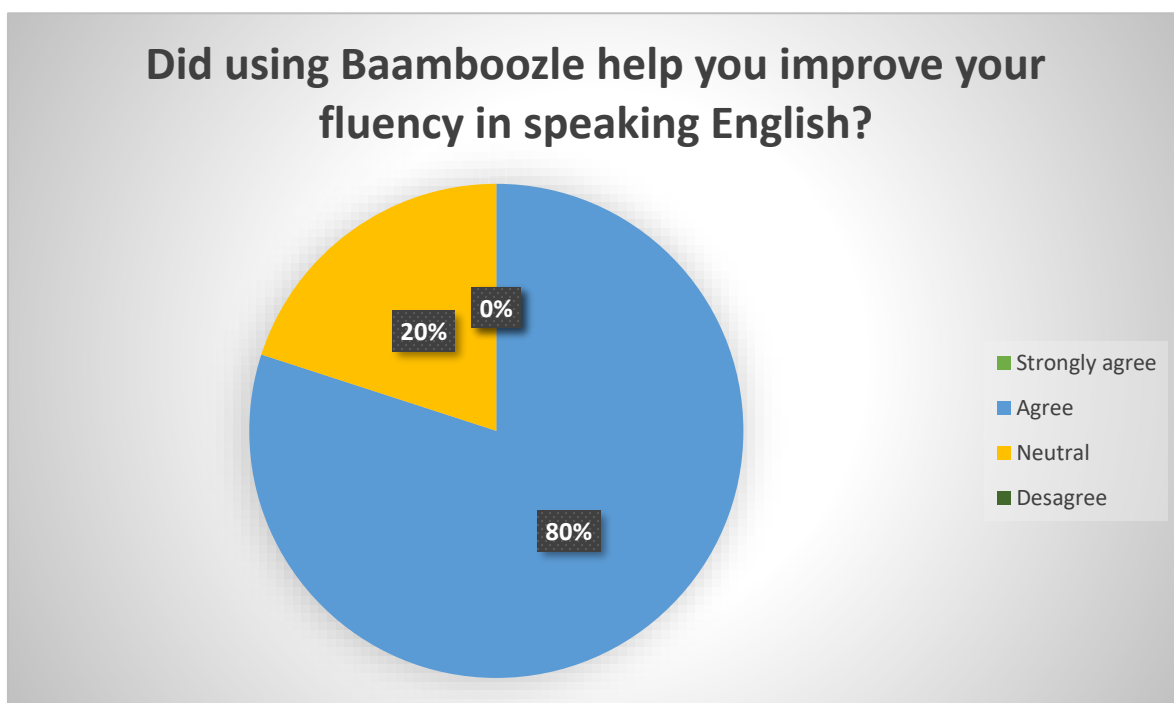


Figure 13: It represents the obtained answers of the students from the Post-Activities Questionnaire. Source: The researcher's creation (2025)

Figure 13 presents the results from the survey concerning the question, “Did using Baamboozle help you improve your fluency in speaking English?” The results show that although no students selected strongly agreed, 80% (12 students) agreed that Baamboozle helped them improve their fluency, and 20% (3 students) remained neutral. This result suggests a widespread recognition of the benefits of fluency, although there is room for improvement in the perception of a strong impact. It should also be noted that fluency is achieved with practice and that the students spent very little time using the Baamboozle game.

Figure 14.

The Obtained Answers of the Students from the Post-Activities Questionnaire.

Do you think Baamboozle made learning English more fun?



Figure 14: It represents the obtained answers of the students from the Post-Activities Questionnaire. Source: The researcher's creation (2025)

Figure 14 presents the results from the survey concerning the question, “Do you think Baamboozle made learning English more fun?” The results show that the majority, 93.3% (14 students), responded affirmatively, while only one student, 7%, said no. This confirms that the tool is perceived as a motivating and fun resource for learning. By achieving positive results, game-based technological tools have a linguistic performance that contributes to improving students' confidence when communicating in English.

Figure 15.

The Obtained Answers of the Students from the Post-Activities Questionnaire.

Would you like to use Baamboozle or other similar games to learn English in the future?

