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*Topic*

**The Use of Gamification as a Learning Technique to Improve the Oral Skills of  
Fourth Graders at San Antonio School during the Second Quarter of 2024.**

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## **Dedication**

I dedicate this achievement to myself, acknowledging the perseverance and determination that have guided me through every challenge and milestone on this academic journey. Through moments of doubt and adversity, I have remained steadfast in my commitment to learning and growth. This accomplishment stands as a testament to my resilience and the unwavering belief in my ability to overcome obstacles. I am proud of the hard work and dedication that have culminated in this achievement, reflecting my unwavering pursuit of excellence and personal fulfillment.

## **Abstract**

This research explores the impact of gamification as a learning technique to enhance the oral skills of fourth-grade students at San Antonio School during the second quarter of 2024. Gamification, the application of game-design elements in non-game contexts, has gained traction in educational settings for its potential to increase student engagement and motivation. This study investigates whether incorporating gamified activities into the language curriculum can effectively improve students' oral proficiency. Moreover, the findings indicate that gamification significantly enhances students' oral skills, with notable improvements in fluency, pronunciation, and tone of voice. The study also highlights the positive impact of gamified learning on students' enthusiasm for language learning and their overall classroom participation.

This research contributes to the growing body of literature on gamification in education and provides practical recommendations for educators seeking to implement gamified strategies to foster language development. The study underscores the potential of gamification as a valuable tool for enhancing oral skills in young learners and calls for further exploration of its long-term effects and broader applications.

## Resumen

Esta investigación explora el impacto de la gamificación como técnica de aprendizaje para mejorar las habilidades orales de los estudiantes de cuarto grado de la Escuela San Antonio durante el segundo trimestre de 2024. La gamificación, la aplicación de elementos de diseño de juegos en contextos no lúdicos, ha ganado fuerza en entornos educativos por su potencial para aumentar el compromiso y la motivación de los estudiantes. Este estudio investiga si la incorporación de actividades gamificadas en el plan de estudios de idiomas puede mejorar eficazmente la competencia oral de los estudiantes. Además, los hallazgos indican que la gamificación mejora significativamente las habilidades orales de los estudiantes, con mejoras notables en la fluidez, la pronunciación y el tono de la voz. El estudio también destaca el impacto positivo del aprendizaje gamificado en el entusiasmo de los estudiantes por el aprendizaje de idiomas y su participación general en el aula.

Esta investigación contribuye al creciente cuerpo de literatura sobre gamificación en la educación y proporciona recomendaciones prácticas para los educadores que buscan implementar estrategias gamificadas para fomentar el desarrollo del lenguaje. El estudio subraya el potencial de la gamificación como herramienta valiosa para mejorar las habilidades orales de los estudiantes jóvenes y exige una mayor exploración de sus efectos a largo plazo y aplicaciones más amplias.

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## **Chapter I**

### **Introductory Framework**

Embarking on this academic journey provides a structured path to explore new knowledge and gain valuable insights. Thus, an introduction serves as the gateway through which the reader embarks on a well-structured journey of exploration. Essentially, it functions as a roadmap, sparking the reader's interest and aiding the researcher in defining the study's focus. This chapter unfolds across five distinct sections, each pivotal in elucidating the origins of the study, that is, the contextual backdrop, the driving research question, the investigative purpose, as well as the outlined objectives and inherent constraints. Through these segments, the narrative will unveil the initiation of the study, underlying rationale, the research inquiry, the intended investigative aims, and the defined scope within the project operates.

#### **1.1 Problem Statement**

In the contemporary educational landscape, enhancing language acquisition, particularly oral skills, remains a significant challenge. This issue is particularly evident among fourth-grade students at San Antonio school, where traditional methods may not meet their dynamic needs. Despite the diverse pedagogical approaches employed, there persists a need for innovative strategies to invigorate and elevate the learning experience, specifically in the domain of oral communication. Therefore, the focal point of this problem statement is the discernible gap in the oral proficiency of fourth-grade students during the second quarter of 2024. The conventional methods employed in language education may not adequately address the dynamic needs and engagement preferences of this cohort. Consequently, there is a

growing to explore alternative methodologies that not only capture the attention of these young learners but also substantively contribute to the enhancement of their oral skills.

In addition, the proposed intervention involves the integration of gamification as a novel and immersive learning technique. Gamification, rooted in the principles of game design, introduces elements of competition, collaboration, and reward systems into the learning process. While numerous studies extol the benefits of gamification in education, there remains a gap in understanding its specific impact on the oral language proficiency of fourth-grade students. Hence, the central problem addressed by this thesis revolves around the efficacy of gamification as a learning technique to improve the oral skills of fourth graders at San Antonio school. By systematically investigating and evaluating the application of gamification during the second quarter of 2024, this research aims to contribute with valuable insights and evidence-based recommendations for educators seeking to optimize language learning experiences for young students. Furthermore, the resolution of this problem holds the potential not only to enhance the oral proficiency of fourth-grade learners but also to inform pedagogical practices for future language education initiatives. *How to Use Gamification as a Learning Technique to Improve the Oral Skills of Fourth Graders at San Antonio school during the Second Quarter of 2024?*

## **1.2 Objectives of the Investigation**

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

### **1.2.1 General Objective**

- To analyze the effectiveness of gamification as a learning technique to improve the speaking skills of fourth graders at San Antonio school during the second quarter of 2024.

### **1.2.2 Specific Objectives**

- To identify specific gamification elements, such as game mechanics, reward systems, and interactive features, which play a crucial role in fostering improved oral skills among fourth-grade graders at San Antonio school during the second quarter of 2024.
- To examine the levels of student engagement and motivation experienced during gamified learning sessions designed to enhance oral communication skills of fourth graders at San Antonio school during the second quarter of 2024.
- To assess the effectiveness of gamification as a learning technique in enhancing the oral communication skills of fourth graders at San Antonio school during the second quarter of 2024.

### **1.3 Justification of the Study**

This research addresses a critical need by enhancing the speaking skills of fourth-grade students at San Antonio School. Effective communication is essential for both academic success and daily life, making this study highly relevant. The ability to communicate effectively is essential in everyday life and academic development. Consequently, this research seeks to provide practical and effective solutions to address this specific area of language skills. In addition, the research on the use of gamification as a learning technique to improve the oral skills of fourth graders at San Antonio school during

the second quarter of 2024 is not only convenient but also of great relevance in the context of contemporary education. With the changing landscape of teaching methodologies, it is imperative to explore innovative approaches that engage students and foster a dynamic learning environment. The choice of gamification as a focal point is justified by its potential to captivate the attention of young students, making the educational process more pleasant and effective.

This research is important because it addresses a critical need within the educational system: the improvement of speaking skills among fourth-grade students. Effective communication is a fundamental skill and hence, the early development of this ability is crucial to academic success and future endeavors. Furthermore, the research seeks not only to raise the level of oral expression proficiency but also to foster the confidence and self-esteem of students by providing them with practical tools to communicate more effectively. By intervening at this early stage, the foundation is laid for continued learning and personal development throughout life, preparing students to face more complex challenges in their future education.

The research is highly relevant as it taps into the current zeitgeist of educational technology and the growing recognition of the importance of gamified learning. Traditional teaching methods may struggle to fully engage today's tech-savvy students. In addition, the research is adapted to the needs and characteristics of the students, providing more applicable and valuable results for the educational institution. Furthermore, by incorporating gamification, which leverages elements of games to enhance learning, the study aims to bridge the gap between conventional education and the changing needs of contemporary students. Moreover, this research will be valuable to the fourth-grade students at San Antonio School, as there is a direct interest in improving the specific skills of the students at this

educational site. This has a potential long-term impact on academic performance and development of the students.

The practical application of this research is evident in its potential to provide educators with practical knowledge to improve speaking skills through gamification. The findings can serve as a guide for teachers seeking effective strategies to create a dynamic and interactive learning environment by playing games such as peer competition, teamwork, or scorecards to gain greater engagement and help assimilate information. Moreover, the study results can inform curriculum development and educational policies aimed at integrating innovative techniques to address specific learning objectives, benefiting both educators and students. Finally, the proposed research will include a comprehensive evaluation of the results obtained during the first quarter of 2024, allowing not only to measure the effectiveness of gamification but also to offer practical recommendations for future implementation in the educational context.

#### **1.4 Antecedents**

Regarding the background of this complex scenario, it is essential to carefully explore the historical background that gave rise to the current circumstances, unraveling the key events and factors that have shaped our current understanding of gamification as a learning technique. As Gamero Meza (2022) points out, in relation to the difficulties that sixth-grade students at Manuela Beltrán de Soledad Technical Educational Institution presented in learning the topics corresponding to the cellular component around Natural Sciences. The results of external and internal tests highlighted these weaknesses. The research was done with the central objective of strengthening and developing competencies related to the cellular level in students, so gamification was proposed as an intervention strategy. Gamification is the application of

elements and techniques typical of games in non-gaming contexts, such as education, to motivate and improve participation and learning.

The research methodology was based on qualitative and descriptive approaches, using the principles of action research. Various techniques and instruments were implemented, such as observation, diagnostic tests, interviews, field diaries, and final tests, to collect and analyze the information. Finally, the results obtained demonstrated that gamification was effective in the teaching-learning process. A significant increase in student motivation and interest was observed, as well as improved receptivity to the content. In addition, an improvement in learning and greater mastery of skills related to the cellular level in Natural Sciences was evident.

Moreover, Mercedes Alexandra Ordoñez Gutierrez of the Universidad Politecnica Salesina in Ecuador, conducted a research to address the difficulties faced by seventeen seventh-grade students at the Juan José Flores school, at the time of learning the topics corresponding to the component arithmetic operations around mathematics. To understand the current situation, it was considered essential to carefully explore the historical background that led to these circumstances, unraveling the key events and factors that have influenced the current understanding of gamification as a learning technique. The central objective of the research was to strengthen and develop competencies related to mathematics in seventeen students and to achieve this, gamification was proposed as an intervention strategy. Gamification involves the application of elements and techniques typical of games in non-gaming contexts, such as education, to motivate and improve participation and learning. The results obtained demonstrated the effectiveness of gamification in the teaching-learning process. A significant increase in student motivation and interest was observed. In addition, an improvement in learning and greater mastery of skills related to the field of arithmetic operations in mathematics was evident.

In conclusion, the research addressed the difficulties identified through the successful implementation of gamification as an educational strategy.

In addition, it was consulted another article which aims to the need to incorporate Information and Communication Technologies (ICT) in the educational curriculum, recognizing the importance of adapting to the information society in which we live. Macias Epinales (2017) highlighted that ICT, in particular, gamification, can play a crucial role in student motivation and learning, especially in areas considered difficult, such as Mathematics. This research was conducted at Casa Grande University. The main objective of the study was to implement the gamification strategy in the teaching-learning process of Mathematics, using a Learning Management System (LMS), to promote the development of mathematical competence in first year students of the Unified General Baccalaureate. (BGU). The aim was to promote learning based on skills and games, as well as constructivist strategies that allowed students to apply their knowledge to everyday problems, promoting creative, autonomous, and effective solutions.

To conduct the research, successful international experiences of gamification in the teaching of Mathematics were mentioned. It was highlighted that in Ecuador gamification had already been successfully explored in educational and marketing fields. In addition, the problematic situation identified was the negative and traditional perception of learning Mathematics, which was reflected in low performance and lack of interest of students, according to data from national and international evaluations. Moreover, as research instruments, the application of gamification through an LMS and the review of test and evaluation results before and after the intervention were mentioned. Furthermore, examples of successful gamification experiences in Ecuador in educational and marketing fields were cited.

Finally, the conclusions highlighted the effectiveness of gamification in the teaching-learning process of Mathematics. A positive change was observed in the students' attitude, greater commitment, and interest, as well as improvements in mathematical problem-solving and the development of skills related to mathematical competence. The research proposed an educational innovation that seeks to transform the traditional approach to teaching Mathematics using gamification and the integration of ICT.

In addition, a doctoral thesis set out to investigate the use of gamification as an equidistant tool to teach tax culture to strengthen the meaningful learning link of eighth-grade students in the formal public sector of Costa Rica. This thesis was carried out by Manuel Alberto Vargas Pérez at the University of Costa Rica in 2023. Moreover, the hypothesis raised was that the gamified experience of tax culture would be more effective than traditional pedagogical mediation, and the research focused on comparing the effectiveness of both methods. The study embarked on the design and development of a specific gamified experience to teach tax culture. According to Vargas Perez (2023), this involves creating a learning environment that incorporates game elements and dynamics to motivate and engage students. In conclusion, the study identified specific contributions to the development of tax culture education in the formal public sector of Costa Rica, highlighting how gamification can be a valuable tool in this context.

Another research arose in response to the problems evident in the teaching-learning process of the accounting subject at the Carrillo Professional Technical College during the pandemic. The use of ICT and virtual platforms such as Teams and Zoom were not being adequately supported, which affected the acquisition of knowledge and skills. This thesis was conducted by Sonia María Torres Jimenez at the Universidad Latina de Costa Rica in 2021. An exhaustive review of documents related to the context studied was conducted, as well as a literary and bibliographical

investigation of various articles focused on the use of ICT in education, especially in the accounting area. In addition, the various virtual teaching platforms currently used for distance education were investigated, intending to understand their impact and evaluate their applicability in the context of the Carrillo Professional Technical College.

