

**UNIVERSIDAD INTERNACIONAL DE LAS
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**GAMIFICATION AS A STRATEGY TO IMPROVE THE
SPEAKING SKILL ON FOURTH GRADERS AT UNIDAD
PEDAGÓGICA JOSÉ FIDEL TRISTÁN DURING THE
SECOND QUARTER OF 2020**

Thesis Submitted to obtain the Bachelor's Degree in English with Emphasis in Teaching

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Dedication

I dedicate this thesis, in a very special way to my dad Luis Duarte and my mother Neysi Coronado for being the pillars and great support to become a professional, for training me with rules and with some liberties, for having forged myself as the person I am now. I also dedicate my thesis to my sister-in-law Gabriela Salgado and Julia Herrera, since they constantly motivated me to achieve my hopes, and were there at every step of my career.

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This research focused on improving one of the most important problems regarding speaking skill, vocabulary, retention, grammar and phonetics. Most of the speech techniques are related to several general aspects. Therefore, the use of vocabulary, grammar and phonetics seem to represent weaknesses during the development of English classes. For this reason, this research is intended to provide an achievable and concrete solution to this problem. The current investigation was carried out at José Fidel Tristán Pedagogical Unit School.

Through various theories that were analyzed throughout this research, it was possible to conclude that long-term memory and dopamine are essential components of any learning process. The application of any activity based on gamification, increases the levels of dopamine in the brain. It also activates long-term memory and develops a vocabulary improvement. This guarantees a more effective and lasting learning through English classes.

RESUMEN EJECUTIVO

Esta investigación se enfocó en mejorar uno de los problemas más importantes con respecto a la habilidad del habla, la retención de vocabulario, la gramática y fonética.

La mayoría de las técnicas del habla, están relacionadas con varios aspectos generales. Por lo tanto, el uso de vocabulario, gramática y fonética, parecen representar las debilidades durante el desarrollo en las clases de inglés. Por esa razón, esta investigación tiene la intención de proporcionar una solución alcanzable y concreta a este inconveniente. Esta investigación se llevó a cabo en la escuela Unidad Pedagógica José Fidel Tristán.

A través de varias teorías que se analizaron a lo largo de esta investigación, fue posible concluir que la memoria a largo plazo y la dopamina son componentes esenciales de cualquier proceso de aprendizaje. La aplicación de cualquier actividad basada en Gamification aumenta el nivel de dopamina en el cerebro. También, activa la memoria a largo plazo y se desarrolla una mejora de vocabulario. Esto garantiza un aprendizaje más efectivo y duradero en las clases de inglés.

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Chapter I

Introductory Framework

In the public schools of Costa Rica, it was determined that the level of English management is low, due to the bad preparation of teachers. Unfortunately, they teach the language in Spanish and develop the subject badly at the time they are teaching. The second language requires a lot of practice, and students get to receive few lessons a day. Therefore, this research will focus on searching through the gamification strategy, different techniques and games to improve speaking skill. Thus, for this strategy many ideas on how to implement activities using the speaking skill will be sought, and fourth grade students can learn to develop the pronunciation of each word phonetically. As an important detail, the gamification strategy is a strategy that is very hard to see in in the classrooms of Costa Rica. For that reason, this research will be based on implementing it in the fourth grade classroom; and thus, leaving new knowledge for the UnidadPedagogica Jose Fidel Tristan institution teacher. Since the students from this institution present a low English development with the teacher's duty onhandling a good knowledge in the students' speaking skill, this strategy will be helpful and necessary to carry enough ideas. Consequently, students can understand and recognize words the moment they have the opportunity to speak with someone. Moreover, learners can develop it outside the classrooms. For instance, the gamification strategy will be carried out in fourth grade as a mean to improve the speaking skill and phonetics in students; and at the same time, the teacher learns and develops this strategy in the other lessons and degrees.

1.1 Problem statement

In Costa Rica, English education in public classrooms has not been developed in a proper way. For that reason, students are not learning English techniques in the correct way. In contrast, private schools have the advantage of emphasizing a better teaching of English. They worry on developing basic subjects in English properly, blended with many techniques in grammar, phonetics, and writing. These institutions have a great advantage on having completely developed English curriculums which are also implemented outside of class and with other people.

However, in public schools it is difficult to see that a student understands English well. For that reason, it is very important that teachers in public schools begin to exercise extra techniques and strategies for students' understanding. It might be a real benefit for learners if they can implement and develop English outside of classes, with other people; and thus, have the opportunity and advantage of learning properly a second language.

The problem in public schools has been that a big percentage of educators have an erroneous thought of how to implement English in classes. It is a fact that useless worksheets, mediocre tasks and exams, in addition to boring English techniques, in which the professor teaches classes in Spanish are daily bread in our public institutions. Falling into this investigation source, fourth-grade students' grammar provided is a basic first grade theory. At this peak of the curriculum, learners should have already known applying more verbs, understanding readings, sounds and the improvement of phonetics. It is simply hard to see phonology classes at public schools. For that reason, it is why students learn mediocrely, and never get to develop English skills outside the classroom. In addition, students need many dynamic activities, and a better development in English.

Consequently, the teacher has the necessity to include games, movies, music, look for more attractive teaching strategies and methodologies to implement topics in class in a more specific and concise way. Moreover, professors should collaborate when teaching grammar including the sounds of each word, such as pronouncing each letter or sentence; in that way, students give the importance to the subject as an important tool for the future. For that reason, teachers should consider better techniques to improve the motivation. Also, the way kids learn with a correct learning process as a mean to make them understand the topic and the different activities in a better way.

It turns necessary that institutions can provide more English lessons per week since this second language has turned very important for this current globalized world. Moreover, the learning of English became fundamental around the planet, and many students have lost the opportunity on having a job because the lack of the language. It is a fact that teachers should receive more training. It is necessary they learn to implement fresh strategies and techniques in a more dynamic way. Consequently, students can feel more attraction to the English language when receiving the class. At the same time, in public schools students are used with many photocopies and written practices. This problem makes students fill with material that at the very end, they do not use it anymore. Again, it might be a better solution that each teacher includes more dynamic and attractive methodologies. As a positive fact for educators, the MEP has lasted updating plans, it has also lasted on planning trainings. As a consequence, it has slowing down teachers on having an improvement in English, updating and applying modern trends as a benefit for learners. Students are the losers in this chess game on missing opportunities from their updated educators to improve and learn English in a faster way.

Based on everything mentioned before and issues related to our system, appears this research question which is, how to help fourth grade students improve their speaking skill through Gamification at Unidad Pedagógica Jose Fidel Tristan school during the II quarter of 2020?

1.2. Objectives of the investigation

1.2.1. General Objectives

- To investigate gamification as a strategy to improve the speaking skill on fourth graders at Unidad Pedagógica Jose Fidel Tristan School during the II quarter 2020.

1.2.2. Specific objectives:

- To identify students' deficiencies in the speaking skill on fourth graders at Unidad Pedagógica Jose Fidel Tristan School during the II quarter 2020.
- To apply gamification as students' deficiencies in the speaking skill on fourth graders at Unidad Pedagógica Jose Fidel Tristan School during the II quarter 2020.
- To evaluate the results of gamification as students' deficiencies in the speaking skill on fourth graders at Unidad Pedagógica Jose Fidel Tristan School during the II quarter 2020.

1.3. Justification of the study

The general objective of this research is the improvement of the speaking skill in fourth grade students through the use of gamification strategy. The objective is students to have a better acquisition of the language for the domain of the speaking skill. The use of gamification in schools will teach that students have good tools to help the learning process when practicing among themselves. Therefore, this strategy will help student to have good phonetics and vocabulary; in addition, gamification can become a good learning and empowerment tool to practice the second language in schools and outside of school.

1.4 Antecedents

Gamification is the use of game thinking, approaches and elements in a context different from the games. Using game mechanics improves motivation and learning in formal and informal conditions various definitions. According to GamifyingEducation.org, the meaning of gamification is to involve the use of the games, based mechanics, aesthetics and game thinking to engage people, where the student is motivating to take an action, and this can promote learning and solve problems.

According to Gabe Zichermann, cited by Giang(2013), the use of game mechanics improves the abilities to learn new skills by 40%. Game approaches lead to higher level of commitment and motivation of users to activities and processes in which they are involved. Therefore, it has seen that in modern education students and professors have a lack of commitment and motivation to participate and teach effectively in the teaching and learning process. For that reason, it is good to try new techniques and approaches so that students have an initiative and teachers have a good training.

For example, there is a possible solution in which the result and effort obtained with awards are recognized, so that students have a motivation and participate more in classes. The strategy of gamification in education, it is a use of mechanics and game elements in the education environment. Consequently, players get to have an important element for the next steps and movements where they will get to see the results since it is very important that learners have a follow-up with essential progress and thus, reach their learning objectives. However, the gamification strategy cannot be associated with knowledge and skills since in some cases, it affects the behavior of students. For that reason, with commitment and motivation can lead to the improvement of knowledge and skills since students are going to focus more on learning English through speech.

The ways of getting children involved in learning English, according to The Dhaka University Journal of Linguistic (2009), it is very important that students participate in the language class. This fact is to guarantee a natural learning environment. In the teaching field, it can be applied in certain techniques to attract students, and one of the best way is by fun between activities, for example: songs, rhymes, games that are the most effective for teachers to develop in class. At the same time, they implement it with young students to their unlimited benefit.

Gamification is a good strategy it is good to have learning experience combined with “fun” where the feedback and retention of what is developed in classes increases. According to Kiryakova, G., Angelova, N. &Yordanova, L. (2014), by the other hand some drawbacks of using gamification in an excessively or wrong way must be considered. By making play mandatory, gamification might create rule based experiences to see failure as an opportunity instead of becoming unmotivated or fearful, so activities need to be

designed in order that students can repeat them in case of an unsuccessful attempt (p. 121).

Therefore, the way to help language students has been one of the teachers' concern for students to develop a satisfactory experience. The major goal of teaching speaking skill is communicative efficiency. Language learners should be able to make themselves understood by using their current proficiency. According to Journal of Education and Practice (2012), Professors should try to avoid confusion in the message because of the faulty pronunciation, grammar, or vocabulary. Consequently, help students to develop communicative efficiency in speaking. Instructors can use activities that combine language input and communicative output. To this end, the present paper tries to take a closer look at the type of activities that language teachers can utilize to promote speaking proficiency.

1.5 Scope

Fourth graders students of Unidad Pedagógica Jose Fidel Tristan are going to be the base of this research since they have several problems in the Speaking skill, and they do not give the importance that it requires. The objective of this investigation will focus on a different teaching from the normal teaching that educators implement every day in public schools; therefore, this research will be carried out on the teaching of speaking skill and vocabulary. As a consequence, students and teachers can learn through games applying tools such as today's technology which is very advanced and professors can take advantage by doing a wide range of activities. This point turns into interesting since students learn in a different way from the common one. For instance, this strategy called gamification is a strategy in which students will be concentrated learning

about the topics that they will be able to implement every day, through games. For instance, for students as teachers, because they get to know a lot and have fun during classes. For this reason, this strategy can implement music games, dynamics of games with chairs, dancing, with materials such as paintings, at the same time using the technology a little, so that they look for the information they are asked for, group work using materials with a set included. This strategy will be used to evaluate the results of gamification in fourth grade students, also to carry out how it is easier for the student to understand faster, see how they can achieve a speaking skill with more fluency, will be games where phonetics will be developed and explained, where they learn the meaning and sound of each word.

Chapter II

Theoretical Framework

This theoretical framework provides the reader different theories on how to implement the gamification strategy in schools. At the same time, how this strategy can help students in the ability of speech and vocabulary and find an importance of this strategy in learning English as a second language. In addition, this section contains the main objective that is to do the most substantial research results such as the research guide, connect the researcher, and determine what things will measure with existing knowledge. Therefore, this chapter is established as a theoretical framework with definitions, reference and concepts to the gamification strategy and speaking skill, using the existing theory for study as a reference.

2.1 Literature Review

This investigation has the purpose to demonstrate the different kind of research and theories about gamification strategy. Consequently, this can be helpful in the process of learning, to focus on the speaking skill. For instance, speaking skill through the language, let people to recognize and learn about many cultures vernacular; for example, transferring cultures from generation to generation. Therefore, many countries develop the pronunciation different from others, so it is very important to teach a good phonology. In that way, when people communicate, they can get to understand what the native is talking about to other people. For that reason, speaking skills are the expertise that give people the ability to communicate effectively. In addition, it is an act of making vocal sounds. People can say that speaking means to converse or expressing one thoughts and feelings, so in

spoken language it may be from an informal remark to scholarly presentation to a formal address and help to assure that one will not be misunderstood by those who are listening. Today, educators have sought some support resources such as music, movies, videos, with the ability to hear the pronunciation of each word; and thus, allowing that the student can expand their knowledge of the foreign language. As an example, teachers can use a variety of learning strategies to improve language acquisition such as pronunciation, vocabulary and grammar. Therefore, this ability improves the interest student get to develop the imagination and practice the vocabulary. According to Nunan(1995), speaking skill which is worthy of attention in both first and second language, so learning the speaking skill is the most important aspect of learning a second or foreign language, and success is measured based on the ability to perform a conversation in the language. Davies and Pearse(2000) cited that the main aim of English language teaching is to give learners the ability to use English language effectively and correctly in communication.

When talking about the theories of speaking skill, the research has shown that are theories that explain about some nature of the speaking skill. According to Gower, Philips, & Walter (1995), speaking is the production skill is included in two main categories : accuracy and fluency, for instance accuracy consists of using vocabulary , grammar and pronunciation through some activities , fluency take into account ``the ability to keep going when speaking spontaneously (p. 46). In addition, Bygate(1987), identified two elements: production skill and interaction skill. In production skill, speaking ability takes place without time limit environment, and interaction skill there is a negotiation between learners. Both skills help learners to improve their speaking ability easier. According to Stuart (1989), the writer proposed that learners should plan and adjust their talk and effective speakers should be proficient by practicing. In other words, the developing speaking skill is

one of the most important goals for teachers and to enable learners to use English for communication. According to Oradee(2012), he stated that for this reason, many theories about the speaking skill can be improved by games, role play, etc. Also, some evidence shows that speaking should incorporate activities in a group work. As an additional fact, Brown(2007), mentioned that there are some types of speaking performance that can help students to improve speaking skill. First, one of the speaking performance calls imitation. Students should focus on learning certain vocal sounds and intonations in order to later imitate the sound correctly while students need to practice intonation or try to find exactly some vocal sound. In the other hand, responsive speaking performance are short answers to teachers. Students can start asking questions and comments while responding to the teacher and thus, participate in classes. However, intensive according to Brown (2007), said that any speaking performance is planned to practice some phonological or grammatical features of language that can be self-initiated or pair work activity.

For instance, transactional dialogue, according to Brown (2007), it is used to express the purpose of something such as transmitting a message or exchanging information. Therefore, students must participate in the conversation. Interpersonal dialogue, according to Brown (2007), it is regarded as maintaining social relationships, not for transmission of facts and information, it involves factors like: casual register, colloquial language, slang, ellipsis, sarcasm and a covert agenda. Simultaneously extensive, according to Brown(2007), refers to students at intermediate to advanced levels that are asked to provide extensive monologues in the form of oral reports, summaries or short speech. Based to Chastain (1988), in order to improve second language skills, learners should practice regularly. First, learners should expand their general vocabulary, and then they can improve

their domain of vocabulary by listening from simple sentences to complex sentences. Meanwhile, they can increase their knowledge by reading short story and sometimes memorizing some important parts of it. When you read a book, story and magazine aloud, it can help you more. According to Celce-Murica, (2001), when you practice, your fluency would be better, too.