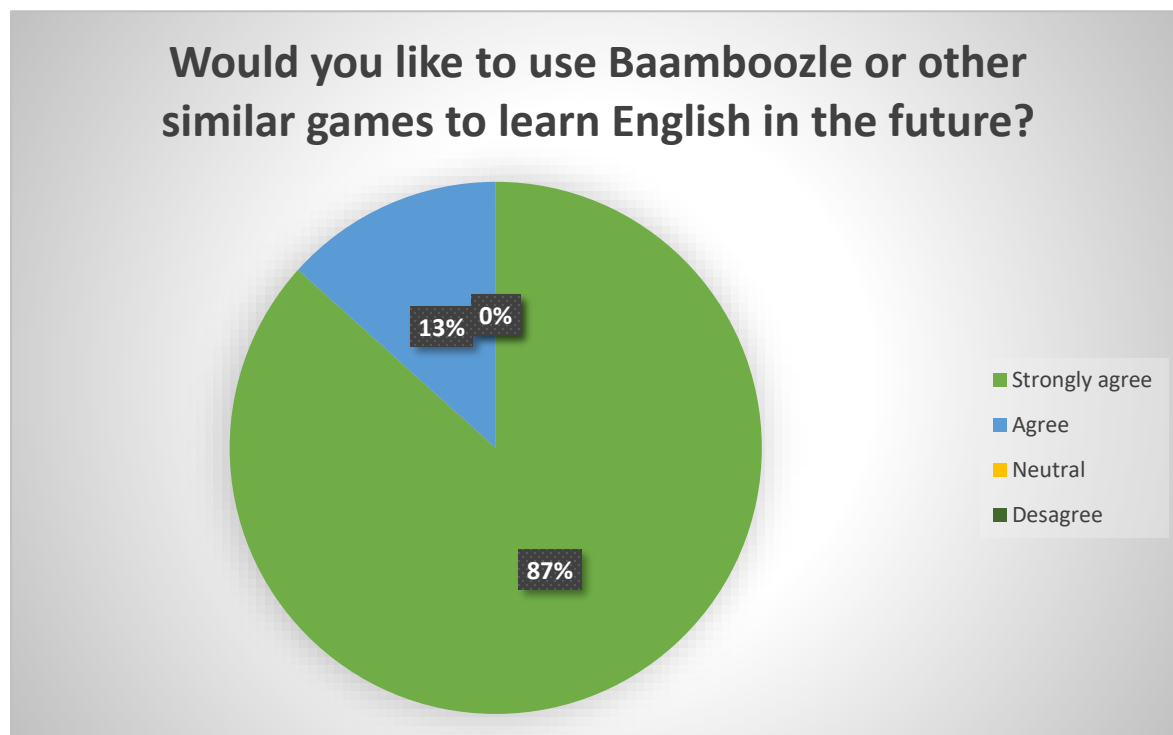


Figure 15: It represents the obtained answers of the students from the Post-Activities Questionnaire. Source: The researcher's creation (2025)

Figure 15 presents the results from the survey concerning the question, “Would you like to use Baamboozle or other similar games to learn English in the future?” The results show that 87% (13 students) strongly agreed that they would like to continue using these tools, and 13% (2 students) agreed. There were no neutral or negative responses, which demonstrates a very favorable attitude toward the future use of educational games. This result indicates that gamified games are accepted by students and can be a very useful tool for teachers in their teaching methods.

Figure 16.

The Obtained Answers of the Students from the Post-Activities Questionnaire.

Did the game help you feel more motivated to learn English?



Figure 16: It

represents the obtained answers of the students from the Post-Activities Questionnaire. Source: The researcher's creation (2025)

Figure 16 presents the results from the survey concerning the question, “Did the game help you feel more motivated to learn English?” The results show that 81% (12 students) expressed strong motivation induced by the game, while 19% (3 students) agreed. This result demonstrates the positive impact of Baamboozle on student motivation. Furthermore, the student's enthusiasm suggests that tools like Baamboozle can be effective in developing oral skills in a foreign language.

Figure 17.

The Obtained Answers of the Students from the Post-Activities Questionnaire.

Do you think games like Baamboozle are a good way to learn English?

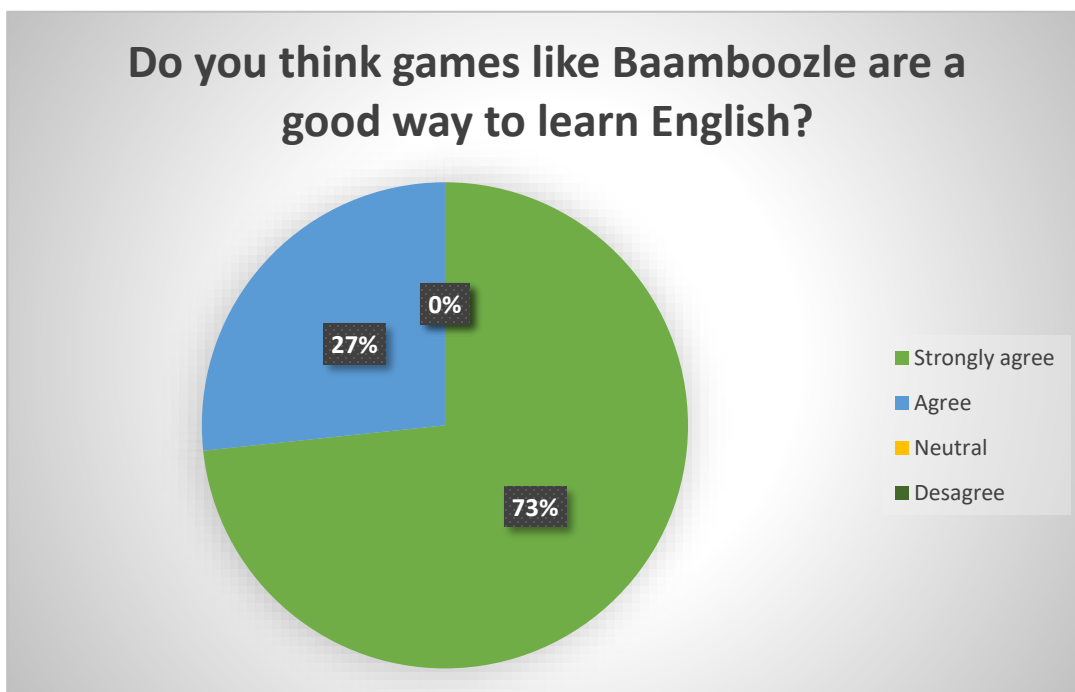


Figure 16: It

represents the obtained answers of the students from the Post-Activities Questionnaire. Source: The researcher's creation (2025)

Figure 17 presents the results from the survey concerning the question, “Do you think games like Baamboozle are a good way to learn English?” The results show that 73% (11 students) strongly agreed with this statement, and 27% (4 students) strongly disagreed. No negative or neutral responses were recorded, reflecting a largely positive perception of the game-based methodology. The positive feedback from students may be attributed to the fact that gamification transforms the learning process into an active and student-centered experience, which supports knowledge retention and the development of communication skills.

At the end of this section of this research work, the results obtained through the application of gamification using the interactive game Bamboozle are demonstrated. Positive results were observed among sixth-grade students, where progress was noted in participation, interest in learning, pronunciation, oral fluency, vocabulary use, and attitude toward learning

through technological games. Data analysis also demonstrated that this tool can be used in the field of education as a methodological learning strategy. The playful dynamics of gamification created favorable conditions for oral English practice in the educational setting.