The research proposed a solution to facilitate meaningful learning, develop skills and abilities in accounting students, and support teachers in their classes. According to Torres Jimenez (2021), the creation of an interactive document was proposed to reinforce the knowledge acquired through the Internet, focusing on the specific needs of the institution. Furthermore, techniques such as the identification, collection, and analysis of documents, as well as literary and bibliographic research, were used. In addition, research was conducted on virtual platforms for distance learning.

### **1.5 Scope**

This study aims to explore the effectiveness of gamification as a learning technique to enhance the oral skills of fourth-grade students. It seeks to understand the impact of gamified learning on student's motivation and language development. Enriching the understanding of the subject and weaving a significant tapestry in the vast panorama of knowledge. The scope of this university thesis is to investigate and evaluate the effectiveness of gamification as a learning technique with a specific focus on enhancing the oral skills of fourth-grade students at San Antonio school during the second quarter of 2024. In addition, the study aims to delve deeper into the intersection between education and technology, exploring how the incorporation of gamified elements into the learning process can positively impact the development of oral communication skills among students. Moreover, the study anticipates observing a notable improvement in fourth-grade students' oral communication skills after the implementation of

gamification techniques. Furthermore, the study can reveal that gamification adapts to various learning styles, addressing the individual needs of students and promoting a holistic language learning environment.

In addition, gamified learning experiences are likely to have a positive impact on student motivation, encouraging a more enthusiastic approach to language acquisition. The study will employ a qualitative approach, using various data collection methods to evaluate results and gather information on the perceptions of both students and educators. By conducting this research, the researcher aims to contribute valuable empirical evidence to the discourse around the practical applications of gamification in educational settings, with special emphasis on its potential to improve oral language skills among fourth-grade students during the period specified academic.

## **Chapter II**

### **Theoretical Framework**

The theoretical framework for this thesis draws upon principles from educational psychology, instructional design, and gamification theory to explore the efficacy of gamification in enhancing the oral skills of fourth-grade students. Gamification is the application of game-design elements and mechanics in non-game contexts, aiming to increase engagement, motivation, and learning outcomes. Roleplay, group discussions, and speaking activities are commonly employed techniques within gamified learning environments to foster communication skills and language proficiency. Effective evaluation strategies are essential for assessing students' progress and identifying areas for improvement. By integrating these theoretical insights into the design and implementation of gamified learning experiences, this study seeks to elucidate the potential of gamification as a pedagogical approach to enhance the oral skills development of fourth-grade students.

#### **2.1.1 Concept of gamification**

The concept of gamification, as elucidated within literature, revolves around the strategic integration of game-like elements and mechanics into traditionally non-game contexts. Within educational settings, gamification serves as a dynamic pedagogical approach aimed at enhancing student engagement, motivation, and learning outcomes. Through the incorporation of elements such as points, badges, levels, and leaderboards, educators seek to capitalize on intrinsic gaming principles to foster a more immersive and interactive learning environment. According to Toda et

al., (2023), games have been integral to various societies throughout history, serving as a means for individuals to interact with others and establish connections through playful activities.

Gamification techniques offer students opportunities for active participation, collaboration, and skill development, thereby contributing to a more engaging and effective educational experience. Gamification is popular since it is a great solution to use for retention. According to Goethe (2019), gamification utilizes key components of games and integrates them into non-game scenarios to motivate users to demonstrate specific behaviors. It immerses them completely and empowers them to utilize their innate desires such as acquiring knowledge, interacting socially, attaining goals, mastering skills, and gaining recognition. Gamification is the source of happiness where we fulfill our human motivation. Applying gamification in the classes is likely to affect students' positive psychology and make them motivated and more engaged.

Gamification can change lives for the better. According to Arbi (2024), the integration of gamification has the potential to transform conventional learning settings, enhancing educational experiences by making them more captivating and immersive. Nowadays, numerous games are available to captivate the attention of individuals of all ages. However, the question arises: what would happen if we take advantage of these playful platforms as vehicles for learning? The fusion of entertainment and teaching could revolutionize the way we assimilate knowledge. By integrating academic concepts into the context of gaming, a more dynamic and engaging learning experience would be created, allowing players to absorb information organically as they immerse themselves in the gaming experience. This relationship between fun and education would not only make the learning process more fun and accessible for everyone but it could also encourage greater interest in areas that might previously have been considered boring or difficult to understand. According to Werbach and Hunter (2020), utilizing gamification proves to be a

potent strategy applicable to various challenges one may encounter, regardless of the domain. Numerous instances of effective game mechanics implemented in business, education, and diverse settings often do not resemble traditional games to the participants. The core of gamification lies not solely in entertainment but rather on the seamless integration of human tendencies and adept design. In summary, the use of games as educational tools could open new perspectives for learning, making it more attractive and effective for a broader audience.

One important construct in gamification and learning is engagement. In addition, engagement lies at the heart of gamification, serving as its cornerstone for success. Engagement, in the view of Russell, Ainley, and Frydenberg (2005), is an “energy” linked to different actions and tasks. It is about being interested in doing something, and in enjoying what you are doing. According to Schobel (2020), to foster constructive engagement, gamification strategies should incorporate both intrinsic motivational factors that provide feedback to learners, as well as extrinsic elements that further bolster learners in their educational advancement. By incorporating elements such as challenges, rewards, and progression systems, gamification captivates participants' attention and motivates them to actively participate in the experience.

Whether in education, business, or personal development, the immersive nature of gamified activities fosters a sense of enjoyment and fulfillment, encouraging individuals to remain committed and invested in achieving their objectives. Moreover, according to The Management Association (2018), identifying various facets of engagement allows researchers to delve deeper into learners' motivation and involvement. This serves as a valuable instrument for evaluating engagement, constructing frameworks for designing game-based learning settings, and developing pedagogical approaches to inspire learners toward academic success. In addition, the

interactive and dynamic nature of gamification ensures that students are continuously stimulated, leading to sustained engagement and, the attainment of desired outcomes.

### **2.1.2 Definition of a game**

In the context of gamification, Elliott (2021) mentions that games are crafted to address these concerns by establishing a defined set of regulations to adhere to, whether playing against other individuals or computers, with outcomes readily quantifiable. Games often feature interactivity, feedback mechanisms, and progression systems to engage and motivate participants. They provide a simulated environment where individuals can learn, explore, and experiment within a safe and controlled space. Whether it is a digital game or a physical activity, the essence of gaming lies in its ability to captivate and inspire participation through various stimuli, such as competition, cooperation, problem-solving, and rewards.

By leveraging these elements, gamification seeks to apply game design principles to non-game contexts, such as education, marketing, and workplace training, to enhance user engagement, motivation, and overall experience. According to Adamou (2018), the utilization of characters and role-playing is just as prevalent as point systems within games. Concerning gamification, the incorporation of characters and role-playing also plays a significant role. By integrating characters and narratives in non-playful contexts, such as education or work, we seek to encourage the participation and motivation of users. By taking on roles within a gamified environment, participants can feel more involved and committed to the proposed tasks and objectives, which can significantly improve experience and performance. “In this work, the author argues that using games such as "Kahoot it", "Quartet" and "Taboo" in the language classroom can be highly effective.” (Ozeryanska, 2019, p.5). These interactive and engaging games not only foster a dynamic learning environment but also facilitate active participation and

comprehension among students. Finally, integrating such games into the classroom setting offers a promising approach to promoting effective language learning experiences.

### **2.1.3 Roleplay**

Roleplay is one of the teaching methods that can be used in gamification. “Game scientists describe this special game idea as “playfully being someone else.” There can be rules and frameworks for scenarios, but the imagination of the players is a decisive factor.” (Gunther, 2023, p.7). Roleplay in gamification involves participants assuming specific roles or personas within a simulated environment. This interactive approach encourages active engagement and immersion by allowing individuals to embody different characters or identities relevant to the context of the gamified experience. According to Aryeh (1977), one of the purposes of role-play is to provide practice in interpersonal skills. Whether it is in educational settings, training programs, or organizational development initiatives, roleplay offers a dynamic way to practice skills, explore scenarios, and apply knowledge in a practical context.

By stepping into various roles, participants can experience different perspectives, behaviors, and decision-making processes, which can enhance learning outcomes and foster empathy and understanding. According to Gumaer et al., (1975), the method of role-playing for emotional education within the classroom seemed to facilitate a deeper comprehension among students regarding them and their peers. Roleplay also promotes collaboration and communication, as participants interact with each other within the framework of the game. Overall, integrating roleplay into gamification strategies enriches the learning experience by providing opportunities for experiential learning and skill development in a fun and engaging manner.

The utilization of role-playing activities in the classroom setting provides students with a unique and immersive learning experience, fostering deeper understanding and empathy among peers. In addition, the logistics of setting up this role-play are minimal. According to Bolinger and Stanton (2020), professors must match students in pairs, allocate them to one of the two roles, and allow them around five minutes to review their assigned materials and plan their contributions for the meeting. Explained in a more specific way, in a role-playing activity implemented in the classroom, students are assigned various roles and scenarios that prompt them to immerse themselves in different perspectives and situations. Moreover, these scenarios could range from historical events to contemporary social dilemmas, allowing students to step into the shoes of different characters or personas.

With each student assuming a specific role, they engage in dynamic interactions, negotiating conflicts, expressing emotions, and making decisions within the context of the given scenario. This experiential learning approach not only fosters deeper empathy and understanding among students but it also enhances their critical thinking skills as they grapple with complex issues and navigate through the challenges presented. In addition, role-playing promotes active participation and collaboration, encouraging students to communicate effectively and work together towards common goals. According to Barrera, et al., (2021), employing role-playing tactics has the potential to serve as an effective educational method in higher education, effectively capturing the attention of students and enhancing their academic performance. By embodying distinct roles and exploring diverse viewpoints, students gain valuable insights into human behavior, societal dynamics, and the complexities of interpersonal relationships, enriching their overall learning experience.

### **2.1.4 Group discussions**

Group discussions are like a bustling marketplace of ideas, where thoughts and perspectives collide, intertwine, and evolve. They offer a dynamic platform where individuals come together to share insights, challenge assumptions, and collectively explore topics from various angles. According to Singh (2021), group discussions can be described as a communicative setting where individuals have the opportunity to voice their perspectives, opinions, and ideas, engaging in dialogue with fellow participants for mutual sharing and exchange. Moreover, in these interactive sessions, participants engage in active dialogue, drawing from their diverse backgrounds, experiences, and insights to enrich the conversation. According to Parmar (2022), it aids in the enhancement of students' critical thinking capacities, problem-solving proficiencies, and communication competencies.

Moreover, group discussions not only promote critical thinking and analytical skills but also foster collaboration and communication abilities as students learn to articulate their thoughts, listen actively to others, and constructively debate differing viewpoints. Furthermore, these discussions encourage deeper engagement with course material, as students can apply theoretical concepts to real-world scenarios and challenge their assumptions through dialogue with peers. According to Parmar (2022), engagement in such activities fosters students' self-assurance in self-expression and imparts collaborative skills as they learn to cooperate effectively. In the same way, by creating an inclusive and supportive environment, group discussions empower students to take ownership of their learning, cultivate empathy and understanding, and develop the skills necessary for academic success and lifelong learning.

Activity group discussions provide a structured and collaborative environment where participants engage in specific tasks or exercises aimed at achieving predefined objectives.

According to Shankar (2019), in a typical group discussion scenario, candidates are presented with a topic, situation, or case study, which can vary in its level of specificity. The duration of the discussion session is usually within a predefined time, usually lasting less than 45 minutes. However, it is important to note that the exact duration of the discussion is subject to the discretion of the panel overseeing the process, as they have the authority to set the time limit according to their criteria and requirements. Described with greater specificity and detail, according to Great Learning Team (2023), an activity group discussion occurs when a collective of individuals convenes to deliberate upon a particular subject matter. Moreover, facilitated by a moderator or facilitator, the discussion typically revolves around problem-solving scenarios, case studies, creative exercises, or interactive projects.

Participants are divided into small groups to encourage collaboration, diverse perspectives, and active engagement. The facilitator sets the stage by providing clear instructions, outlining the objectives, and establishing guidelines for discussion. Throughout the activity, the facilitator monitors the progress, ensuring that discussions remain focused, productive, and inclusive. Participants exchange ideas, share expertise, and work collectively towards finding solutions or achieving the desired outcomes. The interactive nature of the activity promotes critical thinking, communication skills, and teamwork among participants, fostering a collaborative learning environment. After completing the task, participants engage in a debriefing session to reflect on their experiences, discuss key insights, and identify lessons learned.

According to Kumar (2023), group discussions offer an excellent opportunity to improve one's listening abilities and elevate the confidence of participants by actively involving them and motivating them to articulate their viewpoints. This reflective process not only consolidates learning, but it also facilitates knowledge sharing and continuous improvement. To recapitulate,

activity group discussions serve as powerful platforms for fostering creativity, innovation, and mutual understanding among participants, contributing to personal and professional growth.

### **2.1.5 Evaluation**

In education, evaluation constitutes a multifaceted and systematic approach aimed at comprehensively assessing various dimensions of student learning and performance. According to Lopez et al., (2022), the assessment of education is a fundamental task due to its role in providing feedback to the system and its subsystems. Moreover, it encompasses the strategic collection, analysis, and interpretation of diverse forms of evidence to facilitate informed judgments regarding students' progress and achievements. Through a variety of assessment methods such as tests, quizzes, assignments, projects, observations, and portfolios, evaluation endeavors to capture the breadth and depth of students' knowledge, skills, and abilities across different domains of learning.