2.2.2. Gamification

According to Deterding, Dixon, Khaled, &Nacke(2011), Gamification appears to be an emerging trend in many sectors, including business, organizational management, inservice training, health, social policy, and education. The term refers to the “use of game mechanics in non- gaming contexts” or rather, to “the phenomenon of creating gameful experiences”(Koivisto&Hamari, 2014).However, it also refers to the application of games dynamics, mechanics and framework; this, is to increase the students to be motivated inside the classroom.According to Cambridge assessment(2019), Gamification is when you take something which is not a game, and then, you add game-like elements to it. For example, if you take a standard exercise that you might find in an English language course book, or an assessment, and then putting that in a framework of badges, points or levels.In the same way, the importance of gamification according to Shute & Ventura(2013), Gamification helps people learn by doing, which ultimately improves processes and outcomes. Moreover, Klapfer et al.(2009) states that Gamification provides the ability for students to learn in their own time and pace and it is a strategy that allows students to follow their progress by developing autonomous learning. According to Lazzaro (2004),participants enjoy the freedom to fail while experimenting in a nonthreatening environment. In addition, learners

can experience emotions such as frustration, wonder, mystery, and amusement, each providing a personal connection to the game or others playing the game.

After an exhaustive investigation by the International Conference on Knowledge Management, ICKM 2016, 10-11 October 2016, Vienna, Austria, it was proposed that gamification has a wide context of games and designs for playful interactions. Therefore, gamification is the game to use elements in context, with the aim of motivating and increasing the activity for student retention. According to Kapp (2012), gamification increases the possibilities of motivation, which in psychological results, cause additional behavioral results.

2.2.1 Motivational Gamification Strategies

The strategies are classified into three groups: autonomy, competence and relatedness. As detailed below, for example, autonomy means feelings in charges of one behavior. For instance, this suggest providing meaningful, flexible choices, such as learning goals and paths for achievingthem, and learning. On the other hand, competence means a feeling of achieving mastery of skills and confidence in the current context, where cognition and expectations are consistent with system responses. Therefore, skills are obtained with confidence for relative ease. Also, a proportion of positive and direct comments with challenges and freedom for attractive evaluations is suggested. In addition, students are motivated that they do not realize completing a complicated task or achieving a goal of difficult learning suggested. For that reason, students are motivated that they do not realize completing a complicated task or achieving a goal of difficult learning.

2.2.2 What is Gamification?

The concept of gamification is basically new. According to Werbach and Hunter (2012), it is the use of the game elements and game designed techniques in non-game context, so it is based in the success of the gaming industry, social media and decades of research in human psychology.

Based on the definition above, basically any task, assignment, process or theoretical context can be gamified. In other words, the main objectives focus on increasing the participation of a person, which most of the time is called or mentions as an “user”, and motivate him/her by incorporating game elements and techniques such as leaderboards and immediate feedback. The elements mentioned before, creates in the user a sense of empowerment and engagement in the way-work thru processes and achieve tasks. In addition, understanding the basic concept provides necessary to re-visit the four components of the definition which are: games, elements, design and non-game context. As supportive information, these components are explained in the work of Sailer, Hence, Mandi, and Klever (2013) as follows:

“The term game is usually understood to imply the following situational components: a goal, which has to be achieved; limiting rules determine how to reach the goal; a feedback system which provides information about progress towards the goal; and the fact that participation is voluntary. So, the term element helps to distinguish the concept of gamification from serious games, which describe full -fledged games in non-gaming contexts.”(p. 18)

Furthermore, the term designed refers to use of game design instead of game-based technologies or practices of the wider game ecology. As stated before, the application area of gamification is very broad. As a mean to take account of that and to prevent limiting the definition to certain contexts, the area of the application is just described by the term non-game context.

Next, the components are essential to be understood individually and can be explained in a foreign way. Therefore, the concept of gamification as an additional perspective to the components, as key elements, where they become instrumental in the development and application of the concept. For example, the concepts include several elements, such as the game, where the design and the context are implemented and the gamification is diverse and has different uses.

According to Figueroa, J. (2015), game elements are the regular design of patterns that the games are known as game elements. Some of these elements, sometimes described as components, are seen in most of the games nowadays. Those include: points, badges, leaderboards, progress bars / progression charts, performance graphs, quest, levels, avatars, social elements and rewards. All these elements have different purposes and can be adapted to basically any work, business or education related environment.

As a sequence, the use of gamification in educational environments towards learning is very important since it implies pedagogical approaches, methodologies and strategies. For that reason, these are all part of the transition made by teaching language learning across the generations in which various motivational strategies and approaches used in traditional pedagogy are also part of this transition. Consequently, these include behaviorism, cognitive approaches along with social interaction and sociocultural theories. According to Figueroa, J. (2015), as the 21st century progresses in the field of second language learning and teaching, it has been guided more towards technology. That is why this adjustment in teaching strategies is in agreement with the students that the educators received in their classrooms; hence, it is clear to see many second language students who are part of a generation described as “digital natives”.

It becomes an interesting detail that the educational system is not adjusted to the needs of how students process the information in different ways. In addition, many students are aware of the benefits that the strength of connectivism, as explained by Siemens (2005), where knowledge resides outside the specialized information nodes. Consequently, computer-assisted language learning (CALL) was an instrumental connection to the student, and the integration of web 2.0 also moved the learning process away from the typical classroom environment. Both, technology-oriented strategies are fit for purpose and success. Nevertheless, neither of these two strategies worked directly with the psychological aspect of motivation. Brown (1994), sees motivation as a necessary personality factor that the student needs to acquire a speaking vocabulary. Current educators are aware of the right strategies for this moment and that increases motivation and involves students in acquiring L2. Therefore, all the strategies that exist, gamification is what constantly generates motivation. As a supporting fact, Werbach (2012), states as the use of game elements and game design techniques in contexts outside the game.

In addition to the paragraph above, these are two groups of intrinsic and extrinsic motivation, which are necessary in the learning experience. It is also adapted to the motivational work done in the field by Gardner and Lambert (1972), which mentions instrumental and integrative motivation. Furthermore, research has found that educational gamification in learning is basically new, but its success in other disciplines made it adaptable to the objectives for the development of second language (SLA) in students.

As a result, understanding the language and the second language before proceeding to the use of gamification and seeing how there is an improvement in L2 learning, it is necessary to understand the concept of what language is. According to Brown (1994), the language of words has many limitations in introductory dictionaries and textbooks. For that

reason, an L2 educator needs to help the educator to cope with the student or even the mode of instruction. Brown(1994) presents some examples in a list:

- The language is systematic and generative.
- Language is a set of arbitrary symbols.
- Those symbols are mainly vocal, but they can also be visual.
- Symbols have a conventional meaning to which they refer.
- Speaking Language is used for communication.
- Language operates in a community or culture of speech.
- Language is essentially human, although possibly not limited to humans.
- Language is acquired by all people in much the same way – language and language learning both has universal characteristics.

The teaching learning process is necessary to be understood as a base for learning and interaction. Based on Gage(1964), teaching cannot be defined apart from learning. At the same time, teaching is guiding and facilitating learning, enabling the learners to learn, and setting the conditions for learning. If the educator understands the learner's process of acquiring knowledge, he or she will be able to develop a philosophy, a style, an approach, methods, and classroom techniques. According to Bruner(1994), the author listed that a theory of instruction needs to specify the following:

- The experiences which most effectively implant in the individual a predisposition toward learning.
- The ways in which a body of knowledge should be structured, so that the learner can most readily grasp it.
- The most effective sequences in which to present the materials to be learned.

- The nature and pacing of rewards and punishments in the process of learning and teaching and learning.

According to Kimble and Garmenzy (1963) and seen in Brown (1994), learning is a relatively permanent change in a behavioral tendency and is the result of reinforced practice. Based on this definition, a list of learning domains for research and practice are presented:

- Learning is acquisition or “getting”.
- Learning is retention of information or skill.
- Retention implies storage systems, memory, and cognitive organization.
- Learning involves active, conscious focus on and acting upon events outside or inside the organism.
- Learning is relatively permanent, but subject to forgetting.
- Learning involves some form of practice, perhaps, reinforced practice.
- Learning is a change in behavior.

Continuously, the differences in first language learning and second language learning are impossible to continue without explaining basic concepts and definitions of a second language acquisition (SLA). In other words, the differences between first language learning (L1) and second language learning (L2) come with presenting an overview of theories, methods, and instructional techniques used throughout the years. Such like the definition of language, there are many definitions on SLA and learning that tend to confuse.

According to Krashen (1982), acquisition is a subconscious process while learning is conscious. But instead of a philosophical approach towards the term, a definition by Gass and Selinker (2001), establishes that SLA is the learning of a non-native language after

learning of a native language has begun and occurring in the context in which the language is spoken. In other words, SLA and learning differs from foreign language learning (FLL) because the environment is of one's native language. Based on Hart and Risley (1995), differences between L1 and L2 arises because L1 occurs naturally and perhaps without any formal instruction by children being constantly exposed to language rich environments over the course of many years.

On the other hand, L2 most of the time depends heavily on learning experiences in more constricted environments associated with the classroom or some other formal setting. In these settings, a major goal frequently is to formally teach children the elements of language that are learned much more informally in their native language. Consequently, assumptions regarding teaching and learning second languages are very different from assumptions about children learning their native language. But according to Malone (2012), a strong foundation in your mother tongue constitutes a strong "bridge" toward L2. In addition, she expresses that without that characteristic, any movement towards L2 could be in jeopardy or in danger of not achieving educational goals. For that reason, hypothesis about second language acquisition and learning, leads to the existence of many theories that are representative for SLA over the years. These theories include several types of characteristics such as: behaviorism, language acquisition device (LDA), processing of information, social interaction and sociocultural theories. In addition, an overview where these theories are explained in the following table seen below. The table is adapted from Malone (2012).

Figure # 1

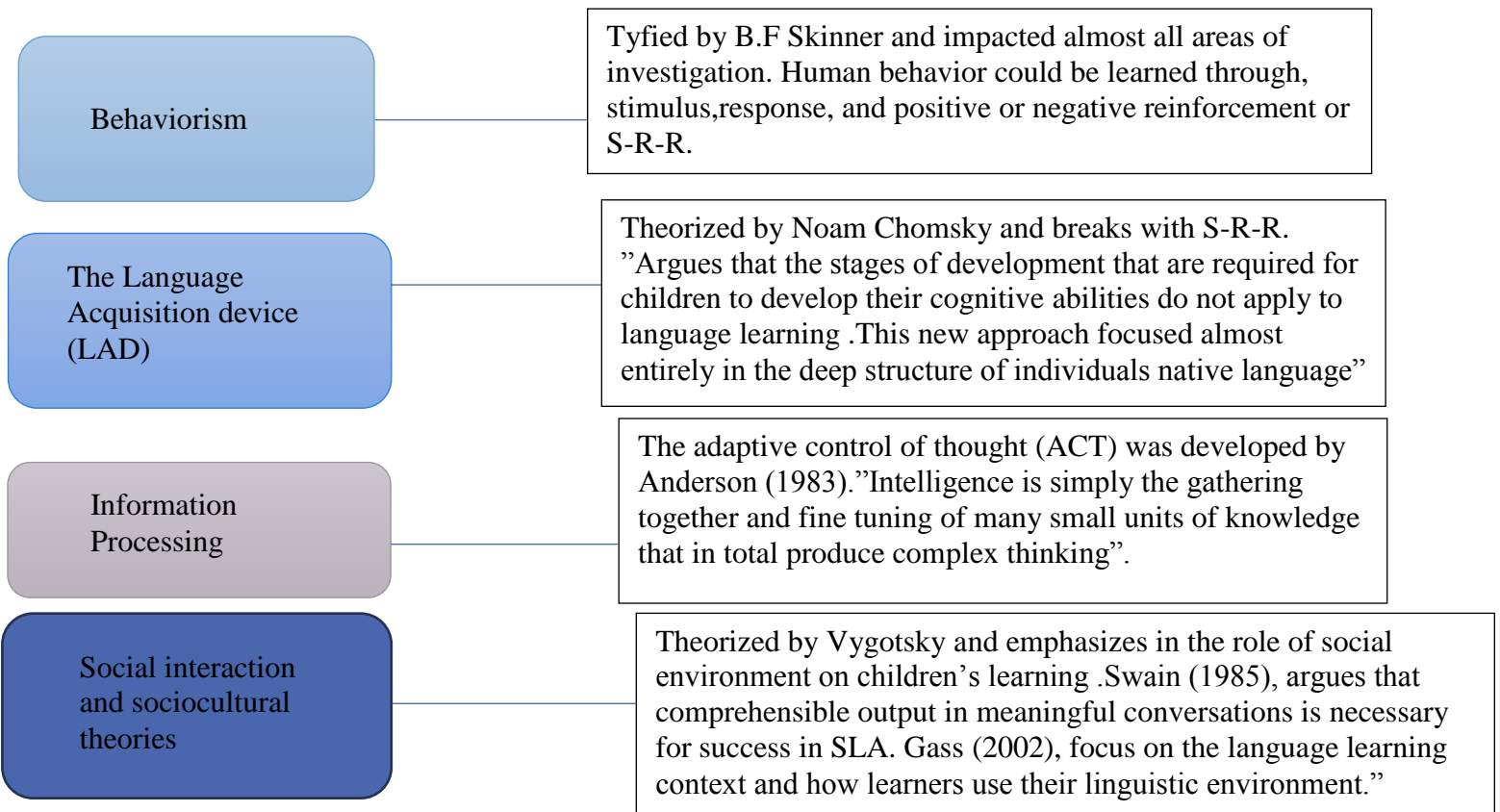


Table # 1. Theories in SLAand learning

Source: Malone (2012)

In addition several methods for speaking language instruction have been used throughout the years. It all started with the Grammar Translation Method back in the 19th century. According to Prator and Celce-Murcia (1979), the method for learning included teaching in the mother tongue with little active use of the target language, vocabulary lists, long and elaborate grammar explanations, little attention to content of text, no attention to pronunciation, everything explained using the mother tongue, and plenty of memorization. Then, linguists in America developed the Audiolingual Approach in the early 20th century. Prator and Celce-Murcia (1979), explain that this method follow an structural pattern with repetitive drills, plenty of tapes, language labs and visual aids, very little tongue by teachers

is permitted. There is also a great effort by learner to produce error free utterances, and grammar is taught following inductive analogy rather than deductive explanations. Another method used for SLA and learning is the Natural Approach developed by Krashen (1982) and based on his SLA Monitor Model, which included ideas, developed by Chomsky. Some of the characteristics of the Natural Approach includes a basic form or natural order of L2 learning and instruction, presents a difference between SLA and L2 learning, an affective filter plays a critical role and the approach has a silent period or phase.

Moving forward, the appearance of the Communicative Approach integrated learners to real life situations in order to prepare them for the real world. Later, this became more a way of teaching than a method as explained by Brown (1994). It created a theoretical framework design around a set of classroom principles better know as Communicative Language Teaching (CLT). These principles are listed by Malone (2012), and include:

- An emphasis on learning to communicate through interaction in target language.
- The introduction of authentic texts into the learning situation.
- An enhancement of the learner's own personal experiences as important contributing elements to classroom learning.
- An attempt to link classroom language learning with language activities outside the classroom.

Other approaches later appeared based on the CLT perspective. These included Task Based Language Teaching (TBLT) and Content Based Instruction (CBI). In order to be successful in SLA and L2 learning, the selection of teaching strategies needs

to be accurate. According to Brown (1994), these strategies will create the relaxed atmosphere necessary to comfort the L2 learner. Some of the strategies are briefly mentioned and explained in the table below.

