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**The Use of Gamification as a Strategy to Improve the Speaking Skill  
on Twelfth Grades at CTP Calle Blancos during the Second Quarter of  
2024**

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

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## **Abstract**

This thesis examines how well gamification works in improving twelfth-grade students at CTP Calle Blancos' oral English proficiency in the second quarter of 2024. The study looks at how different teaching techniques, such role-plays, are used to improve pronunciation, vocabulary, and fluency. It seeks to determine what obstacles stand in the way of successful gamification, assess student involvement, and analyze the overall influence on oral communication skills.

An opening framework outlining the study's importance, the researcher's motivation, and the historical background sets the stage for the investigation. It provides the framework for investigating how gamification could improve language acquisition, especially speaking abilities. The theoretical framework reviews relevant literature and theories, establishing a conceptual basis for understanding the role of gamification in education, specifically in language acquisition and oral skill development.

In order to ensure robustness and dependability in the research process, the methodological framework describes the study's methodology, including design, data gathering methods, analysis methodologies, and ethical issues. The data analysis chapter analyzes gathered data using statistical and qualitative techniques to provide insights into learning objectives, student engagement, and the efficacy of gamification techniques.

The thesis concludes with recommendations for maximizing gamification to improve spoken English proficiency in high school settings, so contributing to wider conversations on creative teaching strategies and student engagement in language acquisition. It also has consequences for educational practice.

## Resumen

Esta tesis examina qué tan efectiva es la gamificación para mejorar la competencia oral en inglés de los estudiantes de duodécimo grado en el CTP Calle Blancos durante el segundo trimestre de 2024. El estudio analiza cómo diferentes técnicas de enseñanza, como los juegos de roles, se utilizan para mejorar la pronunciación, el vocabulario y la fluidez. Busca determinar qué obstáculos dificultan la implementación exitosa de la gamificación, evaluar la participación estudiantil y analizar la influencia general en las habilidades de comunicación oral.

Un marco inicial que destaca la importancia del estudio, la motivación del investigador y el contexto histórico sienta las bases para la investigación. Proporciona el marco para investigar cómo la gamificación podría mejorar la adquisición del lenguaje, especialmente las habilidades de expresión oral. El marco teórico revisa la literatura relevante y las teorías, estableciendo una base conceptual para comprender el papel de la gamificación en la educación, específicamente en la adquisición del lenguaje y el desarrollo de habilidades orales.

Para garantizar la solidez y confiabilidad en el proceso de investigación, el marco metodológico describe la metodología del estudio, incluidos el diseño, los métodos de recolección de datos, las metodologías de análisis y los problemas éticos. El capítulo de análisis de datos analiza los datos recopilados utilizando técnicas estadísticas y cualitativas para proporcionar insights sobre los objetivos de aprendizaje, la participación estudiantil y la eficacia de las técnicas de gamificación.

La tesis concluye con recomendaciones para maximizar la gamificación y mejorar la competencia en inglés hablado en entornos de secundaria, contribuyendo así a conversaciones más amplias sobre estrategias creativas de enseñanza y participación estudiantil en la adquisición de lenguas. Además, tiene implicaciones para la práctica educativa.

## **Chapter I**

### **Introductory Framework**

Embarking on this academic journey is akin to exploring uncharted territories, opening up a realm of endless possibilities. The introduction sets the foundation for the entire article, guiding readers from a broad topic to a research overview concentrated in five chapters. It begins by revealing the history of the study, delving into the researcher's motivation and the circumstances that surrounded it. The purpose of the research serves as a guiding principle, emphasizing the broader objectives and relevance.

The introduction encourages open exploration by acknowledging inherent limitations. As we move through the following chapters, these foundational elements serve as pillars, anchoring readers in a comprehensive understanding of the origins, purpose, and scope of the study. This introductory framework invites readers to embark on a reflective exploration, navigating the complexities of the research landscape ahead.

#### **1.1 Problem Statement**

The problem at hand revolves around the evident reluctance of twelfth-grade students at CTP Calle Blancos to engage in spoken English activities, despite the different activities, such a role plays as an instructional strategy during the Second Quarter of 2024. The students' apprehension and resistance to participating in verbal communication exercises hinder the improvement of their speaking skills. This challenge poses a considerable barrier to the effective utilization of gamification for language learning. The primary issue lies in convincing students to overcome their fear of speaking in English, making it difficult to implement activities that promote verbal expression.

How can the implementation of gamification be optimized to mitigate students' reluctance and effectively enhance their speaking skills in English during the specified academic quarter at CTP Calle Blancos?

## **1.2 Objectives of the Investigation**

The objectives are considered to be the study guide for the research. To avoid variations in them, it is necessary for the researcher to keep them in mind throughout the procedure. The objectives that follow will specify the results of the research.

### **1.2.1 *General Objectives***

- To analyze the effectiveness of gamification as a strategy for improving oral skills among twelfth-grade students at CTP Calle Blancos during the Second Quarter of 2024.

### **1.2.2 *Specific Objectives***

- To identify barriers for the implementation of gamification strategies to improve oral skills at the CTP Calle Blancos during the Second Quarter of 2024.
- To assess student engagement during gamified activities for oral skill improvement among twelfth-grade students at CTP Calle Blancos in the Second Quarter of 2024.
- To evaluate the effectiveness of gamification in enhancing oral skills, including pronunciation, vocabulary, and fluency, among twelfth-grade students at CTP Calle Blancos in the Second Quarter of 2024.

### 1.3 Justification of the Study

The purpose of this project is to use gamification to improve the speaking skills of my students. This topic in particular is important for me as a teacher, since it arises from the need to make my students more practical and fluent when it comes to speaking English. The exploration of the use of gamification is prompted by the pressing need for innovative language teaching strategies. As highlighted by Parage. (2023), a clear purpose is vital, and this study aligns conveniently with the demand for such innovation to enhance language proficiency among twelfth-grade students at CTP Calle Blancos.

This investigation is timely, responding to the evolving educational landscape that necessitates creative and engaging strategies. The convenience lies in the potential of gamification to captivate students' interest and provide a dynamic platform for honing speaking skills. As many experts on the subject of education say, with the help of gamification, learning becomes progressively more exciting and enriching if students learn as a game Simões. (2013). By understanding the convenience of this study, educators and stakeholders can anticipate relevant and contemporary contributions to language education.

The applicability of this study to a wide range of stakeholders highlights its critical importance in the field of language education, particularly English language teaching. Teachers can gain more knowledge about innovative teaching approaches and expand their toolkit of teaching techniques by serving as the main forces behind the progress of pedagogy. It is anticipated that the effects of this type of enrichment will be felt across all areas of education, creating an environment in which learning is seen as an immersive and transformative activity that benefits both the instructor and the student.

Students, who directly benefit from language instruction, as well as educators, stand to gain from this research. They can discover learning opportunities that are not just more interesting but also naturally more successful by investigating cutting-edge teaching techniques. As this study explains, gamification of language learning has the power to completely transform students' educational experiences by making them pleasurable and ideal for language growth.

The potential benefits of the study are numerous and extend beyond the immediate educational environment of the twelfth-grade students at CTP Calle Blancos, as we continue to explore its importance. Rather, their ideas have a cascading effect, reaching educators seeking innovative teaching methods, students seeking deeper learning opportunities, and policymakers seeking to create laws that advance language education into the realm of commitment and effectiveness. Essentially, this research acts as a beacon, pointing the way to revolutionary changes that could significantly alter the field of language education and improve the quality, enjoyment and engagement of English teaching.

The practical application of the research has the potential to transform language teaching, especially in improving speaking skills, which is where it finds practical application. By incorporating gamification tactics aimed at twelfth grade students at CTP Calle Blancos, the project aims to solve the persistent difficulty of developing competent oral skills. The ability of research to provide concrete solutions demonstrates its usefulness. By implementing gamified language classes, educators can create a more engaging and joyful learning environment. To develop educational strategies that meet the changing needs of language learners in the digital age, policymakers could take advantage of these useful applications.

The biggest problem that exists with the English language is that 60% of MEP students claim to be afraid of speaking it, and only 7% speak it at an intermediate level, according to a survey carried out by "EL FINANCIERO" This brings us to the problem that is addressed in the cultivation of competent oral skills in the twelfth grade students of the CTP Calle Blancos, but through the implementation of gamification strategies, the study aims to close the gap between traditional language teaching, and the dynamic needs of modern students.

The solution lies in the adaptability of gamification to engage and motivate students, creating an environment conducive to language skill development. As the study unfolds, it seeks to provide practical guidelines for educators, refining and extending existing knowledge in language education. The problem-solving aspect of this research adds a pragmatic dimension, emphasizing its potential to offer not just theoretical insights but actionable recommendations.

In conclusion, the study's rationale is on the critical need for creative approaches to language instruction, especially when it comes to enhancing the oral proficiency of CTP Calle Blancos students in the twelfth grade. That fits in well with the need for creative methods of enhancing language skills. This research is relevant because it addresses how the educational landscape is evolving and shows how gamification is a dynamic tool that may capture students' interests and create a learning environment that is truly transformative.

#### **1.4 Antecedents**

The thesis opening establishes the context for the study and presents the main idea of using gamification to improve the speaking abilities of CTP Calle Blancos twelfth-grade students in the second quarter of 2024. As Sanchez Martin (2020) points out, the investigation of

historical knowledge related to teaching techniques is a rich tapestry that emerges through the study of diverse approaches to language instruction. The story opens with a critique of conventional techniques and then explores the development of language instruction historically, highlighting the drawbacks of standard methods.

The journey begins with a review of early language teaching techniques, specifically the grammar-translation and audio-linguistic modalities. The advantages and disadvantages of different approaches are highlighted by this lens, providing the framework for comprehending how language education is changing. The story moves toward communicative language instruction, signifying a paradigm change in the direction of student-centered, interactive approaches. Even these cutting-edge methods have run into difficulties, which has led to a never-ending search for more potent language teaching strategies.

In the context of this historical background, the development of gamification stands out as an innovative and significant tactic. The integration of game components and ideas into educational settings represents a paradigm change in terms of student engagement and language proficiency. The shift from conventional approaches to gamification reflects a flexible reaction to the evolving nature of education and the search for more efficient, engaging, and pleasurable language learning opportunities. In the second quarter of 2024, the historical investigation comes to an end by laying the groundwork for the thesis, which centers on gamification as a modern and potentially revolutionary technique to improve the oral proficiency of twelfth-grade students at CTP Calle Blancos. The study acknowledges the evolutionary nature of educational techniques by placing the research in a historical perspective and emphasizing gamification as a promising avenue for addressing the evolving needs of language learners dynamically and engagingly.

Having delved into the historical backdrop of language education, the international stage unfolds, offering a comprehensive analysis of gamification's impact on language learning across diverse global contexts, as exemplified by the work of Al-Dosakee, K., & Ozdamli, F. (2021). focusing in particular on the implications for language acquisition with a particular focus on improving speaking abilities. The main objective is to perform a thorough analysis of important global research that has investigated the impact of gamification on language learning while accounting for various educational contexts.

The complexity of language acquisition is multidimensional, and this study aims to untangle the various viewpoints arising from global research. Through a thorough examination of a wide range of educational settings where gamification has been used, the analysis aims to identify common themes, identify obstacles, and highlight noteworthy achievements. This thorough analysis advances the development of a thorough knowledge of how gamification techniques interact with the challenges of language acquisition in diverse linguistic and cultural contexts.

This study investigates the parallels between using gamification as an instructional strategy to improve speaking skills. By distilling common ideas and successful approaches, the research attempts to discover best practices that have proven helpful in enhancing language proficiency through dynamic and interactive gamified ways. Concurrently, the study acknowledges and investigates the challenges associated with gamification implementation, pinpointing possible roadblocks and variations that educators can encounter in diverse global contexts. This work adds significantly to the present discussion on the intersections between gamification and language learning by providing a complete summary of these global investigations. It positions itself as a repository of enlightening data for scholars, investigators,

and policymakers, offering an advanced understanding of the intricate global context in which gamification is applied.

Learning a second language (L2) is one of the most important skills for students to have in the modern educational environment, as accentuated by Ybarra, R., & Green T. (2003). In response to this requirement, various ways have been included in L2 training. One noteworthy strategy that has emerged is gamification, which may be applied to L2 learners who are immigrants or digital natives. Despite being relatively new, gamification has proven successful in the corporate world, using game features and design principles to empower students and foster motivation in a laid-back learning environment.

This extensive thesis highlights the need for empirical evidence in this developing field, exploring a wide range of topics including language, second language learning approaches, technology integration, gamification ideas, motivational theories, educational implications, and contemporary applications. As technology takes on an integral role in second language learning, the article recognizes a paradigm shift toward technology-oriented strategies to meet the needs of “digital natives.” While conventional approaches such as computer-assisted language learning and Web 2.0 have been successful, they often fail to address the intricate psychological dimensions of motivation.