According to Ottesen (2018), when exploring teacher professionalism, reflective practice, and essential elements in education, it addresses the primary obstacles related to existing evaluation methods while proposing alternative approaches. These alternatives prioritize reflective practice and teacher professionalism. Moreover, evaluation serves as a vital tool for providing constructive feedback to students, educators, parents, and educational policymakers, fostering continuous improvement in teaching and learning practices. By illuminating areas of strength and areas in need of development, evaluation plays a pivotal role in guiding instructional decisions, refining curriculum design, and shaping educational policies to better support the diverse needs of learners and enhance overall educational outcomes.

The evaluation of student performance is paramount to gauging learning outcomes effectively. Two widely utilized methods for assessing student performance are rubrics and checklists. Both methods serve as invaluable tools for educators in assessing student progress and providing feedback. Moreover, these evaluation methods are particularly pertinent in activities such as role-play and group discussion, where assessing multiple aspects of performance, including communication skills, collaboration, critical thinking, and contribution to the activity, is essential. By employing rubrics and checklists, educators can systematically evaluate student performance in these activities, identify areas for improvement, and provide constructive feedback to support students' continued growth and development.

#### **2.1.5.1 Checklist**

Checklists are the most usual form of evaluation in role-playing games. Moreover, checklists serve as indispensable tools across various domains, offering structured guidance to ensure the thorough review and completion of tasks or requirements. “The most common form of assessment is the use of a mediation role-play checklist/form” (Cheung et al., 2004, p. 1). A checklist is a comprehensive tool designed to systematically review, monitor, or verify a predetermined list of items, tasks, or requirements. It serves as a structured guide to ensure that all necessary steps, actions, or components are properly addressed and accounted for. Typically presented in a list format, each item on the checklist represents a specific action, criteria, or aspect that needs to be checked off or marked as completed. In addition, a checklist to evaluate role plays encompasses several key dimensions. Firstly, it assesses the preparation and planning undertaken by participants, ensuring they grasp the roles and scenarios effectively. Execution of roles is evaluated based on participants' consistency, empathy, and staying in character.

Communication skills are paramount, evaluating participants' ability to articulate ideas, actively listen, and engage in effective dialogue. Furthermore, according to Breitenbach (2008), checklists serve as valuable tools for evaluating the efficacy of our teaching practices and maintaining comprehensive records of a child's educational advancement. In addition, the checklist delves into problem-solving and decision-making, creativity, collaboration, and teamwork. Finally, it considers the overall performance and presentation, including audience engagement and use of visual aids. Post-role play reflection and feedback are crucial, fostering continuous improvement and learning. This comprehensive evaluation framework ensures a thorough assessment of role plays, promoting skill development and enhanced learning outcomes.

#### **2.1.5.2 Rubric**

An evaluation method for group discussions is rubrics. In addition, a rubric is a systematic tool used in education to evaluate and assess student performance based on predefined criteria and performance levels. According to Brookhart (2013), a rubric serves as a comprehensive framework of assessment criteria for students' assignments, providing detailed descriptions of performance levels within each criterion. It typically consists of a grid or table format with rows representing different criteria or dimensions of performance and columns representing levels of achievement or proficiency. Each cell of the rubric describes the expectations for performance at a particular level for each criterion. Rubrics can be holistic, where an overall score is provided for the entire performance, or analytic, where scores are given for each criterion separately. When applied to evaluating group discussion activities, a rubric might include criteria such as communication skills, such as clarity, active listening, and effective expression of ideas; collaboration such as participation, cooperation, and respect for others' perspectives. Critical

thinking such as analysis, synthesis, and evaluation of information, and contribution to the discussion such as frequency of contributions, relevance of contributions, and ability to build on others' ideas. In addition, according to Selke (2013), rubrics illustrate to students their performance on individual aspects of the assessment, identify areas for enhancement, and offer guidance on how to attain a higher level of proficiency. Moreover, rubrics provide educators with a standardized and transparent method for assessing the student's performance, ensuring fairness and consistency in evaluation. They also serve as a valuable tool for students, they offer clear expectations and guidance on how to succeed in the task or activity. Rubrics can be tailored to specific learning objectives and adjusted to reflect the complexity and expectations of different tasks or assignments. Finally, rubrics promote accountability, facilitate meaningful feedback, and support student learning and development.

#### **2.1.6 Speaking skill.**

Speaking in education is a multifaceted aspect that encompasses a broad range of verbal communication practices integral to the learning process. According to Royani (n.d), speaking is perceived as an interactive endeavor wherein individuals engage in the active process of creating meaning through the production, reception, and comprehension of information. Moreover, it involves not only the articulation of ideas and thoughts but also active engagement with peers, educators, and course material through various oral activities. Classroom discussions, presentations, debates, role-plays, and collaborative projects are just a few examples of the diverse speaking tasks incorporated into educational settings. These activities serve several important purposes. Firstly, they provide opportunities for students to express themselves, share their perspectives, and contribute to intellectual discourse within the classroom. This fosters

critical thinking skills as students learn to evaluate and analyze different viewpoints, leading to a deeper understanding and appreciation of the subject matter.

In addition, according to Palmer (2023), mastering the art of effective speaking empowers individuals to bolster their self-assurance and garner greater admiration from others. Through practice and feedback, students refine their language proficiency, learn to organize their thoughts coherently and become more adept at conveying complex ideas with clarity and precision. Moreover, speaking activities promote active participation and collaboration among students, creating a dynamic and inclusive learning environment where everyone has a voice and feels valued. According to Richards (2008), people achieve optimal language acquisition by actively engaging in practical tasks that require language use, rather than solely focusing on studying linguistic structures and practicing grammar rules. Furthermore, beyond academic benefits, proficiency in speaking also has practical implications for students' future personal and professional success.

Effective communication skills are highly sought after in every field, and the ability to articulate ideas convincingly can significantly enhance one's career prospects and interpersonal relationships. In addition, speaking in education is not merely about verbal expression; it is a fundamental aspect of the educational experience that nurtures critical thinking, communication competence, and overall academic and personal growth. Achieving proficiency in a second language, such as English, necessitates the development of four crucial skills: fluency, vocabulary, grammar, and pronunciation. In addition, according to Mayor (2020), fluency refers to the ability to speak a language proficiently, characterized by smooth and confident communication without errors. Expanding one's vocabulary is fundamental, as it provides the necessary arsenal of words to convey ideas accurately and expressively.

In addition, continuous exposure to English texts, coupled with diligent notetaking of new words, serves as an effective strategy for vocabulary growth. Moreover, according to Prior (2024), developing fluency relies heavily on possessing a positive mindset and a willingness to embrace learning, both of which are integral aspects of the process. Fluency goes beyond mere speaking. It encompasses confidence and ease in articulating thoughts, maintaining a coherent discourse, and ensuring that listeners can seamlessly follow your train of thought. Grammar, often perceived as daunting, serves as the structural backbone of language. According to Nordquist (2020), grammar is indispensable for effective communication; without it, language would lack coherence and meaning, rendering communication futile. While striving for grammatical accuracy is commendable, it is equally important to recognize that minor errors are inevitable and should not hinder effective communication. Mastery of major tenses lays a solid foundation for the grammatical competence.

Pronunciation, encompassing elements such as stress, intonation, rhythm, and phonetic accuracy, adds nuance and clarity to spoken language. According to Hancock (2018), understanding pronunciation extends beyond simply echoing sounds. It encompasses elements of language such as vocabulary and grammar, as well as the ability to speak and listen effectively. Moreover, while clarity of speech is paramount, skilled speakers harness the subtleties of pronunciation to convey emphasis and enhance the communicative impact. Emulating proficient speakers through imitation and practice is a proven method for refining pronunciation skills. By diligently honing these four interconnected skills (fluency, vocabulary, grammar, and pronunciation) language learners can embark on a transformative journey toward becoming confident and proficient English speakers.

Speaking plays a pivotal role in education, serving as a multifaceted tool that enhances various aspects of learning and personal development. Firstly, effective communication is central to all educational endeavors, and speaking forms the backbone of this communication process. Through verbal expression, students not only convey their ideas but they also engage in meaningful dialogue, ask questions, and seek clarification, fostering a dynamic exchange of knowledge and perspectives. According to Huy (2023), students can improve their speaking skills through activities such as immersing themselves in music and movies, participating in activities they find fun using the language, and actively conversing with native speakers to practice their speaking skills. Moreover, according to Hart (2023), speaking activities promote critical thinking by requiring students to organize their thoughts, analyze information, and present coherent arguments. Engaging in discussions and debates challenges students to evaluate different viewpoints, strengthen their reasoning skills, and develop the ability to express complex ideas succinctly.

Furthermore, collaborative speaking tasks, such as group projects and presentations, cultivate teamwork and interpersonal skills, as students learn to communicate effectively, listen attentively, and negotiate with peers to achieve common goals. In addition to intellectual growth, speaking activities contribute significantly to students' personal development by fostering confidence and self-assurance. Through repeated practice of speaking in various contexts, students gradually overcome apprehensions, refine their presentation skills, and build the confidence to express themselves fluently in academic, professional, and social settings. Furthermore, speaking engagements not only stimulate active participation but they also foster a sense of ownership and engagement with the learning process, as students become active contributors rather than passive recipients of information.

### **2.1.7 Speaking class requirements**

Designing a comprehensive speaking class necessitates careful planning and implementation of various components to ensure optimal learning outcomes. To prepare a speaking class, it is imperative to establish clear and attainable learning objectives that align with the proficiency levels and goals of the students. These objectives serve as a roadmap for the class and guide the selection of appropriate materials and activities. Incorporating a diverse range of speaking activities is vital for engaging students and promoting active participation. According to Yoestara and Ismail (2022) the initial task involves engaging in dialogues. Following their participation in content-focused courses, students may partake in conversations for various purposes.

In addition, other activities can include role-plays. In this activity, the teacher has students to assume distinct roles and practice conversations in specific situations, such as making reservations at a restaurant or asking for directions on the street. The next activity is debates. In this activity, the teacher can divide the students into two groups and have them discuss a certain topic. The other activity is description of images. The teacher shows the students an image and has them describe it in English and the last activity is trivia games. Students can ask and answer questions to each other. By offering a variety of tasks, students can practice distinct aspects of speaking, such as fluency, pronunciation, vocabulary usage, and grammatical accuracy.

Furthermore, by integrating authentic materials and real-life contexts into the curriculum can enhance the relevance and authenticity of the speaking class. Utilizing authentic audio recordings, videos, articles, and other multimedia resources exposes students to natural language use and cultural nuances, thereby enriching their speaking skills. According to Beltran (2018), to provide many opportunities for feedback and corrective guidance is essential for students to identify areas for improvement and make progress in their speaking abilities. Instructors can offer

constructive feedback during speaking activities, one-on-one interactions, or through peer review sessions. In addition, according to Arévalo (n.d), incorporating self-assessment and reflection activities empowers students to take ownership of their learning journey and set personal speaking goals. To create a supportive and inclusive learning environment is paramount for fostering confidence and motivation among students. Encouraging a culture of respect, collaboration, and risk-taking enables students to feel comfortable when expressing themselves and experimenting with the language without fear of judgment.

### **2.1.8 Evaluation of a Speaking Class**

To evaluate a speaking class encompasses a comprehensive and nuanced approach aimed at assessing various dimensions of students' oral communication abilities. According to Automated Speaking Assessment (2019), assessing is the process that provides updates to instructors about a student's academic progress. Evaluating a speaking class encompasses a comprehensive and nuanced approach aimed at assessing various dimensions of students' oral communication abilities. Firstly, instructors typically focus on observing students' fluency, coherence, and pronunciation skills throughout a range of speaking activities. This involves noting the pace and rhythm of speech, as well as the clarity and intelligibility of pronunciation. Moreover, evaluating vocabulary usage and grammatical accuracy provides insights into students' language proficiency and their ability to express themselves effectively.

Beyond linguistic aspects, instructors also must consider the content and organization of the students' spoken discourse. This includes assessing their ability to convey ideas logically and coherently, as well as their capacity to engage the audience and maintain their interest. Evaluating students' proficiency regarding the use of appropriate language for different communicative contexts and purposes is also essential. This involves analyzing their ability to

adapt their language register, tone, and style according to the situation, whether formal presentations, informal discussions, or debates. Moreover, according to Goh and Liu (2023), in the evaluation, professors can assist learners in systematically and realistically assessing their performance, thereby fostering confidence. By providing constructive feedback and personalized guidance, teachers empower students to take an active role in their own learning process and feel more confident when facing future academic and personal challenges. In addition, some formative assessments, such as oral exams, presentations, quizzes, and evaluation in pairs, provide valuable insights into students' strengths and areas needing improvement.

#### **2.1.8. 1 Oral Exams**

Exams serve as a valuable tool in evaluating students' knowledge and skills. An oral exam is a multifaceted assessment method designed to gauge a student's comprehension, analytical skills, and ability to articulate concepts verbally. Unlike traditional written exams, which primarily assess a student's ability to convey knowledge through text, oral exams offer a dynamic platform for direct interaction between the examiner and the student. Moreover, unlike written exams, which require answers to be provided in written form, oral exams demand students to respond orally to questions presented by the examiners. According to Stoutenburg (2023), in the oral exam, students can engage in face-to-face conversations with the professor, participate via Zoom, or record a timed video session. They are given prompts which are required to respond within the allotted time by explaining or addressing the given topics. Furthermore, feedback may be provided during or after the oral exam, wherein examiners offer constructive criticism and suggestions for improvement to the student.