The questionnaire administered after using Baamboozle reinforced these findings, showing that students had responded positively. On the other hand, the majority agreed that Baamboozle made learning English more enjoyable, and they expressed a desire to continue using this type of tool in the future. This evidenced that digital strategies motivated and promoted a more proactive attitude toward English language learning.

In summary, the data collected showed that the use of gamification specifically, Baamboozle facilitated oral practice and transformed the classroom environment into a more inclusive and participatory space. Gamification allowed students to identify positive aspects related to the impact of effective English-speaking practices in the classrooms, as well as the use of different methodological strategies that are crucial for developing English as a second language. Baamboozle effectively kept students engaged, and this methodology can be especially useful in a context where traditional teaching methods may not be as effective in maintaining student motivation, as it offers a fun and dynamic way of learning.

Chapter V

Conclusions and Recommendations

5.1 Purpose of the Conclusion

This section presents the conclusions derived from the research, based on the results obtained during the fieldwork. The conclusions are organized according to the objectives established in the study, providing a comprehensive analysis of the use of gamification specifically Baamboozle as a learning technique to improve speaking skills among sixth-grade students at Escuela Tinamastes during the first semester of 2025. Similarly, Tintaya (2023) states that "the conclusions constitute the section or chapter in which the new knowledge discovered or constructed in the course of a study conducted on a problem or issue is presented" (p. 90). Therefore, this section also facilitates the re-examination of the research question, the identification of unexpected results, and, ultimately, the formulation of recommendations based on the findings.

5.2 Conclusions

5.2.1 To explain how using gamification, specifically through Baamboozle, as a learning technique improves speaking skills in 6th-grade students at Escuela Tinamastes during the first period, 2025

The results demonstrate that the use of Baamboozle as a gamification technique has a positive impact on the development of students' oral skills. Eighty percent of the participants reported a significant improvement in their English-speaking ability, and the same percentage noted enhanced fluency. In addressing this general objective, studies were examined regarding the implementation of gamified tools to support oral expression in English language learning within the classroom. The research findings support this perception, as observational data revealed substantial improvements in fluency, vocabulary, and pronunciation following the consistent use of the game. Furthermore, the tool fostered a participatory and motivating environment, leading to a transformation in students' attitudes toward speaking English. The transition from casual to active participation in 14 out of 15 students demonstrates that the gamified component not only made learning more accessible but also more effective by reducing anxiety and increasing students' willingness to communicate in the second language.

Based on the results, it can be established that both the stated objective and the contributions of Puto, et al. (2023a), "gamification plays a significant role in English language teaching (ELT) by enhancing motivation, engagement, collaboration, and active learning. Despite challenges, embracing gamification and its best practices can create immersive learning environments, empowering students in their English language proficiency" (p.1). The researcher emphasizes the significance of gamification in teaching the English language by offering students opportunities for collaboration and active learning. Gamification is an interactive tool that assists students in the learning process.

5.2.2 To identify the most appropriate gamification strategies, specifically through Baamboozle, for improving speaking skills in 6th-grade students at Escuela Tinamastes during the first period, 2025

Based on this first specific objective, the study aimed to identify which gamification strategies, implemented using the Baamboozle tool, were most effective in strengthening the English-speaking skills of sixth-grade students at Escuela Tinamastes. The goal was to analyze how incorporating playful dynamics could positively contribute to aspects such as vocabulary use, fluency, pronunciation, and speaking confidence within classroom lessons. It was concluded that the most effective strategies were those that combined dynamism, healthy competition, and collaborative participation. Specifically, the "Spinner with pop-up questions" and "Lightning Challenge" sessions stood out for generating greater enthusiasm and confidence in oral production. Dynamics that integrated images were also particularly useful, as they facilitated the association between visual vocabulary and pronunciation, thereby increasing both comprehension and the active use of language. Additionally, it was found that time-limited activities with immediate scoring encouraged linguistic risk-taking, a key element in developing oral proficiency.

Once the results are obtained, it can be established that both the objective set and the contributions of Centro de Capacitación a Distancia (UNED) (n.d), learning strategies are methods or plans aimed at achieving the expected educational goals. In this context, strategies refer to techniques that incorporate various tactics or learning methods. As previously mentioned, it is essential for strategies to be adapted to the needs and learning styles of students, as each student has different abilities and learning preferences. Likewise, as emphasized by Hernández et

al; (2021), various types of pedagogical strategies dynamize and make the learning process of students more varied. These strategies are audiovisual, oral, written, experimental, practical, and technology and information, it is evident that in the English students of the Escuela Tinamastes, it is important to have a proposal of pedagogical teaching strategies that include technological tools that are attractive to students, such as the use of gamification specifically, Baamboozle.

5.2.3 To implement gamified activities designed through Baamboozle to develop students' fluency, pronunciation, and vocabulary in oral expression in 6th-grade students at Escuela Tinamastes during the first period, 2025

By introducing gamified activities specifically using Baamboozle into English language lessons, the goal is to provide students with motivating opportunities to practice speaking in an educational setting, reducing fear and anxiety. During the implementation of these activities in the first school term of 2025, emphasis was placed on student engagement, peer interaction, and motivation, essential factors in second language acquisition. The design of the gamified activities allowed for the simultaneous development of multiple speaking components. Vocabulary was reinforced through multiple-choice games that included images and thematic categories. Fluency was developed through timed competitions that required quick thinking and immediate responses. Pronunciation improved as students were encouraged to repeat words orally, particularly in true/false or roulette-style games where they repeated or corrected their peers' responses aloud.