This is where the continued motivational power of gamification lies, based on successes in a variety of disciplines, even if it is relatively new to the field of second language learning. The fundamental understanding of language, the teaching and learning process, and the differences between learning a first and second language contribute to a more comprehensive

examination of the fundamental role that gamification plays in improving L2 learning opportunities.

Over the past ten years, there has been a paradigm shift in the global education landscape toward student-centered approaches, to establish a supportive learning environment that encourages engagement and active participation. This is a global tendency that is felt in a variety of cultures and societies; it is not limited to any one area or set of educational institutions.

Leading academics and educators from around the world have regularly highlighted the significance of creative approaches that depart from conventional teaching methods in their research. The thesis "Gamification as a Stirring Learning Tool" by María Del Prado Camacho Alarcón from the University of Castilla La Mancha, Spain, is one notable work in this field.

This theory is significant not only in its local context but also in the global discourse on education. The appearance of gamification as a catalyst for enhanced academic performance and motivation is a phenomenon not limited to any particular region. Scholars from various countries have explored the transformative potential of incorporating game-based elements into education, aligning with the global pursuit of meaningful and constructivist interactive approaches. The international community of educators has increasingly recognized the value of neuroeducation in shaping positive learning atmospheres. Neuroscientific insights have illuminated the impact of such atmospheres on students' willingness to actively participate in their learning journey and express their opinions freely. The integration of gamification, as expounded in Alarcón's thesis, into English as a Second Language (ESL) classrooms exemplifies a global effort to create engaging environments that activate students' reward systems and cultivate positive associations with foreign languages.

Moreover, the current technological revolution has an impact on educational processes globally, extending beyond national borders. The thesis's guiding ideas are echoed by the way technology and education have come together to move learning into a dynamic and participatory domain. The international education community recognizes that gamification can help students become more proficient in language while also increasing their motivation, focus, and socio-emotional abilities. The Common European Framework of Reference for Languages (CEFR) underscores the ludic component's importance in foreign language acquisition, aligning with international standards that recognize the multifaceted benefits of incorporating game-based elements into language education.

As educators around the world grapple with evolving pedagogical paradigms, the insights presented in this thesis contribute to a broader international conversation on the role of gamification in shaping the present and future of education. The methodology proposed for a gamified classroom, as detailed in the thesis, resonates with global efforts to adapt to active learning methods that harness the innate human inclination for discovery through play, observation, and curiosity. In summary, the thesis serves as a valuable international reference, providing insights and methodologies that transcend cultural and geographical boundaries. The global academic community continues to explore and embrace the transformative potential of gamification as a motivational tool in education, making this work a relevant and influential contribution to the international discourse on innovative teaching methodologies.

In the landscape of language education in Costa Rica, the imperative to enhance speaking skills has prompted a novel exploration of innovative methodologies as mentioned by Mejías K & Sánchez Y (2022). The paradigm shift towards student-centered approaches aligns with the global trend, necessitating engaging strategies for language acquisition. Recognizing the

potential of gamification in this context, this thesis delves into the use of gamified techniques to improve speaking abilities among language learners.

The authors of this research embark on this exploration in 2022, at the Liceo Ciudad Neily, the research is developed within the framework of a dynamic educational environment. The motivation behind this study lies in the persistent challenge of fostering effective oral proficiency in language learners. Traditional methods often fail to maintain engagement and active participation, creating the need for a contemporary and engaging approach.

The primary objectives of the study encompass a thorough investigation into the efficacy of gamification in enhancing speaking skills. The research aims to bridge the gap between conventional language teaching methods and the evolving needs of language learners in the contemporary educational landscape. The chosen instrument for this exploration involves the implementation of gamified elements within language classrooms, carefully assessing their impact on student's speaking abilities.

As the study unfolds, it seeks to reveal not only the quantitative outcomes of gamification but also the qualitative aspects of student engagement and motivation. The results are anticipated to contribute valuable insights into the potential of gamification as a dynamic tool for language educators. The conclusion of the study is expected to provide a comprehensive understanding of the role of gamification in fostering speaking skills, offering practical implications for language teachers in Costa Rica and beyond.

In summary, this national antecedent establishes the foundation for a thesis that explores the integration of gamification to enhance speaking skills in the context of language education in this country. The esteemed authors, conducting this research in 2022 at Ciudad Neily High

School, aim to address the pressing need for engaging language learning strategies, positioning gamification as a promising avenue for the future of language education.

In Costa Rica, Mejías K & Sánchez Y (2022) recognized the need for innovative language teaching at Liceo Ciudad Neily, emphasizing the importance of contemporary approaches for oral proficiency. Internationally, Al-Dosakee, K., & Ozdamli, F. (2021) provided a global perspective on gamification in language learning, offering insights into common themes, obstacles, and achievements across diverse contexts. María Del Prado Camacho Alarcón's thesis from the University of Castilla La Mancha serves as a valuable international reference, contributing methodologies to the broader conversation on gamification in education. Together, these studies highlight gamification's potential to address evolving language learning needs, fostering motivation, engagement, and proficiency. The collective findings contribute to the global discourse on innovative teaching methodologies, positioning gamification as a relevant tool in education.

### 1.5 Scope

1. **Historical Evolution:** The goal of the research is to do a thorough historical analysis of the development of language teaching methodologies, emphasizing the shift from traditional methods to creative applications of gamification techniques. This historical investigation will place the study in a larger historical context.
2. **Global Perspectives:** The goal of the study is to conduct a thorough examination of global studies on the effects of gamification on language acquisition. The aim is to contribute to the worldwide conversation on the relationship between gamification and language education by identifying similar themes, challenges, and successes on a global scale.

3. **National Background:** The research extends its focus to the national context, specifically within the landscape of language education in Costa Rica. Referring to previous studies conducted at Liceo Ciudad Neily aims to establish a foundation for exploring gamification as a promising approach to improving oral expression skills.
4. **Specific Academic Quarter:** The research confines its temporal scope to the Second Quarter of 2024 at CTP Calle Blancos, providing a specific timeframe for the implementation and evaluation of gamification strategies. This temporal limitation enables a focused investigation into the effectiveness of gamification during this academic period.
5. **Quantitative and Qualitative Aspects:** The study not only aims to quantify the outcomes of gamification but also delves into the qualitative aspects related to student participation and motivation. By incorporating both dimensions, the research seeks to offer a comprehensive understanding of the role of gamification in fostering speaking skills.
6. **Practical Educational Implications:** The scope extends to the practical application of research findings, with the potential to transform language teaching strategies. The study aims to provide practical guidelines for educators, refining existing knowledge in language education and addressing the evolving needs of language learners in the digital age.

In summary, the scope of this research encompasses a multidimensional exploration, integrating historical, global, and national perspectives, with a specific focus on implementing gamification strategies during the Second Quarter of 2024 at CTP Calle Blancos. The study

aspires to contribute valuable insights to the ongoing discourse on innovative teaching methodologies, particularly in the context of language education.

## **Chapter II**

### **Theoretical Framework**

Readers can learn a great deal from a thesis; therefore, it's critical to be familiar with the trustworthy sources that underpin research. The theoretical framework does the job of carrying out this function. The theoretical framework is introduced in this phase of the study and offers conceptual direction through antecedent ideas, theories, and research from dependable sources to back up recent findings. Provides the details that are required for the reader and the researcher to grasp the thesis.

This chapter is structured into two main sections. The first section discusses earlier studies done in the field of education, particularly in the area of speak, which is somewhat connected to the subject of the current thesis. The second part consists of a review of the literature. The latter exposes and clarifies several theories and concepts regarding the importance of the current project.

#### **2.1 Literature Review**

To provide the foundation for the current research on the use of gamification to improve speaking abilities among twelfth-grade students at CTP Calle Bancos during the Second Quarter of 2024, the literature review section critically examines and synthesizes existing scholarly works. This thorough analysis explores the foundational elements of speaking abilities, the difficulties in teaching them, and the theoretical foundations of gamification as a teaching approach. This review attempts to offer a solid theoretical foundation by examining many viewpoints on language acquisition, motivational theories, and the psychological subtleties of

language learning. It also looks at the fundamentals of successful gamification design, moral issues, and the practicalities of applying it in a learning environment.

### **2.1.1 Definition of Speaking Skills**

Effective communication relies heavily on speaking abilities as they serve as a conduit for expressing ideas, emotions, and thoughts. In this study, our aim is to delve into the intricacies of speaking abilities and establish a robust foundation for further exploration. By dissecting the components of effective oral communication—such as pronunciation, fluency, vocabulary utilization, and interactive skills—we aspire to cultivate a comprehensive understanding of this pivotal domain. Through a meticulous examination of each facet, we seek to elucidate the incremental steps conducive to enhancing speaking proficiency. Moreover, by laying the groundwork for a more exhaustive inquiry into the potential impact of gamification on speaking abilities, we anticipate uncovering innovative strategies capable of reshaping the landscape of language instruction. Thus, we embark on this captivating journey with the aspiration of unraveling new insights and contributing to the advancement of effective communication methodologies.

Pronunciation and fluency serve as fundamental pillars of language acquisition, as they ensure clarity and appropriateness in conveying intended messages. Educators, therefore, must possess well-developed skills in these areas to effectively impart knowledge, as emphasized by Young et al. (2014: 1), who stress the significance of educators with proficient English language skills at elementary and secondary school levels. Hence, educators must be adequately prepared and proficient in pronunciation and fluency.

Comprehending the intricate mechanisms underlying sound production is imperative for educators. As noted by Kelly G. (2000, p. 4), mastering phonetics involves understanding the intricate processes through which our organs and body parts collaborate to articulate sounds. This understanding enables educators to provide accurate instruction and guidance to learners, ensuring they develop clear and precise pronunciation skills essential for effective communication. Therefore, educators' proficiency in phonetics plays a pivotal role in facilitating language learning and fostering effective communication skills among students..

Understanding the correlation between language proficiency and teaching effectiveness has regained prominence in second-language teacher education, with a notable focus on teacher cognition and knowledge transmission (Andrews, 2003). This resurgence in interest coincides with the relevance of the gamification approach. Gamification presents itself as a dynamic pedagogical strategy, particularly beneficial for enhancing oral proficiency. By integrating game elements into language exercises, educators can craft interactive and immersive learning experiences that foster active engagement and provide instant feedback. Moreover, gamification facilitates personalized instruction, catering to individual learning styles and promoting resilience among learners. These aspects resonate with the principles of learner-centered education, underlining the adaptability and effectiveness of gamification in language instruction.

Evidence from the ELTeach Project, as highlighted by Jack C. Richards (2017), further underscores the transformative potential of innovative methodologies like gamification in language teaching practices. This project has reshaped the understanding of the interplay between language knowledge, pedagogy, and proficiency, emphasizing the pivotal role of dynamic approaches in enhancing language instruction. Therefore, incorporating gamification

into language teaching not only enriches the learning experience but also contributes to the advancement of effective teaching methodologies.

Interactive communication strategies play a pivotal role in cultivating collaboration and active engagement within the classroom setting. By leveraging activities such as discussions, problem-solving tasks, and online collaborations, educators can foster dynamic learning environments where students actively participate and exchange ideas. These strategies not only enhance student engagement but also nurture critical 21st-century skills such as critical thinking and effective communication. According to the insights of Wilga M. Rivers (2017), students' sustained focus on the message is contingent upon its clarity. Rivers emphasizes that students tend to experience accelerated learning when they both understand and derive enjoyment from the conveyed message. This highlights the importance of employing interactive communication strategies that not only facilitate comprehension but also foster an enjoyable and engaging learning experience for students. Thus, integrating interactive communication techniques into classroom instruction not only promotes active participation but also contributes to the holistic development of students' communication skills and cognitive abilities.

Assessing the impact of gamification on education necessitates a thorough examination of its influence on various aspects such as student engagement, motivation, learning outcomes, sustainability, and scalability. To achieve a comprehensive understanding, a blend of quantitative and qualitative research methodologies is essential. Through these approaches, educators and researchers can glean valuable insights into the effectiveness of gamification in enriching teaching and learning practices.

Quantitative methods allow for the measurement of tangible outcomes, such as changes in student performance or participation rates, providing numerical data to assess the effectiveness of gamification strategies. On the other hand, qualitative methods delve deeper into the subjective experiences and perceptions of students and educators, offering nuanced insights into the underlying mechanisms driving the impact of gamification on learning environments. By synthesizing findings from both quantitative and qualitative analyses, educators and policymakers can make informed decisions regarding the integration of gamification into educational settings. This evidence-based approach not only facilitates the refinement of teaching methodologies but also contributes to the ongoing evolution of language pedagogy. Ultimately, a comprehensive assessment of gamification in education serves as a catalyst for innovation and improvement, paving the way for more engaging and effective learning experiences for students across diverse educational contexts.