Table # 1

Total Physical Response	The majority of class time in TPR lessons is spent doing drills in which the instructor gives commands using the imperative mood. Students respond to these commands with physical actions. Initially, students learn the meaning of the commands they hear by direct observation. After they learn the meaning of the words in these commands, the teacher issues commands that use novel combinations of the words the students have learned.
Cooperative Learning	This strategy follows the use of groups and pairs in order to achieve positive interaction. Plenty of strategies are presented through the peers.
Dialogue Journals	Promote written conversations between the teacher and learner. Reflexive journals are promoted. Good for assessing writing in a different and relax format.
Scaffolding	The advanced learners help yheir peers achieve success .Its part of Krashen(1982)comprehension input.Fluency is built thru positive reinforcement . So , this type of activity is not suited for virtual settings .

*Table.2 Second Language Acquisition and Learning Strategies.
Source: Brown (1994).*

However, the overview of emerging technologies in second language learning, creates a strong link between gamification and emerging technologies . Therefore, everything can start with a definition. The application can be synthesized as amechanical application of the game in context which it is not related to the game. For that reason, a main objective of gamification is to increase participation; and thus, motivate users by using game elements such as points, leaderboards, immediate comments and among other things.This is similar to the strategy of using technologies in learning. The use of technology in learning and instruction has played an essential role throughout the years. Consequently, this is based in part on Prensky (2001) definition of digital natives . Furthermore, the work of Ybarra and Green (2003), mentions that the use of technology plays a fundamental role in providing students with a valuable experience in the language as

they learn a second language. Above all, it contributes to the positive development of some personality factors such as self-esteem, risk taking and above all motivation. In addition, the student develops a motivation through the use of technology, in which the learners come to provide a common denominator between gamification and learning. Basically, this turns into a better experience. Therefore, in learning the integration of technology has become essential and the integration of Computer-Assisted Learning (CALL). This method has been fundamental for the development of teaching and learning.

Consequently, this is based on CALL's established presence in the academia and because it is technology focused (Hubbard & Levy, 2006). According to Levy (1997), CALL has a definition as the application of the computer in the teaching learning of languages. Moreover, the evolution of Computer Aided Instruction (CAI) and languages learning has improved with technology (TELL). For this reason, the use of CALL these days has moved away from the behavioral call, which was a subcomponent of CAI, from the 50's and 60's. The behavioral call focused on doing extensive repetitive language exercises and grammatical explanation along with the test from the time, and it worked with special software that needed a central computer and terminals. As a consequence, for the student this became boring and did not have an easy handling to use.

Subsequently, the continuous evolution towards the communicative call, which followed the cognitive theorists focused in learning as a process of discover, expression and development. However, there was a type of strategy that was implemented and focused on computer-based activities rather than using the forms themselves. Later, with the appearance of the Personal Computer, experts found other possibilities that include the use of the target language predominantly or exclusively and grammar was taught explicitly. At

the same time, the use of text reconstruction programs and stimuli provide students with the experience of working along or in pairs.

Finally, Integrative CALL appeared during the 1990's based on a socio-cognitive view and a focus on the use of language in authentic social contexts. This opened the door for a more diverse student centered use of technology in L2. An integration during the teaching and learning started working with task based projects, project based approaches, and content based approaches. Integrative CALL implemented an approach toward learners by which listening, speaking, reading, and writing skills were used in combination with the learning of technology tools as an ongoing process for language learning. This type of CALL opened the door for the use of the Web 2.0 and social media as a strategy towards learning. Nowadays, thanks to CALL, the learner has become an active participant and language explorer. Also, the students recognize that to do several tasks, they needed to use various tools that will help them learn L2 easily and effectively (Ybarra & Green, 2003).

On the other hand, educators had understood that they are not the only source for language information, and the need for training in emergent technologies is necessary in order to use multimedia appropriately and accurately. The use of the Web 2.0 changed the educational world. Furthermore, the L2 teaching and learning was not the exception. According to O'Reilly (2005), the Web 2.0 are web applications that facilitates interactive information for sharing, interoperability, user-centered design, and collaboration on the World Wide Web. They are the evolution of traditional technologies into web applications focusing on the user. This end user vision helped the teaching and learning process dramatically in L2 basically in part for giving the opportunity to the learning of interacting in social networking and web based communities along with expressing their opinions in

blogs, doing collaborative work with wikis, and developing oral language skills with podcasts. The strategy of using the Web 2.0 in L2 learning provided motivation for students, who at a certain a period, needed to empower their personality and sociocultural aspects in order to acquire fluency.

2.2.3 Game elements

The regular design of patterns that design the games are known as game elements. Some of these elements, sometimes described as components, are seen in most of the games nowadays, including: points, badges, leaderboards, progress bars/progression charts, performance graphs, quests, levels, avatars, social elements, and rewards. All these elements have different purposes and can be adapted to basically any work, business or education related environment. A brief definition of each element is provided in the table below.

Table # 2

Points	Numeric accumulation based on certain
Badges	Visual representation of achievements for the use shown online
Leaderboards	How the players are ranked based on success.
Progress bars/Progression	Shows the status of a player
Performance graph	Shows player performance
Quests	Some of the tasks players have to fulfill in a game.
Levels	A section or part of the game
Avatars	Visual representation of a player or alter ego
Social elements	Relationships with other user through the game.
Rewards/reward system	System to motivate players that accomplish a quest.

Table # 3. Game elements and definitions

The elements used in the game of gamification automatically improves the teaching and learning procession in the students. Therefore, the games that the public knows have these elements today, but obviously with the following of a systematic plan .Therefore, each game integrates three basic elements: meta-centered activities, rewards, and progression (Dickey, 2005). This fact follows what is expressed by Smith-Robins (2011),the author mentions that all game activities are meta-centered. They present actions of this kind because oriented towards a specific objective which ultimately focuses on

winning by defeating obstacles and other conditions in order to achieve or complete a quest. In addition, and depending on the context, each game employs a mechanism for the player to receive rewards or reward system. There are three principal categories, which include: leaders, prizes, or awards, and achievements. The following figure illustrates what is expressed above.

Figure # 2

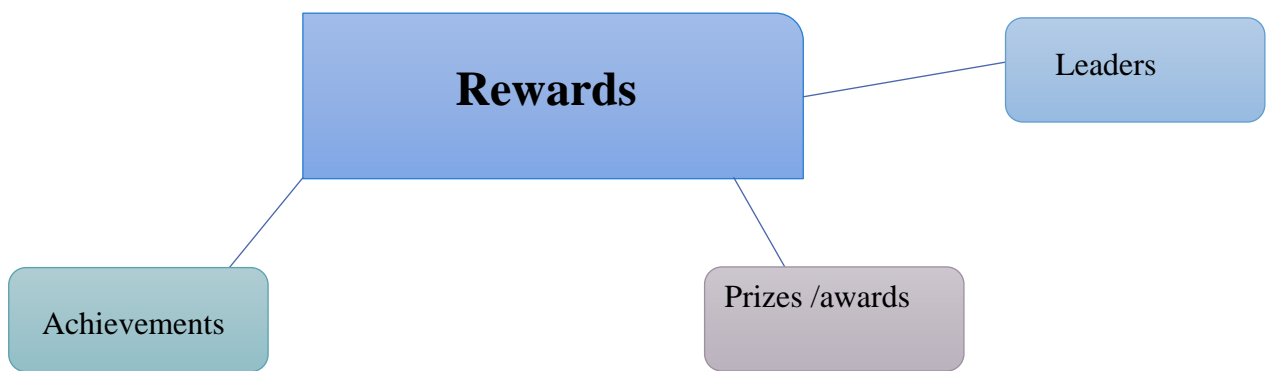


Figure # 2. Principal categories of game elements

2.2.4 Game design and non–game context.

Accordingly, another component in the definition of Gamification mentioned by Werbach and Hunter (2012) is game design. Basically, games are not only elements. Games are designed systematically and artistically for the purpose of fun, but they need to be creative and focused. For that reason, they need to provide originality and not merely be clones of others. Also, originality and characters are necessary to provide depth and richness to the player's experience. Good game design is balanced and leaves the player with a

feeling on how was the game experience overall. For example, Was it challenging? Was it hard? Was it easy?

In addition to the ideas above, game design has an experiential aspect that involves the integration of current and novel approaches based on exploration and discovery that could be applied to Gamification and motivate the player. Werbach and Hunter (2012), mentioned that Gamification is developed following a non-game context vision. What this means, is that the target objectives won't be focused solely in having fun or enjoyment, both will be part of the experience. The vision of non-game contexts has been essential in the development and training of employees by many companies around the world. Pappas (2013), mentions that the use of game like strategies make training for the work environment more interesting, gratifying, and applicable than other techniques.

2.2.5 Gamification in Education and Second Language Learning

The use of technology in education has become necessary to fortify the teaching and learning experience in the 21st century. Throughout the years, it has been seen dramatic changes and experienced transitions that had moved forward computer hardware and software along with web-based technologies towards instruction. Most of all have experienced dramatic changes in the educational interests, and the ways to teach different generations. Nowadays, most of the students are digital natives, and they learn and process information different (Prensky, 2001). The also called millennial generation shares information and is used to blogging, gaming and social networking. Instead of emails, they prefer to text and have created a language based on acronyms. They are focused toward everything that is web based and are not afraid of expressing or assuming an individual or

shared vision. Based on this type of learner, plenty of instructors from different subjects, including teachers, are implementing several teaching strategies that use plenty of Information and Communication Technologies (ICT's), Distributed Learning, Mobile Learning resources and Gamed Based Learning. In addition, these educators are aware of new trends in educational technology and are integrating Gamification to their teaching. According to the NMC- Horizon Report (2014), Gamification is building support in teachers and the time of adoption is around two to three years. The report established clearly that the Gamification of education is gaining support among educators who recognize that effectively designed games can stimulate large gains in productivity and creativity among learners.

In addition, Gamification has become a tendency in online learning and in professional development for educators. The report presents the example of Kaplan University, who embedded Gamification software to their LMS and web applications. They ran a pilot program in one of their information technology courses with plenty of success as the NMC-Horizon Report (2014), mentions the following: "Students' grades improved 9% and the number of students who failed the course decreased by 16%." In regards to professional development for educators, the report presents the case of the Deloitte executive firm. They developed the Deloitte Leadership Academy and implemented educational Gamification. Some of the game elements they instituted were the use of badges for those who completed the curriculum-based missions. As part of the reward mechanism, learners were able to share their badges in their LinkedIn profile for worldwide view through the Internet.

Gamification has been the subject of research, discussion, and application in learning and SLA a few years now. The objective for integrating Gamification towards education is to chain a more attractive and effective learning experience for the student. Following this aspect, the learner feels attracted towards having this experience. This is based on the idea the education has been immersed in technology innovation for many years. In order to change or set off a specific behavior, the learners need to be motivated and Gamification opens the door for the learner to enhance its language learning experience, and at the same time, acquire the skill to solve any task or challenge the class, the unit, or the topic presents. In addition, Gamification offers the learners an opportunity to interact among them as it's implied in a social game. Following this criteria, Gamification and several of the most common approaches and techniques in L2 teaching are being integrated.

Another detail is that when people perceive any form of social presence, they tend to respond in a natural way to feelings such as happiness, empathy, and frustration, or even follow social rules like taking turns (Fogg, 2002). Another important aspect in Gamification with educational purposes, it is based on the implication that envisions educational objectives. These educational objectives will be seen by the learner as challenges to be accomplished in order to move from one stage to the other. At the end, the challenge and moving from one stage to the other becomes part of the learning outcome and provides alternatives for L2 educators in order to plan effectively toward the language learning experience associated to fluency levels they are working with and rethink their practices based on the similarities they find in games and learning.

Illustrating the implementation of Gamification, the L2 learner could think of him or her as a player looking forward to complete a level. If this is translated to the psychopedagogical aspect, and following Ames (1990) and Pintrich (2003), the learner will be moving forward after successfully completing a unit, module, or task and finally, the language learning is assessed thru a variety of game like experiences. Moving Educational Gamification into the L2 learning process let the instructor plan commands using a gamified shared vision, along with an increase in the time dedicated to the learning tasks and in the level of difficulty; in this case, fluency towards the language approach.

By following the process, learners become more engaged and motivated. In addition, motivation increases in a gamified instructional environment when the learner performance is publicly recognized based on a reward system of prizes/awards. In the case of Gamification in L2 and when badges are implemented, Buckingham (2014), acknowledges that its use serves as a motivational tool. In addition, it could become a form of formative assessment along with developing a higher classroom setting standards for the challenges that the learner presents while in the quest of achieving fluency in L2. An analog example of a reward system was when the teacher publicly recognizes a student by giving him/her a golden star. According to Glover, Campbell, Latig, Norris, Toner and Tse (2012), the use of badges or another reward-gamified system should motivate the students in more competitive tasks, for example creating a research paper, and should never substitute to be exempt of a test. If this occurs, the real learning process could be affected (Meece, Anderman, Anderman 2006).

In order to apply Gamification, regardless of the course, to the teaching and learning process a series of steps needs to be followed. These will guide the instructor to plan

accordingly the Gamification aspect. In order to gamify instruction, the educators follow a five-step model. This model is presented in an image below from the work of Huang and Soman (2013).

Figure # 3

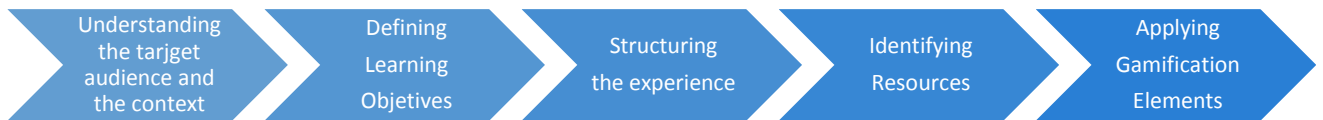


Figure # 3.. Educational Gamification Five Step Model (Adapted from Huan and Soman (2013)

As well, to deal with step one, Understanding the Target Audience and the Context, the instructor needs to know who his or her students are. A combination of the target audience is necessary along with analyzing the context to understand several key factors like group size, environment, skills sequence, and length. Is in this step that the “pain points” appear. Those pain points are several factors that prevent the learner advancement of the program. There are some common pain points in education: focus, motivation, skills, pride, learning environment and nature of the course, and physical, mental and emotional factors. By understanding these points, the educator will be ready to determine the Gamification elements to implement. Defining the Learning Objectives, step two, is always necessary for a successful teaching and learning experience. These objectives need to have general instructional goals, specific learning goals, and behavioral goals. In order to have a successful learning experience thru Gamification, the instructor needs to have the ability of combining and implementing the learning objectives.

Step three on the five-step model, Structuring the Experience, looks to break down the program and identify the main points. In this stage, the instructor prepares the sequence and quantify what the student needs to learn and achieve by the end of each stage. If students are staying behind, the instructor needs to re-think and provide a push for motivation in order for the student to complete the stage. The educator needs to move his educational program from simple to complex by starting with easier milestones so that the student stays engaged and motivated.

As seen in the image below, Identifying Resources is step four of this model. At the moment, the stages have been identified. The teacher will have complete assurance of which stage can or can't be gamified. The instructor needs to reflect in regards to several aspects that need to be considered. These are: tracking mechanisms, currency, levels, rules, and feedback. The image below presents these aspects along with definitions.

Table # 3

Tracking Mechanism	A tool to measure the students' progress in the learning.
Currency	The unit of measure, which could be points, time, money, etc. If assignments are to be completed by a certain deadline, the tracking mechanisms currency is time.
Level	A specific amount of a currency used to accomplish an objective once the student has completed the assignment / and completed the task for that level and can move to the next level.
Rules	Boundaries for what a student can or cannot do in their learning program, to ensure it is a fair learning environment for everyone .The rule for completing the first level is not only to finish it by the deadline but also, to answer all the questions correctly.
Feedback	A mechanism the instructor and /or student can use about the progress being made. Students learn better from test than studying because they can see what they did wrong and fix gaps in their understanding.


Table #3. Step 4 definitions.