Overall, it was found that sessions alternating between open-ended and multiple-choice questions were more effective for comprehensive language practice especially when Baamboozle was used as a mediator of content rather than merely as a supplemental activity. Once the results are obtained, it can be established that for both the objective set and the contributions of Puto et al. (2023b), gamification is key to integrating elements such as competition, achievements, and progress tracking. Its greatest emphasis is the intrinsic motivation of the students, making the learning process more pleasant and active participation. On the other hand, as stated by Shilvi Khayyirah et al., (2024) "The Baamboozle game can be used to create quizzes with various formats and questions. This media is also designed to increase group learning activities and can involve students in these activities" (p. 296). The effective use of Baamboozle as a dynamic tool to enhance the learning process. By allowing the creation of different game formats, this resource facilitates evaluation and encourages active student participation.

5.2.4 To analyze the impact of gamified activities using Baamboozle on the enthusiasm and confidence of sixth-grade students at Escuela Tinamastes when carrying out oral activities during the first period, 2025

By this particular objective, the effects of these activities are examined on two main aspects: enthusiasm, relating to the interest and motivation exhibited by students during oral activities, and confidence, defined as the assurance students have when speaking in English. Utilizing the Baamboozle game tool in the first period of 2025, the objective is to determine if gamification dynamics assist students in overcoming psychological obstacles, like fear of errors or embarrassment, and whether these activities encourage students to participate in oral classroom tasks. These outcomes are significant regarding their effect on motivation and self-assurance. 93% of students indicated that learning English through Baamboozle was more enjoyable, while 87% voiced their interest in using similar resources going forward. These statistics are evident in classroom observations, where the number of participating students rose from 7 active participants in the first observation to 14 active participants in the second observation.

Moreover, perceptions of educational games also showed considerable enhancement, as 13 students eagerly engaged in the concluding sessions. This reveals that gamified activities foster interest and strengthen self-confidence in oral expression. Ultimately, this objective seeks to understand how the use of gamification can transform students' attitudes toward speaking English, improving not only their language skills but also their achievement of the goal of communicating in a second language. Once the results are obtained, it can be established that both the objective set and the contributions of Firdausih and Aslan (2024) noted that "Learning motivation is an internal and external drive that moves a person to carry out learning activities, maintain learning activities, and direct students' learning attitudes and behavior. This motivation helps students overcome the process; it contributes to creating a positive learning environment that leads to successful outcomes for students. It is evident that due to the motivation and enthusiasm shown by students, positive results were obtained in the implementation of gamification and even more so in the Baamboozle game.

5.3 Restatement of the Research Question

The research question was formulated as follows: How does the use of gamification, specifically through Baamboozle, as a learning technique influence the improvement of speaking skills in 6th-grade students at Escuela Tinamastes during the first semester of 2025? This enabled a wide examination of the connection between gamification and verbal expression. Nevertheless, after conducting a comprehensive analysis of the data, it is feasible to reinterpret it by incorporating more precise elements noted throughout the intervention.

Therefore, the query might be rephrased as: How do gamified activities implemented through Baamboozle impact the fluency, pronunciation, vocabulary, and active participation of sixth-grade students at Escuela Tinamastes during English classes in the first semester of 2025? This innovative method enables us to determine not just if there is an effect, but also the ways and specific areas of speaking where this enhancement is evident, which is crucial for a deeper understanding of how gamification affects the process of learning English. Analyzing speaking ability through distinct elements like fluency, pronunciation, vocabulary usage, and active involvement allows for a more thorough evaluation that exceeds a broad understanding of advancement. This method enables more accurate educational choices suited to the actual requirements of the student cohort.

Moreover, this reevaluation enables a more detailed evaluation of instructional design, helping teachers not only measure outcomes related to language skills but also to recognize the emotional and motivational elements that affect learning. Factors like self-assurance, eagerness, readiness to engage, and the feeling of safety while verbalizing thoughts significantly influence the success of communication growth, particularly in school-aged children, where motivation serves as a crucial catalyst for learning. From this perspective, the study is not limited to quantifying improvements in oral production but expands toward a more precise understanding of the educational process, integrating emotional, social, and pedagogical aspects. This contributes to valuing gamification not only as a recreational tool, but as a methodological strategy that can transform classroom dynamics, strengthen teacher-student relationships, and generate more inclusive, participatory, and effective learning environments. For this reason, the purpose of learning English is to be able to communicate with others in this language with particularly significant gains in vocabulary and interactive communication, demonstrating the comprehensive

impact of the use of gamification specifically, Baamboozle which allowed students to improve their oral skills students and teachers benefit from games by completing tasks, learning and achieving the goal of speaking English frequently.

5.4 Unexpected Results

One of the unexpected results was that, despite the general enthusiasm for the fun activities, some students who were initially very engaged showed a slight decrease in their level of effort in repetitive sessions or with similar content, as they were the ones who always participated, and by continually integrating the entire group, they felt they were not participating. The focus shifted toward equitable participation, which can cause the most active students to perceive that their role is diminishing or that they are ceding space to others. This suggests recognizing and valuing the consistent effort of the most engaged students, even when they are not at the front, and designing rotating participation strategies that allow everyone to actively participate without feeling they have lost their role or visibility in class.

Another unexpected outcome was the positive impact that Baamboozle had on students who are typically shy or have low oral performance. It is evident that through this gamified tool, several of these students began to participate more frequently and with greater confidence, demonstrating that gamification can be an effective pedagogical inclusion strategy for different learning styles.

5.5 Recommendations

Considering the importance of this research and based on the results obtained, some recommendations are formulated to be sent to Escuela Tinamastes, to achieve improvements in English language learning at this educational institution, specifically in oral skills, which are the foundation of learning English, in this case as a Second Language. Based on the findings obtained from this research, the following recommendations are proposed to strengthen the use of gamification, specifically through the Baamboozle tool, as a pedagogical strategy to improve English oral skills in sixth-grade students:

1. First, it is recommended to design varied sessions within the Baamboozle tool, using different types of activities such as open-ended questions, true-false dynamics, question

wheels, and multiple-choice activities. This variety will maintain student interest and avoid monotony, promoting continuous, active, and meaningful learning.