### **2.1.2 Challenges in Teaching Speaking Skills**

Identifying and comprehending the common challenges in teaching speaking skills is paramount for educators seeking to cultivate effective communication abilities in their students. Among these challenges is the prevalent issue of student reluctance, where learners may feel hesitant or apprehensive about speaking in front of their peers or in a new language context. This reluctance can stem from various factors, including fear of making mistakes, concerns about being judged, or a lack of confidence in their language abilities. Additionally, the fear of speaking, often rooted in self-consciousness or a lack of confidence, can further hinder students' willingness to engage in oral communication activities. Furthermore, traditional teaching methods may have limitations in adequately addressing these challenges. Conventional approaches may not sufficiently capture students' interest or provide opportunities for

meaningful practice, leading to a lack of engagement and progress in speaking skills. As a result, there is a pressing need for innovative approaches like gamification in language education.

Gamification offers a promising solution by leveraging game elements to create engaging and immersive learning experiences. By incorporating elements such as competition, rewards, and interactive challenges, gamified activities can effectively overcome student reluctance, boost confidence, and foster active participation in speaking activities. Through gamification, educators can create a supportive and motivating environment that encourages students to take risks, make mistakes, and ultimately improve their oral proficiency skills.

In summary, addressing challenges in teaching speaking skills requires a multifaceted approach that acknowledges and responds to students' reluctance and fear of speaking. By embracing innovative strategies like gamification, educators can enhance the effectiveness of their teaching methods and empower students to develop the confidence and skills needed for successful oral communication.

The utilization of gamification in education serves as a strategic method to activate students' participation by harnessing both their intrinsic and extrinsic motivations. As noted by Reiners and Wood (2015), a prevalent approach in gamification involves leveraging extrinsic motivators like points, levels, and achievements to incentivize and reward student engagement. By integrating elements of game design into learning activities, educators can create a more dynamic and interactive learning environment that captivates students' interest and encourages active participation. Furthermore, recent research conducted by Johnson and Smith (2021) and published in the *Journal of Language Education* sheds light on the effectiveness of gamification specifically in enhancing speaking skills among language learners. This study offers valuable

insights into the benefits of gamified approaches, providing educators with evidence-based strategies to integrate into their teaching practices. By incorporating gamification into language instruction, educators can not only enhance student engagement but also foster the development of crucial communication skills.

Overall, the integration of gamification in education offers a promising avenue for educators to enhance student participation and achievement. By tapping into both intrinsic and extrinsic motivations, gamified approaches have the potential to transform traditional learning experiences into engaging and effective platforms for skill development and academic success.

Incorporating innovative strategies such as gamification not only addresses the challenges associated with teaching speaking skills but also fosters a more dynamic and interactive learning environment. By drawing insights from current research and embracing gamification as a pedagogical tool, educators can create opportunities for students to actively engage in speaking tasks, thereby promoting a sense of achievement and progress in their language proficiency journey.

Through the strategic implementation of gamified approaches, educators can leverage game elements to enhance student motivation and participation in speaking activities. By integrating features such as challenges, rewards, and interactive simulations, gamification encourages students to take ownership of their learning and immerse themselves in meaningful language practice.

Furthermore, the use of gamification facilitates continuous evaluation and adaptation of teaching methods, allowing educators to tailor their approaches to meet the evolving needs of

their students. By incorporating feedback mechanisms and tracking student progress, educators can identify areas for improvement and adjust their instructional strategies accordingly.

Ultimately, by embracing gamification as a pedagogical tool, educators can maximize the potential to enhance students' oral communication skills and prepare them for effective communication in diverse linguistic contexts. This approach not only addresses the challenges of teaching speaking skills but also cultivates a positive and engaging learning environment conducive to language acquisition and proficiency development.

**2.1.2. 1 Addressing Pronunciation Challenges.** Addressing Pronunciation Challenges is a multifaceted endeavor essential for nurturing effective speaking skills, an integral part of effective oral communication. Many learners encounter difficulties in accurately producing sounds, intonation patterns, and stress patterns of the target language, which can impact their overall comprehensibility and fluency (Kelly, 2000). These challenges often stem from differences between the phonological systems of the learner's native language and the target language. Additionally, limited exposure to authentic language use and inadequate feedback mechanisms further exacerbate pronunciation struggles. Traditional teaching methods may overlook the intricacies of pronunciation instruction or rely on rote repetition without addressing underlying phonetic principles. However, integrating innovative approaches such as gamification can offer dynamic solutions to these challenges. By incorporating interactive pronunciation exercises, voice recognition technology, and gamified activities focused on phonetic awareness, educators can create engaging opportunities for learners to practice and improve their pronunciation skills in a supportive and enjoyable environment. This holistic approach not only addresses pronunciation challenges but also enhances students' overall speaking proficiency, ensuring that they can communicate effectively and confidently in real-life situations.

**2.1.2. 2 Utilizing Gamification for Engagement.** Utilizing gamification for engagement involves a multifaceted approach to integrating game elements and mechanics into educational activities, aiming to enhance student participation and motivation significantly. By infusing features such as points, levels, and achievements, educators create immersive learning experiences that captivate students' interest and foster sustained engagement throughout the learning process. This strategic incorporation of gaming elements is not merely about adding superficial game-like features to educational content but rather about leveraging the underlying principles of game design to create compelling and rewarding learning experiences.

At its core, gamification taps into the intrinsic motivation associated with gameplay, harnessing the natural inclination of individuals to engage in challenges and seek mastery (Deterding et al., 2011). By presenting educational content in the form of games or game-like activities, educators can effectively leverage this intrinsic motivation to make learning more enjoyable and effective. The presence of clear goals, immediate feedback, and a sense of progression inherent in gamified experiences helps to sustain students' interest and motivation, encouraging them to invest time and effort in their learning endeavors.

Furthermore, gamification offers a dynamic and interactive learning environment that caters to the diverse needs and preferences of students. Through the customization of challenges, the provision of personalized feedback, and the incorporation of elements such as competition or collaboration, educators can create learning experiences that are tailored to individual learning styles and abilities. This adaptive approach not only enhances student engagement but also promotes deeper learning and retention of content.

Moreover, gamification fosters a positive learning culture characterized by experimentation, resilience, and a growth mindset. By encouraging students to take risks, learn from failure, and persist in the face of challenges, gamified experiences help to develop essential 21st-century skills such as critical thinking, problem-solving, and creativity. In this way, gamification goes beyond simply enhancing motivation; it also cultivates a broader set of skills and competencies that are crucial for success in the modern world.

### **2.1.3 Teaching Speaking Skills**

In the realm of language education, a significant aspect pertains to the development of speaking skills. One promising avenue for enhancing these skills is through the implementation of gamification techniques. Gamification, rooted in the application of game elements and mechanics in non-game contexts, has emerged as a compelling pedagogical approach. By infusing elements such as challenges, rewards, and interactivity into language learning activities, gamification offers a dynamic and engaging environment for learners to practice and refine their speaking abilities. This introduction sets the stage for exploring how gamification can be effectively utilized to cultivate proficient oral communication skills in educational settings.

**2.1.3. 1 Gamify Your Classroom.** Embodies a transformative approach to education, harnessing the power of gamification to invigorate learning environments. By integrating game elements into classroom activities, educators can create immersive experiences that captivate students' interest and enhance their engagement. Through the strategic implementation of challenges, rewards, and interactive elements, gamified classrooms foster a dynamic and collaborative learning atmosphere. This innovative pedagogical strategy not only motivates students to actively participate but also facilitates the development of essential skills, including communication, critical thinking, and problem-solving. As educators embrace the concept of

gamification, they unlock new possibilities for enriching the educational journey and empowering students to thrive in an ever-evolving digital landscape. For example, Farber (2014) discusses practical insights and case studies on leveraging gamification to improve student participation and learning outcomes in his book "A Field Guide to Game-Based Learning."

**2.1.3. 2 Digital Games in Language Learning and Teaching.** Utilizing digital games in the educational process represents a significant shift in pedagogical approaches, capitalizing on the engaging and immersive nature of gaming to enhance learning outcomes. Digital games offer interactive environments that foster active participation, problem-solving skills, and critical thinking abilities among students. As Hayo Reinders and Nicola Whitton advocate, digital games in language learning provide authentic opportunities for language practice and cultural exploration, thereby enriching the learning experience Reinders & Whitton,(2017). By integrating digital games into the curriculum, educators can create dynamic learning environments that cater to diverse learning styles and preferences, ultimately promoting deeper engagement and understanding. Through the strategic use of gaming elements such as challenges, rewards, and real-time feedback, educators can harness the intrinsic motivation of students, leading to improved learning outcomes and increased retention of knowledge. Thus, the integration of digital games in education represents a promising approach to foster active learning and empower students in their educational journey.

#### **2.1.4 Cognitive Processes in Speaking**

Understanding the cognitive processes underpinning speaking is paramount in crafting gamified activities that truly resonate with learners. This segment delves into pertinent cognitive theories, shedding light on the intricate mechanisms at play during speech production. By dissecting these theories, educators can glean insights into how language is processed and

produced in the mind, thus informing the design of gamified speaking tasks that align seamlessly with natural cognitive functions. By leveraging this understanding, instructors can tailor gamified activities to effectively target key cognitive processes involved in speaking, ultimately enhancing language acquisition and proficiency in learners.

In the interdisciplinary field of language education, a comprehensive understanding of psycholinguistics, cognitive psychology, and the neurobiology of language is indispensable. Psycholinguistics investigates how language is processed and understood within the human mind, delving into the cognitive mechanisms behind speech perception, production, and comprehension. Concurrently, cognitive psychology provides invaluable insights into memory, attention, and learning processes, elucidating how learners acquire, store, and retrieve linguistic information Thagard, P. (2019). These disciplines collectively inform educators about the intricate interplay between language and cognition, guiding the development of effective language teaching methodologies.

Moreover, the study of language and the brain offers a fascinating exploration of the neural substrates involved in language processing. Through neuroimaging techniques such as fMRI and EEG, researchers uncover the neural circuits responsible for language functions, shedding light on how linguistic information is encoded, decoded, and represented in the brain (Obler & Gjerlow, 2015). This neuroscientific perspective not only deepens our understanding of language acquisition and processing but also underscores the intricate relationship between brain structure and linguistic abilities, informing instructional strategies that harness the brain's plasticity to optimize language learning outcomes.

Furthermore, theories of learning situated within the broader framework of mind and society highlight the socio-cultural dimensions of language acquisition. Drawing from

sociocultural theory and constructivism, educators recognize the pivotal role of social interaction, cultural context, and collaborative learning environments in shaping language development (Schunk, year, 2019). By embracing a socio-cultural perspective, language educators acknowledge the diverse linguistic and cultural backgrounds of learners, fostering inclusive and culturally responsive pedagogies that promote linguistic diversity and intercultural competence. In essence, the integration of psycholinguistics, cognitive psychology, neurobiology, learning theories, and socio-cultural perspectives offers a holistic foundation for designing pedagogical approaches that nurture language proficiency and empower learners to thrive in an increasingly interconnected world.

In summary, a thorough understanding of the cognitive processes behind speaking is vital for crafting engaging gamified activities that effectively engage learners. By exploring cognitive theories, educators gain insights into the intricate mechanisms of speech production, enabling the design of tasks that seamlessly align with natural cognitive functions. This knowledge allows instructors to customize activities to target key cognitive processes involved in speaking, thus enhancing language acquisition and proficiency. Furthermore, in the interdisciplinary field of language education, a comprehensive grasp of psycholinguistics, cognitive psychology, and the neurobiology of language is indispensable. These disciplines collectively inform educators about the complex interplay between language and cognition, guiding the development of effective teaching methodologies. Additionally, insights from the study of language and the brain provide valuable information for optimizing language learning outcomes. Moreover, theories of learning within the broader context of mind and society emphasize the socio-cultural aspects of language acquisition, fostering inclusive pedagogies. Ultimately, integrating psycholinguistics, cognitive psychology, neurobiology, learning theories, and socio-cultural perspectives provides a

comprehensive foundation for designing pedagogical approaches that support language proficiency and empower learners in an interconnected world.

### **2.1.5 Principles of Effective Gamification Design**

At the heart of successful gamification in language learning lies a meticulous adherence to key principles, each contributing to the orchestration of a transformative educational experience. This section serves as a compass, guiding educators through the intricacies of effective gamification design. Clear objectives stand as the foundational pillar, providing learners with a tangible roadmap towards linguistic proficiency. By articulating these objectives, educators not only clarify the learning pathway but also instill a sense of purpose and direction within learners.