In addition, this interactive format allows for a deeper exploration of topics, enabling examiners to delve into nuances, probe understanding, and evaluate critical thinking skills in real-

time. Moreover, oral exams provide students with an opportunity to demonstrate their mastery of the course material through spoken discourse, fostering communication skills which essential for academic, professional, and personal endeavors. According to Eleanor (2014), the prospect of oral examinations may evoke anxiety in some students due to the requirement of on-the-spot responses, they also offer unique benefits, such as immediate feedback, the opportunity for clarification, and the chance to showcase one's depth of understanding beyond rote memorization. Moreover, oral exams can promote a more holistic assessment approach, as they allow examiners to assess not only the accuracy of information but also the coherence, organization, and persuasive abilities of the student's presentation.

### **2.1.8. 2 Oral Presentations**

Presentations represent a dynamic and holistic approach to evaluation, aligning with the multifaceted nature of learning and preparing students for the challenges of the modern world. Presentations serve as a multifaceted and comprehensive method for evaluating students' understanding, communication proficiency, and critical thinking skills across diverse academic contexts. In addition, according to Calatayud (2012), an oral presentation is a verbal communication session where a speaker delivers information or ideas to an audience, often using visual aids such as slides or diagrams. It involves organizing content logically, delivering it with clear speech and engaging body language, and incorporating interactive elements to foster audience participation. Effective preparation, including research, organization, and rehearsal, is key to delivering a successful presentation within the allotted period. According to Hernandez (2022), the oral presentations can be made individually or collaboratively in groups, presentations necessitate thorough research, strategic organization, and accurate delivery of content. Students are tasked with synthesizing complex information into coherent narratives or arguments, often

supported by visual aids like slides, videos, or graphics, which enhance comprehension and engagement for both the presenter and the audience.

Moreover, the process of preparing and delivering a presentation requires students to delve deeply into the subject matter, critically analyze various perspectives, and effectively communicate their insights to an audience, thereby demonstrating not only their grasp of the material but also their ability to convey it persuasively. Moreover, according to Seror (2023), presentations foster interactive learning environments where audience members can actively engage with the content, ask questions, and provide constructive feedback, contributing to a collective understanding of the topic. Beyond assessing academic knowledge, presentations also hone essential skills such as public speaking, teamwork, adaptability, and time management—attributes crucial for success in both academic and professional endeavors.

### **2.1.8. 3 Quizzes**

By incorporating quizzes into their pedagogical approach, educators can cultivate a dynamic and responsive learning environment that promotes academic growth and achievement. According to Strategy Education (2023), quizzes represent a straightforward and efficient approach to evaluate whether pupils can recall and effectively apply their acquired knowledge. Moreover, quizzes hold a multifaceted role in the educational landscape, functioning as indispensable tools for gauging student comprehension, reinforcing learning, and informing instructional strategies. These assessments, whether administered in-class, online, or through various digital platforms, serve as checkpoints along the educational journey, offering invaluable insights into students' grasp of the subject matter. Their adaptability allows educators to employ a diverse array of question formats, including multiple choice, true/false, short answer, and essay questions, catering to the diverse learning styles and preferences of students.

Furthermore, beyond their evaluative function, quizzes serve as powerful instruments for formative assessment, providing timely feedback that informs both learners and instructors. According to Smith (2023), engaging in quizzes offers students feedback, enabling them to assess their advancement and identify areas that require enhancement. This feedback loop facilitates a dynamic learning process wherein students can identify areas of strength and weakness, allowing for targeted remediation and deeper engagement with the material. Furthermore, quizzes encourage active learning by prompting students to review content, apply critical thinking skills, and consolidate their understanding through practice. Through this iterative process of assessment and feedback, quizzes contribute significantly to the cultivation of a robust learning environment wherein students are empowered to take ownership of their academic progress while educators are equipped with valuable insights to refine their teaching strategies for optimal student success.

#### **2.1.8. 4 Peer Evaluation**

Peer evaluation in education is a dynamic and enriching practice that enriches the learning experience by incorporating the insights and perspectives of peers into the assessment process. According to Sendgraff (2023), in the context of peers, an evaluation refers to the process of assessing or judging someone's performance, behavior, or work within a group of peers. Peer evaluation typically involves members of a group providing feedback to each other based on predetermined criteria or standards. This feedback can be used to measure individual contributions, identify strengths and weaknesses, and improve overall group dynamics or performance. Moreover, this collaborative approach to evaluation not only cultivates a sense of community within the classroom but also enhances students' critical thinking, communication, and analytical skills. According to Team Varthana (2023), by actively engaging in peer

evaluation, students become more adept at providing constructive feedback, articulating their thoughts, and assessing the work of others against established criteria. This process encourages active participation and fosters a culture of mutual respect and support among classmates.

Furthermore, peer evaluation promotes a deeper understanding of subject matter as students engage in discussions and reflections on their peers' work. Through this exchange, individuals gain new insights, identify alternative approaches, and broaden their perspectives, thus contributing to a more comprehensive learning experience. In addition, according to Gao et al. (2023), peer evaluation offers students the opportunity to develop essential interpersonal skills such as empathy, collaboration, and conflict resolution, which are invaluable in both academic and professional settings. Moreover, peer evaluation instills a sense of ownership and accountability among students as they take an active role in assessing their own learning and that of their peers. This self-regulatory aspect of peer evaluation empowers students to set personal goals, monitor their progress, and take responsibility for their academic growth. By encouraging autonomy and self-reflection, peer evaluation nurtures a growth mindset and fosters a culture of continuous improvement.

In addition, peer evaluation serves as a multifaceted tool for promoting collaborative learning. In addition, peer evaluation refers to the process of students assessing and providing feedback on the work of their classmates. According to Tran (n.d), peer assessment represents a potent instrument that educators can employ to aid students in learning, analyzing, and delving more profoundly into their comprehension of the course material. It involves peers evaluating each other's performance, contributions, and progress within academic activities such as group projects, presentations, discussions, or written assignments.

In addition, peer evaluation can take various forms, including written feedback, oral feedback, ratings, or rubric-based assessments. “The study shows that using peer assessment promotes learning and enables a teacher to focus on helping students with more significant difficulties or advanced tasks” (Double et al., 2019, p. 3). The goal of peer evaluation is to enhance learning outcomes by providing students with opportunities to critically engage with their own work and that of their peers, promote collaboration and teamwork skills, and foster a sense of accountability and responsibility for one's learning. According to O’Dwyer (2020), when students are tasked with evaluating the work of their peers, they tend to approach the objectives of the activity with greater consideration, and they learn how to evaluate their own work better. It encourages students to reflect on their own performance, receive constructive criticism, and identify areas for improvement, contributing to a more holistic and supportive learning environment.

## **Chapter III**

### **Methodological Framework**

In preceding sections, the theoretical framework has been elucidated. This subsequent chapter delves into the Methodological Framework of the inquiry, which can be understood as a structured blueprint or a set of fundamental principles that direct the planning, execution, and analysis of research ventures across diverse academic domains. It encapsulates the tactics, methodologies, and theoretical viewpoints employed to systematically explore and tackle research queries or goals. Thus, the researcher will expound extensively on the elucidation, depiction, and distinguishing features of the methodologies to be employed with fourth grade, during the second quarter of the 2024 school year to improve their speaking skills. Furthermore, the selection criteria, target population, and data collection instruments will be explicated to afford the reader a vivid insight into the practical application of the study.

#### **3.1 Research Approach**

Qualitative research in education serves as a powerful tool. Gamification in qualitative research within education serves as a potent approach. A qualitative thesis often embraces gamification due to its innate ability to gamify the exploration of intricate educational phenomena. As noted by Hernández-Sampieri & Mendoza (2018), gamified qualitative research immerses itself in subjective meanings, contextual factors, and lived experiences within educational settings. This gamified approach proves advantageous in education, where gamified human interactions, socio-cultural influences, and individual perspectives profoundly impact learning environments and outcomes. Moreover, as highlighted by Valez (n.d), gamified qualitative research is characterized by its emphasis on understanding the complexities of social

phenomena. Utilizing gamified methods such as interviews, observations, and document analysis, researchers can gamify the gathering of rich, detailed data. These gamified methods facilitate the capture of voices, perspectives, and behaviors of various stakeholders, gamifying the involvement of students, teachers, parents, and administrators. Through gamified open-ended inquiries and in-depth exploration, researchers can gamify the uncovering of underlying motivations, beliefs, and values that inform educational practices and policies.

One of the key strengths of gamified qualitative research in education lies in its ability to immerse participants in interactive and dynamic virtual environments that simulate real-life educational settings. According by Smiderle (2020), by engaging participants in game-like scenarios, researchers can observe and analyze interactions, dynamics, and patterns that may not be readily apparent through traditional methods. This gamified approach allows for the identification of underlying issues, challenges, and opportunities within educational systems, paving the way for targeted interventions and improvements.

Moreover, gamified qualitative research can be applied to a wide range of topics in education, including teaching methodologies, student engagement, school climate, educational leadership, and policy implementation. By exploring these complex phenomena through gamified simulations, researchers can generate insights that inform evidence-based decision-making, curriculum development, and professional development initiatives. In addition, gamified qualitative research often prioritizes the voices and perspectives of marginalized or underrepresented groups, shedding light on issues of equity, diversity, and social justice within educational systems. Through participatory gamification techniques and collaborative partnerships, researchers can empower communities to actively participate in the research process, fostering co-creation of knowledge and promoting meaningful change.

On the other hand, there are also two research methods, quantitative and mixed. According to Bhandari (2020), the quantitative research focuses on the collection and analysis of numerical data to validate assumptions, following a rigorous and sequential process that includes defining the idea, formulating research questions, designing a plan, and collecting data for analysis. On the other hand, according to George (2021), mixed research combines quantitative and qualitative approaches, integrating the collection and analysis of numerical and qualitative data to obtain a more complete understanding of the phenomenon studied. This approach allows flexibility in the sequence of methods used, whether starting with quantitative or qualitative, and offers a broader and deeper perspective by combining different research methods and techniques.

### **3.2 Research Design**

A thorough understanding of research design is crucial for researchers to conduct rigorous and credible studies across various disciplines. According to McCombes (2021), a research design delineates the methodology employed to address a research inquiry through the utilization of empirical evidence. It serves as a blueprint that guides the collection, analysis, and interpretation of data to address the research objectives effectively.

#### **3.2.1 Action Research**

Action research is a methodology that combines research and action, aiming to address real-world problems while generating knowledge and insights. According to Jeff (2020), In educational contexts, action research can be described as a structured investigation conducted by educators to gain insights into and enhance their school environment or teaching practices. In addition, in the context of gamification, research action focuses on applying game design principles and mechanics to non-game contexts to enhance user engagement and motivation. According to Action research – characteristics (2007), characteristics of action research in

gamification include iterative design processes, collaboration between researchers and practitioners, empirical testing of gamified interventions, and a focus on practical outcomes and impact. By integrating research with practical application, action research in gamification seeks to develop effective strategies for leveraging game elements to achieve specific goals in various domains, such as education, healthcare, and business.

### **3.2.2 Descriptive Research**

Descriptive research serves as a foundational pillar in the realm of gamification, offering invaluable insights into the intricacies of gamified systems and their impact on user behavior and outcomes. A study by Hernández-Sampieri & Mendoza (2018), stated that descriptive research involves measuring or gathering data and reporting information about various concepts, variables, aspects, dimensions, or components of the phenomenon or problem under investigation. In the realm of gamification, descriptive research focuses on understanding the current state of gamified systems, their components, and their effects on user behavior and outcomes. According to Torres-Toukoumidis et al., (n.d), characteristics of descriptive research in gamification include detailed observation and documentation of gamified elements such as game mechanics, narratives, feedback systems, and rewards. Researchers employing descriptive methods in gamification aim to provide comprehensive descriptions of how gamified interventions are implemented, how users interact with them, and the resulting effects on engagement, motivation, and learning outcomes. Through such research, insights are gained into the practical application and effectiveness of gamification strategies in various contexts.

### **3.3 Information Sources**

Understanding and effectively utilizing information sources are fundamental skills in navigating the vast landscape of information available in today's interconnected world. According

to Ashikuzzaman (2018), information sources refer to the diverse range of materials and outlets from which individuals gather data, facts, or knowledge to support their understanding, research, decision-making, or entertainment needs. These sources can include traditional formats such as books, newspapers, and academic journals, as well as digital platforms like websites, databases, and social media. Additionally, information sources encompass several types of media, such as audiovisual content, podcasts, and online forums.

### **3.3.1 Primary Sources**

The primary sources are immediate, first-hand accounts of a topic, from people who had a direct connection with it. According to Hooper (2012), primary sources can include texts of laws and other original documents, newspaper reports, speeches, diaries, letters, official records, photographs, and original research. The primary sources in this research are the fourth graders at San Antonio School. This means that the data collected comes directly from the experiences, opinions, and observations of these students.

### **3.3.2 Secondary Sources**

The secondary source is one step removed from primary sources, though they often quote or otherwise use primary sources. They can cover the same topic but add a layer of interpretation and analysis. A study by Hooper (2012), secondary sources can include: Most books about a topic, analysis, or interpretation of data, scholarly or other articles about a topic, especially by people not directly involved, and documentaries. The secondary source in this research are books.