2. Secondly, it is vital to include oral tasks both prior to and following the use of Baamboozle to strengthen the topics addressed and promote the application of knowledge in more natural communication settings. Such activities may encompass brief debates, role-playing, oral presentations, or group feedback tasks.
3. For the third recommendation, it is advised to implement rotating roles within work teams during gamified activities, including spokesperson, reader, verifier, or moderator. This approach guarantees fairer involvement, in addition to fostering leadership, collaboration, and decision-making abilities among learners.
4. Fourth, it is crucial to offer training to educators on the pedagogical design and execution of digital games such as Baamboozle. This training ought to extend past the technical operation of the tool and encompass educational standards for content selection, question creation, learning evaluation, and both individual and group monitoring.
5. Ultimately, it is advised to establish procedures for ongoing assessment of student views on the use of gamification, utilizing brief surveys or verbal feedback sessions. This data will enable strategies to be customized according to the preferences, requirements, and learning styles of the group, resulting in a more individualized and efficient educational experience.

In conclusion, this study provided a deeper understanding of the importance placed on oral skills in Costa Rican schools, specifically at the Escuela Tinamastes in the Pérez Zeledón region. Furthermore, the results of this study highlight the need for pedagogical improvements that allow students to achieve more optimal learning through the use of modern resources such as technology and digital applications that enable innovation while simultaneously promoting English language learning. It should be noted that educational systems will face a series of challenges related to digitalization in the future. Since the use of digital tools is not yet fully integrated into teaching and learning, the objective of this study is to draw attention to the fact that the use of these tools can not only make the teaching and learning process successful but also have positive effects by helping to continuously improve students' skills. Thus, through the use of various digital tools, students are actively engaged in improving their problem-solving, speaking, and critical-thinking skills in the classroom.

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Annexes

1. Observation Checklist 1 (3.6.2)

Escuela Tinamastes Sixth-grade

Date: 4/2/2025 =4/3 /2025

Topic: Staying Safe in a Digital World

Number of students present: 15

Period: I

Indicator	Description	Rating Scale
Participation	The student actively participates during activities.	1. Does not participate (3) 2. Participates occasionally (5) 3. Actively participates (7)
Interest in Learning	The student shows interest in learning through games.	1. Shows no interest (3) 2. Shows some interest (7) 3. Shows a lot of interest (5)
Pronunciation	The student pronounces words in a way that is understandable.	1. Incorrect pronunciation (5) 2. Understandable but with errors (6) 3. Clear and precise pronunciation (4)
Oral Fluency	The student can speak without much hesitation or interruptions.	1. Speaks with many pauses (6) 2. Speaks with some pauses (5) 3. Speaks fluently (4)
Use of Vocabulary	The student uses appropriate and varied vocabulary during oral activities.	1. Uses limited or incorrect vocabulary (6) 2. Uses appropriate vocabulary occasionally (5) 3. Uses appropriate and varied vocabulary (4)
Attitude Towards Learning Games	The student is willing to participate in game-based activities.	1. Not willing to participate (2) 2. Participates with some reluctance (8) 3. Participates enthusiastically (5)

Source: The researcher's own creation (2025)

2. Pre-Activity Questionnaire (3.6.2.1) April 7, 2025

Students' Survey

A los estudiantes se les aplicó el cuestionario en español para una mejor comprensión ya que ellos tienen un nivel bajo del idioma inglés.

Por Jacqueline Mora Gamboa.

Instrucciones:

Para los estudiantes de la Escuela Tinamastes de 6th grado, la siguiente encuesta es parte de la investigación para obtener resultados para la tesis titulada **“The Use of Gamification, Specifically Baamboozle, as a Learning Technique to Improve Speaking Skills in Sixth Grade-Students at Escuela Tinamastes During the First Period, 2025.** Por favor leer cada pregunta detalladamente y marque con una equis “X” sobre la respuesta que considere más adecuada para usted. ¡Muchas gracias!

Parte 1: Antes de Usar Baamboozle

1) ¿Cuánto te gusta hablar en inglés?

8 Mucho

7 Poco

2) ¿Te sientes cómodo participando en actividades orales en clase?

7 Si

8 No

3) ¿Te gustaría participar más en actividades orales en inglés?

5 Totalmente de acuerdo

6 Muy de acuerdo

4 Neutro

0 Desacuerdo

4) ¿Sabes qué es Baamboozle?

0 Si

15 No

5) ¿Crees que los juegos pueden ayudarte a aprender inglés?

10 Totalmente de acuerdo

3 Muy de acuerdo

1 Neutro

1 Desacuerdo

6) ¿Qué tan útil crees que sería un juego como Baamboozle para aprender inglés?

- _2_ Excelente
- _8_ Muy bueno
- _3_ Bueno
- _2_ Deficiente

7) ¿Cuánto te gusta aprender inglés a través de juegos?

- _9_ Totalmente de acuerdo
- _4_ Muy de acuerdo
- _1_ Neutro
- _1_ Desacuerdo

Students' Survey in English

Part 1: Before Using Baamboozle

1. How much do you like speaking in English?

- _8_ A lot
- _7_ A little

2. Do you feel comfortable participating in oral activities in class?

- _7_ Yes
- _8_ No

3. Would you like to participate more in oral activities in English?

- _5_ Strongly agree
- _6_ Agree
- _4_ Neutral
- _ _ Disagree

4. Do you know what Baamboozle is?

- _0_ Yes
- _15_ No

5. Do you think games can help you learn English?

- _10_ Strongly agree
- _3_ Agree

1 Neutral

1 Disagree

6. How useful do you think a game like Baamboozle would be for learning English?

2 Excellent

8 Very good

3 Good

2 Poor

7. How much do you like learning English through games?

9 Strongly agree

4 Agree

1 Neutral

1 Disagree

3. Activities (Description of Each Activity)

Activity 1

Baamboozle Game: True or False (Digital Security and Technology)

Objective:

Demonstrate English vocabulary and activate prior knowledge through a true-or-false game on digital security, promoting oral participation from all students.