Furthermore, the integration of feedback mechanisms emerges as a vital element, offering learners timely insights into their progress and performance. Through constructive feedback loops, learners receive guidance and encouragement, fostering a culture of self-reflection and continuous improvement. Progression, another essential principle, ensures that learners navigate through a structured and scaffolded learning journey. As they advance, they encounter challenges that are carefully calibrated to their evolving skill level, promoting engagement and motivation.

However, perhaps the most critical principle lies in striking the delicate balance between challenge and skill. Here, educators must craft experiences that are sufficiently challenging to captivate learners' interest, yet within reach of their capabilities to prevent frustration. By mastering this equilibrium, educators unlock the true potential of gamification, creating immersive and empowering learning environments where learners thrive. In embodying these

principles, educators embark on a transformative journey, harnessing the power of gamification to unlock the doors to linguistic fluency and proficiency.

**2.2.5. 1 Clear Objectives.** Clear objectives serve as the cornerstone of effective gamified learning experiences, providing learners with a tangible sense of direction and purpose. By articulating specific learning outcomes, objectives offer a roadmap that guides learners through the learning process, ensuring alignment between educational goals and instructional activities. Karl M. Kapp (2012) underscores the significance of clear objectives, stating that they "serve as the navigational beacon, directing learners towards their destination of mastery" (p. 45). This emphasizes the pivotal role of objectives in fostering learner engagement, motivation, and accountability within gamified learning environments.

Moreover, clear objectives enable learners to monitor their progress and evaluate their performance against predefined criteria. This self-assessment not only enhances learners' awareness of their strengths and areas for improvement but also empowers them to take ownership of their learning journey. By providing learners with clear expectations, educators facilitate meaningful learning experiences that promote active engagement and goal-directed behavior. Thus, clear objectives play a vital role in optimizing the effectiveness of gamified learning designs, contributing to the overall success and impact of language learning initiatives.

**2.1.5. 2 Feedback Mechanisms.** Feedback mechanisms are essential components of gamified language learning, providing learners with valuable guidance on their progress and performance. According to James Paul Gee (2007), feedback serves as a guiding tool for learners, offering them encouragement and direction throughout their learning journey. Similarly, Tracy Fullerton (2014) emphasizes that feedback offers learners a sense of accomplishment and momentum, highlighting its motivational impact. By delivering specific and actionable feedback, educators

empower learners to adjust their strategies, promoting self-directed learning and continuous improvement within gamified language learning environments.

In addition to providing feedback, another crucial aspect of gamified language learning is the creation of a supportive and immersive environment. This environment should encourage experimentation, exploration, and risk-taking, allowing learners to engage with the language in authentic and meaningful ways. Incorporating elements such as storytelling, role-playing, and interactive simulations can further enhance immersion and facilitate deeper language acquisition. Also, fostering a sense of community within the learning environment, where learners can collaborate, share experiences, and celebrate achievements, contributes to a positive and motivating atmosphere. As learners feel supported and connected, they are more likely to remain engaged and committed to their language learning journey.

**2.1.5. 3 Progression.** Progression is a fundamental principle in gamified language learning, ensuring that learners advance through structured pathways tailored to their skill levels. As learners progress, they encounter challenges designed to stimulate learning and maintain engagement. Tracy Fullerton (2014) emphasizes the importance of progression, stating that it provides learners with a sense of accomplishment and momentum in their learning journey (p. 78). This highlights how structured progression fosters motivation and a sense of achievement among learners. By scaffolding learning experiences and offering appropriately challenging tasks, educators facilitate continuous growth and skill development within gamified language learning environments.

**2.1.5. 4 Balance Between Challenge and Skill.** Maintaining a delicate balance between challenge and skill is crucial for optimizing learner engagement and motivation in gamified

language learning environments. Jane McGonigal's insights, as detailed in "Reality is Broken: Why Games Make Us Better and How They Can Change the World," underscore the significance of this equilibrium. McGonigal emphasizes the importance of finding the "sweet spot" where challenges are both achievable and stimulating, a concept crucial for fostering a state of "flow" in learners. This state of flow is characterized by deep concentration, heightened focus, and a sense of immersion in the learning process. When learners are appropriately challenged, but not overwhelmed, they experience a sense of enjoyment and fulfillment, which fuels their motivation and sustains their engagement over time (McGonigal, 2011, p. 109). Thus, by carefully calibrating the level of challenge to match learners' skills and abilities, educators can create an optimal learning environment where learners are empowered to achieve their full potential in language acquisition.

In addition to balancing challenge and skill, fostering a sense of autonomy and agency is crucial in gamified language learning environments. Empowering learners to make meaningful choices, set personal goals, and take ownership of their learning journey enhances their sense of autonomy and intrinsic motivation. By providing learners with opportunities to explore different paths, customize their learning experiences, and pursue areas of interest, educators foster a sense of ownership and investment in the language learning process. Additionally, allowing learners to see the direct impact of their choices and actions within the gamified environment reinforces their sense of competence and efficacy, further fueling their motivation and engagement (Ryan & Deci, 2011). Therefore, integrating elements of autonomy and agency into gamified language learning experiences not only empowers learners but also cultivates a deeper sense of motivation and commitment to language acquisition.

### **2.1.6 Ethical and Practical Considerations in Gamification**

Addressing ethical considerations related to the integration of gamification in educational contexts particularly concerns about fairness, inclusivity, and ethical conduct, is paramount. This section not only examines the ethical dimensions of gamification but also delves into practical strategies for implementing gamified approaches in school settings while ensuring alignment with educational objectives and standards.

This is a section of books aimed at enhancing ethics in gamification and English language teaching:

**2.1.6. 1 Ethics and Game Design Teaching Values through Play.** A book by Karen Schrier offers an in-depth exploration of the ethical implications inherent in the design and implementation of games. Schrier emphasizes how games can serve as powerful tools for instilling values and fostering ethical reasoning among players. By leveraging the immersive and interactive nature of games, educators can effectively address ethical considerations within the gamified learning environment (Schrier, 2010, p. 25).

**2.1.6. 2 Digital Citizenship in Schools.** Mike Ribble delves into the ethical use of technology in educational settings, providing educators with guidance on navigating ethical challenges associated with digital tools and resources. Ribble's work sheds light on issues such as digital rights, responsibilities, and the ethical use of information, offering practical strategies for promoting ethical behavior and digital citizenship among students (Ribble, 2011, p. 52).

**2.1.6. 3 The Gamification of Learning and Instruction Fieldbook Ideas into Practice.** Karl M. Kapp and Lucas Blair serve as a comprehensive guide for educators seeking to leverage gamification in educational contexts. Kapp and Blair explore various ethical considerations associated with gamified learning experiences, emphasizing the importance of aligning

gamification strategies with educational goals and standards. By providing practical insights and examples, the authors equip educators with the tools needed to implement gamification responsibly and effectively (Kapp & Blair, 2015, p. 78).

**2.1.6. 4 Design for How People Learn by Julie Dirksen.** offers a detailed examination of instructional design principles and their application in creating engaging and inclusive learning experiences. Dirksen underscores the significance of ethical considerations in instructional design, particularly in the context of gamified learning environments. By integrating ethical considerations into the design process, educators can ensure that gamified activities are not only engaging but also promote ethical behavior and values among learners (Dirksen, 2016, p. 101).

The significance of the literature presented in this section extends beyond its contributions; collectively, these works form a vital resource for educators aiming to cultivate ethical values within gamified learning environments. They offer multifaceted insights into the ethical dimensions of gamification and English language teaching, addressing issues such as digital citizenship, values education through play, and instructional design ethics.

Karen Schrier's book emphasizes the transformative potential of games in instilling ethical reasoning and promoting virtuous behavior among learners (Schrier, 2010). Mike Ribble's work provides practical guidance on promoting responsible technology use and ethical behavior among students, tackling issues such as digital rights, responsibilities, and information ethics (Ribble, 2011). Karl M. Kapp and Lucas Blair's book offers educators a comprehensive roadmap for integrating gamification into educational practices ethically (Kapp & Blair, 2015). Additionally, Julie Dirksen's book examines instructional design principles in the context of

ethical considerations, emphasizing the importance of creating inclusive and engaging learning experiences that promote ethical behavior (Dirksen, 2016).

All things considered, these publications are invaluable tools for teachers attempting to negotiate the moral minefield that is gamified education. Through gaining knowledge from these sources, teachers can encourage equity, diversity, and moral behavior in the classroom, which will eventually create a climate that supports students' overall growth. Teachers may design engaging learning experiences that enable students to become responsible digital citizens and moral decision-makers in a society that is becoming more linked by having a sophisticated understanding of ethical principles and practices.

Gamification in education has emerged as a transformative paradigm, offering educators innovative tools to enhance student engagement, motivation, and learning outcomes. Through the integration of gaming elements and mechanics into educational activities, gamification fosters dynamic and immersive learning experiences that capture students' interest and generate sustained engagement. This literary review has explored various aspects of gamification in education, highlighting its potential to address common challenges in teaching communicative skills, improve pronunciation instruction, promote digital citizenship, and foster ethical behavior.

One key takeaway from this discussion is the importance of understanding the underlying cognitive processes in speech to design effective gamified activities. By leveraging insights from psycholinguistics, cognitive psychology, and neurobiology, educators can tailor gamified speech tasks to align seamlessly with natural cognitive functions, thereby enhancing language acquisition and proficiency in students.

Furthermore, the ethical dimensions of gamification in education have been underscored, emphasizing the need for responsible use of technology, digital citizenship, and ethical behavior among students. The literature reviewed in this document has provided invaluable guidance for navigating the ethical challenges associated with gamified learning environments, offering practical strategies to promote ethical conduct and values education among students.

Additionally, the balance between challenge and skill has been identified as a critical factor in optimizing student engagement and motivation in gamified language learning environments. By leveraging concepts from Jane McGonigal's "flow" theory, educators can calibrate the level of challenge to match students' skills and abilities, fostering a state of deep concentration, intense focus, and immersion in the learning process.

In conclusion, gamification holds great potential to revolutionize education by making learning more enjoyable, engaging, and effective. By harnessing the power of gaming elements and mechanics, educators can create enriching educational experiences that empower students to thrive in an ever-evolving digital landscape. However, it is essential to approach gamification in education with careful consideration of ethical implications and cognitive principles, ensuring that gamified activities not only captivate students but also promote responsible behavior and facilitate meaningful learning experiences. As educators continue to explore the potential of gamification, it is imperative to remain vigilant in promoting ethical conduct, fostering inclusive learning environments, and empowering students to become active participants in their learning journey.

## **Chapter III**

### **Methodological Framework**

The section on the Methodological Framework establishes the foundation for this thesis by delineating the methodical approach that is employed to address research problems and achieve goals. This section provides an overview of the approaches that were selected for the study design, data gathering, analysis, and interpretation. This framework comprehensively explores the research phenomenon while ensuring the reliability and relevance of findings using a combination of known approaches and customized strategies. The study paradigm, design, data collection strategies, analysis approaches, and ethical considerations are all covered in the conversation. This section intends to make a significant contribution to the field and strengthen the legitimacy of the study's findings by offering transparency and clarity.

#### **3.1 Research Approach**

The section on the research Approach explains the methodical approach selected to address the research questions and successfully accomplish the study's goals. This section provides guidance on comprehending the overall approach that directs the research process, which includes the choice of theoretical viewpoints, research methodologies, and data-gathering strategies. This part establishes the framework for a methodical and rigorous investigation into the research phenomenon by making the strategy used clear. By means of an extensive investigation of the selected methodology, this research endeavors to produce significant discoveries and make an important addition to the current corpus of information within the domain.

To investigate the effectiveness of gamification as a means of improving speaking abilities, a qualitative research methodology has been chosen. This paradigm works especially well for delving into the nuances of language acquisition phenomena in the setting of game-based learning. An in-depth investigation of the intricate relationship between gamification techniques and the improvement of speaking skills is made possible by the qualitative approach. Researchers can investigate the lived experiences, attitudes, and behaviors of language learners interacting with gamified language learning platforms or activities by using methods including observations, interviews, and open-ended questionnaires. (Brown,2006). The didactic sequence is an approach that is developed to improve oral skills, which we measure qualitatively.

Furthermore, qualitative research allows for a contextual understanding of the phenomenon under investigation. Language learning is deeply influenced by socio-cultural factors, individual motivations, and the learning environment. Qualitative methods facilitate the exploration of how these contextual elements interact with gamification techniques to impact speaking skill development.