### **3.3.3 Tertiary Sources**

These are sources that index, abstract, organize, compile, or digest other sources. According to Ryan (2022), tertiary sources are usually not credited to a particular author example of Tertiary

Sources can include dictionaries/encyclopedias, almanacs, fact books, bibliographies, directories, guidebooks, manuals, handbooks, and textbooks, indexing, and abstracting sources. The tertiary source in this research are dictionaries.

### **3.4 Analysis Categories**

Analysis categories are integral components of the research design, serving to organize and structure the data collected during an investigation. These categories encompass conceptual, operational, and instrumental definitions.

#### **3.4.1 Speaking**

Speaking is one of the four language skills (reading, writing, listening, and speaking). According to Colle (2022), it is the means through which learners can communicate with others to achieve certain goals or to express their opinions, intentions, hopes and viewpoints. In addition, people who know a language are referred to as “speakers” of that language. The purpose of implementing an evaluation is to measure the improvement in students' speaking abilities and to identify areas needing further development. This will be assessed with a pre-test and post-test on a scale of one to four, where four is “excellent” and one is “needs improvement”, allowing for a comparison of students' capabilities before and after the intervention. The evaluation will include role plays and group discussions, providing practical scenarios for students to demonstrate their oral skills in interactive and realistic contexts.

#### **3.4.2 Fluency**

One key aspect of effective communication is fluency. As observed by Wong (2023), fluency involves speaking smoothly without frequent pauses, self-corrections, or repetitions. It is important to note that fluency is not synonymous with speaking quickly. Moreover, effective

fluency enables speakers to express their thoughts seamlessly, enhancing the overall quality of communication. To evaluate fluency, a pre-test and post-test will be implemented within a gamified learning framework on a scale of one to four, where four is “excellent” and one is “needs improvement”. The purpose of this evaluation is to measure the improvement in students' fluency as they engage in gamified activities, allowing educators to assess the effectiveness of gamification as a teaching strategy and identify areas for further development.

### **3.4.3 Tone of voice**

Tone of voice refers to the way in which something is said, rather than the actual words used. As described by Verbina (2022), tone of voice refers to how someone speaks to another person, including their word choice, volume, pitch, and speed. These factors can impact how the listener perceives and responds to the speaker's message. Incorrect tone may lead to misunderstandings or disregarded messages. Therefore, mastering tone of voice is essential for effective communication. Understanding and mastering tone of voice is crucial for effective verbal communication, as it helps to establish rapport and convey emotions accurately. To evaluate tone of voice, a pre-test and post-test will be administered within a gamified learning framework on a scale of one to four, where four is “excellent” and one is “needs improvement”. The purpose of this evaluation is to measure the improvement in students' use of tone of voice as they engage with gamified activities, allowing educators to assess the effectiveness of gamification as a teaching strategy and to identify areas for further enhancement.

### **3.4.4 Pronunciation**

Pronunciation is the way in which a word or a language is spoken, encompassing the production of sounds, intonation, stress, and rhythm. Based on Hancock (2018), pronunciation goes beyond 'listen and repeat'; it involves understanding language rules and patterns, like

vocabulary and grammar. In addition, mastering pronunciation is essential for effective communication, as it allows speakers to convey their messages clearly and be understood by their listeners. Moreover, variations in pronunciation can arise due to regional accents, individual speech patterns, and the influence of other languages. Tools like phonetic transcription, audio recordings, and pronunciation guides can help learners to develop accurate pronunciation skills, ultimately enhancing their overall language proficiency and confidence when speaking. To assess pronunciation, both a pre-test and a post-test will be administered within a gamified learning framework, using a scale of one to four, where four indicates “excellent” and one denotes “needs improvement.” This evaluation aims to measure the enhancement in students' pronunciation as they participate in gamified activities, enabling educators to evaluate the effectiveness of gamification as an instructional strategy and identify areas that require further improvement.

### **3.5 Data Collection Instruments**

The objective of this research was to propose a contextualized approach to improve the oral skills in English of fourth-year students at school San Antonio during the second quarter of 2024, using gamification as a learning technique. To achieve this purpose, various techniques and instruments were used to collect and analyze students' perceptions of the effectiveness of gamification in the classroom and its impact on the development of oral expression skills in English. These tools allowed the researcher to examine the teaching and learning strategies used, as well as the receptiveness and participation of students during gamified activities.

#### **3.5.1 Pre-test**

Conducting a pre-test allows you to establish a baseline understanding of students' oral proficiency, identifying their strengths and areas needing improvement. As noted by Berry (2008), pre-tests are a non-graded assessment tool used to determine pre-existing subject

knowledge. By having students read aloud a text as a pre-test, the investigator can evaluate their speaking, fluency, and tone of voice, which are essential components of oral skills. The information obtained from the pre-test will help to tailor the gamification strategies to the specific needs of the students, ensuring that the learning activities are engaging and effective in enhancing their oral proficiency. The pre-test results will also serve as a benchmark against which you can measure the progress and effectiveness of the gamification intervention throughout your research project. Therefore, the researcher created a pretest to evaluate the students' initial oral skills and understand their background. The current pretest will involve students reading a text aloud and will be administered during the first week of the study. The researcher will guide the pretest to ensure that students understand the task and complete it accurately.

#### Research Pretest

The current pretest is set up for research purposes. Its objective is to evaluate the initial oral skills of fourth grade students at the San Antonio school, such as the level of fluency, pronunciation and intonation.

Last week, Ana and her family had a fun trip to Puerto Viejo beach. First, they swam together in the sea. Then, they ate yummy pizza at coco's restaurant. After that, they watched fish in the water. Finally, they played soccer on the beach.

Date: \_\_\_\_\_

Total points: 28 points

**Table 1 Evaluation Rubric**

<b>Criteria</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Spoke with a clear and coherent voice				
Used an appropriate volume				
Used an appropriate pitch				
Used an appropriate pace				
Used an appropriate tone				
Used appropriate body language				
Pronunciation is clear and easily understood				
		<b>Total:</b>		

<b>Level</b>	<b>Description</b>
<b>Excellent (4 points)</b>	0-2 errors
<b>Good (3 points)</b>	3-5 errors
<b>Satisfactory (2 points)</b>	6-8 errors
<b>Needs Improvement (1 point)</b>	9-11 errors

*Table 1 illustrates the evaluation rubric that will be used to evaluate the pre-test. Researcher's creation.*

### 3.5.2 Observation Rubric

Imagine having a roadmap that not only guides your academic journey but also offers clear signposts for success. That is precisely what a rubric provides. According to Frawley et.al (2023), a rubric is a tool used to assess and provide feedback on academic work. It consists of evaluative criteria, quality definitions, and standards of performance, presented in a table format.

Moreover, the forthcoming rubric will serve as a vital tool for assessing the impact of gamification on enhancing students' speaking abilities. This rubric, acting as a roadmap for evaluation, will facilitate the systematic measurement of students' oral proficiency levels before, during, and after their engagement with gamified activities. By employing a consistent rubric throughout the study, a comparative analysis of student progress over time becomes feasible, offering valuable insights into the effectiveness of gamification strategies. This evaluation process will adhere to a standardized set of criteria, ensuring objectivity in measuring improvements in speaking skills attributable to gamification integration. Through this approach, the researcher aims to obtain comprehensive data on the efficacy of gamification as a means of fostering speaking proficiency in fourth-grade students.

#### Research Observation Rubric

The forthcoming rubric is set up for investigation purposes. It aims to systematically evaluate the speaking skills of fourth-grade students at San Antonio School as they engage with gamified learning activities. The rubric will provide a structured format to measure students' oral proficiency levels, ensuring consistent and objective assessment throughout the study. Personal data will be collected solely for the purpose of tracking the participants' progress, and the observations will remain confidential, not mentioned or used individually in this research.

**Tabla 2 Evaluation rubric for class observation**

	4	3	2	1
Speaking	Speak clearly, articulating all sounds well.	Generally, speaks clearly, with some minor difficulties in articulation.	Has frequent difficulties articulating sounds clearly.	Lack of clarity and articulation significantly affects understanding of the message.
Fluency	Speak continuously with few or no pauses.	Speaks continuously with some minor pauses.	Pauses frequently, which interrupts the flow of speech.	Frequent and long pauses make it difficult to understand the message.
Tone of voice	Project your voice appropriately and use an appropriate volume.	Generally, projects your voice well, with some variations in volume.	The ss have difficulty projecting your voice and maintaining a constant volume.	The lack of projection and volume control affects the understanding of the message.
Pronunciation	Pronunciation is clear and easily understood; rarely any mispronunciations.	Pronunciation is mostly clear with few minor mispronunciations.	Pronunciation is somewhat clear but includes several mispronunciations.	Pronunciation is unclear and difficult to understand, many mispronunciations.
			Total:	

Level	Description
Excellent (4 points)	Outstanding performance and no significant errors.
Good (3 points)	Solid performance with some minor bugs.
Satisfactory (2 points)	Acceptable performance, but with several errors.
Needs Improvement (1 point)	Poor performance with frequent errors.

*Table 2 illustrates the evaluation rubric that will be used to conduct the class observation.*

*Researcher's creation.*

### 3.5.3 Post-test

Following the implementation of the gamification intervention, a crucial step in evaluating its effectiveness is administering a post-test to measure the students' progress and ascertain the impact on their oral skills. According to Hornbuckle (2022), post-tests indicate whether a student has acquired the necessary knowledge to successfully conclude the course, revealing the extent of each student's knowledge development and improvement throughout the duration of the course. In addition, the post-test will involve students reading aloud the same text to the one used in the pre-test, allowing for a direct comparison of their oral proficiency before and after the gamification intervention. This comparative analysis will help you ascertain the extent to which gamification has positively impacted the students' oral skills over the course of the project. By administering the same task as the pre-test, you can specifically measure improvements in speaking, fluency, and tone of voice in oral communication.

Furthermore, the findings from the post-test will not only validate the efficacy of gamification as a learning technique but also provide insights into its practical application and potential for long-term educational benefits. For this post-test, the investigator will use a rubric to systematically evaluate the students' performance, ensuring consistency and objectivity in your assessment process. Therefore, the researcher created a post-test to evaluate the students' oral skills after the intervention and understand the progress made. The current post-test will involve

students reading a text aloud and will be administered during the final week of the study. The researcher will guide the post-test to ensure that students understood the task and complete it accurately.

### Research Post-Test

The current post-test is set up for research purposes. Its objective is to evaluate the oral skills of fourth-grade students at San Antonio School after the intervention, focusing on aspects such as fluency, pronunciation, and intonation. This will help determine the effectiveness of the instructional strategies used during the study.

Last week, Ana and her family had a fun trip to Puerto Viejo beach. First, they swam together in the sea. Then, they ate yummy pizza at coco's restaurant. After that, they watched fish in the water. Finally, they played soccer on the beach.

### **Rubric for post-test**

Student Name: \_\_\_\_\_

Date: \_\_\_\_\_

Total points: 28 points

Criteria	1	2	3	4
Spoke with a clear and coherent voice				
Used an appropriate volume				
Used an appropriate pitch				
Used an appropriate pace				
Used an appropriate tone				
Used appropriate body language				
Pronunciation is clear and easily understood				
		<b>Total:</b>		

Level	Description
<b>Excellent (4 points)</b>	0-2 errors
<b>Good (3 points)</b>	3-5 errors
<b>Satisfactory (2 points)</b>	6-8 errors
<b>Needs Improvement (1 point)</b>	9-11 errors

*Table 3 illustrates the evaluation rubric that will be used to evaluate the post-test. Researcher's creation*

### 3.6 Collection Data Process and Data Analysis

In the data collection process, the student will begin by finalizing the collection instruments: a pre-test, an observation rubric and a post-test, ensuring their relevance and clarity to evaluate oral expression skills in English. These instruments will be applied to fourth grade students at San Antonio School in English classes. Initially, a pre-test will be administered to evaluate the students' oral skill level before the intervention. During the instructional period, an observation

will be conducted using a structured rubric to record students' participation, interaction, and application of oral skills. At the end of the instructional period, a post-test will be conducted to measure learning outcomes and any improvements in the students' English oral proficiency. In addition, for data analysis, a qualitative approach will be used. Observation data will undergo thematic analysis to identify recurring themes and insights into student engagement and the effectiveness of teaching strategies. The results of the pre-test and post-test will be compared descriptively to identify changes and improvements in oral skills.

## **Chapter IV**

### **Data Analysis**

In this chapter, the researcher aims to demonstrate the results of the strategy implemented with the fourth-grade students at the San Antonio school during the second quarter of 2024. The following sections will compile and interpret the findings obtained from the instruments created in Chapter III. Primarily, the data analysis involves evaluating the collected data with analytical reasoning to examine each component presented by the records. Additionally, this chapter will structure the collected data by transforming them into figures and graphs, thus refining the results to facilitate readers' understanding of the researcher's objectives.

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

In this section, the researcher will mention, describe, analyze, and graph the outcomes of the activities used to measure the students' background and progress regarding the improvement of their English language oral skills through data collection instruments. The investigator administered a pre-test, conducted three role-plays, facilitated two group discussions, used an observation rubric, and administered a post-test. These activities were designed to gather reliable data to support each established objective.

##### **4.1.1 Pre-test**

The first instrument applied in this research was a pre-test, which was administered on May 24, 2024. This pre-test was conducted with 14 fourth grade students at San Antonio School and was designed to evaluate their oral English skills. The task involved reading a short text about a trip to Puerto Viejo beach, using vocabulary that the students were already familiar with.