Procedure:

1. The researcher explains the rules of the game and the topic (digital security and technology).
2. The students are formed into groups.
3. Students take turns reading the true-or-false statements aloud.
4. They collaborate with teammates to answer the questions.
5. Each student participates by reading a question and contributing to the team discussion.

Assessment:

Evaluate students' active participation, their use of English vocabulary, and their ability to interact orally during the game.

Observe how well students engage with the content, interact with their peers, and apply prior knowledge.

Activity 2

Baamboozle Game: Multiple Choice with Images (Technology and Grammar Practice)

Objective:

Identify technological vocabulary and practice comparatives, superlatives, and grammar structures through a multiple-choice game with images, encouraging active oral participation.

Procedure:

1. The researcher presents a Baamboozle multiple-choice game using images related to technology and grammar.
2. The students are formed into groups.
3. Students are asked questions such as “Which is the best device for studying?” or “Which sentence is correct?” and must choose the correct answer from the options.
4. Some tasks involve identifying images by answering questions like “What is this?”
5. Students take turns answering and discussing the options with their teammates, using English vocabulary and grammar structures.
6. The class reflects briefly on the correct answers, reinforcing learning points.

Assessment:

Evaluate students' ability to identify and correctly use technological vocabulary, comparatives, and superlatives.

Observe students' oral participation, especially their ability to justify choices using appropriate grammar.

Monitor engagement and collaboration during the game.

Activity 3

Baamboozle Game: Spinner with Pop-Up Questions (Oral Expression and Technology)

Objective:

Encourage oral expression and the use of previously learned vocabulary and grammar structures through a spinner game with open-ended questions related to technology.

Procedure:

1. The researcher presents a digital spinner tool containing pop-up questions focused on technology and daily life.
2. The students are formed into groups.
3. Students take turns spinning and answering questions such as: “What device do you use the most? Why?”, “Compare a smartphone and a tablet,” and “How often do you use technology in your daily life?”
4. Students answer using complete sentences, drawing on vocabulary and grammar from previous lessons.
5. Classmates may provide support if a student struggles, promoting collaborative learning.
6. The teacher facilitates and provides feedback on vocabulary use, fluency, and grammatical accuracy.

Assessment:

Evaluate students’ ability to use vocabulary and grammar structures correctly and coherently in spontaneous oral responses.

Observe students’ confidence, fluency, and willingness to communicate.

Monitor peer collaboration and support during the activity.

Activity 4

Baamboozle Game: Lightning Challenge (Vocabulary and Fluency Practice)

Objective: Promote mental agility, teamwork, and real-time language use by responding quickly to vocabulary and grammar prompts in a timed challenge.

Procedure:

1. The researcher introduces a Baamboozle "lightning challenge" game where teams must answer prompts within a time limit.

2. The students are formed into groups.
3. Tasks include: “Name four digital devices,” “Say a sentence using ‘expensive,’” “Say a sentence using ‘smartphone,’” and “Spell the word ‘television.’”
4. Students work in teams, taking turns to respond under time pressure.
5. The game is fast-paced, encouraging spontaneous use of language, quick thinking, and collaboration.
6. The teacher monitors time, guides participation, and provides immediate feedback as needed.

Assessment: Evaluate students’ fluency, vocabulary recall, and accuracy under time constraints.

Observe collaboration within teams and individual contributions.

Assess students' ability to apply language knowledge in real-time situations.

4. Observation Checklist 2 (3.6.3)

Escuela Tinamastes Sixth-grade

Date: 4/23/2025

Topic: Staying Safe in a Digital World Number of students present: 15

Period: I

Indicator	Description	Rating Scale
Participation	The student actively participates during activities.	1. Does not participate (0) 2. Participates occasionally (1) 3. Actively participates (14)
Interest in Learning	The student shows interest in learning through games.	1. Shows no interest (0) 2. Shows some interest (2) 3. Shows a lot of interest (13)
Pronunciation	The student pronounces words in a way that is understandable.	1. Incorrect pronunciation (0) 2. Understandable but with errors (5) 3. Clear and precise pronunciation (10)

Oral Fluency	The student can speak without much hesitation or interruptions.	1. Speaks with many pauses (1) 2. Speaks with some pauses (4) 3. Speaks fluently (10)
Use of Vocabulary	The student uses appropriate and varied vocabulary during oral activities.	1. Uses limited or incorrect vocabulary (0) 2. Uses appropriate vocabulary occasionally (3) 3. Uses appropriate and varied vocabulary (12)
Attitude Towards Learning Games	The student is willing to participate in game-based activities.	1. Not willing to participate (0) 2. Participates with some reluctance (2) 3. Participates enthusiastically (13)

Source: The researcher's own creation (2025)

5. Post Activity Questionnaire (3.6.2.1)

Students' Survey April 28, 2025

A los estudiantes se les aplico el cuestionario en español para una mejor comprensión ya que ellos tienen un nivel bajo del idioma inglés.

Por Jacqueline Mora Gamboa.

Instrucciones:

Para los estudiantes de la Escuela Tinamastes de 6th grado, la siguiente encuesta es parte de la investigación para obtener resultados para la tesis titulada "**The Use of Gamification, Specifically Baamboozle, as a Learning Technique to Improve Speaking Skills in Sixth Grade-Students at Escuela Tinamastes During the First Period, 2025.**" Por favor leer cada pregunta detalladamente y marque con una equis "X" sobre la respuesta que considere más adecuada para usted. ¡Muchas gracias!