One of the key characteristics of qualitative methodology is its flexibility and adaptability. Given the dynamic nature of gamification and language learning processes, qualitative researchers have the freedom to adjust data collection strategies, explore emerging themes, and incorporate participant feedback in real-time. This ensures a responsive and comprehensive investigation of gamification's role in enhancing speaking skills.

Within the framework of qualitative methodology, various data collection techniques will be employed. Semi-structured interviews with language learners and educators will provide insights into their experiences, attitudes, and perceptions regarding gamified language learning

activities. (Batlle, J., and González, V, 2023). Observational studies will offer firsthand observations of participant interactions, engagement levels, and learning outcomes within gamified learning environments. Thematic analysis of qualitative data, including interview transcripts and observational notes, will be conducted to identify recurring patterns, themes, and categories, thereby generating contextually grounded interpretations of the gamification process. The adoption of a qualitative research approach is justified by its ability to provide a nuanced understanding of the complex dynamics inherent in gamified language learning and speaking skill development. Through this methodology, the study aims to contribute valuable insights to the field, inform pedagogical practices, and facilitate the design of effective gamification interventions tailored to enhancing speaking skills among language learners.

Following that, it is critical to quickly discuss how mixed and quantitative methodologies are compatible in the field of educational research. Numerical data is gathered and analyzed using quantitative methods to find trends, patterns, and correlations. The focus on statistical analysis and the applicability of results to larger populations define these approaches. On the other hand, mixed-methods research combines quantitative and qualitative methods, enabling researchers to triangulate data sources, improve comprehension, and present a more complete picture of the topic under study. Researchers can measure the effect of gamification on speaking abilities and offer statistical support for qualitative findings by utilizing quantitative methodologies. Thus, mixed-methods research enhances our understanding and informs evidence-based strategies by providing a holistic and balanced approach to examining complex educational issues.

## **3.2 Research Design**

In this section, the researcher works on the research design, which is a model for conducting a study, providing the structure and methodology necessary to address the research questions and achieve the objectives (Creswell, 2014). In this section, the researcher describes the methodological framework that guides the study, including the general strategy, sampling techniques, data collection methods, and procedures for data analysis. By carefully selecting and implementing a robust research design, this study aims to ensure the reliability, validity, and generalizability of the findings. Through compliance with rigorous methodological principles, we seek to generate revealing and credible results. conclusions that contribute to the advancement of knowledge in the field.

### **3.2.1 Action Research**

The research action encompasses the strategic implementation of gamification strategies within language learning environments, specifically aimed at enhancing speaking skills. Rooted in contemporary educational methodologies, this approach involves a systematic series of steps meticulously designed to harness the potential of gamified activities for language acquisition.

Drawing from the insights of renowned educational scholars, such as Johnson & Christensen (2020) who advocate for innovative approaches to educational research, this action integrates gamification elements seamlessly into language learning activities. By infusing game mechanics like points, levels, challenges, and rewards into the curriculum, it seeks to create an immersive and engaging learning experience tailored to the needs and preferences of language learners.

Moreover, the integration of technology platforms in gamified language learning environments, as highlighted by (Gee, J.P 2003), holds promise for fostering authentic language practice and enhancing learner motivation. Leveraging interactive features and simulations offered by language learning apps or online platforms, this action aims to provide learners with opportunities for meaningful language practice in real-world contexts.

In line with the principles of constructive alignment (Biggs, 2014), the design of gamified language learning activities is meticulously crafted to align with predetermined language learning objectives. By ensuring a clear alignment between learning activities and desired learning outcomes, this action seeks to optimize the effectiveness of gamification in enhancing speaking skills among language learners.

Feedback and progress-tracking mechanisms, inspired by the principles of formative assessment (P. Black & D. Wiliam, 1998), are integrated into gamified language learning environments to provide learners with timely feedback on their performance and progress. Through automated responses, peer evaluations, or instructor feedback, learners are empowered to identify areas for improvement and take proactive steps toward enhancing their speaking proficiency.

Furthermore, fostering collaboration and competition among learners within gamified environments, as advocated by Deterding et al. (2011), promotes social interaction and peer learning, enriching the language learning experience. By facilitating collaborative activities and incorporating competitive elements such as leaderboards or rankings, this action aims to create a dynamic and stimulating learning environment conducive to the development of speaking skills..

Finally, the assessment of learning outcomes through both formative and summative evaluations enables researchers to evaluate the effectiveness of gamification in enhancing speaking skills. By triangulating data from various assessment methods, including ongoing quizzes, speaking tasks, and proficiency tests, researchers can gain valuable insights into the impact of gamification on language proficiency and skill development.

Through these meticulously planned steps and informed by the insights of educational scholars, the research endeavor aims to explore the transformative potential of gamification in language learning and contribute to the development of evidence-based pedagogical approaches tailored to enhancing speaking skills among language learners.

### **3.2.2 Descriptive Research**

The research action undertakes a descriptive research approach to examine the integration of gamification strategies within language learning environments, specifically focusing on enhancing speaking skills. Descriptive research methodology aims to provide a comprehensive and detailed exploration of the characteristics, behaviors, and phenomena related to a particular subject of inquiry.

In the context of this study, descriptive research involves systematically observing and documenting the implementation of gamified activities in language learning settings. Through careful observation and documentation, researchers aim to gain a thorough understanding of how gamification is utilized to enhance speaking skills among language learners.

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 qualitative data on learners' attitudes, motivations, and perceived benefits of gamification in language learning.

Furthermore, descriptive research allows for the identification of patterns, trends, and relationships within gamified language learning contexts. Through the analysis of quantitative data, such as engagement metrics and proficiency scores, researchers can uncover insights into the effectiveness of gamification in improving speaking skills.

Ultimately, the goal of descriptive research in this study is to provide a comprehensive understanding of the role of gamification in language learning and its impact on speaking proficiency. By systematically documenting and analyzing gamified language learning practices, researchers aim to contribute valuable insights to the field of language education and inform the development of effective pedagogical approaches.

### **3.3 Information Sources**

Information sources encompass a diverse array of outlets or materials from which individuals gather data, facts, or knowledge on a specific subject or topic. These sources can be categorized into three main types: primary, secondary, and tertiary.

**3.3.1 Primary Source.** These are firsthand accounts or original documents that provide direct information or data on a particular topic. Primary sources offer immediate insight into historical

events, phenomena, or research findings. Examples include original manuscripts, letters, diaries, interviews, photographs, artifacts, experimental data, and official records such as census data or government reports. Primary sources are valued for their authenticity and immediacy, offering researchers direct access to the raw material of a subject or event.

**3.3.2 Secondary Source.** Secondary sources are interpretations, analyses, or evaluations of primary sources. They provide commentary, analysis, or synthesis of primary data or information. Secondary sources offer critical perspectives, historical context, or scholarly insights into a topic. Examples of secondary sources include scholarly books, review articles, biographies, documentaries, and news reports. While secondary sources do not offer firsthand information, they contribute to understanding by providing critical analysis, interpretation, or synthesis of primary data.

**3.3.3 Tertiary Source.** Tertiary sources compile and distill information from primary and secondary sources into accessible formats for a broader audience. They provide summaries, overviews, or compilations of information on a topic. Tertiary sources are often designed for quick reference or introductory purposes, offering general knowledge or background information. Examples of tertiary sources include encyclopedias, dictionaries, handbooks, textbooks, bibliographies, and directories. Tertiary sources are valuable for gaining a broad understanding of a subject, identifying key concepts, or locating additional resources for further research.

In conducting research, it is essential to consider the strengths and limitations of each type of source and to utilize a combination of primary, secondary, and tertiary sources to develop a comprehensive understanding of the topic. Evaluating the credibility, reliability, and relevance

of sources is crucial to ensuring the accuracy and validity of the information obtained for scholarly inquiry or academic study.

### **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. These categories help organize and structure the analysis process, allowing researchers to identify patterns, trends, relationships, or themes within the data. Common analysis categories include qualitative coding schemes, quantitative variables, thematic analysis frameworks, and theoretical constructs. Researchers can systematically analyze and interpret data to derive meaningful insights and conclusions by employing analysis categories

**3.4.1 Speaking.** Speaking refers to the act of verbal communication or expression, typically involving the production and articulation of words or sounds by an individual or group. It encompasses various forms of oral communication, including conversation, public speaking, presentations, debates, and storytelling. Speaking plays a fundamental role in human interaction as highlighted by Locke, J. (1894), because speaking facilitates the exchange of ideas, information, emotions, and perspectives.

**3.4.2 Gamification.** Gamification refers to the integration of game design elements, mechanics, and principles into non-game contexts, as highlighted by McGonigal, J. (2011), such as education, business, healthcare, or marketing, to engage and motivate individuals to achieve specific goals or behaviors. It involves incorporating elements such as points, badges, levels, challenges, leaderboards, and rewards to make tasks or activities more enjoyable, immersive, and

compelling. Gamification harnesses the inherent motivational aspects of games to enhance user engagement, learning outcomes, productivity, or customer loyalty.

### **3.5 Data Collection Instruments**

For the purpose of this study, the primary data collection instrument is a survey designed to assess satisfaction levels in English classes. The survey consists of ten questions aimed at gauging the effectiveness of the classes, the extent of learning achieved, and other relevant factors. The questions cover various aspects, such as teaching methods, course materials, instructor effectiveness, student engagement, and overall satisfaction with the learning experience.

The survey instrument was chosen due to its ability to collect qualitative data efficiently and comprehensively. It allows for standardized data collection across a diverse group of respondents and facilitates the analysis of trends and patterns in satisfaction levels. Additionally, surveys offer anonymity to participants, encouraging honest responses and minimizing response bias. By utilizing a survey instrument, this study aims to gather valuable insights into the perceived effectiveness of English classes and identify areas for improvement. The data collected through the survey will inform decisions regarding curriculum design, teaching strategies, and student engagement initiatives, enhancing the quality of English language education.

#### **3.5.1 Class Observation Checklist**

The first-class observation's objective is to assess and contrast two activities that employ various teaching philosophies: the traditional approach and a gamified method. For a teacher to better understand how to apply techniques to promote a deeper comprehension of a second language, as well as how they are organized and how pupils could react to those methods,

observation is crucial. As a result, the researcher may see what kinds of new assignments might be introduced in the classroom to improve student growth, raise engagement, and stimulate interest in the English language. The checklist focused on the behavior, involvement and growth of the students, as well as the methods used by the teacher to achieve a better understanding of the groups. By doing this, the instrument collaborated with the researcher to obtain answers and was able to use the techniques that had been established.

A number of indications, including the pupils' drive, self-assurance, vocabulary, fluency, and pronunciation, will be assessed throughout this observation. It is important to ascertain motivations; therefore, the degree of student participation and excitement during the activity will be evaluated. Students' willingness to speak up and take part in class discussions will be used to assess their level of confidence. The student's capacity to comprehend and apply new terminology that is introduced during the exercise will serve as the basis for evaluating their vocabulary acquisition. The assessment of pronunciation will be based on how accurately students pronounce words during the activity, while the observation of fluency will be based on how smoothly and naturally the students speak.

### **3.5.2 Pre-Test**

Pretests cover material that the instructor has not yet presented and that students are not expected to know, as highlighted by Berry, T. (2008), these pretests are done with a clear purpose. These pretests are intended to act as a "road map" for the subjects by providing students with an overview of the content to be covered and the breadth of knowledge needed. These exams can also be used to determine which areas pupils might benefit from increased concentration and attentiveness.

A pre-test will be applied to the students before applying any technique to measure the initial level, issues, and general status of the students, as well as identify extra elements that could interfere with the skill the student will provide.

### **3.5.3 Post-Test**

A posttest is a test administered to students after completing a program or segment of instruction, as stated in the (Collins Dictionary, 2012). It is often used in conjunction with a pretest to measure their achievement, and the effectiveness of the program is a vital component of the test set of educational assessment tools. This posttest not only serves to assess students' understanding and mastery of the material but also provides valuable information about the overall success of the educational approach. It allows educators to evaluate the effectiveness of their teaching methods, identify areas for improvement, and adapt future instruction to better meet the needs of their students.

In summary, the post-test stands as a crucial instrument in the educational evaluation repertoire, providing insights into both student achievement and program effectiveness. With its ability to inform instructional practices and enhance learning outcomes, it remains an indispensable tool for educators striving to optimize the educational experience for their students.

### **3.5.4 Questionnaires**

Questionnaires consist of a set of questions designed to elicit views, attitudes, feelings, and perceptions about a particular topic. They are frequently used in study centers, companies, or other organizations, as highlighted by Guy, O. (2023), and this is used to find out what people

think about a topic, it is basically a written list of questions that are asked of people in order to gather information.