2.2.5 Differences between Gamification, Game-Based Learning, Simulations and Serious Games

At this stage, it is necessary to present the differences between the concepts of Gamification, Game Based Learning, Simulations, and Serious Games. As is has been

previously, the concept of Gamification is the use of game elements and game design techniques in non-game contexts (Werbach& Hunter, 2012). This is used as part of stimuli in the teaching and learning process. On the other hand,Caponeto, Earp andOtt (2014), presents Game Based Learning as the adoption of games for educational purposes. Meanwhile, Kapp (2012), comments that Simulation is a self-contained type of environment where interaction is essential for the learner to practice skills and knowledge. In addition, the author mentions that Serious Games are a certain type of game that was design with pure entertainment not as its primary purpose. The following figure demonstrates the three concepts and offers examples, illustrations along with a brief description of each.

Figure # 4

<p>Game to learn English:This is a free site for students to learn English online. There is a selection of games that students can use to practice learning English in a fun way.</p>	
<p>FluentU:transforms authentic, entertaining English videos into fun online games to practice English.</p>	

Class Dojo: Is an educational gamification tool designed to keep students on track and manages students' behavior. Several game elements are used like avatars and progress. It gives the opportunity for real time feedback. Can be accessed online or downloaded as an app.



2.2.6 Motivational Implications between Gamification and Second Language Learning

As Personality factors influence dramatically the learning process, Brown (1994) presents several of these and suggests that they contribute positively in successful learning. These factors include: The Affective Domain, Self-Esteem, Inhibition, Risk-Taking, Anxiety, Empathy, Extroversion, Myers-Briggs Character Types, and Motivation. The common denominator between learning or SLA and Gamification is Motivation. According to Shcunk, Pintrich, and Meece (2010), motivation is the psychological process responsible for initiating and continuing goal directed behaviors.

It is frequently demonstrated by an individual choice to engage in an activity and the intensity of effort or persistence in the activity (Garris, Ahlers, and Driskell, 2002). There are two types of motivation that are essential in learning and are considered personality factors. These are Intrinsic and Extrinsic motivation. But before explaining these two clusters, it is necessary to understand three motivational concepts that were part of significant studies in learning that will contribute to enhance the motivational aspects and work with Gamification. These are: Instrumental, Integrative, and Assimilative motivation.

The studies conducted by Gardner and Lambert (1972), and demonstrated by Brown (1994), presented Instrumental and Integrative motivation. Instrumental motivation refers to motivation to acquire a language as means for attaining instrumental goals: furthering a career, reading technical material, translation, and so forth. On the other hand, Integrative motivation is employed when learners wish to integrate themselves within the culture of L2 group to identify themselves with and become part of society.

Another scholar who established a definition towards motivation and L2 learning was Graham (1984). He was able to define Assimilative motivation as the drive to become an indistinguishable member in the speech community and it usually requires prolonged contact with the second language culture. Assimilative motivation is characteristic of people who, persons at a very young age, learn a second language and second culture.

Turning back to Intrinsic and Extrinsic motivation, Lepper (1988), explained that when people are intrinsically motivated, they tend to take an activity for their own sake, for the enjoyment it provides, the learning it permits, or the feeling of accomplishments it evokes. On the other hand, when people become extrinsically motivated is to obtain some reward or avoid punishment. According to Muntean (2011), Gamification combines these two types of motivation. In addition, the game elements will adjust greatly for the L2 learner. For example, by using extrinsic rewards like levels, points, and badges to improve engagement while intrinsically motivating towards the achievement, mastery, autonomy, and sense of belonging. In addition, competition, social interaction and cooperation with the second language, turns learner to become motivated.

2.2.7 Gamification Apps for Enhancing and Motivating Second Language Learning in the speaking skill.

As another positive fact, the use of Gamification in speaking learning has brought the use of many tools to enhance the language learning process and motivate the learners. It's very important to remember that in a gamified classroom, setting the tool will serve a purpose, and it shouldn't substitute the target goal of the unit or module. This is also essential in speaking learning. With many tools to choose from in educational technology, the educator needs to use them accordingly to the target audience and combine it with the appropriate speaking language approach or strategy. These Gamification tools are frequently used in learning: Duolingo, Class Dojo, Edmodo, Zondle, Socrative, and Brainscape.

a. Duolingo

It is a Gamification language learning translation platform where users progress through several levels. It works for iPhone, iPod Touch, iPad, and Android. It covers the areas of speaking, listening, grammar and vocabulary necessary for learning and content which is always presented in whole sentences. The user can select between six languages including English, Spanish, Portuguese, Italian, German, and French. The feedback is immediate, and the learner can easily track progress. Educators can use it as part of daily homework. It motivates student-driven work along with communication and collaboration.

b. Class Dojo

Previously in the article, this application was presented as a pure example of Gamification. This main purpose of Class Dojo is to provide the instructor with a platform

for student behavior management. It also helps in motivating elementary school learners through strategies that combine avatars, points, and leaderboards. Parents can be involved and connect with the educator. It track, shares, and evaluate student participation along with immediate feedback.

c. Edmodo

It is a safe social networking platform for education with Gamification elements like badges and quests. It can be used as an extension of the classroom for all educational levels. In addition, it has an interface very similar to Facebook. Students can comment on posts, submit assignments, and track their progress. Educators can post polls, open discussion boards, design quizzes, and post assignment. It's a great motivating tool for instruction because it promotes collaborative learning, teamwork, and parents have an account where they can receive feedback from the instructor. In addition, the learner can practice spelling and grammar through conversational postings and could create differentiated instruction through small groups and shared folders. Edmodo works with any Web browser, iPad, iPhone, iPod Touch, Android, Windows Phone.

d. Zondle

It is a Game Based Learning platform that incorporates Gamification. Using it, the educator can create quizzes and has plenty of content. Student will be engaged with the games. Most educators use it as a reward. It's great for homework and practice. The Zondle experience benefits language instruction based on the exercises/quizzes it has. Also, the progress tracking and other elements like avatars, leaderboards, and Zollars, which are elements that increases or decreases based on the answers to the quizzes and the engagement. Students can use Zondle thru web browsers, smartphones and tablets.

e. Socrative

It is a dynamic smart student response system that engages students via smart phones, tablets, and laptops, and empowers educators to formative and summative assessing their students. It's a great tool for the classroom because students can answer questions forgetting about the stress involved in trials and errors, which lowers anxiety. It allows the users to import images to the question items, and it features Gamification strategies including live results, immediate feedback, and effortless data analysis.

f. Brainscape

It is a Web based and mobile app platform, which integrates customizable flashcard to track student progress. The method is known as confidence based repetition. It's a great enhancer and motivator for vocabulary learning. In addition, it provides automatic feedback, reinforcement and specific phrases in the target language along with sentence construction. Audio is provided for the language cards.

g. Word Scramble

In the game, the letters that can make a meaningful word are scrambled or mixed up together in a random fashion when the student plays word scramble game. They have to rearrange the letters to make a meaningful sentence.

h. Homonyms Memory

This contest consists of a memory tricking game based on homonyms for Grade 4 to help kids practice and learn matching homonyms.

i. Turtlediary.com

Turtle Diary designs top quality educational games for kids because the idea wants kids to know that learning can also be fun.

j. SpellingGames:

Important several drag and drop spelling activities, with hangman games to improve learners' spelling skills are really positive for ESL learners. These spelling games are helpful for English as a Second Language young learners

k. Phonics Games & Videos:

In this app, it can be found phonics games and videos to help students with no reading skills, to learn decoding and reading words in English. The videos teach the different phonemes without any ambiguity, and the games help students practice themselves.

m. phonics Worksheets:

It contains many phonics printable activities. The phonics worksheets will help teach short & long vowels, consonant blends and digraphs, vowel digraphs, r-controlled vowels and other phonemes, which are essential for teaching early literacy.

Chapter III

Methodological Framework

The purpose of this chapter is to outline, develop, explain the approaches, strategies and techniques that will be used to provide and develop the different objectives of this research. In addition, it includes the procedures followed to assemble the data collections, analysis of the results and instruments from the techniques and educational methods applied to the fourth grade students in order to validate the theory and find an answer to the research question.

3.1 Research Approach

In this research, the qualitative method is going to be used. According to Hernandez (1991), the qualitative method is used “To recollect the data without a numeric measure to find out or polish the research questions in the interpretation process” (p. 7). The information in this investigation is going to be collected with the appropriate instruments, as this will help confirming if the research question is the correct one according to what the investigator wants. This will also help interpreting the nature of the problem due to the fact that the information collected will be analyzed to get accurate results.

The objective is to measure the students’ speaking motivation through practices, surveys, tests, and questionnaires to determine how the speaking ability could be affected by personality and social factors and consequently causing the lack of confidence when talking to someone. Moreover, the lack of knowledge or vocabulary may be one of the

reasons why students would not talk; this will also be measured and analyzed through a test to know what the knowledge of the students is, and what they have to work on.

Therefore, this research is focused on helping students to accomplish the speaking skills through different activities, and this will help all teachers at the selected institution to determine which is the best way is to develop these skills and motivate the students at the same time.

Any investigation consists on a set of steps in order to achieve a solution to the problem that is under study. A research method refers to a group of specific tools or evidence that can be collected and examined (Neville, 2007, p 5). In addition, for the purpose of the investigation, instruments are going to be used, an example of these are interviews, observations, questionnaires, and tests that will guide the researcher to the true solution to the research question.

The importance of including instruments, according to Sampieri, Collado, and Lucio (2010, p.200), is that an instrument will serve as a mean to measure all the information related to the objectives of the study and these will also allow the reader to understand the pre and post stages of the object of study; in this case, students of third grade at Santa Monica School. The instruments used are considered to be part of a qualitative and quantitative research; however; the researcher will based the investigation with instruments that belong to both the qualitative and quantitative due to the objectives and the collection of information. The following paragraphs will explain the type of research and methods used in this project.

The research is presented as a qualitative research due to the characteristics of the same. It is described as interpretive and naturalist because tries to observe, study, and analyze deeply the students' environment, as well as to understand the different

phenomena. A qualitative research, due to its characteristics, evaluates the natural development of events, so the results are analyzed in terms of the people way of living, their situations and feelings towards it; in other words, their perspective. Consequently, that is the reason why this investigation is considered to be under the parameters of a qualitative research, since it was necessary to observe and analyze the students.

This type of approach, because of its most important characteristic, exemplifies the information collected in a unified and logical way. According to Corbetta (as mentioned by Sampieri, Collado and Lucio, 2010), it is not necessary to present those results in numerical data to prove deductions. In a quantitative approach, Sampieri, Collado and Lucio (2010) explain that this type of research tries to define different situations or problems. The researcher uses a collection of data to validate or justify theories or hypothesis by using statistics and numerical data (p.4), while on the qualitative method, the researcher's work is to establish a situation or problem that must be delimited and specific and finally, throughout the process, data in numbers must be applied. In addition, since the quantitative approach develops by generating hypothesis, researchers look for a way of interpreting those predictions and analyze it into a general environment. It looks for a way to explain in some way the theory and at the same time give away a new one.

As a final point, as it was stated before, the researcher's purpose is to explain such phenomena. For this project, the researcher, by using the data collection, is going to represent the results by explaining the students' point of view and progress development during the methodology through numerical data.

Based on the information provided, this research fulfills the characteristics of a qualitative and quantitative approach. For this reason, the research will apply both of them during the collection process, as well as in the analysis. During the process of observation

and classroom methodology; the researcher will adapt each objective to its respective instrument in order to gather the information and obtain information from the students for later analyses and appropriate interpretation. These instruments will be discussed later in this chapter.

3.2 Information sources

This research is a fundamental source for the validity of any information relevant to research, so the researcher can acquire many sources of information, for example: Websites, images, people, documents, etc. Therefore, this investigation case will be reflected in the first two. For that reason, the research projects are completed with primary and avoid spelling mistakes sources that will be fundamental in the research.

3.2.1 Primary sources

Although technology advances day by day, books will never go out of fashion; books are an important representation of culture and a wonderful creation of the human being where the reader can be transported to different places by means of the imagination. Books, of which you learn about history, philosophy, science, culture and many more branches, are important. They are also a way of recording where to store data, information and many other elements that are part of the identity of each human being in civilization.

3.2.2 Secondary sources

A thesis is a specific research work on a topic that the researcher wants to investigate. For many, it is also a compulsory step to obtain a university degree. There are different ranks: bachelor, master, doctorate and postdoctoral.

3.2.3 Tertiary Sources

The dictionary can be used as a reference source, which groups contents arranged alphabetically from A to Z. Consequently, it is used to search for the meaning of a word or the correct way for writing, speaking and avoid spelling mistakes.

3.3 Analysis of Categories

In this section of the investigation, the researcher will describe and identify the areas that will be strengthened during the research development process.

- **Gamification strategies**

A gamification concept is an educational approach to motivate students to learn by using video game designs and game elements in the learning environment. For that reason, the implementation of this strategy is to maximize the enjoyment of the students, with the aim of inspiring them to continue learning. Therefore, gamification is a way for teachers to have a great way to implement this strategy in classes. For example, there are two forms of gamification. The first is structural, without changes in the subject. According to Kapp, Karl (2012), the author illustrates this point with the Gamification of Learning and Instruction: Game-based Methods and Strategies for Training and Education. Games applied in learning can be considered as serious games, where the learning experience is centered on serious stories. The serious story is "impressive in quality" and "part of a thoughtful process" to achieve learning goals.

- **Speaking Comprehension**

The speaking comprehension has a capacity that is to use normal communication between two people, for example: intonation, stress, grammatical structure and

vocabulary, which makes it an expression for the understanding of one person towards another in a direct and empirical.

3.4 Data collection Instruments

To analyze the process of students through activities that help develop the topic investigated, instruments will be used as a mean for the researcher to check students' progress during the English classes. This section will specify the type of instruments the researcher will use in order to analyze the students learning process by using the strategy selected along the investigation.

3.4.1 Class Observation Checklist

The objective of the first observation of the class is to identify and observe the students, in addition to the teacher's problems. Observation is important for each teacher since it is possible to know which methods to apply for a better understanding of a second language, to see how they are organized and how students could respond to the methods that are being applied. Therefore, through observations the researcher can see what kind of new activities can be implemented in the class, to achieve better students' development and increase participation; in addition, to the interest that students show towards the English language.

In order to learn more about the groups working with, the researcher thought about observing the class for a better understanding of the development, performance, participation and the behavior of both - the students and the techniques- applied by the teacher. Through this, the instrument will collaborate obtaining answers and be able to use the strategies stipulated by the researcher.

The observation list presents a variety of important points as a mean to get an idea of deficiencies that might possibly affect the students' learning.

3.4.2 Questionnaires

The questionnaires are a series of queries that are used to find opinions, attitudes, feelings, perceptions of a specific point. Many times, they are applied in study centers, companies or institutions to know what they think of a topic. This research needs the application of a questionnaire for the students and professor because it will be very useful for this investigation. It will be questionnaires with a closed and opened questions in Spanish for a better understanding of the students in their native language and to know their answers clearly and concisely.

3.4.3 Pre-Test

According to The Free Dictionary by Farlex (n.d.), pretesting is defined as: “A preliminary test administered to determine a student's baseline knowledge or preparedness for an educational experience or course of study.” Based on that definition, a pre-test will be good for the purpose of the research, since the researcher wants to help the students and future generations to identify what the students (object of the study) know and what they do not know.

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.

3.4.4 Post Test

A definition for post-test according to The Free Dictionary (n.d.) is “A test given after a lesson or a period of instruction to determine what the students have learned”. This Post-test will be applied to the students in order to measure the improvement

the students have had after applying the techniques. This post-test will be able to measure and compare results to determine if there was an improvement.

3.4.5 Post-Strategy Checklist

One post-strategy checklist will be used to measure the third objective. The checklist is an excellent tool to realize if the goal was reached successfully or not. Marking all those statement that were achieved is a reliable and practical way to evaluate final results. Its simplicity provides results that are more concrete and easy to measure. Also, since it is composed of close questions, the answers are more precise, and it will facilitate the interpretation of a final conclusion. The checklist used for this third objective will prevent the wide variety of answers which might generate confusing results at the end of the research.