During the evaluation, each student was given approximately 6 minutes to complete the reading. Despite the text being based on familiar vocabulary, the students faced significant challenges in reading it fluently. Many exhibited difficulties with correctly pronouncing certain words and maintaining an appropriate tone of voice, which impacted their overall performance. This initial observation was crucial for understanding the students' starting point in terms of their oral English skills, providing an important foundation for the interventions and strategies that would be implemented in the subsequent stages of the study.

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

**Table 3. Grades obtained by fourth graders on the Pre-test.**

<b>STUDENT</b>	<b>GRADE</b>
<b>ONE</b>	67
<b>TWO</b>	46
<b>THREE</b>	46
<b>FOUR</b>	42
<b>FIVE</b>	50
<b>SIX</b>	46
<b>SEVEN</b>	27
<b>EIGHT</b>	25
<b>NINE</b>	60
<b>TEN</b>	27
<b>ELEVEN</b>	42
<b>TWELVE</b>	55
<b>THIRTEEN</b>	55
<b>FOURTEEN</b>	50

**Table 3: Shown the results for the pre-test. Source: Researcher's own creation.**

According to the results indicated in Table 3, a large percentage of fourth-grade students failed the test, as they obtained low grades. Two students got a 67, three students earned a 46, two students got a 42, two students got a 50, two students got a 27, one student got a 60, two students earned a 55, and finally, one student got a 25. The reason for these low scores was clear: the lack of competence in reading comprehension and oral expression. Most students had difficulty reading the assigned text fluently and accurately. Moreover, during the pre-test

assessment, students showed confusion and insecurity. They could not read the text fluently and had numerous doubts. Many of them showed significant difficulties in pronouncing the words correctly and understanding their meaning. Consequently, they asked many questions during the test about how to pronounce a certain word. This highlighted their challenges in both pronunciation and fluency, demonstrating the need for specific interventions to improve their skills. In addition, the goal was to assess their fluency, pronunciation, and tone of voice.

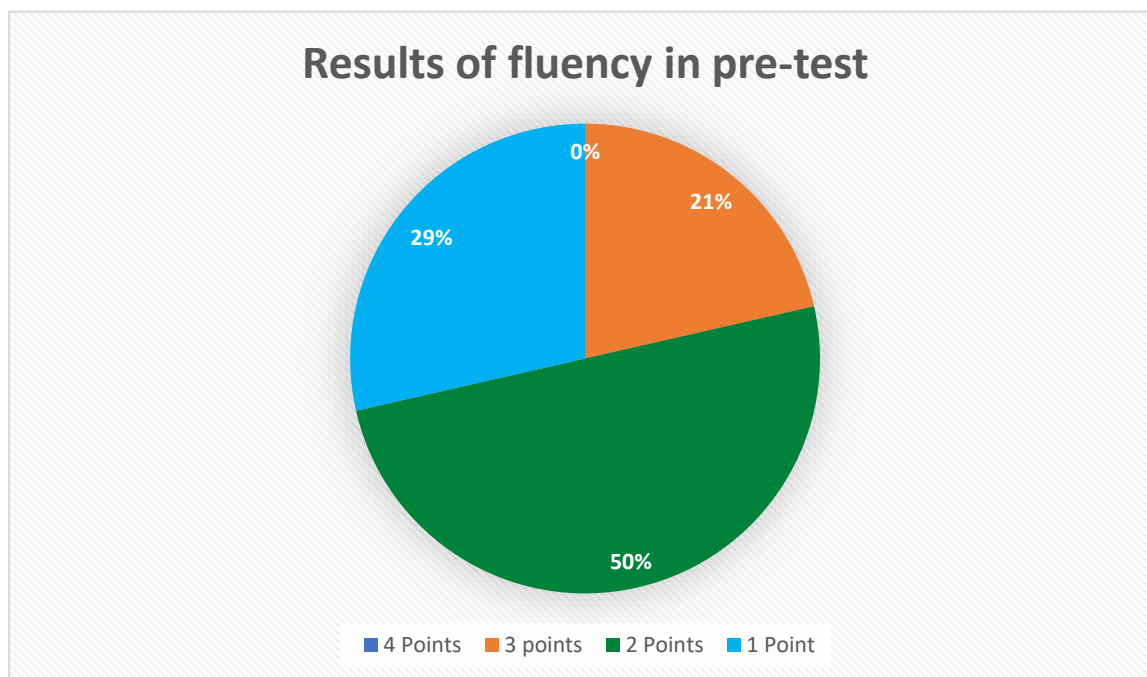
#### **4.1.1.1 Fluency**

When evaluating fluency in speech, a 1 to 4 grading scale was implemented to assess various aspects of performance during the pre-test. This scale was defined as follows: Excellent (4 points) for those who made 0 to 2 errors, demonstrating an outstanding command of the language; Good (3 points) for those with 3 to 5 errors, indicating a solid grasp of the language with minor imperfections; Satisfactory (2 points) for those with 6 to 8 errors, reflecting an acceptable level of competence but with room for improvement; and Needs Improvement (1 point) for students who made 9 to 11 errors, showing insufficient fluency and a significant need for development.

Moreover, the specific criteria evaluated included: speaking with a clear and coherent voice, using appropriate volume, pitch, pace, tone, and body language, as well as clear and easily understood pronunciation. As shown in Figure 1, the pre-test results revealed that, out of the 14 students who took the pre-test, 3 students achieved a score of 3 points, representing 21% of the total, indicating a good level of fluency with minor errors. Meanwhile, 7 students received 2 points, accounting for 50% of the total, which reflects a satisfactory level of competence with room for improvement. Lastly, 4 students received 1 point, representing 29% of the total, indicating insufficient fluency and a significant need for development. These results show a

diversity in student performance, highlighting both their competence and the areas needing more attention and practice.

**Figure 1. Results of fluency in pre-test**



**Figure 1: Comparison of evaluations' results of fluency in the pre-test. Source: Researcher's own creation.**

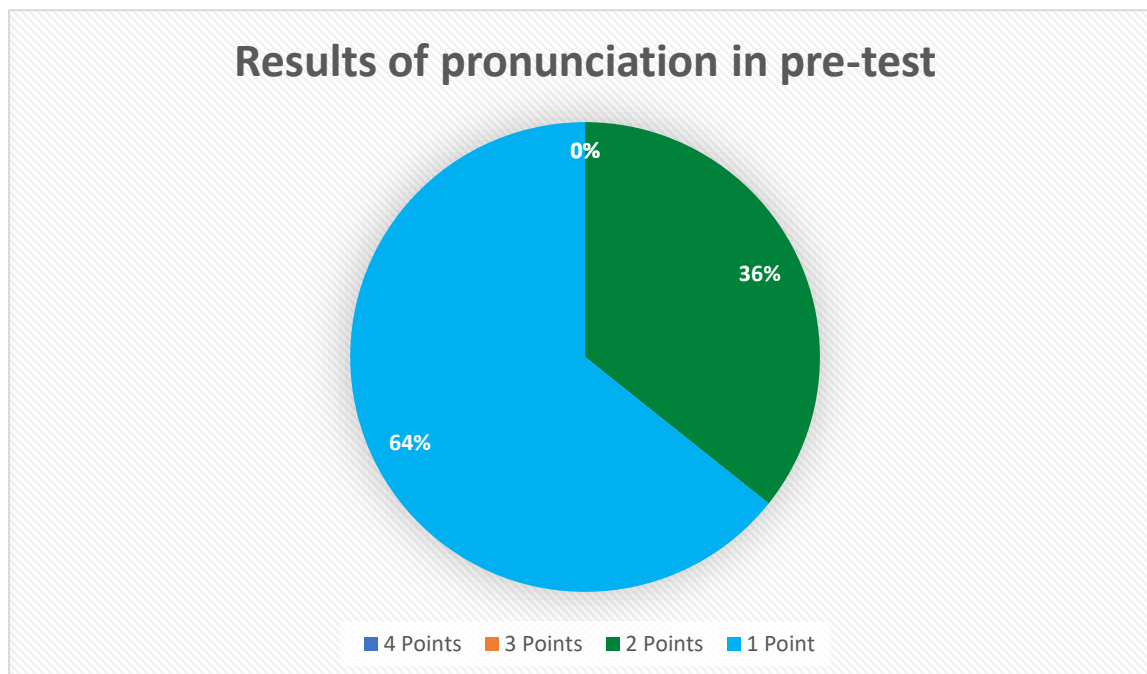
#### 4.1.1.2 Pronunciation

In the evaluation of speech pronunciation, a rating scale of 1 to 4 was implemented to evaluate various aspects of performance during the pretest. This scale was defined as follows: Excellent (4 points) for those who made 0 to 2 errors, demonstrating outstanding command of the language; Good (3 points) for those with 3 to 5 errors, indicating a solid understanding of the language with minor imperfections; Satisfactory (2 points) for those with 6 to 8 errors, reflecting an acceptable level of competence but with room for improvement; and Needs Improvement (1

point) for students who made 9 to 11 errors, showing insufficient pronunciation and a significant need for development.

In addition, specific criteria evaluated included: speaking in a clear and coherent voice, using appropriate volume, tone, rhythm, tone and body language, as well as clear and easily understood pronunciation. As shown in Figure two, the pre-test results revealed that, out of the 14 students who took the pre-test, that 5 students received 2 points, representing 36% of the total, reflecting a satisfactory level of proficiency with room for improvement, while 9 students received 1 point, representing 64% of the total, demonstrating insufficient pronunciation and a significant need for development. These results highlight both the student's proficiency and the areas that need more attention and practice in pronunciation.

**Figure 2. Results of pronunciation in pre-test**



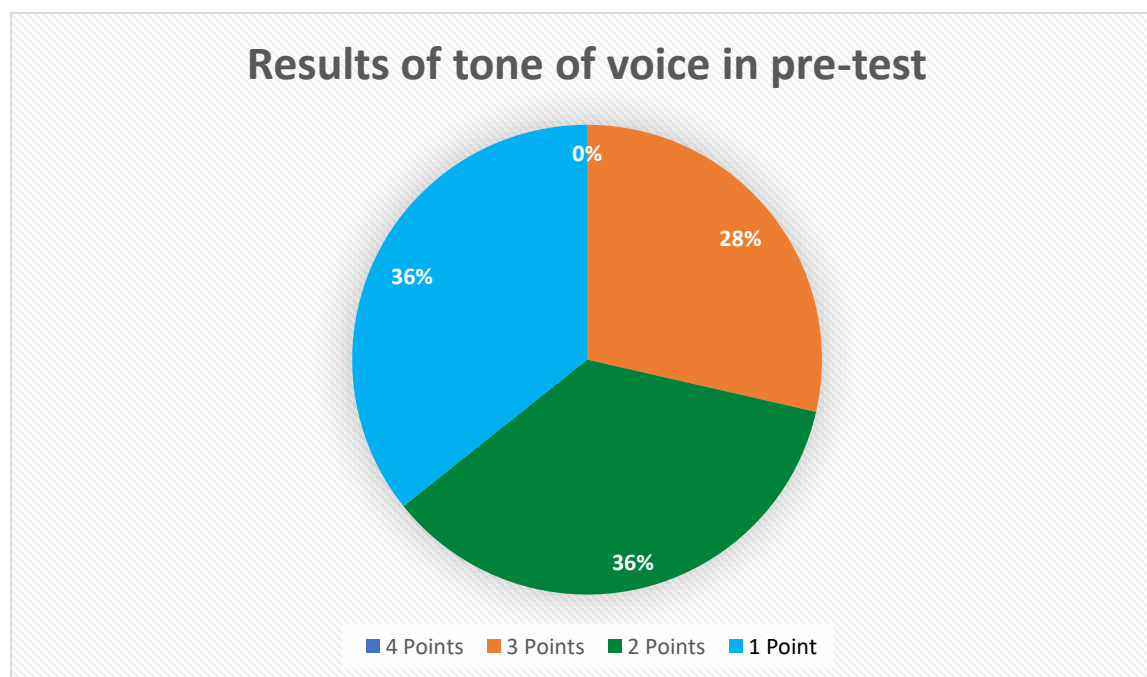
**Figure 2: Comparison of evaluations' results of pronunciation in the pre-test. Source: Researcher's own creation.**

#### **4.1.1.3 Tone of voice**

To assess speech tone, a 1 to 4 rating scale was used to evaluate various aspects of performance during the pretest. This scale was defined as follows: Excellent (4 points) for those who made 0 to 2 errors, demonstrating outstanding command of the language; Good (3 points) for those with 3 to 5 errors, indicating a solid understanding of the language with minor imperfections; Satisfactory (2 points) for those with 6 to 8 errors, reflecting an acceptable level of competence but with room for improvement; and Needs Improvement (1 point) for students who made 9 to 11 errors, showing insufficient tone and a significant need for development.

In addition, specific criteria assessed included: speaking with a clear and coherent voice, using appropriate volume, pitch, pace, tone, and body language, as well as clear and easily understood pronunciation. According to the Figure 3, the pre-test results revealed that, out of the 14 students who took the pre-test, that 4 students received 3 points, representing 28% of the total, indicating a good level of tone with some minor errors, while 5 students received 2 points, representing 36% of the total, reflecting a satisfactory level of proficiency with room for improvement, and 5 students received 1 point, representing 36% of the total, demonstrating insufficient tone and a significant need for development. These results emphasize both their proficiency and the areas requiring additional attention and practice in tone.