### **3.6 Collection data process and data analysis**

In the data collection process for this thesis, the student will begin by finalizing the survey questions and ensuring their relevance and clarity. Once prepared, the survey will be distributed electronically to the target population of students enrolled in English language classes. Alongside the survey, a cover letter detailing the study's purpose, confidentiality assurances, and instructions for completion will be provided. After distribution, efforts will be made to maximize response rates through follow-up reminders to non-respondents. Responses will be collected and meticulously reviewed to ensure data integrity. Moving to data analysis, a combination of descriptive and inferential statistical techniques will be utilized to gain insights from the survey responses. Descriptive analysis, including measures like frequencies and means, will provide an overview of satisfaction levels and learning outcomes. Inferential analysis, such as correlation and regression analysis, will delve deeper into relationships between variables and test hypotheses.

Qualitative data from open-ended responses will undergo thematic analysis to identify recurring themes or insights. Findings from both quantitative and qualitative analyses will be integrated to offer a comprehensive understanding of the research questions. Finally, the results will be interpreted in the context of the research aims and existing literature, with implications discussed for English language education and recommendations for further research. Through this structured approach to data collection and analysis, the student aims to contribute meaningfully to the field of English language education.

## **Chapter IV**

### **Data Analysis**

The Data Analysis chapter of this thesis is of utmost importance as it forms the crux of transforming collected data into actionable insights. This segment plays a vital role in unveiling patterns, trends, and relationships within the data, leading to informed conclusions and recommendations. As we embark on this chapter, the main goal is to systematically apply statistical and logical techniques to describe, condense, and evaluate the data. Through a combination of descriptive and inferential analysis, the aim is to uncover valuable insights regarding satisfaction levels, learning outcomes, and other pertinent variables within the realm of English language education. This chapter serves as the analytical core of the thesis, guiding interpretation and contributing significantly to the field.

#### **4.1 Analysis and Interpretation of the Results**

The Analysis and Interpretation of the Results section of this thesis serves as a crucial phase in deriving meaningful insights from the collected data. In this section, a comprehensive examination of the data obtained from the survey responses of students enrolled in English language classes will be conducted. Through meticulous analysis and interpretation, the goal is to uncover patterns, trends, and relationships within the data, shedding light on the effectiveness of English language education. This section plays a pivotal role in translating raw data into actionable information, guiding our understanding of the research questions and objectives. Ultimately, the insights gleaned from this analysis will inform recommendations for practice and contribute to the broader discourse in the field of English language education.

### 4.1.1 Pre-Speaking Activities

#### 4.1.1.1 Observation Checklist

This class observation was conducted on two 40-minute English lessons with each of the two twelfth-grade groups (12-1 and 12-4) of Colegio Técnico de Calle Blancos, for a total of four lessons and 160 minutes.

**Table 1: Class Observation Checklist**

Indicator	Always	Sometimes	Never
The teacher speaks English when teaching the lesson.	X		
The teacher uses engaging materials for the class.		X	
The teacher addresses students' questions as needed.	X		
The students seem happy and motivated during the class.		X	
The students actively participate.		X	
The students speak in English with their teacher and classmates.		X	

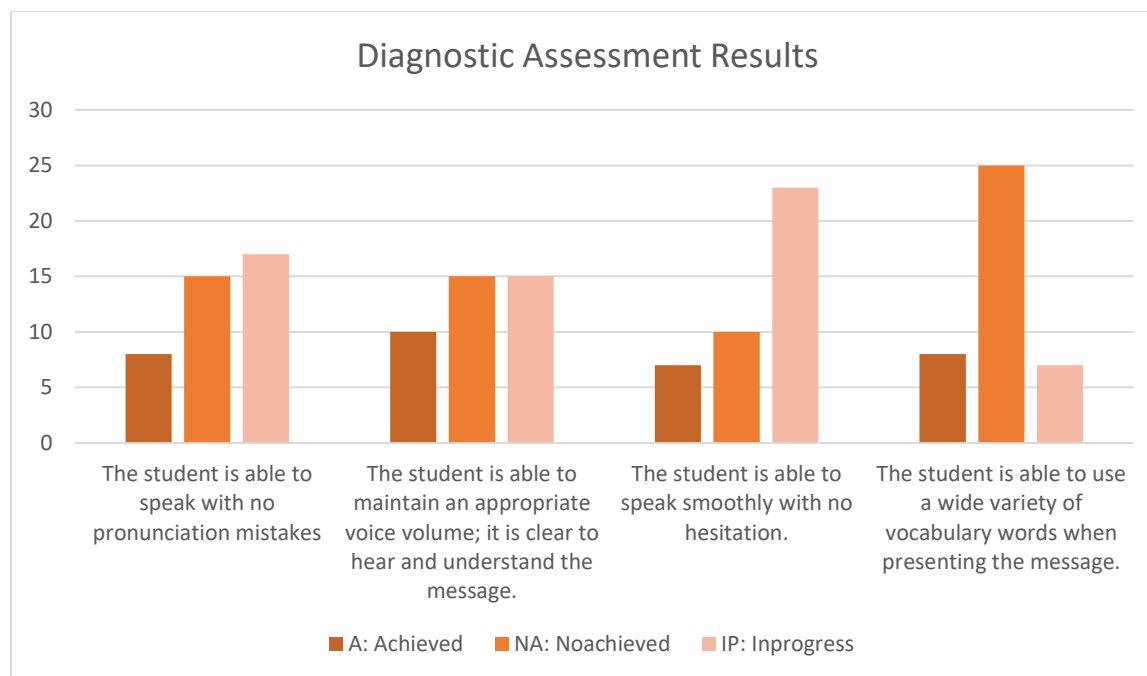
**Source: Researcher's create**

**Table 1.** The teacher always speaks English during the lesson; the materials provided by the teacher are consistently engaging; the teacher consistently addresses students' questions as needed; the students generally appear cheerful and motivated during class; active student participation occurs sporadically; students do not use English when interacting with the teacher or classmates.

#### 4.1.1.2 Diagnostic Assessment

The diagnostic assessment was applied to all 40 twelfth-grade students of Colegio Técnico de Calle Blancos. It focused primarily on speaking skills through an oral presentation. Students were required to present tips on customer service, covering various aspects such as effective communication, handling difficult customers, and ensuring customer satisfaction.

**Figure 1: Diagnostic Assessment**



**Source: Researcher's create**

**Figure 1.** A quarter of the students (10 out of 40) were able to deliver the presentation effectively; half of the students (20 out of 40) are making progress towards improvement in their presentation skills; the remaining students (10 out of 40) are still developing their ability to present effectively.

#### 4.1.2 While Speaking Activities

##### 4.1.2.1 Vocabulary Activities

As part of the vocabulary practice sessions focused on "Stand for Excellence," students were divided into two groups of 20 each. One group participated in traditional activities, which involved matching vocabulary terms with definitions to reinforce comprehension. The other group engaged in gamified activities, where competitive elements fostered teamwork and critical thinking through collaborative matching exercises. These sessions aimed to enhance students' understanding and application of key vocabulary related to excellence, quality, and leadership.

**Table 2: Traditional Method Vocabulary Checklist**

<b>Indicators</b>	<b>Excellent (3)</b>	<b>Very Good (2)</b>	<b>Needs Improvement (1)</b>
The student recognizes the meaning of the vocabulary words.	7	5	8
The student uses the vocabulary words in different contexts.	6	8	6
The student writes sentences using the vocabulary words.	8	6	6

**Source: Researcher's create**

**Table2.** With regard to producing complete and meaningful answers and demonstrating oral articulation using traditional (paper) assessment, among the 20 students assessed, 4 students perform at a proficient level, 4 students excel, 6 students demonstrate a good level of proficiency, 3 students require improvement, and 3 students show a need for significant improvement. This assessment provides insights into the varying levels of student proficiency in articulating responses effectively and meaningfully within the context of traditional assessment methods.

**Table 3: Gamified Method Vocabulary Checklist**

<b>Indicators</b>	<b>Excellent (3)</b>	<b>Very Good (2)</b>	<b>Needs Improvement (1)</b>
The student recognizes the meaning of the vocabulary words.	11	6	3
The student uses the vocabulary words in different contexts.	8	7	5
The student writes sentences using the vocabulary words.	12	6	2

**Source: Researcher's create**

**Table 3.** Based on the gamified assessment activity, notable improvements were observed among the 20 students evaluated. 11 students achieved an Excellent level in recognizing the meaning of vocabulary words while 8 students demonstrated proficiency in using and writing vocabulary words in different contexts. The remaining students, representing 1, showed a need for improvement, highlighting significant enhancement compared to traditional assessment methods.

**4.1.2.2 Pronunciation Activities**

Students participated in vocabulary sessions focused on "Stand for Excellence," split into two groups of 20. One group practiced pronunciation traditionally, focusing on clarity and accuracy in reading sentences related to excellence, quality, and leadership. The other group engaged in a gamified tournament, creating and pronouncing complex sentences using specific vocabulary words. This approach promoted collaboration, critical thinking, and improved pronunciation skills through competitive interaction and constructive feedback.

**Table 4: Traditional Method Pronunciation Checklist**

<b>Indicators</b>	<b>Excellent (3)</b>	<b>Very Good (2)</b>	<b>Needs Improvements (1)</b>
The student's pronunciation is clear and correct.	5	6	10
The student's intonation is appropriate; it is natural and the message flows without interruptions.	6	8	6
The student's voice volume is appropriate. The message can be heard and understood.	4	4	12

**Source: Researcher's create**

**Table 4.** Based on the overall assessment of the 20 students during the "Stand for Excellence" sessions, there are varying levels of proficiency observed across three key indicators of pronunciation. In terms of pronunciation clarity and correctness, an average of 7 students achieved an Excellent level (3), while approximately 7 students reached a Very Good level (2), and about 6 students needed improvement (1). Regarding intonation appropriateness, an average of 7 students demonstrated an Excellent rating (3), around 8 students were rated Very Good (2), and about 5 students showed a need for improvement (1). For voice volume suitability, an average of 7 students were rated Excellent (3), approximately 5 students were Very Good (2), and about 8 students needed improvement (1). These results highlight both strengths and areas for improvement in students' pronunciation skills, emphasizing the importance of clear and natural delivery for effective communication in English.

**Table 5: Gamified Method Pronunciation Checklist**

<b>Indicators</b>	<b>Excellent (3)</b>	<b>Very Good (2)</b>	<b>Needs Improvements (1)</b>
The student's pronunciation is clear and correct.	8	7	5
The student's intonation is appropriate; it is natural and the message flows without interruptions.	9	10	1
The student's voice volume is appropriate. The message can be heard and understood.	6	8	6

**Source: Researcher's create**

**Table 5.** Based on the provided table, the gamified approach shows superior results in pronunciation practice. Specifically, a higher number of students achieved Excellent (3) and Very Good (2) ratings in clarity, intonation, and appropriate voice volume: 8 students for Excellent, 7 students for Very Good, and 5 students needing improvement in pronunciation clarity; 9 students for Excellent, 10 students for Very Good, and 1 student needing improvement in intonation; and 6 students for Excellent, 8 students for Very Good, and 6 students needing improvement in voice volume. These findings highlight the gamified method's effectiveness in enhancing accurate pronunciation, natural intonation, and effective communication skills among students.

#### **4.1.2.3 Fluency Activities**

In this study, two groups of 20 students each were assigned to participate in fluency practice using different methods. One group followed the traditional method, engaging in paired reading sessions focused on customer service dialogues aimed at improving fluency and

comprehension in specific scenarios. Conversely, the second group adopted a gamified approach, participating in small-group role-playing activities using scenario-based flashcards to improvise effective responses. This method aimed to enhance communication skills and teamwork in a supportive environment, awarding points based on interaction quality to promote collaborative learning and providing immediate feedback to reinforce skill development.

**Table 6: Traditional Method Fluency Checklist**

<b>Indicators</b>	<b>Excellent (3)</b>	<b>Very Good (2)</b>	<b>Needs Improvements (1)</b>
The student speaks smoothly with no hesitation.	4	5	11
The student keeps an appropriate and consistent pace throughout the presentation.	5	7	8
The student's ideas are presented logically.	6	4	10

**Source: Researcher's create**

**Table 6.** The assessment reveals a varied distribution of student performance across different aspects of their presentations. In terms of speaking fluency without hesitation, 4 students achieved an excellent rating, five were rated very good, and 11 students were noted to need improvement. Regarding the consistency and appropriateness of their speaking pace throughout the presentations, 5 students were rated excellent, 7 as very good, and eight students required improvement. When it comes to presenting ideas logically, 6 students were rated excellent, 4 as very good, and 10 students needed improvement. These findings underscore the range of proficiency levels among students in delivering fluent, paced, and logically structured presentations, highlighting areas where further development and support may be beneficial.