3.6 Collection data process and data analysis

For instance, the results of the investigation where a qualitative information analysis will be presented, an observation checklist, group and individual interviews related to the fourth grade students of the Unidad Pedagógica Jose Fidel Tristan School and an interview for the teacher, will be made for the development and understanding of a second language. At the same time, the interview will be a help for the teacher; and thus, understand the different types of methods and development in the classroom. For that reason, a verification will be also made to obtain the observation of the factors that affect and help the development of the student in the classroom. Therefore, an application of a previous test and a subsequent test will be carried out, and those results might be able to understand each students' abilities in the speaking skill.

Chapter VI

Data Analysis

With the data collected during the research, the investigator wanted to obtain real and accurate information about the knowledge of fourth grade students in the development of speech ability. The researcher developed different analysis and logic techniques to obtain results in qualitative and quantitative data on the progress of students during the investigation. Therefore, after editing the data, the researcher identified and removed all data points and information to refine the results. The main objective was to have the necessary data to answer the research question.

5.1 Analysis and interpretation of the result

As it was explained in the previous chapter, different types of instruments were chosen for this research. Each instrument was carefully selected, and all of them fit perfectly in the characteristics of each objective. The data related to these instruments are going to be explained through an orderly manner. It means that the first instruments that are going to be explained are the ones that correspond to the first objective. Subsequently, the next instruments will be the ones that correspond to the second objective, and, finally, the ones that correspond to the third objective.

4.1.1 Observation Checklist

The first instrument applied to the study was the observation checklist .BBC council

(2019), defines this instrument as, “a list of things that an observer is going to look at when observing class” (par.1). It focuses on collecting information about the mechanics of the classroom interaction and the performance and content of the lessons. At the end, the investigator will get specific feedback on aspects previously defined about the class.

A. Regard to the information about class management

The approaches used by the current classroom teacher to develop the class was the direct method, where homework and project based language learning is taught. For that reason, with the use of the direct method, the teacher teaches real life situations, and the lessons are based on oral reading training, the use of the recorder, and oral expression. Also it promoted communication through activities, which includes questions and answers exercises.

Periodically, the teacher developed the class in English. She tried on not allowing the students to speak the native language, but it was definitely hard to achieve. The professor tried to create a positive environment inside the classroom, but it was plain to see that students were not really engaged to the class and their motivation was not the best.

b. In relation to the participants

Students were respectful with the teacher, and they had good behavior, but since the very first time students did not show interest in the speaking skill. They did not enjoy speaking classes because they thought that speaking skill was boring. In addition, they complaint about their lack of vocabulary problem, and in most of the cases, it was hard for them to expresstheir ideas.

When describing the issues students face specially the moment they needed to use the language in the speaking form, it was noticeable that they were not comfortable. Students

did not want to participate, they hide to the professor and most of them say “no” if they were asked to speak. For that reason, the researcher considered that hard work was needed to motivate these fourth graders to improve and get engaged with the speaking skill. The students’ reaction the moment they use the English in speaking forms show the imprecision of insecurity and lack of confidence. They also have uncertainty about how to pronounce and the meaning of the words since they doubt themselves, are afraid of making a mistake and may be intimidated by other classmates. Apart from this, they have a moderate type of fear of failing in front of the teacher and receive punishment or jokes from their peers. Therefore, students avoid participating in English activities especially when it is an oral practice due to the embarrassment that they feel for making a phonetic error. Another interesting observation was the perception of students in each of the activities practiced in class. Despite the fact that the English teacher tries to provide and instruct students with skills that could be used in their own learning and for communication, students are rarely participating in the learning process. Then, students come to understand that they have no preparation to participate in English activities. However, when students make the decision to participate, they demonstrate great willingness to learn the target language. Students have shown that English is a difficult language for them to learn .

c. In relation to the teacher

Likewise, the lesson development the teacher implements in class are strategies for engaging her students in a variety of activities that are already planned for the English lessons. As an interesting fact, the educator is updated with new technologies and resources to facilitate and teach the classes correctly. Unfortunately, the professor has not made a positive use of the sources available.

Concerning about the motivation of the teacher toward students, the current English professor is a person who gives herself the respect of the students and parents. Honestly, the educator presents a positive attitude and a lot of enthusiasm. At the same time, the teacher is strict when necessary, especially with students who present bad behavior during the development of the class. These are the moments where the teacher asks for respect as the authority she has inside the classroom with the students. This is also reflected outside the classroom with the parents who sometimes are difficult to deal with.

When talking about the activities given by the professor in the teaching-learning process, the teacher implements oral and reading activities for the student with the textbook as a tool. Unfortunately, lack of abundant and attractive planned activities is a constant at fourth graders.

A positive detail about the reaction of the teacher toward the output of the students, it is that the teacher makes an effort to motivate the improvement of the speaking skill. When a student made a mistake, or was afraid of failing, the teacher helped the students with the doubts they had. The comments given to each student were positive and motivate them to continue learning even when the student failed in some presentation or task. Unfortunately, it was seen that the issue presented is the lack of strategies or methodologies to implement more appropriate the speaking skill.

The Feedback of the professor to his students was acceptable. It is important an effectiveness in this point because it is a way to improve and achieve the students' success. In addition, it creates the opportunity for students to increase their effort and progress. Whether negatives or positive feedback, the professor made an effort to provide this necessary service to the learners.

C. In relation to the activities inside the classroom

Equally important, the teacher develop various activities to implement skills that include speech. Therefore, as it was mentioned before, students present deficiencies when practicing the speaking skill. One example from activities given by the teacher was a story about Costa Rica and its landscapes, food and culture. The students had to analyze it and then develop it orally. In addition, they had to explain what they understood and answer some questions that the teacher asked them. As it was expected, students had trouble performing the activity. The participation was very low and at the very end the researcher considered practically useless the time used for the planned session.

Based on the observations did and what was happening inside the classroom, the quality level of the activities applied in class were acceptable taking into account MEP guidelines. However, the problem was again with the deficiencies student carry specifically on the speaking area. Even though the activities planned looked with high expectations, the non-participation of students during each exercise low down the quality of them, based on the fact that at the very end they were not really effective.

Retaking the point of motivation on the participation of activities presented by the teacher, big percentage of students have a lack of motivation to participate in class activities. They were so nervous and suspicious to participate in oral activities. Although, the teacher had tried to involve the entire classroom, she would rather stay calm and just be observant. However, it is important to emphasize that is a big group, and the English teacher makes a great effort to implement effective teaching for all students.

4.1.2 Pre-test

Berry, T. (2008) defines a pre-test as, “a non-graded assessment tool used to determine pre-existing subject knowledge” (p. 19). This is the second instrument applied in this investigative research. It is a tool to analyze the students’ understanding about a specific topic or framework. Researcher can get quantifiable data to develop the study.

The pre-test was made to students as a mean to confirm students’ deficiencies in the speaking area. The test consisted on a very short exercise in which they had to make a short introduction about themselves and speak about their favorite hobby. The researcher considered on designing a simple and basic test as a way to make them feel comfortable with vocabulary that they are supposed to control. Unfortunately, even though the Pre-test was created as simple, students presented enormous problem with the indicators used for assessing them.

The next table will present the grades obtained by the students on the pre – test.

Table# 4.Grades obtained by fourth graders on the Pre-test.

STUDENT	GRADE
One	100
Two	87,5
Three	75
Four	62,5
Five	50
Six	50
Seven	43,75

Eight	43,75
Nine	43,75
Ten	37,5
Eleven	37,5
Twelve	31,25
Thirteen	25
Fourteen	18,75
Fifteen	18,75
Sixteen	18,75
Seventeen	18,75
Eighteen	18,75
Nineteen	18,75
Twenty	12.5
Twenty one	12.5
Twenty two	12.5
Twenty three	12.5
Twenty four	12.5
Twenty five	12.5
Twenty six	12.5
Twenty seven	12.5
Twenty eight	6,25
Twenty nine	0
Thirty	0

*Table # 4. Shows the results for the pre-test
Source: Researchers' create*

According to the results indicated in table # 4, a large percentage of the fourth grade students failed the test obtaining a low grade. It could be seen that just one student scored a

100 and other five obtained a regular average. The reason for those low scores was simple, the lack of knowledge in speech comprehension. Most of them could not express themselves well orally. For that reason, during the pre-test evaluation, students showed confusion and insecurity. They could not carry out the conversation that was assigned to them and they had many doubts. In addition, there were a large number that showed ignorance about how to pronounce the words and the meaning of them. Consequently, they asked questions performing the test and gave meaningless information while presenting the topics.

4.1.3 Questionnaire

According to McLeod, S. (2018) a questionnaire is, “a consistent research instrument with a series of questions for the purpose of gathering information from responses” (p. 17). In most of the time, the information obtained by this instrument is confidential; thus, the responses must not be identified. The way to develop a questionnaire is simple. It must go straight to the point, and it should be designed in an easy way to understand.

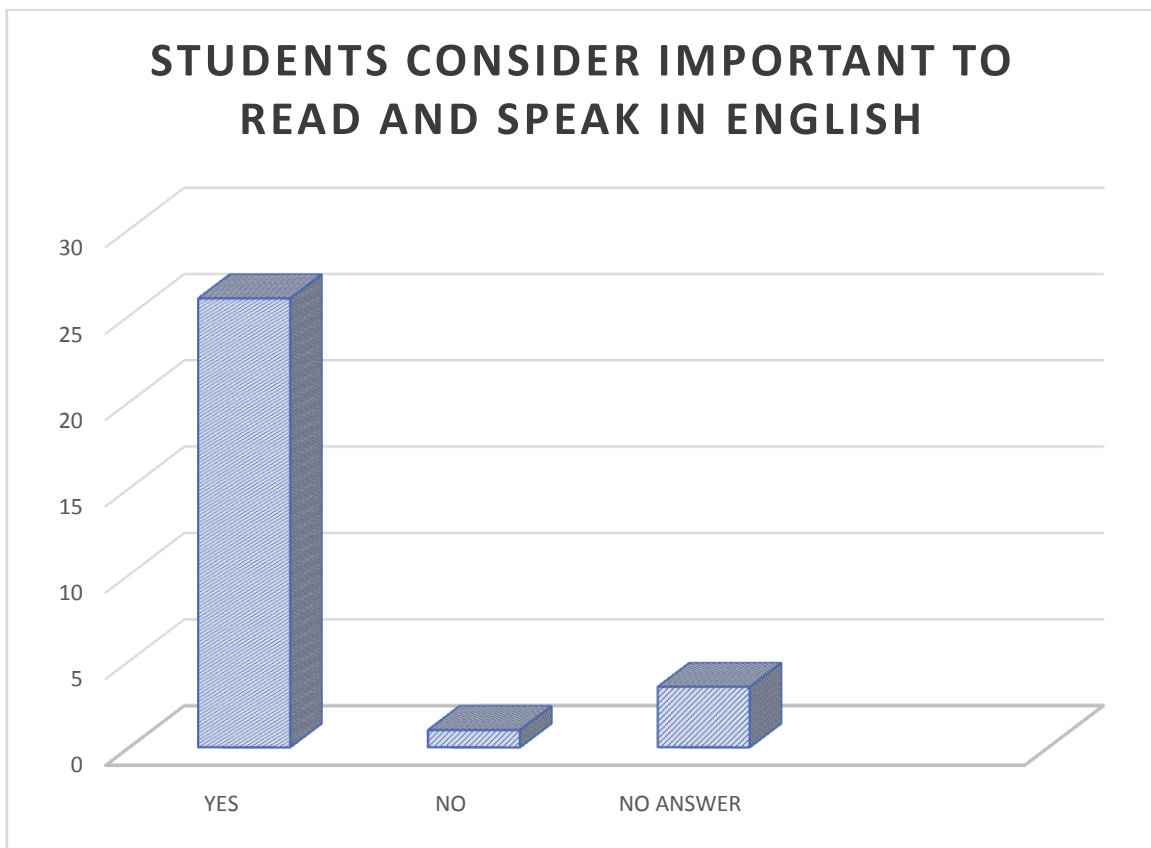
With the questionnaires, the researcher will obtain rich qualitative data; especially, if the questionnaire has been made with opened questions. Thereby, the respondent will have the opportunity to elaborate his or her answer. Along with that, the researcher can study the attitudes of the respondent in front of a specific topic or situation.

4.1.3.1 Questionnaire to the students

It was the third instrument applied for this research. The questionnaire had 15 multiple choice questions and one opened question. The objective was to gather important

information to be used as part of this investigation. In addition, the researcher wanted to assess the interest of fourth grade students to help and participate in English classes at the school Unidad Pedagogica Jose Fidel Tristan. For this research, the first question was a multiple choice question. It was about the personal opinion of the fourth graders about the importance of reading and speaking in English nowadays. The graphic number # 5 demonstrates the range of their responses.

Figure # 5



*Figure# 5. Students of fourth grade measure the importance of reading and speaking English
Source: Researcher's create.*

In figure # 5, a large number of students responded positively. Twenty-six out of thirty, confirm the importance of reading and speaking in English. On other hand, only one

student answered that reading and speaking as a second language is not important today; and in the end, three students chose the option “no answer”. According to this graph, most of the students attached great importance to the development of speaking skills. It is definitely important to them because it is a way of being successful in many areas of life. In addition, they have faced oral readings and presentations every day in English class. For this reason, it becomes important to learn these skills. It was interesting the fact that learning to read and speak English is not relevant for a student. Probably with the passing of days and times, that person will have his point of view on the importance of learning a second language like English. The next question to be analyzed was a multiple choice question. Students will consider their performance during English classes. By marking an “X”, they specially filled the parentheses with personal opinion. The options they given were “active”, “passive” and “no response”. Figure number six shows their responses.