**Figure 3. Results of tone of voice in pre-test**



**Figure 3: Comparison of evaluations' results of tone of voice in the pre-test. Source: Researcher's own creation.**

#### **4.1.2 Observation Checklist**

On June 14, 2024, an evaluation instrument in the form of an observation rubric was applied to 14 fourth-grade students at San Antonio school in four critical dimensions: Speaking, Fluency, Tone of Voice and Pronunciation, during their participation in an Activity gamified within the course. This rubric served as a detailed framework to meticulously evaluate each student's performance in these key areas of oral English proficiency. In the Speaking aspect, students received a score of 2, indicating that they encountered frequent difficulties in articulating sounds clearly. This assessment focused on the students' ability to articulate all sounds effectively, and the rubric highlighted the challenges some students faced in achieving clarity in their speech. For fluency, students scored at level 3, demonstrating their ability to maintain continuous speech with occasional minor pauses. This aspect of the rubric assessed the students' ability to speak fluently and maintain a smooth flow of language during the interactive activity. For Tone of Voice, a score of 3 was also assigned, reflecting students' generally effective projection of their voices, albeit with some variation in volume. This criterion emphasized the importance of projecting the voice appropriately to ensure clarity and effective communication.

In addition, in the Pronunciation domain, students got a score of 2, indicating that their pronunciation was somewhat clear but included several mispronunciations. This aspect of the assessment highlighted students' ability to articulate words accurately and clearly, although with room for improvement to avoid mispronunciations. Applying this rubric during a gamified activity provided a rich context for observing and evaluating students' English oral skills. It allowed the researcher to gather detailed information about each student's strengths and areas that

needed improvement within a dynamic and interactive learning environment. This holistic assessment approach not only highlighted specific areas of development for students, but also informed specific instructional strategies aimed at improving their overall oral communication competency.

#### **4.1.3 Post-test**

The last instrument applied in this research was a post-test, administered on June 19, 2024. This post-test was conducted with the same 14 fourth-grade students at San Antonio School and involved reading the same text about a trip to Puerto Viejo beach that was used in the pre-test, utilizing vocabulary that the students were already familiar with. The objective was to assess improvements in their fluency, pronunciation, and tone of voice. Moreover, during the post-test, each student was given approximately 4 minutes to complete the reading. This evaluation aimed to determine the progress made in their oral English skills throughout the study. The reduction in time per student reflected an anticipated increase in their competence and confidence in reading. The following table shows those results.

**Table 4. Grades obtained by fourth graders on the Post-test.**

<b>STUDENT</b>	<b>GRADE</b>
<b>ONE</b>	100
<b>TWO</b>	85
<b>THREE</b>	85
<b>FOUR</b>	75
<b>FIVE</b>	100
<b>SIX</b>	80
<b>SEVEN</b>	75
<b>EIGHT</b>	96
<b>NINE</b>	100
<b>TEN</b>	90
<b>ELEVEN</b>	96
<b>TWELVE</b>	89
<b>THIRTEEN</b>	100
<b>FOURTEEN</b>	100

**Table 4: Shown the results for the post-test. Source: Researcher's own creation.**

Table 4 reveals the satisfactory results achieved through the method employed in this investigation. Notably, five students obtained perfect scores, that is 100. Additionally, two students achieved scores of 96, one student scored 90, one student scored 89, three students scored 85, two students scored 75, and one student scored 80. The positive outcomes exceeded the researcher's expectations. Students expressed gratitude for the dialogues and activities assigned during the research, acknowledging significant improvement. Many remarked that continuing

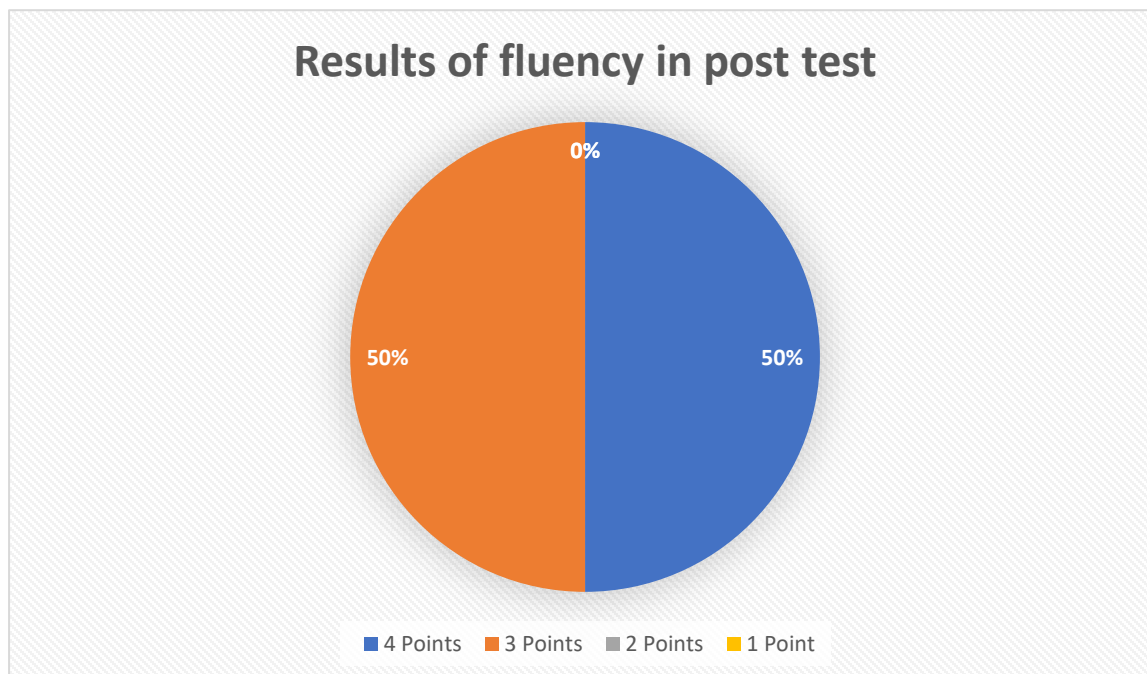
with such strategies would greatly enhance their learning experience. This feedback was highly gratifying and underscored the success of the researcher's approach. Moreover, the goal for this post-test was to assess their fluency, pronunciation, and tone of voice

#### **4.1.3.1 Fluency**

When evaluating fluency in speech, a 1 to 4 grading scale was implemented to assess various aspects of performance during the post-test. This scale was defined as follows: Excellent (4 points) for those who made 0 to 2 errors, demonstrating an outstanding command of the language; Good (3 points) for those with 3 to 5 errors, indicating a solid grasp of the language with minor imperfections; Satisfactory (2 points) for those with 6 to 8 errors, reflecting an acceptable level of competence but with room for improvement; and Needs Improvement (1 point) for students who made 9 to 11 errors, showing insufficient fluency and a significant need for development.

In addition, the specific criteria evaluated included: speaking with a clear and coherent voice, using an appropriate volume, pitch, pace, tone, and body language, as well as clear and easily understood pronunciation. As demonstrated in Figure 4, the post-test results revealed that, out of the 14 students who took the post-test, 7 students achieved a score of 4 points, representing 50% of the total, demonstrating excellent fluency and a remarkable command of the language, on the other hand, 7 students received 3 points, also representing 50% of the total, indicating a good level of fluency with some minor errors. These results reflect varied performance among the students, highlighting both excellence and areas requiring more attention and practice.

**Figure 4. Results of fluency in post test**



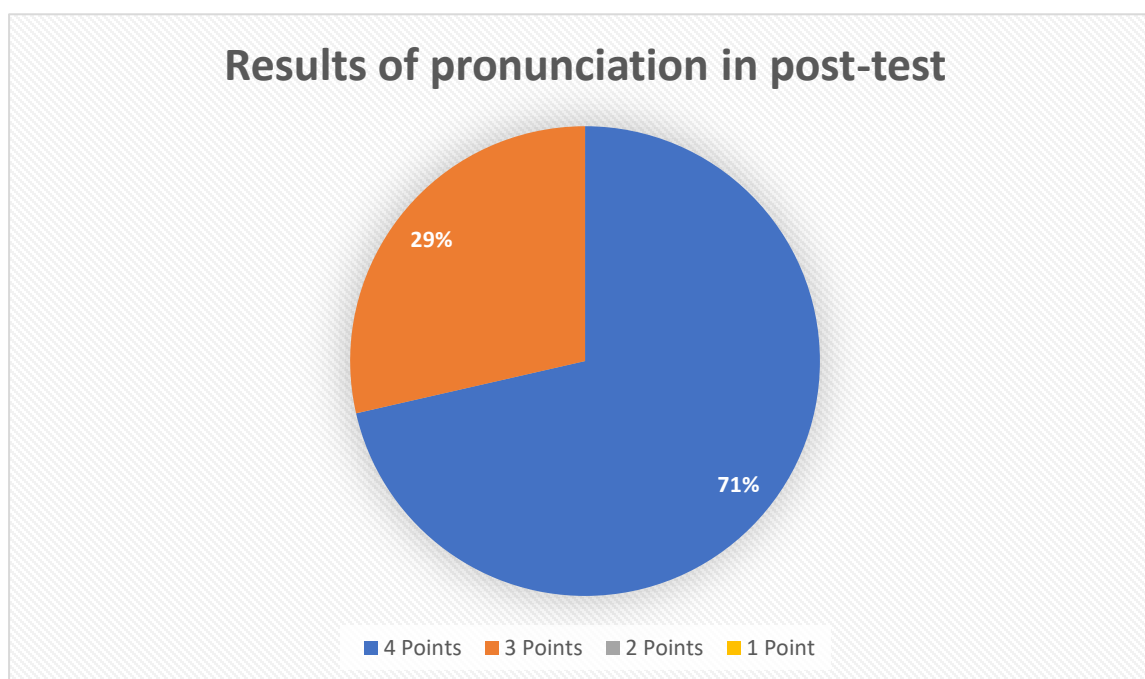
**Figure 4: Comparison of evaluations' results of fluency in post- test. Source: Researcher's own creation.**

#### **4.1.3.2 Pronunciation**

In the evaluation of pronunciation, a 1 to 4 grading scale was utilized to assess various performance aspects during the post-test. This scale was defined as follows: Excellent (4 points) for those who made 0 to 2 errors, showcasing an outstanding command of the language; Good (3 points) for those with 3 to 5 errors, indicating a solid understanding of the language with minor imperfections; Satisfactory (2 points) for those with 6 to 8 errors, reflecting an acceptable level of competence but with room for improvement; and Needs Improvement (1 point) for students who made 9 to 11 errors, showing insufficient pronunciation.

Furthermore, the specific criteria evaluated included: speaking with a clear and coherent voice, using an appropriate volume, pitch, pace, tone, and body language, as well as clear and easily understood pronunciation. As observed in Figure 5, the post-test results revealed that, out of the 14 students who took the post-test, 10 students achieved a score of 4 points, representing 71% of the total, demonstrating excellent fluency and a remarkable command of the language, on the other hand, 4 students received 3 points, representing 29% of the total, indicating a good level of pronunciation with some minor errors. These results reflect varied performance among the students, highlighting both excellence and areas requiring more attention and practice.

**Figure 5. Results of pronunciation in post-test**



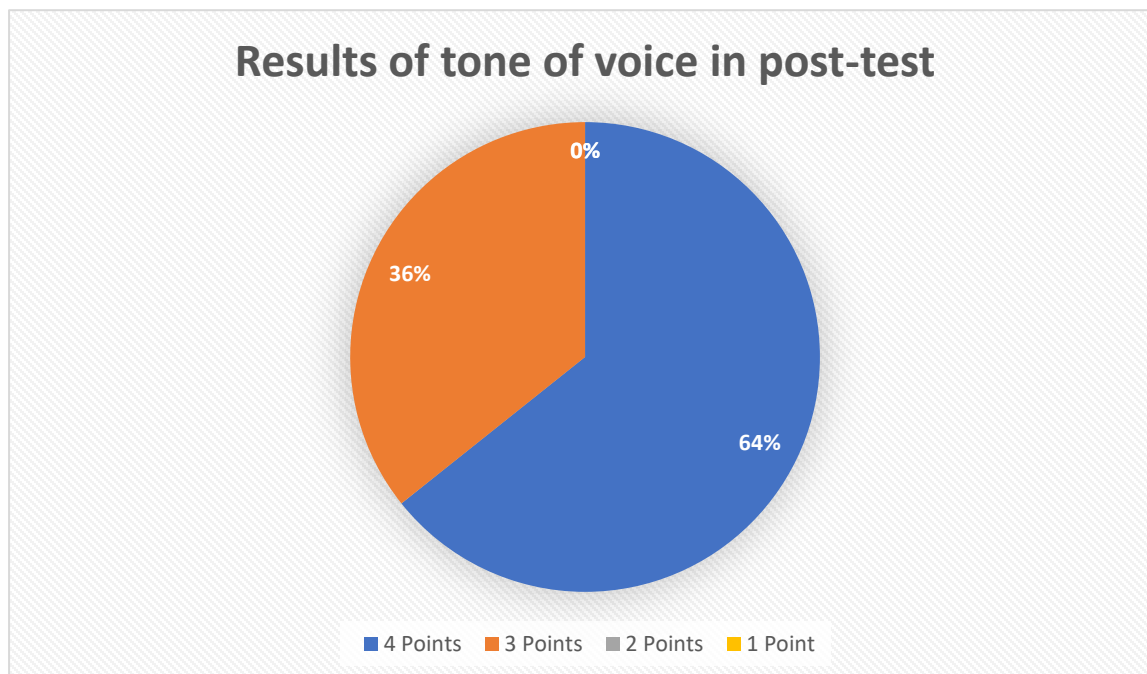
**Figure 5: Comparison of evaluations' results of pronunciation in post-test. Source: Researcher's own creation.**

#### **4.1.3.3 Tone of voice**

In the evaluation of tone of voice, a 1 to 4 grading scale was utilized to assess various performance aspects during the post-test. This scale was defined as follows: Excellent (4 points) for those who made 0 to 2 errors, showcasing an outstanding command of the language; Good (3 points) for those with 3 to 5 errors, indicating a solid understanding of the language with minor imperfections; Satisfactory (2 points) for those with 6 to 8 errors, reflecting an acceptable level of competence but with room for improvement; and Needs Improvement (1 point) for students who made 9 to 11 errors, showing insufficient control and a significant need for development.