**Table 7. Gamified Method Fluency Checklist**

<b>Indicators</b>	<b>Excellent (3)</b>	<b>Very Good (2)</b>	<b>Needs Improvements (1)</b>
The student speaks smoothly with no hesitation.	7	5	8
The student keeps an appropriate and consistent pace throughout the presentation.	9	4	7
The student's ideas are presented logically.	8	7	5

**Source: Researcher's create**

**Table 7.** The assessment of presentation skills shows varying levels of proficiency among students. Seven students were rated excellent for speaking smoothly with no hesitation, while five achieved a very good rating, and eight students needed improvement in this area. Nine students demonstrated excellent ability to maintain a consistent pace during their presentations, with four rated very good and seven needing improvements. In terms of presenting ideas logically, eight students were excellent, seven were very good, and five students require improvement. These results highlight strengths in pacing and logical presentation, alongside areas where students can focus on improving fluency and coherence in their oral presentations.

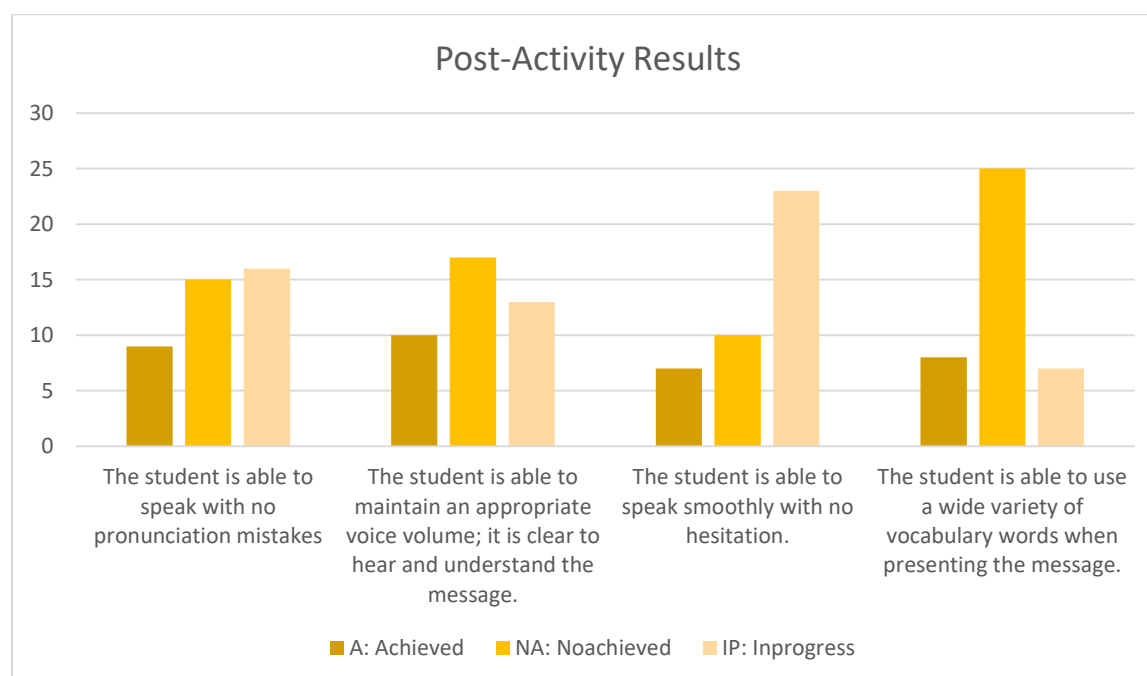
#### **4.1.3 Post- Activity**

Following the initial assessment where students delivered presentations on customer service tips by phone, a post-activity was conducted involving all 40 students. Similar to the diagnostic assessment, each student was tasked with preparing and delivering a presentation focused on customer service tips, specifically addressing phone interactions. This activity aimed to measure their progress and proficiency in applying communication strategies learned during

the course and to assess any changes or improvements in their oral communication skills since the initial diagnostic assessment. By comparing their performance in both assessments, the activity aimed to evaluate improvements in their ability to articulate effective customer service tips, particularly in the context of telephone communication.

#### 4.1.3.1 Traditional Group

**Title: Figure 2**



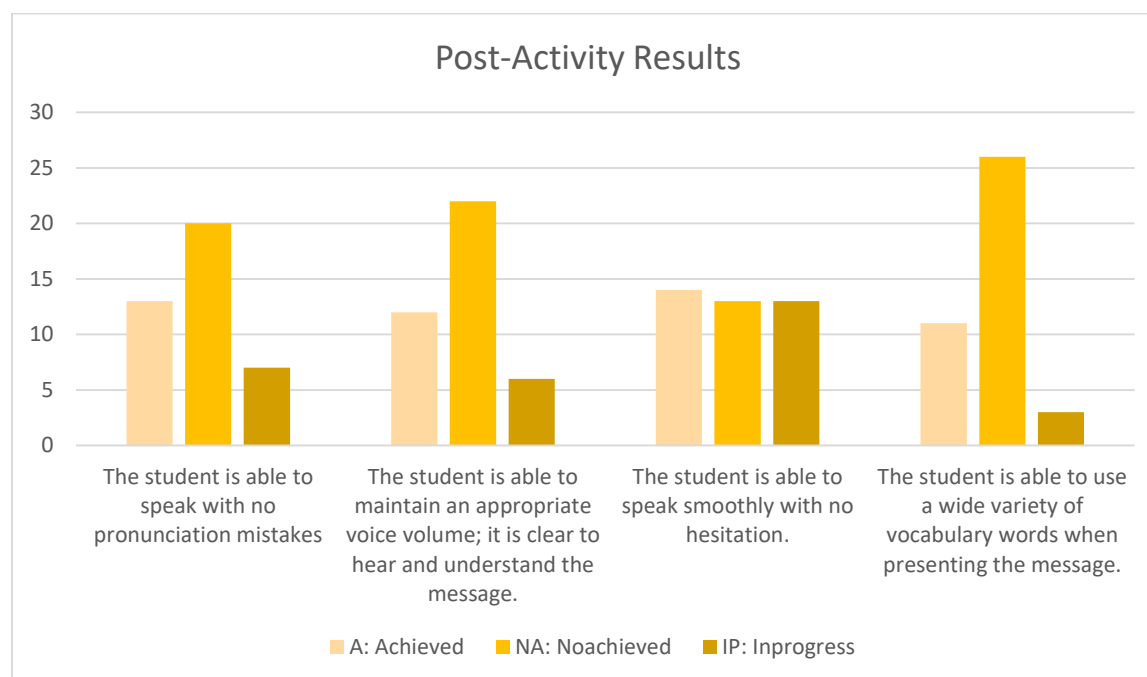
**Source: Researcher's create**

**Figure 2.** The graph shows the distribution of students across different proficiency levels in four key oral communication indicators. In terms of speaking with no pronunciation mistakes, 9 students achieved an excellent rating, 15 were rated very good, and 16 students were noted to need improvement. Regarding maintaining an appropriate voice volume that is clear and understandable, 10 students were rated excellent, 17 received a very good rating, and 13 students

need improvement in this area. When it comes to speaking smoothly without hesitation, 7 students were excellent, 10 were very good, and 23 students were identified as needing improvement. Finally, in using a wide variety of vocabulary words during their presentations, 8 students were excellent, 25 were very good, and 7 students require improvement. These results illustrate varying levels of proficiency among students in these crucial aspects of oral communication, highlighting both strengths and areas for further development.

#### 4.1.3.2 Gamified Group

**Title: Figure 3**



**Source: Researcher's create**

**Figure 3.** The assessment results reveal a diverse range of proficiency levels across four key aspects of oral communication. In terms of pronunciation, 13 students demonstrated excellent skills, with 20 performing very well, while 7 showed areas needing improvement. Similarly, for voice volume, 12 students were excellent, 22 very good, and 6 required improvements in clarity

and appropriateness. Speaking smoothly without hesitation was a strength for 14 students, with 13 performing well and 13 needing improvement. Lastly, in using a wide vocabulary, 11 students excelled, 26 performed very well, and 3 required improvements. These results underscore both strengths and areas for growth among the students' oral communication abilities.

## **Chapter V**

### **Conclusions and Recommendations**

#### **5.1 Purpose of the Conclusions**

The main points and results of this study are summarized briefly in these conclusions. They link the findings to the initial research question or hypothesis, draw conclusions, and help to remind the reader of the study's main findings and contributions. This method shows how the study contributes to the field of study and answers the research topic.

Furthermore, these conclusions address the significance of this research by explaining the reasoning behind it, the ways in which it advances the body of knowledge, and its theoretical and practical implications. In order to demonstrate a perceptive and critical approach to the research and to assist readers in understanding the limitations of the findings, these conclusions will also identify and discuss the limitations of this study.

#### **5.2 Conclusions**

##### **5.2.1 Assessment: Current Speaking Level of Twelfth Graders at CTP Calle Blancos**

Determining the current speaking level of twelfth graders was crucial to establishing a baseline and evaluating the effectiveness of using gamification to enhance their speaking skills. A comprehensive diagnostic assessment was conducted, focusing on pronunciation, vocabulary, and fluency. This involved role plays, speeches, and both traditional and gamified activities.

The assessment revealed that 60% of the students could produce correct oral answers, 25% were in the process of improvement, and 15% struggled significantly. These findings

provided a clear baseline for measuring the impact of gamification strategies on students' speaking skills during the second quarter of 2024.

### **5.2.2 To evaluate the effect of the Gamification in Enhancing Speaking Skills**

The results highlighted significant benefits over traditional methods. Students demonstrated improved accuracy in pronunciation, enhanced fluency in oral communication, and a notable expansion of their vocabulary. This approach not only fostered active student participation but also sustained their interest and motivation throughout the learning process.

Overall, gamification has emerged as a valuable strategy for promoting effective communication skills in language education. By integrating interactive and immersive experiences, it effectively supports students in achieving greater proficiency and confidence in speaking English, thereby enriching their overall learning experience at CTP Calle Blancos.

### **5.3 Restatement of the Research Question**

How can the implementation of gamification be optimized to mitigate students' reluctance and effectively enhance their speaking skills in English during the specified academic quarter at CTP Calle Blancos?

Implementation of gamification aimed at reducing students' reluctance and enhancing their English-speaking skills has shown promising results at CTP Calle Blancos. By leveraging digital tools and offering flexible learning experiences, students have demonstrated increased engagement and motivation. Gamification has allowed students to progress at their own pace, practice speaking in varied contexts, and learn from their mistakes. This approach has fostered a supportive environment where students feel more confident in expressing themselves orally in

English. Overall, the integration of gamification has proven effective in addressing students' learning preferences and enhancing their speaking skills during the specified academic quarter.

## **5.4 Unexpected Results**

### **5.4.1 Increased Student Motivation**

It was unexpected that students would show heightened motivation towards classes delivered in this gamified format. The interactive nature of gamification, coupled with the flexibility and engagement it offers, significantly boosted students' enthusiasm for learning English-speaking skills at CTP Calle Blancos.

### **5.4.2 Improved Grammar Skills**

Another unexpected outcome was the improvement in students' grammar skills. The gamified approach not only focused on speaking but also inadvertently enhanced students' grammar proficiency. Through interactive activities and continuous practice, students demonstrated notable progress in applying grammatical rules correctly during their spoken interactions.

These unexpected results underscore the effectiveness of gamification not only in enhancing speaking skills but also in fostering overall language proficiency among students at CTP Calle Blancos.

## **5.5 Recommendations**

Future studies on gamification in language learning must take into account a number of important factors. First, it's advised to thoroughly examine the cultural and educational landscape before putting gamification techniques into practice. This guarantees that approaches are adapted

to be appropriate and successful in a variety of learning environments and student populations. Furthermore, adapting gamification techniques to different learning styles, skill levels, and cultural contexts can improve student engagement and the relevance of the learning process.

Longitudinal studies are also advised to assess the long-term impact of gamification on language skill development, providing deeper insights into sustained benefits and areas for improvement within gamified educational environments. Integrating robust feedback mechanisms is essential, allowing continuous refinement of gamification strategies based on student and educator feedback, thereby supporting ongoing improvement in gamified learning experiences. Lastly, conducting comparative studies to evaluate the effectiveness of gamification relative to traditional and other technology-enhanced learning methods can provide educators with evidence-based insights to optimize instructional approaches for enhancing students' language skills. These recommendations aim to advance understanding and implementation of gamification in language education, fostering inclusive, engaging, and effective learning environments for all students.

In conclusion, the success of gamification in language learning will depend on how well cultural contexts, learning environments, and learner diversity are taken into account. This study has successfully demonstrated that gamification can significantly enhance the speaking skills of twelfth-grade students at CTP Calle Blancos. By focusing on the initial research question—how to optimize gamification to mitigate students' reluctance and effectively enhance their speaking skills—the study has met its general and specific objectives.