Figure # 6

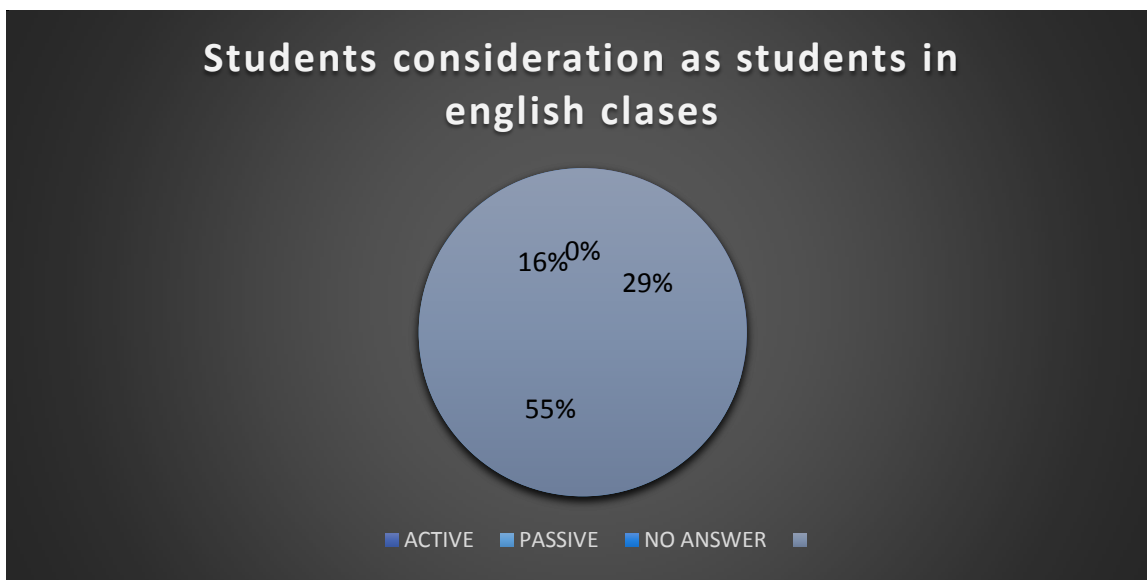
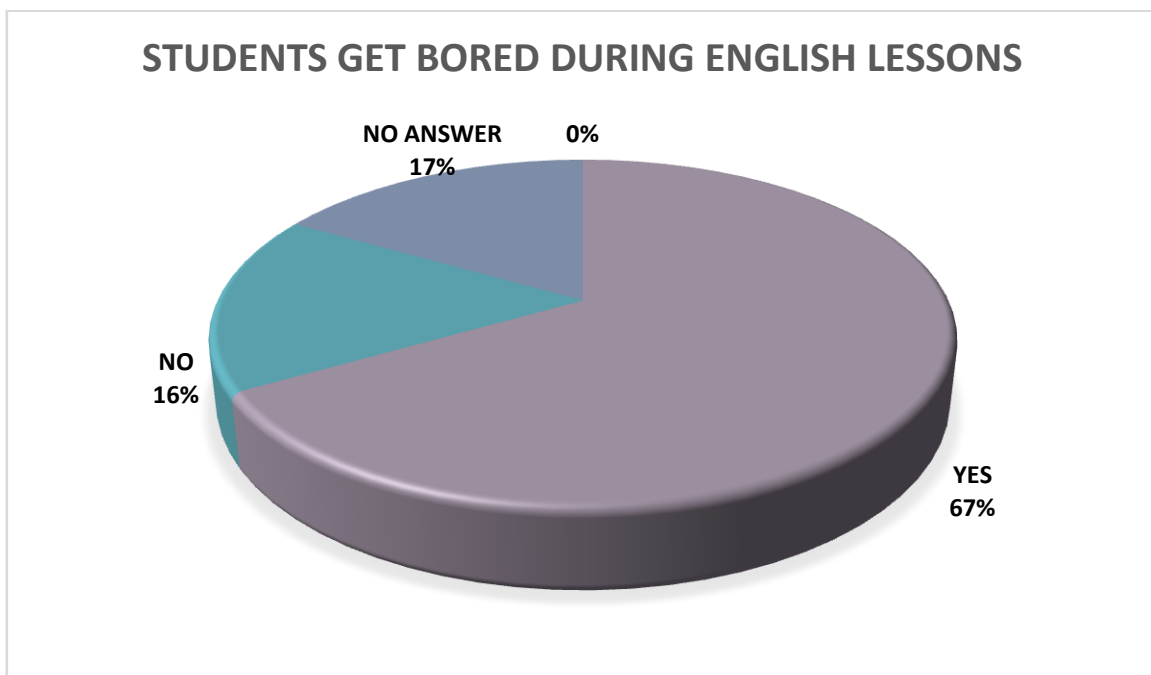


Figure # 6. Students of fourth grade mentioned how they act as students in English lessons. Source: Researcher's create.

For this question presented in Figure # 6, sixteen students were considered passive in English classes. Meanwhile, nine of them replied that they are active students during English classes. On the other hand, five students preferred to avoid answering. It is important to analyze the reason why fourth grade students are considered passive students. Again, the researcher considers the necessity to implement activities and projects in which students want to participate. It is definitely important to engage students in the teaching-learning process.

The following figure illustrates the attitude of students during the English classes. It shows whether they are bored most of the time during the execution of the lessons. It was a multiple choice question, in which students choose to mark with an “X” the best option for them.

Figure # 7

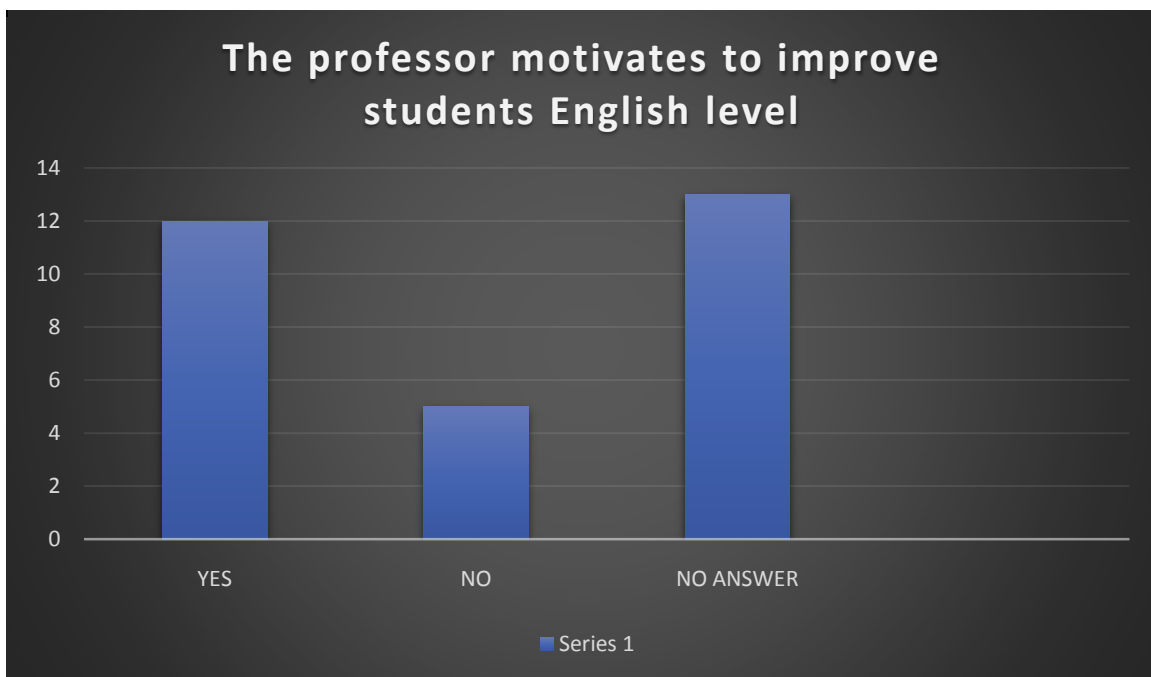


*Figure # 7. Students of fourth grade mentioned if they feel bored in English classes
Source: Researcher's create*

In figure number seven, students were asked about boredom during the English lessons. The options given were “yes”, “no” or “no response”. According to the graph, twenty students identified that they get bored during the English classes. On the contrary, it can be seen that five of the students experienced positive feelings towards English classes and another five of the students chose “No answer” option. The results illustrated are an alarm to implement more attractive activities as a mean to involve students with the second language. The teacher should use include more interesting and attractive material to find ways for teaching more interactive lessons.

The following figure wants to demonstrate if students feel motivated by the professor to improve and obtain better results in their English level. The investigator submitted the request using a closed question.

Figure # 8

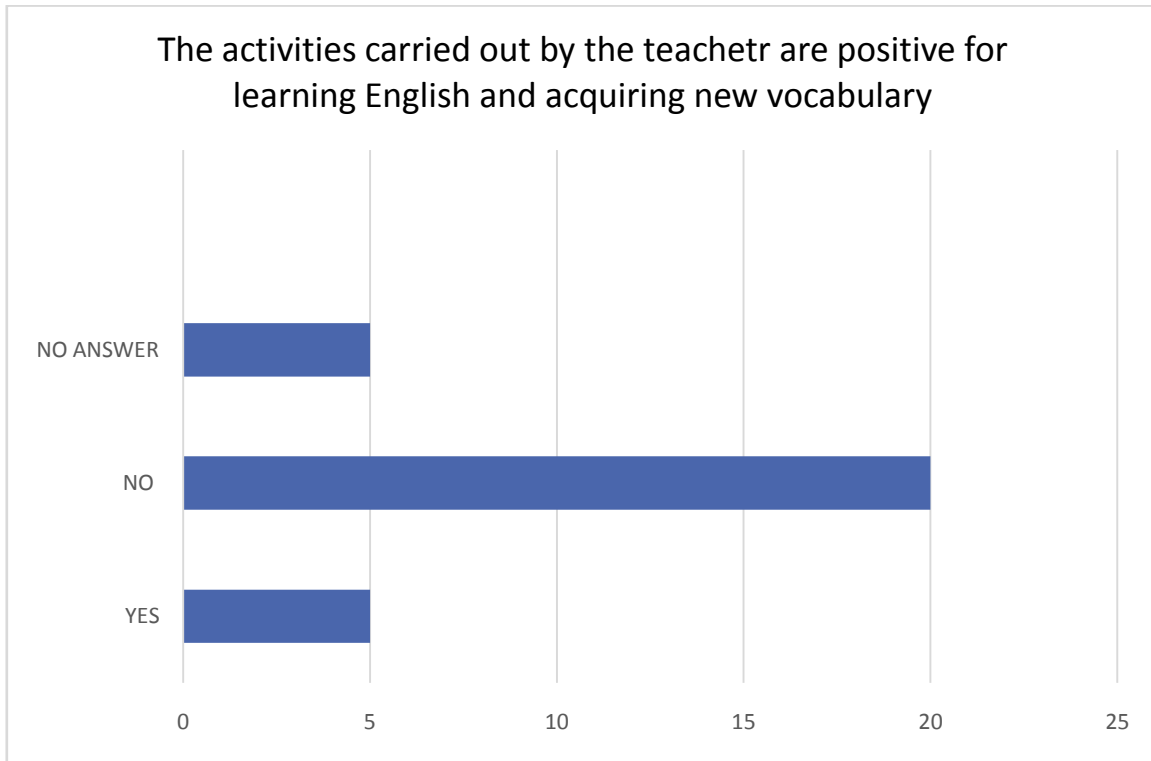


*Figure # 8. Students showed if they feel motivated by the professor to learn English.
Source: Researcher's create*

For this question, twelve students will consider that they received enough motivation from the classroom teacher. In contrast, five students validated that they did not have the adequate supply of teacher motivation to improve their English. Meanwhile, thirteen students will try to avoid any kind of answer to this questioning. These results are interesting taking into account that previously students mentioned they are not motivated during the lessons. This graph demonstrates that the professor's attitude is not an obstacle for students toward the language. The situation here is a strategy-methodology issue that is not connecting students with the second language. For that reason, it is necessary and urgent for the teacher to implement more attractive and challenging activities as a mean to make students fall in love with the target language.

The researcher asked fourth grade students if they are motivated enough to help and participate during lessons as a mean to improve their level of English in speech and vocabulary. The students expressed not feeling enough stimulation to learn a second language. For this reason, the teacher has the gigantic job of involving his students in challenging and cooperative activities during the teaching learning process. The following figure assesses whether the classroom activities are positive enough in learning a second language. The researcher wishes through a closed question to know if the activities carried out by the teacher will develop speech and obtain a new lexicon in English in a positive way.

Figure # 9



*Figure # 9. Students mentioned if they consider positive the class activities.
Source: Researcher's create*

Figure # 9, represents students' feelings about class activities. They expressed whether these were negative or positive for their inclination process. Therefore twenty out of thirty students think that the performance of the class is not positive for their learning. Five students consider that the teacher plans positive activities, and five of the students chose the option "No answer". Fortunately, the students were very honest with their answers. As a matter of fact, this graph expresses the red numbers illustrating a negative planning of activities by the professor. As it is confirmed, the educator needs to pay attention on what she is offering students because as this figure shows, students are not happy with the procedures.

With the next figure, the researcher looks for answers about the frequency of activities in EFL lessons to practice speaking and vocabulary. The researcher designed a multiple choice question as a mean to gather the results.

Figure # 10

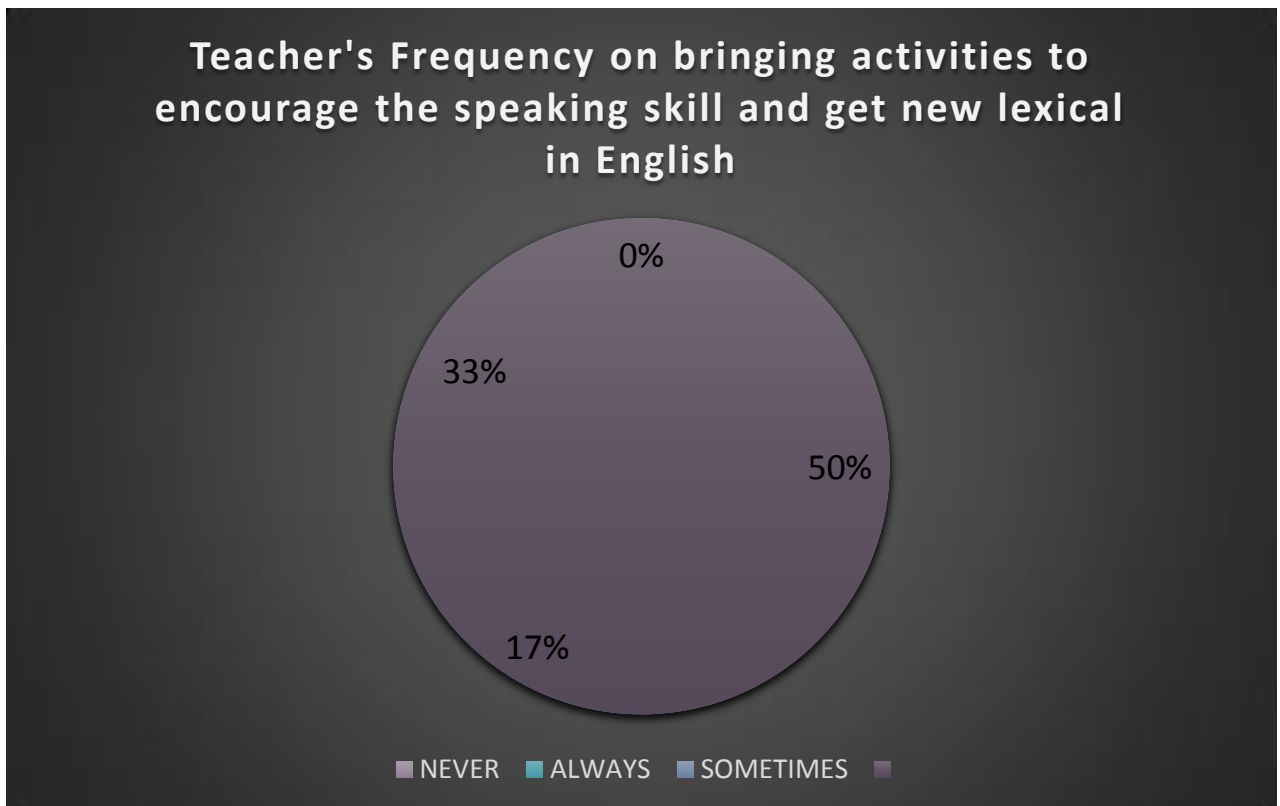


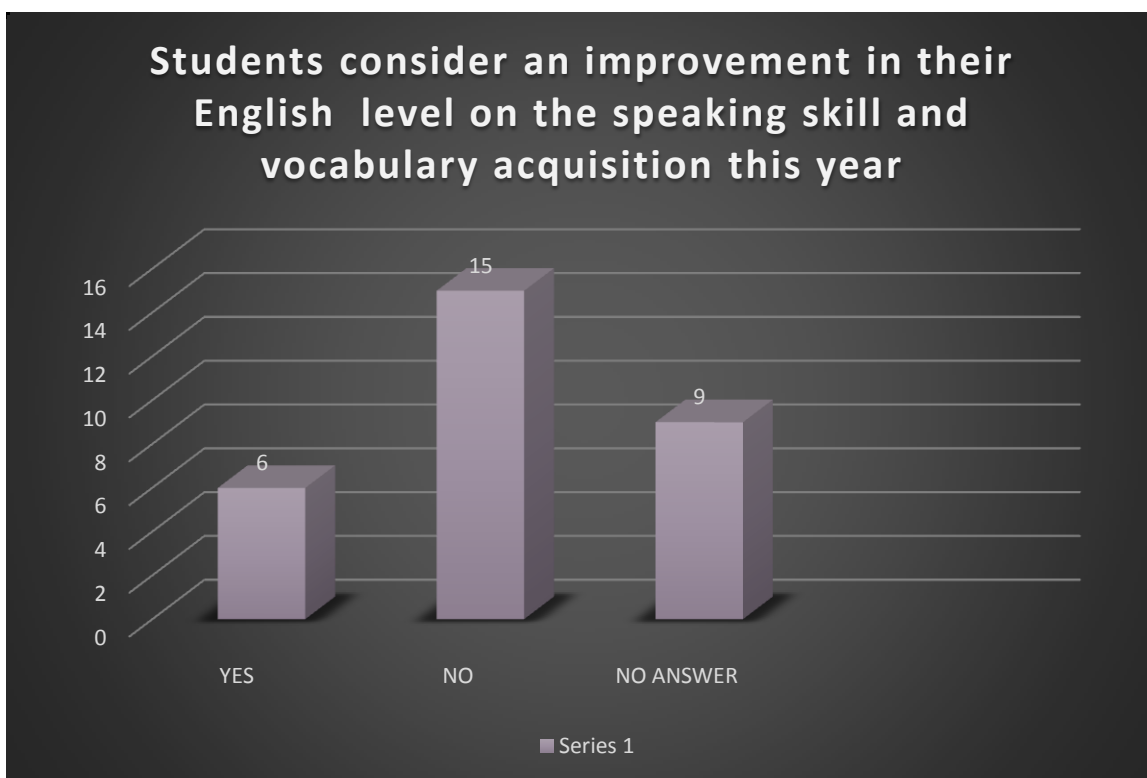
Figure # 10. Frequency in learning activities to encourage reading and vocabulary acquisition in English. Source: Researcher's create

Figure six represents the frequency the teacher engages students in speaking activities during the English lessons as a way to convince them to become interested in this skill and to gain new vocabulary and improve their fluency. The results indicated that five out of thirty students said that always. In the other hand, ten of them mentioned that sometimes; finally, and worryingly fifteen students pointed out that never.