Moreover, the specific criteria evaluated included: speaking with a clear and coherent voice, using an appropriate volume, pitch, pace, tone, and body language, as well as clear and easily understood pronunciation. Based on Figure 6, the post-test results revealed that, out of the 14 students who took the post-test, 9 students achieved a score of 4 points, representing 64% of the total, demonstrating an excellent tone of voice and a remarkable command of the language; on the other hand, 5 students received 3 points, representing 36% of the total, indicating a good level of tone with some minor errors. These results reflect varied performance among the students, highlighting both excellence and areas requiring more attention and practice.

**Figure 6. Results of tone of voice in post-test**



**Figure 6: Comparison of evaluations' results of tone of voice in post-test. Source: Researcher's own creation.**

The analysis of the pre-test and post-test results revealed a significant improvement in the oral English skills of the fourth-grade students at San Antonio School. Initially, the students struggled with fluency, pronunciation, and tone of voice, as evidenced by their low pre-test scores. Through targeted interventions including role-plays, group discussions, and ongoing assessments, the students demonstrated remarkable progress in these areas. The post-test results showed that a majority of the students achieved excellent or good ratings, highlighting the effectiveness of the implemented strategies. These outcomes underscore the importance of structured, interactive activities in enhancing language proficiency and provide a strong foundation for future instructional approaches.

## Chapter V

### Conclusions and Recommendations

#### 5.1 Purpose of the Conclusion

A conclusion is the final section of a research work, in which the main findings obtained throughout the study are synthesized and integrated. According to Suarez (2023), the conclusion is the starting point for closing your work, and in it you must gather all the loose threads, summarize your findings and expose the implications of your study. This part of the document is essential because it clearly and concisely summarizes the results by analyzing their meaning and implications in the context of the topic investigated. In the conclusion, the research question posed at the beginning is answered and it is verified whether the proposed objectives have been met.

The importance of a conclusion lies in its ability to provide a global and coherent vision of the entire investigative process. It helps readers to understand the scope and relevance of the research, highlighting the most significant and relevant aspects. Furthermore, a good conclusion allows the limitations of the study to be identified, which is crucial for a critical and objective evaluation of the work carried out. Likewise, the conclusion can offer practical recommendations based on the findings obtained, which can be useful both for the academic community and for professionals in the area in question. It is also a space to suggest new areas of study and raise questions that remained open, thus promoting continuity and deepening in the field of research.

#### 5.2 Conclusions

In this section, an explanation of the results will be offered for each of the specific objectives in order to establish whether the research obtained mostly positive or negative results. By

addressing each objective individually, the researcher will provide a comprehensive and comprehensive view of the effectiveness and impact of the research, ensuring a clear understanding of the achievements and areas of improvement identified throughout the study.

**5.2.1 To identify specific gamification elements, such as game mechanics, reward systems, and interactive features, which play a crucial role in fostering improved oral skills among fourth-grade graders at San Antonio school during the second quarter of 2024.**

The objective of identifying specific gamification elements, such as game mechanics, reward systems, and interactive features, which play a crucial role in improving oral skills among fourth-grade students at San Antonio School during the second quarter of 2024, has been pivotal in this research. The focus was on implementing roleplays and group discussions as primary gamified activities, designed to address topics previously covered in regular classes and to facilitate practical and participatory learning. During the study, the fluency, pronunciation, and tone of voice of students were specifically evaluated as key indicators of their oral skills. Roleplays, conducted in pairs or trios, allowed students to apply academic concepts in simulated scenarios, significantly contributing to the development of these skills. A notable improvement in verbal fluency was observed among students, who demonstrated increased confidence in expressing themselves and an enhanced ability to maintain fluent and coherent conversations.

Furthermore, group discussions facilitated the development of proper pronunciation and modulation of tone of voice. Students actively practiced articulating words and phrases, as well as using appropriate intonation to effectively convey their ideas. This focus on accuracy and clarity in oral communication helped students refine their ability to deliver messages comprehensibly and persuasively. In summary, the research has shown that integrating specific

gamification elements, such as tailored game mechanics and interactive activities like roleplays and group discussions, has been highly effective in enhancing the fluency, pronunciation, and tone of voice of fourth-grade students at San Antonio School. These strategies not only enriched learning by linking theory with practice but also prepared students to communicate effectively in various contexts. Continuing to explore and refine these gamified techniques in the classroom is essential to fostering a dynamic and stimulating educational environment where students can achieve their full potential in fundamental communication skills.

**5.2.2 To examine the levels of student engagement and motivation experienced during gamified learning sessions designed to enhance oral communication skills of fourth graders at San Antonio school during the second quarter of 2024.**

The objective of examining the levels of student engagement and motivation experienced during gamified learning sessions designed to enhance oral communication skills of fourth graders at San Antonio School during the second quarter of 2024, provided valuable insights into the effectiveness of gamification in educational settings. Through the implementation of roleplays and group discussions, this research focused on how these gamified activities influenced student involvement and enthusiasm for learning. Throughout the study, it became evident that gamified learning sessions significantly boosted student engagement. The interactive nature of roleplays, where students worked in small groups to simulate real-life scenarios, created an immersive learning environment. Students were eager to participate, showing high levels of interest and enthusiasm. This active participation was reflected on their increased willingness to practice and improve their oral communication skills.

Similarly, group discussions, which involved the entire class debating topics in a structured manner, fostered a sense of community and collective learning. The competitive yet collaborative atmosphere encouraged students to listen attentively, articulate their thoughts clearly, and build on each other's ideas. This not only improved their oral skills but also promoted a deeper engagement with the learning material. Moreover, motivation levels also saw a notable improvement during the gamified sessions. The incorporation of game-like elements, such as clearly defined roles and objectives, provided students with a sense of purpose and direction. The structured format of the activities, combined with the opportunity to receive recognition for their efforts, served as strong motivators. Students were more inclined to invest time and effort into their preparation and participation, driven by the desire to excel in the gamified tasks.

Furthermore, the positive and supportive environment cultivated during these sessions contributed to sustained motivation. Students were encouraged to take risks, make mistakes, and learn from them without fear of judgment. This supportive atmosphere helped to build their confidence and resilience, essential components for effective oral communication. In summary, the examination of student engagement and motivation during gamified learning sessions at San Antonio School has revealed that gamification is a powerful tool for enhancing educational outcomes. The increased levels of participation and enthusiasm observed during the gamified activities underscore the potential of these strategies to make learning more dynamic and enjoyable. By continuing to integrate gamification into the curriculum, educators can foster a more engaged and motivated learning experience, ultimately leading to improved oral communication skills and overall academic performance.

### **5.2.3 To assess the effectiveness of gamification as a learning technique in enhancing the oral communication skills of fourth graders at San Antonio school during the second quarter of 2024.**

The objective of evaluating the effectiveness of gamification as a learning technique to improve the oral communication skills of fourth grade students at San Antonio School during the second quarter of 2024 has provided important insights into the benefits and potential impact of this approach. The researcher created an observation rubric, a pre-test, and a post-test to evaluate the students' progress and the overall effectiveness of the gamified learning sessions. In addition, the use of a pre-test allowed for an initial assessment of students' oral communication skills, establishing a baseline against which future improvements could be measured. These initial data revealed extremely low levels of proficiency among students in aspects such as fluency, pronunciation, and tone of voice. Students then participated in gamified learning sessions that included role-playing and group discussions, designed to actively engage them in practical and interactive communication exercises.

Moreover, the implementation of an observation rubric provided structured and objective means to assess specific components of students' oral skills. This rubric was used during one of the gamified sessions, ensuring that the student progress was monitored and evaluated against clear criteria. The criteria evaluated included fluency, pronunciation, tone of voice, and general oral communication ability. Furthermore, the post-test, administered after completing the gamified learning sessions, revealed significant improvements in all areas evaluated. Students demonstrated greater fluency, with a notable increase in their ability to speak fluently and without undue hesitation. Pronunciation improved, showing greater precision and confidence in their speech. The tone of voice became more varied and expressive, reflecting a greater engagement

with the material and a better ability to convey meaning. In general terms, students' oral communication skills improved significantly, evidencing the positive impact of gamified activities.

The comparison of the pre-test and post-test results highlighted the effectiveness of gamification as a learning technique. Students not only showed measurable gains in their oral communication skills, but they also exhibited increased enthusiasm and motivation throughout the process. The interactive and collaborative nature of gamified activities contributed to a more dynamic and engaging learning environment, fostering a sense of enjoyment and active participation. In conclusion, the evaluation of gamification as a learning technique to improve the oral communication skills of fourth grade students at the San Antonio school has demonstrated its considerable effectiveness. The structured assessment through an observation rubric, along with the clear improvements observed from pre-test to post-test, underscores the value of incorporating gamified strategies into educational practice.

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

The present study addressed the question of how to use gamification as a learning technique to improve the oral skills of fourth grade students at San Antonio School during the second quarter of 2024. Specific activities such as role plays and group discussions were implemented, and various evaluation instruments were used, including an observation rubric, a pre-test and a post-test. The results obtained were notably positive, evidencing a significant improvement in the students' pronunciation, fluency and tone of voice. Furthermore, the implementation of gamification, in this context, proved to be an effective strategy to engage and motivate students in learning oral skills. Role-playing allowed students to practice speaking in simulated situations, helping them improve their pronunciation and fluency in an interactive and engaging way. By

having to interpret different characters and contexts, students were able to experience a variety of communicative scenarios, which contributed to a richer and more diverse language practice.

Group discussions, on the other hand, provided a space for collaborative language practice. Through the exchange of ideas and argumentation, students improved their ability to express themselves clearly and confidently. This activity encouraged not only the development of language skills, but also teamwork and active listening, which are crucial skills both inside and outside the classroom. In addition, the assessment instruments used in the study were key to measure students' progress in a systematic and objective manner. The observation rubric allowed the researcher to evaluate specific aspects of students' oral ability in real time, providing immediate and detailed feedback. The results of the pre-test and post-test showed clear improvements in the areas of pronunciation, fluency and tone of voice, confirming the effectiveness of the gamified activities.

The improvement in pronunciation was notable, as students demonstrated greater accuracy when articulating sounds and words. Students' fluency also showed significant progress, with a reduction in pauses and hesitation during speaking, indicating greater confidence and competence in using the language. Tone of voice, an often-neglected aspect in teaching oral skills, also improved, as the students used more appropriate and varied intonation in their interactions. In conclusion, this study demonstrates that gamification can be a powerful tool to improve oral skills in fourth grade students. Role-playing and group discussion activities, combined with ongoing, structured assessment, resulted in significant improvements in students' pronunciation, fluency, and tone of voice. These results suggest that gamification not only motivates students, but also facilitates more effective and lasting learning. Therefore, the incorporation of gamification techniques in the oral skills teaching curriculum is recommended to enhance the

comprehensive development of students and better prepare them for future communication challenges.

#### **5.4 Recommendations**

The following recommendations are aimed at future researchers interested in exploring and expanding the use of gamification as a learning technique to improve students' oral skills. Based on the results and analysis of the implementation carried out at San Antonio School during the second quarter of 2024, these suggestions are intended to provide a solid framework for future research, offering practical strategies and key methodological considerations.

The first recommendation is that before implementing gamified activities, it is crucial that researchers carry out detailed observations and get to know the group of students in depth. This initial stage allows researchers to understand the dynamics of the group, identify the strengths and weaknesses of each student, and detect possible areas of interest that can be exploited in gamification. Observing how students interact with each other and respond to different types of activities provides a solid foundation for designing learning experiences that are both engaging and effective. This prior knowledge ensures that gamified activities adapt to the needs and preferences of the group, thus increasing their effectiveness and student engagement.

Another key recommendation to improve the effectiveness of gamified activities is the use of didactic material in activities such as roleplays, which is aligned with the roleplay scenarios. Providing students with tangible and visual elements related to the situations they are role-playing can make the experience more immersive and realistic. For example, if the roleplay simulates a conversation in a restaurant, providing real menus, kitchen utensils, and themed decorations can help students immerse themselves in the scenario, facilitating more authentic practice of their speaking skills.

Finally, it is recommended to reward students' efforts with small and tangible rewards, such as candy, to motivate them during gamified activities. These small incentives can have a significant impact on the students' enthusiasm and engagement. Tangible rewards provide immediate gratification, which can increase students' intrinsic and extrinsic motivation when performing challenging tasks. A piece of candy, even if it is simple and small, serves as a visible recognition of their effort and achievements, fostering a positive and competitive environment in the classroom.

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