The primary objective was to analyze the effectiveness of gamification as a strategy for improving oral skills. The findings showed that gamification improved pronunciation,

vocabulary, and fluency among the students, with 60% achieving correct oral answers, 25% showing improvement, and 15% struggling. These results affirm the strategy's effectiveness, as detailed in the comprehensive diagnostic assessments conducted through various gamified and traditional activities. Regarding the specific objectives, several key achievements and insights were identified. The study identified several barriers to implementing gamification, such as varying levels of digital literacy among students and initial resistance to new learning methods. By addressing these barriers through targeted support and training, the implementation process became smoother and more effective.

Gamified activities significantly increased student engagement and motivation. The interactive and flexible nature of gamification allowed students to participate more actively and maintain interest in learning English-speaking skills. This was particularly evident in the unexpected results, such as heightened student motivation and improved grammar skills. The study provided clear evidence of the effectiveness of gamification in enhancing oral skills. Students showed improved accuracy in pronunciation, better fluency in oral communication, and expanded vocabulary. These improvements align with the objective to evaluate the effectiveness of gamification in these specific areas.

In addition, the research highlighted the importance of ongoing feedback and adaptation. Integrating robust feedback mechanisms allowed for continuous refinement of gamification strategies, ensuring they remained relevant and effective. Longitudinal studies were recommended to assess the long-term impact of these strategies, providing deeper insights into sustained benefits and areas for improvement. Finally, comparative studies with traditional and other technology-enhanced learning methods were suggested to further optimize instructional

approaches. By doing so, educators can gain evidence-based insights to enhance students' language skills more effectively.

Overall, the integration of gamification has proven to be a valuable and effective approach to enhancing speaking skills among twelfth-grade students at CTP Calle Blancos. This approach, when tailored to fit different learning styles and cultural contexts, can foster inclusive, engaging, and productive learning environments, ultimately helping students overcome reluctance and achieve greater proficiency in English-speaking skills. Through inclusive, stimulating, and productive learning environments, these initiatives aim to empower students in a variety of educational settings, ultimately improving their speaking skills in English as initially aimed.

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## Annexes

### Annex #1 – Rubrics

#### Speaking Rubric

Objective: Evaluate students' speaking skills throughout an oral presentation about Customer Service tips.

<b>Indicator</b>	<b>Excellent</b>	<b>Very Good</b>	<b>Fair</b>	<b>Needs Improvement</b>
<b>Pronunciation</b>	There are no pronunciation mistakes.	There are 1 to 3 pronunciation mistakes.	There are 4-6 pronunciation mistakes.	There are 7 or more pronunciation mistakes.
<b>Voice Volume</b>	The voice volume is always appropriate. It is clear to hear and understand the message.	The voice volume is often appropriate, but there are a few moments when the voice volume is not clear.	The voice volume is sometimes appropriate, but there are many moments when the voice volume is not clear.	The voice volume is not appropriate at all. It is unclear, hard to hear, and difficult to understand.
<b>Fluency</b>	The student speaks smoothly with no hesitation.	The student speaks with some hesitation, but it doesn't interrupt the flow of the message.	The student speaks with some hesitation, which sometimes interferes with the message.	The student speaks with much hesitation, which usually interferes with the message.

<b>Vocabulary</b>	The student uses a wide variety of vocabulary words when presenting the message.	The student's vocabulary is simple, but the message is clear.	The student's vocabulary is very simple and sometimes he or she uses Spanish.	The student's vocabulary is very limited. He or she tends to use Spanish many times.
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### Vocabulary Checklist

**Objective: Enhance students' understanding and usage of vocabulary related to "Stand for Excellence" through engaging and collaborative activities.**

<b>Indicators</b>	<b>Excellent 3</b>	<b>Very Good 2</b>	<b>Needs Improvement 1</b>
The student recognizes the meaning of the vocabulary words.			
The student uses the vocabulary words in different contexts.			
The student writes sentences using the vocabulary words.			

### Pronunciation Checklist

**Objective: Evaluate students' pronunciation throughout an activity.**

Indicators	Excellent	Very Good	Needs Improvements
The student's pronunciation is clear and correct.			
The student's intonation is appropriate; it is natural and the message flows without interruptions.			
The student's voice volume is appropriate. The message can be heard and understood.			

### Fluency Checklist

**Objective: Evaluate students' fluency throughout an activity.**

Indicators	Excellent	Very Good	Needs Improvements
The student speaks smoothly with no hesitation.			
The student keeps an appropriate and consistent pace throughout the presentation.			
The student's ideas are presented logically.			

## Annex #2 – Vocabulary Assessment

English Department

II Trimester – 2024

Teacher's Name: \_\_\_\_\_

Students' Name: \_\_\_\_\_

Level: \_\_\_\_\_

### Vocabulary Practice

#### Traditional Method

**Instructions:** Match the vocabulary terms from column B with their corresponding definition from column A. Numbers cannot be repeated.

Column A		Column B
The standard of something as measured against other things of a similar kind; the degree of excellence of something.	( )	1. excellence
The process of making or becoming better.	( )	2. quality
The action of leading a group of people or an organization.	( )	3. improvement
Something that has been accomplished successfully, especially through effort, skill, or courage.	( )	4. standards
A level of quality or attainment regarded as acceptable or desirable.	( )	5. innovation
The action or process of carrying out or accomplishing an action, task, or function.	( )	6. leadership
The introduction of something new, such as a method, idea, or product.	( )	7. performance
The quality of being outstanding or extremely good.	( )	8. achievement

English Department

II Trimester – 2024

Teacher's Name: \_\_\_\_\_

Students' Name: \_\_\_\_\_

Level: \_\_\_\_\_

### **Vocabulary Practice**

#### **Gamified Method**

**Explanation:** In this gamified activity, the teacher provides each pair of students with a set of vocabulary cards or flashcards containing the terms on one side and their corresponding definitions on the other. Students work together to match the terms with their correct definitions, earning points for each successful match. The objective is to foster collaboration and enhance vocabulary comprehension. After students complete their matches, the teacher provides immediate feedback by reviewing the matches as a class. Pairs are encouraged to explain their reasoning behind their matches, promoting critical thinking and understanding. Points are accumulated as a class to reach a collective achievement level, which can be celebrated upon reaching class milestones or achievements. This technique not only reinforces vocabulary learning but also encourages collaboration and debate among students.

English Department

II Trimester – 2024

Teacher's Name: \_\_\_\_\_

Students' Name: \_\_\_\_\_

Level: \_\_\_\_\_

### **Vocabulary Practice**

#### **Traditional Method**

**Instructions:** Complete sentences using the provided vocabulary related to "Stand for Excellence". Work individually to fill in the blanks.

**Word Bank:** Excellence, Standards, Improvement, Innovations, Leadership, Performance, Quality, Achievement

- The company's \_\_\_\_\_ in product design has made it a leader in the industry.
- Our school sets high \_\_\_\_\_ for academic achievement.
- The team is always striving for \_\_\_\_\_ in their performance.
- In today's fast-paced world, \_\_\_\_\_ are constantly evolving.
- Effective \_\_\_\_\_ requires both vision and determination.
- John's \_\_\_\_\_ qualities make him a natural choice for team captain.
- The \_\_\_\_\_ of the employees has a direct impact on the company's success.
- Winning the competition was a great \_\_\_\_\_ for the team.

English Department

II Trimester – 2024

Teacher's Name: \_\_\_\_\_

Students' Name: \_\_\_\_\_

Level: \_\_\_\_\_

### Vocabulary Practice

#### Gamified Method

**Instructions:** Complete sentences using the provided vocabulary. Work in small groups to discuss and decide on the best words to fill in the blanks. Earn points for each correct answer.

**Word Bank:** Excellence, Standards, Improvement, Innovations, Leadership, Performance, Quality, Achievement

- The company's \_\_\_\_\_ in product design has made it a leader in the industry.
- Our school sets high \_\_\_\_\_ for academic achievement.
- The team is always striving for \_\_\_\_\_ in their performance.
- In today's fast-paced world, \_\_\_\_\_ are constantly evolving.
- Effective \_\_\_\_\_ requires both vision and determination.
- John's \_\_\_\_\_ qualities make him a natural choice for team captain.
- The \_\_\_\_\_ of the employees has a direct impact on the company's success.
- Winning the competition was a great \_\_\_\_\_ for the team.

In this gamified approach, students are grouped into small teams and given a set of sentences with blanks that they must fill using provided vocabulary. Working together, they discuss and decide on the best words to fill the blanks, fostering collaboration and quick thinking in vocabulary usage. For each correct answer, the group earns points, and points are accumulated as a group to achieve a shared goal. The teacher provides instant feedback for each answer, discussing why each word is appropriate in the given context, promoting active learning and understanding of vocabulary in different contexts.

**Annex #3 – Pronunciation Assessment**

English Department

II Trimester – 2024

Teacher's Name: \_\_\_\_\_

Students' Name: \_\_\_\_\_

Level: \_\_\_\_\_

**Pronunciation Practice****Traditional Method**

**Instructions:** Read each sentence related to "Stand for Excellence" individually, focusing on clarity and accuracy. Practice pronouncing the sentences multiple times to improve pronunciation skills.

1. Our company strives for excellence in every aspect of our business operations.
2. Setting high standards is essential for achieving excellence in any endeavor.
3. Continuous improvement is key to maintaining excellence over time.
4. Innovation plays a crucial role in pushing the boundaries of excellence in our industry.
5. Effective leadership is essential for guiding teams towards excellence in performance.
6. Consistent quality is a hallmark of excellence in our products and services.

English Department

II Trimester – 2024

Teacher's Name: \_\_\_\_\_

Students' Name: \_\_\_\_\_

Level: \_\_\_\_\_

### **Pronunciation Practice**

#### **Gamified Method**

**Instructions:** Participate in a pronunciation tournament in pairs or small groups. Each student must create and pronounce a long sentence using one of the vocabulary words correctly. Earn points for correct pronunciation and sentence complexity, focusing on collaboration and mutual support.

1. Excellence
2. Quality
3. Improvement
4. Standards
5. Innovation
6. Leadership

## 7. Performance

**Annex #4 – Fluency Assessment**

English Department

II Trimester – 2024

Teacher's Name: \_\_\_\_\_

Students' Name: \_\_\_\_\_

Level: \_\_\_\_\_

**Fluency Practice****Traditional Method****Instruction:** Read a dialogue in pairs about customer service situations.**Dialogue 1:**

*Pair 1: Customer:* Good morning. I'd like to inquire about the status of my recent order. I placed it over a week ago and still haven't received any updates.

*Employee:* I apologize for the delay in your order, sir. Let me look into it for you. Can you please provide me with your order number so that I can check the status?

*Customer:* Sure, my order number is 123456789.

*Employee:* Thank you. Let me check on that right away. It seems there was an issue with the shipping carrier. I'll personally ensure that your order is expedited and delivered to you as soon as possible.

**Dialogue 2:**

*Pair 2: Customer:* Hello, I'm calling about the television I purchased from your store last month. It stopped working suddenly, and I'm quite disappointed. *Employee:* I'm sorry to hear about the inconvenience, ma'am. We take product quality seriously and stand behind our products. Can you please provide me with your purchase details so that I can assist you further?

*Customer:* Certainly, my receipt number is 987654321.

*Employee:* Thank you for providing that information. Let me check our records. It appears that your television is still under warranty. I can arrange for a technician to visit your home to

**Dialogue 3:**

*Pair 3: Customer:* Hi, I'm having trouble accessing my account on your website. I've tried resetting my password multiple times, but I'm still unable to log in. *Employee:* I apologize for the inconvenience, sir. Let me assist you with that. Can you please provide me with your email address or username associated with your account?

*Customer:* Sure, my email address is example@email.com.

*Employee:* Thank you. Let me look into this issue for you. It seems there was a technical glitch on our end. I've reset your password, and you should receive an email shortly with instructions on how to log in. If you encounter any further difficulties, please don't hesitate to contact us

English Department

II Trimester – 2024

Teacher's Name: \_\_\_\_\_

Students' Name: \_\_\_\_\_

Level: \_\_\_\_\_

### **Fluency Practice**

### **Gamified Method**

**Explanation:** In this gamified activity, students will engage in role-playing customer service scenarios in small groups. The teacher will provide them with flashcards containing role-play scenarios for them to improvise effective and polite responses. The objective is to encourage effective communication and teamwork in a supportive environment. Students will earn points for each successful and courteous response, focusing on collaboration rather than competition. After each interaction, points and positive feedback will be provided to reinforce skills and emphasize the importance of shared learning.