It is a fact that the teacher must make a great effort to encourage their fourth grade students to formally improve their oral expression in English. The correct planning and meaningful activities in class are necessary. Consequently, the students will get more lexicon and have a real benefit with their English progress. Clearly, for future activities they will feel safer to work in class and speaking activities.

The following figure is about a closed question about the feeling of the students towards their English increasing level during this year. Students were asked to mark with an "x" the best answer about their personal growth when it comes to speaking English.

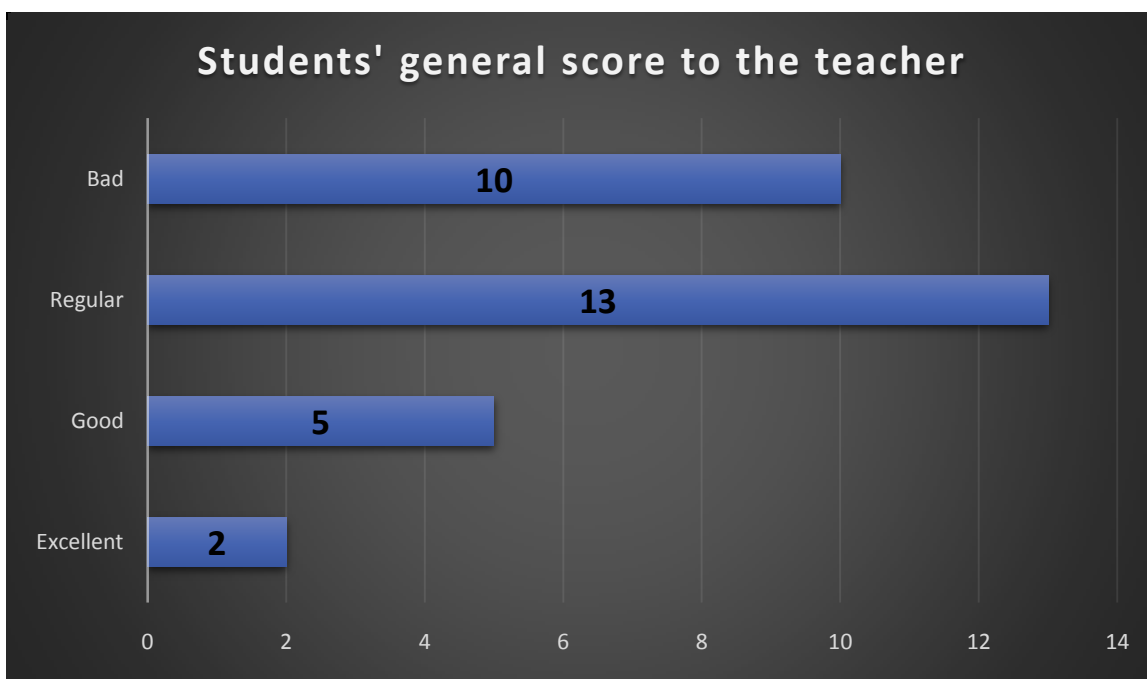
Figure # 11



*Figure # 11 .Growth of English level in vocabulary and speaking skill this year based on students' opinion.
Source: Researcher's create.*

In this figure 11, the numbers are clear again. This graph shows repeatedly the deficiencies students at Jose Fidel Tristan are suffering. Fifteen out of the thirty students believe that they have not increased their level of speaking during this year 2020. Only six of them considered having a progress. That represents a very low number on an important question for this investigation. Moreover, it is interesting how nine of them didn't answer. Those last group represents the insecurity many of them present on English classes. Students lack of parameters to believe they are doing well in English. Once again, red numbers show up with the questionnaire and turns necessary to correct those mistakes. The eighth question was if the students understand the teacher when she speaks to them in English or when she asks them this question, it was a multiple choice question in which the students chose putting an "x" in the best answer for each one of them .

Figure # 12



*Figure # 12 .Fourth graders general score to the teacher.
Source: Researcher's create*

Figure # 12 appears as the detonation about what is going on at this section. It is clear that numbers form this question are not favorable for the professor. It is interesting on how 2 said excellent and 5 expressed good as a score for the educator. The rest of the class (13 and 10) gave negative score to the professor. Once again, students are not really satisfied –talking about the academic part- with the teacher’s performance. Definitely, meditation for the home-room professor is necessary. She needs to balance the positive and negative things she is been doing. At the very end, the affected population are the students. Question number sixteen was an opened question. Students responded to the request about what strategies are needed to implement in class as a way to improve their knowledge of oral and lexical expression in the target language. The responses given by the fourth grade students are illustrated on Table # 3.

Table # 5

STUDENT	ANSWER
One	Wants to learn word pronunciation , meanings, and to translate difficult words into Spanish
Two	Nothing
Three	More reading aloud activities
Four	Long dialogues
Five	Implement more speaking activities
Six	Work in groups
Seven	Round tables
Eight	Explanation of pictures/meanings
Nine	Translate difficult words into Spanish
Ten	Nothing

Eleven	To do oral presentation and written activities
Twelve	Illustrate meanings with pictures
Thirteen	Collaborative works
Fourteen	Speaking activities
Fifteen	Round tables
Sixteen	Shorts dialogues
Seventeen	Pay more attention and do not talk a lot in class
Eighteen	Following music/ and talk aloud
Nineteen	More explanation from the teacher
Twenty	More speaking explanation
Twenty one	Reinforce pronunciation and word meaning
Twenty two	More oral activities
Twenty three	Work in phonetic exercises
Twenty four	Pay more attention and do not talk a lot in classes
Twenty five	Nothing
Twenty six	Reinforce pronunciation
Twenty seven	More explanation from the teacher
Twenty eight	Reinforce vocabulary
Twenty nine	More speaking activities
Thirty	Work in groups / vocabulary

*Table # 5. Shows fourth graders responses about what do in class to improve speaking English skill
Researcher's create*

In Table # 3, most fourth graders want more activities the moment they practice speaking during English lessons. Their reason is their decision about vocabulary learning and their pronunciation for the moment to speak in small groups or out loud. Others want to

use translation as a strategy to get difficult meanings and understand them. Others considered group work as attractive while some of them proposed roundtable activities. In addition, many consider the emphasis on collaborating with the teacher, paying more attention and without disturbing while teaching English classes.

4.1.4 Questionnaire to the teacher

For this investigation, the fourth instrument applied by the researcher was a questionnaire for the teacher. The constant questionnaire of previous opened questions with the intention of gathering the teacher's point of view on her performance. The objective of the questionnaire was to collect information related to speaking ability and lexical semantic strategies that the teacher puts into practice during the English lessons; specifically with study students.

The first question was about what other levels, despite the fourth grade, the teacher has taught. The educator mentions that she has been working for the José Fidel Tristán Pedagogical Unit School for 4 years. She highlighted her many years of experience. The teacher also expressed that she has taught the entire level of primary school.

The second question was about teaching experience and whether that experience is accredited as a quality teacher. The teacher considers that years of experience are not synonymous with quality. She believes that quality comes when a teacher continues to improve his training skills and learning new strategies. For her, the experience only gives teachers ideas to solve.

In the third question, the teacher had to answer about the level of English that a student must have when completing public primary preparation to attend a secondary school. She replied that according to the new MEP program, it must be A1 CEF.

The Request number four was on how to consider her English teaching work as a second language. The teacher is considered a standard teacher. In addition, she believes that her performance is very good according to external factors.

Question number five was about the level of speaking ability that your students have at the end of the school year. She reflects on the low level of phonetics and vocabulary at the end of each grade in public school. The teacher mentioned that the above methodology does not teach or prepare elementary students in English literacy.

Question number six refers to the teacher's criteria about what skill she focuses more during the English lessons. The teacher mentioned that listening skills are the most used during her English classes.

Request number seven refers to the frequency of classroom activities to teach and practice speaking skills and new vocabulary acquisition activities. She said that every week she puts into practice activities to develop vocabulary.

In question number eight, the researcher wanted to know the teacher's opinion about the difficulty of performing oral activities and the acquisition of vocabulary in the classroom. She believes it is difficult due to external factors such as lack of commitment. Furthermore, she believes that she does not have the resources to carry out this type of activities. Finally, the educator mentioned that the main problem is the attitude of students at school and, consequently, in English classes.

The next question, the researcher wanted to know the perception of the students when using a second language in class. The teacher attaches great importance to learning a second language during the school years. She also mentioned how many English lessons elementary school children received are very important in their learning process.

Question number ten was about how the educator motivates students to practice oral expression to obtain new vocabulary and meanings in the target language. The teacher considers that repetition and reading aloud are good ways to put vocabulary activities into practice; and therefore, acquire it. In addition, she considered pre-conference, conference, and post-conference as an excellent way to motivate students to read and develop in speech.

For question number eleven, the researcher answered about what kind of supporting material she has used to motivate students' speech and vocabulary acquisition. The teacher stated that she normally uses readings based on the MEP guidelines and content, and puts students to develop in speech. In addition, the teacher complements herself with tasks to support the learning process of her students.

Question twelve was about their practice of the environment in the classroom to practice English, learn new vocabulary and work on vocabulary exercises. The educator believes that the age range and maturity level of her students is good. However, external factors are affecting the learning process of students in all fields.

For the final request, the researcher asked the teacher to rate himself to assess his performance as an educator. The question was created especially to speak and teach new vocabulary, in which it is good to clarify that 100 was the highest score. The teacher's response to this request was a 100. She considers doing a great effort teaching the second language even with all the limitations that she faces as an English teacher working in a public school.

4.1.5 Post-Test

After completing the instructional program, using and applying Gamification to improve new vocabulary and speaking skills in fourth graders, the researcher applied a

post-test to evaluate the effectiveness of the theory. Some of the strategies applied during training were introduced by the activities mentioned on chapter II. It can also be used to introduce vocabulary and its meaning to help students understand what they read and also to use them while they speak in the second language. The results obtained after the application of the strategy were very satisfactory and positive for the participants, and of course, for the researcher. The following table shows those results.

Table # 6

STUDENT	Grade
One	100
Two	100
Three	100
Four	100
Five	73
Six	100
Seven	100
Eight	100
Nine	100
Ten	87
Eleven	100
Twelve	100
Thirteen	100
Fourteen	100
Fifteen	82
Sixteen	100
Seventeen	73

Eighteen	100
Nineteen	100
Twenty	100
Twenty one	73
Twenty two	100
Twenty three	100
Twenty four	100
Twenty five	100
Twenty six	100
Twenty seven	95
Twenty eight	76
Twenty nine	86
Thirty	90

*Table #6. Shows fourth graders post-test results.
Source: researcher's create.*

Table 3 shows the satisfactory results. The application of the method chosen for this investigation met the researcher's expectations. The students were very grateful that they were better developing the dialogues and activities assigned by the research. Some of them mentioned that if the current teacher follows strategies that way, they would learn a lot. This type of comment was very satisfying and synonymous with satisfaction for the researcher.

4.1.6 Checklist.

According to Collins English Dictionary (2018), a checklist can be defined as, “list of all the things that you need to do, information that you want to find out, or things that you need to take somewhere, which you make in order to ensure that you do not forget

anything”. This checklist will be useful to determine how many goals were reached successfully at the end of the whole process. This instrument will be important to evaluate the efficiency of the Gamification as a way to improve the speaking skill on fourth grade students and English as a whole. The results gathered from this instrument were simply amazing. Students had to check the options they considered were completed or achieved during the time they used Gamification as strategy. As a metaphor on comparing magazines as “World Guinness Records”, all students marked every space from the checklist. In other words, the thirty students marked positively every of the points cited on the checklist. Obviously, that is a confirmation to the positive effect of Gamification as strategy. In addition, it tells the researcher that applying Gamification on students who had many deficiencies in the speaking area, might turn into a model to copy for professors not only at Jose Fidel Tristan School, but it can be implemented on institutions around the country. Fortunately, the positive answers given by students at the end of Gamification, represent the correct handle of the strategy by the investigator and how students really liked, accepted and had a positive use of Gamification for their benefit. The instrument is clear and Gamification resulted a real good, attractive and interesting strategy for students to progress their English skills.

Chapter V

Conclusions and Recommendations

In the section of Conclusions, the researcher sums up the main points of the investigation. In addition, the more important features like the objectives stated on chapter one, the outcomes, key findings, the information obtained at the end of the investigation and their valuable contribution for the study. Moreover, the researcher can explain the emphasis of the significance and usefulness of the investigation (Monash University, 2018).

As part of this chapter, recommendations and comments about the limitations during the investigation are included. Additionally, personal suggestions for future investigations are written here. Equally important is to mention the benefits for the organization or institution in which the study took place. In addition, chapter five includes aspects to be corrected or elude, the steps required to implement the policy and all the resources needed to rise the purpose of the project. The organization should take those recommendations very seriously (Paper Master, 2017).

5.1 Conclusions

In the following segment, the researcher will analyze .

5.1.1 To identify students deficiencies in the speaking skill on fourth graders at Unidad Pedadógica Jose Fidel Tristan School during the II quarter 2020

The investigation explored the environment and discovered the negative aspects that affected students' efficiency. First, it is important to recognize that the building, specifically the classroom, is not the suitable venue for the proper learning of the students.

The institution is an old building with some renewals. Moreover, their physical implementations inside is old too. The classroom has little natural light; in other words, it is very dark and short for the quantity of students. It is not a room to create or generate a creative environment.

The physical structure gives a boring impression. The walls have not an adequate decoration. The space is not well organized, and the students feel so tight. For this reason, it is clear that it definitely affects the kids' school performance. The external noise is abundant, and obviously, it causes a big problem of concentration.

Each classroom has a general population of around 30 students per group. It influences the proper development of students during lessons. In addition, it influences their self-esteem and the feeling of being part of the classroom and the group. Furthermore, it influences teacher performance, and that overcrowding significantly affects correct teacher dedication for each student. Also, it is a difficulty when the teacher needs to confront and solve a problem in the classroom.