Parte 2: Después de Usar Baamboozle

1) ¿Te divertiste jugando Baamboozle para practicar inglés?

12 Totalmente de acuerdo

2 Muy de acuerdo

1 Neutro

0 Desacuerdo

2) ¿Cuánto mejoraste en tu capacidad para hablar en inglés después de jugar Baamboozle?

12 Mucho

3 Poco

3) ¿Te sentiste más cómodo participando en actividades orales después de usar Baamboozle?

10 Totalmente de acuerdo

4 Muy de acuerdo

1 Neutro

0 Desacuerdo

4) ¿El uso de Baamboozle te ayudó a mejorar tu fluidez al hablar en inglés?

0 Totalmente de acuerdo

12 Muy de acuerdo

3 Neutro

0 Desacuerdo

5) ¿Consideras que Baamboozle hizo que aprender inglés fuera más divertido?

14 Si

1 No

6) ¿Te gustaría usar Baamboozle u otros juegos similares para aprender inglés en el futuro?

13 Totalmente de acuerdo

3 Muy de acuerdo

0 Neutro

0 Desacuerdo

7) ¿El juego te ayudó a sentirte más motivado para aprender inglés?

- _12_ Totalmente de acuerdo
- _3_ Muy de acuerdo
- _0_ Neutro
- _0_ Desacuerdo

8) ¿Crees que los juegos como Baamboozle son una buena forma de aprender inglés?

- _11_ Totalmente de acuerdo
- _4_ Muy de acuerdo
- _0_ Neutro
- _0_ Desacuerdo

Students' Survey in English

Part 2: After Using Baamboozle

1. Did you have fun playing Baamboozle to practice English?

- _12_ Strongly agree
- _2_ Agree
- _1_ Neutral
- _0_ Disagree

2. How much did you improve your ability to speak English after playing Baamboozle?

- _12_ A lot
- _3_ A little

3. Did you feel more comfortable participating in oral activities after using Baamboozle?

- _10_ Strongly agree
- _4_ Agree
- _1_ Neutral
- _0_ Disagree

4. Did using Baamboozle help you improve your fluency in speaking English?

Strongly agree

12 Agree

3 Neutral

Disagree

5. Do you think Baamboozle made learning English more fun?

14 Yes

1 No

6. Would you like to use Baamboozle or other similar games to learn English in the future?

13 Strongly agree

2 Agree

Neutral

Disagree

7. Did the game help you feel more motivated to learn English?

12 Strongly agree

3 Agree

Neutral

Disagree

8. Do you think games like Baamboozle are a good way to learn English?

11 Strongly agree

4 Agree

__ Neutral

__ Disagree

5.Data Collection Process

Date	Description
April 2 and 3, 2025	Observation Checklist 1
April 7, 2025	Pre-Activity Questionnaire
April 9, 2025	First Activity (True or False)
April 10, 2025	Second Activity (Multiple Choice)
April 21, 2025	Third Activity (Spinner with Pop- up Questions)
April 23, 2025	Four Activity (Lightning Challenge)
April 23, 2025	Observation Checklist 2
April 28, 2025	Post-Activities Questionnaire

Source: The researcher's own creation (2025)

6. Lesson Plan

Topic: Staying Safe in a Digital World (Speaking Skills through Gamified Learning specifically, Baamboozle)

Level: Escuela Tinamastes Sixth Grade

Period: First Period 2025

Researcher: Jacqueline Mora Gamboa

Objectives	Activities	Assessments	Material	Time	Evaluation
To gather preliminary data through classroom observation on students' oral skills development and participation during English lessons.	The researcher observed 6th grade English classes to gather information on student participation and oral skills. The findings were recorded using an observation checklist.	To evaluate students' oral skills (e.g., fluency and pronunciation) and class participation.	Observation Chart and Pen	90 min	Observation Checklist 1
Identify students' challenges and attitudes towards using games and teamwork to learn English through a diagnostic questionnaire.	The researcher administered a diagnostic questionnaire to the students before the main activity; in order to identify the challenges, they face and understand their perceptions about using games to learn English and working in groups.	Analyze responses to identify students' challenges and attitudes towards using games and teamwork in learning English.	Questionnaires And Pens	15 min	Pre-Activity Questionnaire




<p>Demonstrate English vocabulary and activate prior knowledge through a true-or-false game on digital security, promoting oral participation from all students.</p>	<p>The researcher administered the true-or-false activity, and students must read the questions aloud, collaborate with their teammates to answer, and participate actively.</p>	<p>Evaluate students' active participation, their use of English vocabulary, and their ability to interact orally.</p>	<p>A computer, internet connection to access the Baamboozle platform, and a screen.</p>	<p>20 min</p>	<p>First Activity (True or False)</p>
<p>Reinforce technological vocabulary and identify comparatives and superlatives through a multiple-choice game.</p>	<p>The researcher administered multiple-choice game, and students must reinforce technological vocabulary and practice comparatives and superlatives. They answered questions related to technology.</p>	<p>Observe the level of participation and collaboration of the students during the activity.</p>	<p>A computer, internet connection to access the Baamboozle platform, and a screen.</p>	<p>20 min</p>	<p>Second Activity (Multiple Choice)</p>
<p>Encourage oral expression and the use of previous vocabulary and grammar structures through a spinner question game, promoting comparison and reflection on the use of</p>	<p>The researcher administered spinner with pop-up questions game, students participate in a spinner game with pop-up questions to encourage oral expression. They answered questions using vocabulary</p>	<p>Evaluate students' ability to use previous vocabulary and grammar structures when answering the questions coherently.</p> <p>Observe all students'</p>	<p>A computer, internet connection to access the Baamboozle platform, and a screen.</p>	<p>20 min</p>	<p>Third Activity (Spinner with Pop-up Questions)</p>