Even though they are fourth grade students, they do not have the efficiency record to read, speak, understand; and therefore, acquire vocabulary in the target language. Most students do not have the appropriate attitudes and qualities to develop correct behavior. As a result, they have major deficiencies in acquiring new English vocabulary during training or oral activities.

The lack of adequate technological equipment and devices in the classrooms has consequences for the teaching-learning process of these students. Class performance is rudimentary huge. Internet access and connection are very bad. As a result, the institution is not preparing these children to face the real challenges and globalization of the world. Therefore, the teacher does not require students to speak English, so that they can develop

in class. Then, the students did not feel confident for the performance of the class and that made it difficult for them to express themselves in the middle of a dialogue or class work.

Therefore, in the observation of the class, it was noted that the skills of English reading, writing and listening were used more and the ability of speaking did not develop it in a continuous way. For that reason, the deficiency of the students in not developing the ability of speaking when making jobs like dialogues, short conversations or presentations which turn very difficult for them.

As a positive conclusion, students tend to understand the activities or the work the teacher gave them to do in class. Also, when any student failed in pronunciation and the classmates mocked, the teacher called their attention. Immediately, they were silent since the character of the teacher is a strong character.

Finally, in the observation it was observed that the teacher put students to practice in the book, until the recess bell rang. This confirms the lack of attractive tasks which obviously turned the students to get bored at the time of the English class. Students prayed for another activity than just using the book and the recorder. For this reason, the students had no improvement in speech since they did not practice it the way it should be done in class.

Teaching strategies were not the adequate for a group of students who wanted to improve their oral skill. The exaggerate use of textbook, abuse of grammar activities collaborated on the non-progress of the speaking skill of fourth grade at José Fidel Tristán School.

5.1.2 To apply gamification as students deficiencies in the speaking skill on fourth graders at Unidad Pedagogica Jose Fidel Tristan School during the II quarter 2020.

Positively, students had the opportunity to learn about the gamification strategy. The use of the strategy, developed in a more efficient way at the time of the class; and thus, they did not feel any fear of being wrong or feeling powerless when not being able to express themselves. The strategy gave them like a second chance to confirm they can progress in the second language acquisition.

Also, applying the strategy the researcher chose was very successful since the investigator saw how the students felt comfortable with the game. It was important how they came to express themselves in a way that had not been seen regularly. The researcher brought them a game called, Games to learn English, in which students can play, practice and learn at the same time. When the students finally finished the class, the researcher, told the teacher about another application called class dojo. This application is created for the teacher and students, where the teacher can contact parents or students through the application for student practices. The application has many tools and games for the development of English. They can meet in groups or individually. At the same time, the class can be posted with the students and parents to observe the class again. This app is very effective for online classes. At the very end, students really enjoyed the class, and they were able to express themselves in a more calm and confident way.

The home-room teacher joined the class since she really liked the strategy and saw how the students got up efficiently when the class started to develop. At the end, the teacher

spoke with the researcher and expressed the feeling she would follow applying this type of strategies with their students for future English classes.

Finally, it was investigated that by including a game in the class, the students paid more attention and everyone wanted to participate at the same time. The result in the end was very positive and helped students to develop a lot in the speaking skill.

5.1.3 To evaluate the results of gamification as student's deficiencies in the speaking skill on fourth at Unidad Pedagogica Jose Fidel Tristan School during the II quarter 2020.

Fortunately, students felt more comfortable with the performance given classes with the use of gamification. Since they had fun and learned at the same time, students progressed substantially. The class and the researcher really liked the strategy implemented. The home-room teacher also learned how to implement this type of activities in classes and made students to improve English in the area of speaking since they are presented terrible deficiencies on this skill. For that reason, this strategy is very good for future teaching in English, in which students can have knowledge about the many possibilities they can have and carry out in class without being stuck from learning vocabulary well and progress their speaking skill. Ultimately, the strategy yielded very positive results, and the students learned a great deal about the many skills that speech has.

Based on the posttest and the results of the students, after having developed a gamification strategy in the classroom, the results were quite positive since the grades went higher than expected. The biggest reason was that they felt more comfortable and more

confident when doing the post-test. Experiencing Gamification, offered them an improvement that it was definitely reflected on those results.

5.2 Recommendations

To motivate students to learn a second language. The teacher must apply creative and dynamic strategies according to the age, tastes and desires of the students. The lessons will become more interesting and interactive. In addition, the teacher will obtain a positive attitude and behavior from the students. Consequently, students will increase their academic achievement. The right portion of creativity in the classroom helps students innovate and encourages them to learn. In addition, it reduces the stress and anxiety they feel when they need to do an activity in the target language.

Based on the previous conclusions, a suggestion is to request the institution to improve the level of English in the students, where they obtain many opportunities to be able to exercise more the English language not only within the classroom, but also in the institution and abroad from school .

At the same time it is very important that the school has more support in more technological materials, so that the teacher can develop the class well in the classroom. It can also be very useful, having an English classroom, so that students can have teaching materials to hand, and thus, be able to develop them in the classroom, such as recorders, video beams, board games that are in English, flashcards, and everything that can be useful to them in an English classroom.

The principal has to give more effort to the English class, since it is something that is not seen in the institution, and it is essential. The language of English is very important for each

student and their future. Therefore as a recommendation, the teacher should speak to the principal or someone in charge, and bring her a brochure or a letter, where she recommends ideas for having a classroom and tools with which she can implement with the students in a better way. The important thing is that the professor makes known or can understand the need and lack of materials that she has as an English teacher, and thus see, if she can have a solution for her classroom and her students.

Also, it is valuable, for students to have more frequent activities outside of the classroom, such as artistic activities where they perform the vocabulary. When the researcher means about these activities, it can be music, performances, and recitals. This are ideas for the institution in which students can feel safe with the language and take away their fear of a second language, so they can practice it outside of school.

A fundamental point is that the English classes take place in two blocks where the class lasts one hour and twenty minutes since the students get to receive nothing more than a lesson block that lasts 40 minutes. It is known that with that time, the teacher has a hard time finishing classes as they should.

As is known, this investigation took place before the pandemic happening around the planet. It is a fact that the educational system has changed. That does not mean activities or situations expressed during the investigation cannot be applied on future works. With the advance of technology, virtually came to stay. The topic in study, in which technology is involved, fits perfectly with Gamification. Online games, activities and many other tools can take part of the teaching-learning process. The effects are positive. Current students love technology and is for that reason that Gamification might be an ideal strategy to help students to progress in every skill on our English saloons.

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ANNEXES

ANNEX # 1

CLASS OBSERVATION

The main objective for this observation is to gather general information about different variables in study related to the fourth grade group from Unidad Pedagógica José Fidel Tristan in order to establish an analysis which benefits the institution and school population in the teaching-learning process. The information obtained will be treated just for educative purposes and with total confidentiality.

A. Regard to the information about class management:

1. An observation about methodologies applied in class for the teaching-learning of the English language will be made.
2. It will be observed the supporting material used for the development of the speaking activities during the lessons.
3. It will be observed the handle of the environment by the teacher in class for the facilitation of the students in the learning process.

B. In relation to the participants:

1. It will be observed the total amount of students enrolled on the section.
2. It will be observed the performance of students inside the class.
3. It will be observed the issues students face specifically the moment they needed to use the language in an oral form.
4. It will be looked the reactions of students the moment they use the English language in an oral form.
5. It will be observed the perceptions of students in each of the activities practiced in class.

C. In relation to the teacher:

1. An observation to the class management by the teacher will be made.
2. It will be observed the motivation of the professor toward the students.
3. It will be observed the activities given by the professor in the teaching-learning process.
4. It will be looked the reaction of the teacher toward the output of the students.
5. It will be observed the feedback of the professor to her students.

D. In relation to the activities with the class:

1. It will be observed the type of activities applied by the teacher.

2. It will be observed the quality level of the activities applied in class.
3. It will be observed the real good use of the activities.
4. It will be observed the motivation on the participation of the activities presented by the teacher.

ANNEX # 2

Cuestionario a los Estudiantes de Cuarto Grado – Escuela Unidad Pedagógica Jose Fidel Tristán.

1. ¿Te gusta hablar y leer textos en inglés?

Sí No. No responde

2. ¿Consideras que hablar y leer en inglés es importante?

Sí No No responde

3. ¿Cómo te consideras como estudiante en la clase de inglés?

Activo Pasivo No responde

4. ¿Sientes que te aburres en clases de inglés?

Sí. No No responde

5. ¿Cuán a menudo te sientes motivado Al conectarse a la clase de inglés?

Siempre. A veces. Nunca

6. ¿Sientes miedo o vergüenza al tener que hablar o leer en voz alta en inglés durante las clases de inglés?

sí. No No responde

7. ¿Cuán a menudo sientes miedo o vergüenza al hablar o practicar leyendo en inglés en el aula?

Siempre. A veces Nunca

8. ¿Te sientes motivado por el profesor para mejorar tu nivel de inglés al leer y para adquirir nuevo vocabulario en este idioma?

Sí No No responde

9. ¿Consideras las actividades realizadas por el docente son positivas para aprender ha hablar, leer y conocer nuevas palabras en inglés?

Sí No No responde

10. ¿Consideras que el profesor te motiva para hablar, leer y aprender nuevas palabras en inglés en las lecciones?

Sí No. No responde

11. ¿Cuán a menudo el profesor trae actividades para fomentar el habla y el conocer nuevas palabras en inglés?

Siempre A veces Nunca

12. ¿Sientes que has mejorado tu habilidad para expresarte oralmente en inglés este año?

Sí No No responde

13. ¿Consideras que el profesor necesita planear más lecciones en las que hablar en inglés sea primordial?

Sí No. No responde

14. ¿Qué calificación le das a tu profesor de inglés en cuanto al tratar de enseñarte a hablar en inglés?

Excelente Buena Regular Mala

15. Consideras que debes mejorar tu habilidad para hablar en el idioma inglés.

Sí No No responde

16. ¿Qué cambios consideras deben hacerse en la clase de inglés para mejorar la habilidad de hablar en inglés y adquirir más vocabulario en este segundo idioma?

ANNEX # 3

Entrevista a la Docente –Leda Pacheco Cordero

1. ¿Qué otros niveles, aparte de cuarto año, ha impartido?

2. ¿Consideras que sus años de experiencia son lo acreditan como un profesor de calidad?

3. ¿Cuál considera, es el nivel en que debería salir un estudiante de escuela pública hacia el colegio?

4. ¿Cómo considera su trabajo en el área de enseñanza del idioma en Inglés?

5. ¿Qué nivel con respecto a la habilidad de hablar considera usted obtienen sus grupos al final de cada curso?

6. Según su criterio, ¿cuál es el área o habilidad que usted utiliza más en sus lecciones?

7. ¿Cuán a menudo implementa actividades en el aula para practicar el habla y así poder adquirir nuevo vocabulario y conocimiento?

8. ¿Cuál es su opinión sobre la dificultad de aplicar actividades de habla que ayuden a adquirir nuevos conceptos y vocabulario en el aula?

9. ¿Qué percepción tiene de los estudiantes al momento de tener que utilizar esta segunda lengua en clase?

10. ¿Cómo motiva a los estudiantes para que hablen en inglés y adquieran nuevo vocabulario y conceptos durante las clases?

11. ¿Qué material de apoyo utiliza usted para motivar el habla e incrementar el vocabulario en inglés en sus lecciones?

12. ¿Cómo considera el ambiente en la clase para practicar inglés, enseñar nuevo vocabulario y conceptos en este idioma y al mismo tiempo hacer ejercicios de conversación por parte de los estudiantes?

13. En un porcentaje de 0 a 100, en donde 100 es el puntaje más alto, cómo se califica como impulsor de la habilidad del habla y de adquirir nuevo vocabulario en sus lecciones?

ANNEX # 4

Pre- test

The main objective of this pre- test is to observe the capacities in the speaking skill of the 4th grade students from Unidad Pedagógica Jose Fidel Tristan, in order to recognize what are their weakness and strengths on this skill. The information obtained will be treated just for educative purposes and with total confidentiality.

Percentage: 100%

Total points: 16pts

Score:

Obtained percentage: _____

Obtained points: _____

Student's name: _____ **Group:** _____

TASK AND INSTRUCTIONS:

Make a short introduction about yourself and speak about your favorite hobby.

Rubric to evaluate the oral skill

	4pts	3pts	2pts	1pts	Opts.
The Pronunciation of words are correct	There are no Pronunciation mistakes.	There are 1-3 Pronunciation mistakes.	There are 4-6 Pronunciation mistakes.	There are 7-9 Pronunciation mistakes.	There are 10 or more pronunciation mistakes.
Speaks Fluently, without hesitation	Speaks a 100% fluently.	Speaks 80% fluently	Speaks 60% fluently	Speaks 40 % fluently	Needs to improve his fluency
Use of correct Vocabulary, not Spanish words	The vocabulary is used correctly. There are no mistakes	There are 1-3 mistakes in the use of vocabulary.	There are 4-6 mistakes in the use of vocabulary.	There are 7-9 mistakes in the use of the vocabulary	There are 10 or more mistakes in the use of the vocabulary
Sentence Structure (subj-verb agreement,	There are no sentence structure	There are from 1-3 sentence Structure	There are from 4-6 sentence Structure	There are from 7-9 sentence structure	There are 10 or more sentence structure

verb tense, sentence order)	mistakes	mistakes.	mistakes.	mistakes	mistakes
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Total Points: 16pts.

Points Obtained: _____

ANNEX # 5

Post-test

The main objective of this post- test is to evaluate the progress in the speaking skill of the 4th grade students from UnidadPedagogica Jose Fidel Tristan, as a mean to confirm the positive effects of applying the strategy during this investigation. The information obtained will be treated just for educative purposes and with total confidentiality.

Percentage: 100%

Total points: 16pts

Score:

Obtained percentage: _____

Obtained points: _____

Student's name: _____ **Group:** _____

TASK AND INSTRUCTIONS:

Make an introduction about yourself and speak about your school.

Rubric to evaluate the oral skill

	4pts	3pts	2pts	1pts	Opts.
The Pronunciation of words are correct	There are no Pronunciation mistakes.	There are 1-3 Pronunciation mistakes.	There are 4-6 Pronunciation mistakes.	There are 7-9 Pronunciation mistakes.	There are 10 or more pronunciation mistakes.
Speaks Fluently, without hesitation	Speaks a 100% fluently.	Speaks 80% fluently	Speaks 60% fluently	Speaks 40 % fluently	Needs to improve his fluency
Use of correct Vocabulary, not Spanish words	The vocabulary is used correctly. There are no mistakes	There are 1-3 mistakes in the use of vocabulary.	There are 4-6 mistakes in the use of vocabulary.	There are 7-9 mistakes in the use of the vocabulary	There are 10 or more mistakes in the use of the vocabulary
Sentence Structure (subj-verb agreement,	There are no sentence structure	There are from 1-3 sentence Structure	There are from 4-6 sentence Structure	There are from 7-9 sentence structure	There are 10 or more sentence structure

verb tense, sentence order)	mistakes	mistakes.	mistakes.	mistakes	mistakes
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Total Points: 16pts.

Points Obtained: _____
ANNEX # 6

Instrument # 5
Post-Strategy Checklist

- Write a check next to the option that you consider has been completed or achieved during the time you have been using the Gamification strategy.

Name: _____ Group: _____

• I got engaged on the English Class	
• My expectations about the strategy were accurate	
• I enjoy participating on the activities	
• I would like to know more about other activities	
• I have encountered new vocabulary on the activities	
• I was able to understand the meaning of the new words	
• I am able to speak more fluently after the activities	
• I spend at least 1 hour practicing English outside the school	
• I consider this strategy has helped me understand and progress more in English	