technology in daily life.	and grammar from previous lessons, discussing topics such as technology use and comparisons between devices.	participation during the activity, ensuring that each one has the opportunity to interact.			
Promote mental agility, collaboration, and real-time language use through a fast-paced challenge, using vocabulary and structures learned in previous lessons.	Students participated in a fast-paced “lightning challenge” game using Baamboozle, where teams answered questions quickly using vocabulary and grammar from previous lessons, promoting quick thinking and teamwork.	Assess students' ability to produce language spontaneously in real-time situations. Evaluate students' ability to respond correctly and fluently.	A computer, internet connection to access the Baamboozle platform, and a screen.	20 min	Four Activity (Lightning Challenge)
To analyze whether there was an improvement in students' speaking skills after the implementation of activities using Baamboozle, by comparing the results of two observations using the same checklist.	The researcher conducted an observation using a checklist to assess students' speaking skills before and after the Baamboozle activities and the researcher determine improvement in oral communication by evaluating	Use the same checklist in two different observation sessions (before and after the activities) to assess improvement in students' speaking skills. Evaluate student's fluency, vocabulary use, pronunciation	Observation Chart and Pen	45 min	Observation Checklist 2 Observation Checklist 2

	fluency, vocabulary use, pronunciation, interaction, and confidence.	, interaction, and confidence while speaking.			
To evaluate the pedagogical effectiveness of gamified games (such as Baamboozle) in English language learning by analyzing students' perceptions, motivation, and experiences after their implementation .	The researcher applied a closed-ended questionnaire, administered individually in Spanish, to assess students' perceptions, motivation, and learning outcomes after participating in gamified activities (e.g., Baamboozle).	Asses the effectiveness of using game-based learning strategies in the English classroom for students with low English proficiency.	Questionnaires And Pens	15 min	Post -Activity Questionnaire

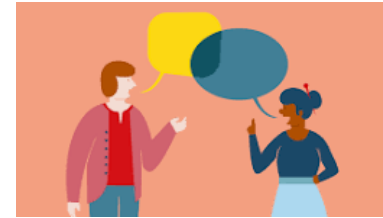
Source: The researcher's own creation (2025)

7.Units of analysis

OBJECTIVE	ANALYSIS UNIT	CATEGORY	SUBCATEGORY	CONCEPTUAL DEF.
<p>1. To identify the most appropriate gamification strategies, specifically through Baamboozle, for improving speaking skills in 6th-grade students at Escuela Tinamastes during the first period, 2025.</p>	<p style="text-align: center;">Gamification</p> 	<p style="text-align: center;">Gamification in Education</p>  <p style="text-align: center;">Gamification Tools</p>	<p style="text-align: center;">Concentration</p>  <p style="text-align: center;">Communication</p>	<p>According to Oliveira, et al. (2023) describe it as “Gamification has been widely used to design better educational systems aiming to increase students’ concentration, motivation, engagement, flow experience, and others positive experiences” (para.1)</p>



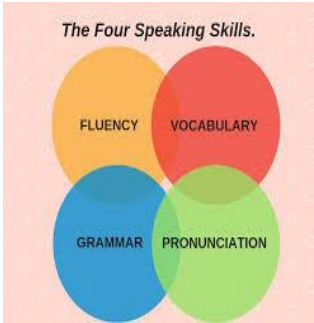
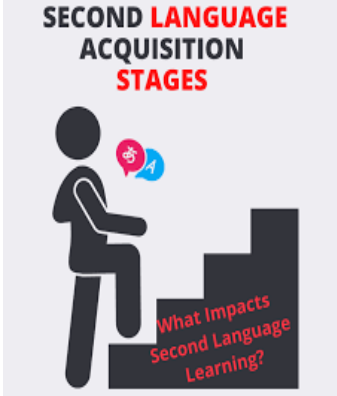

Learning Strategies



Motivation



Units of analysis

OBJECTIVE	ANALYSIS UNIT	CATEGORY	SUBCATEGORY	CONCEPTUAL DEF.
<p>2. To implement gamified activities designed through Baamboozle to develop students' fluency, pronunciation, and vocabulary in oral expression in 6th-grade students at Escuela Tinamastes during the first period, 2025.</p>	<p>Fluency in Speaking Skills</p> 	<p>English Language</p> 	<p>Second Language</p>  <p>English Language Barrier</p>	<p>According to Hedge (2000, as cited in Przyszłość 2024 a) stated, “Fluency is the ability to answer coherently by connecting the words and phrases, pronouncing the sounds clearly, and using stress and intonation.” (p. 2).</p>

Speaking Skills







Characteristics of Speaking



Native Speaker



Units of analysis

OBJECTIVE	ANALYSIS UNIT	CATEGORY	SUBCATEGORY	CONCEPTUAL DEF.
<p>3. To analyze the impact of gamified activities using Baamboozle on the enthusiasm and confidence of sixth-grade students at Escuela Tinamastes when carrying out oral activities during the first period, 2025.</p>	<p style="text-align: center;">Baamboozle</p> 	<p>Technology in Education</p>  <p>Digital Tools</p> 	<p>Game-Based Learning</p> 	<p>As stated by Shilvi Khayyirah et al., (2024) “The Baamboozle game can be used to create quizzes with various formats and questions. This media is also designed to increase group learning activities and can involve students in these activities” (p. 296).</p> <p>According to Quraishi et al. (2023), "The Baamboozle game is an online learning platform designed to provide accessible and engaging interactive experiences for classroom settings. The Baamboozle game has the potential to be utilized as an educational tool" (p. 182).</p>