

**Gamification: A Tool to Improve Speaking Skill Through the TBL Approach.**

**Ana Lucia Almanza Molina**

**Advisor**

**Diana Martinez Cifuentes**

**Universidad Pedagógica Nacional**

**Facultad de Humanidades**

**Departamento de lenguas**

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### **Abstract**

Using gamification as a pedagogical strategy, this research aimed to improve seventh-grade students' English-speaking skills through the Task-Based Learning approach. For this reason, this study sought to answer How can gamification as a pedagogical strategy improve seventh-grade students' English-speaking skills through a task-based learning approach at Guillermo Cano Isaza School? To attain the objective and answer the question, the action research was carried out by proposing a series of four tasks that included game elements based on students' preferences. Then they were implemented, and the information collected through field notes, audio recordings, and surveys was evaluated. The findings show the impact of gamification on speaking skills such as pronunciation and fluency because students got the confidence and took the risk to speak and practice during the sessions.

*Keywords: Gamification, Task-Based Learning, speaking skills, pronunciation, fluency.*

### **Resumen**

Usando la gamificación como una estrategia pedagógica, investigación tuvo como objetivo mejorar las habilidades de habla en inglés de los estudiantes de séptimo grado a través del enfoque Aprendizaje Basado en Tareas. Por esta razón, este estudio buscó responder ¿Cómo puede la gamificación como una estrategia pedagógica mejorar las habilidades de habla en inglés de los estudiantes de grado séptimo a través del enfoque Aprendizaje Basado en Tareas en el colegio Guillermo Cano Isaza? Para alcanzar el objetivo y responder la pregunta, la investigación acción se llevó a cabo proponiendo una serie de cuatro tareas las cuales incluían elementos de juegos basados en las preferencias de los estudiantes. Estas fueran implementadas, la información recolectada a través de diarios de campo, grabaciones en audio y encuestas fue evaluada. Los hallazgos muestran el impacto de la gamificación en habilidades comunicativas

como la pronunciación y la fluidez porque los estudiantes adquirieron confianza y se atrevieron a hablar y practicar durante las sesiones.

*Palabras claves: Gamificación, Aprendizaje Basado en Tareas, habilidades comunicativas, pronunciación, fluidez.*

## CHAPTER I: Contextualization and Research Problem

This chapter contains the research project's contextualization, as well as the problem statement, and the objectives. For this reason, a characterization of the local context and the aim of the school is presented to understand the teaching practices. Then, this will be focused on the characteristics of the 702 class in which the project was carried out. Likewise, the problem that was found, the reason why this project will be carried out, and the objectives.

### Context

CEDID Guillermo Cano Isaza is a public school in the Meissen neighborhood, locality 19, Ciudad Bolívar, southwest area. The principal streets are Villavicencio and Boyacá Avenue. There is a river called “Rio Tunjuelito.” The socioeconomic stratum is between one and two. In the neighborhood, you can find different kinds of economic activities such as tire stores, car repairment, small stores, a police station, and the main hospital.

The school is divided into two blocks, each block has two floors. The first one is for primary students. In this block, there are three technology rooms and one library. On the other hand, the high school block has three chemistry labs, one mechanical garage and another for electricity, one auditorium, and one bilingualism lab. Each block has one field in which students can play football or basketball. Primary's block has one park to play. Both blocks share one kitchen and one dining room because the school has the Programa de Alimentación Escolar<sup>1</sup> (PAE), in which students receive food supplements.

The school has different staff, there are 106 teachers, 48 in the morning, 48 in the afternoon, and 10 in the evening. Also, they have 8 head teachers, 5 guidance counselors, 6 administrative staff, and 22 for general services.

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<sup>1</sup> In English: School feeding program

The school has a constructivist and technology approach in the Proyecto Educativo Institucional (PEI). Their purpose is to reduce the inequality that most of the population faces regarding accessibility to work and study. In this way, they offer four educational levels: preschool, primary, high school, and middle vocational. For this reason, the institutional mission focuses on training students with working competencies and solving personal, professional, and social problems.

### **Description of the population**

This project was focused on the seventh two-class afternoon shift. To understand better the problem and its characteristics a sociodemographic survey was made. In this, it was found that there were 34 students, 16 males, and 18 females. The age for those students is around 11-14 years old. In this group, 8 students had repeated school grades, and 4 of them were repeating 7th grade. Their socio-economic strata are around 1-2.

The observations were evidence that students' performance in English class was positive. Most of the students are focused on it. However, sometimes it could be affected by some students that like to make jokes, those could turn into an aggressive environment in which they insult each other. Furthermore, they like to play or talk with their friends during the teacher's explanations interrupting them. Regarding the students' organization at the beginning of the class disorder on the part of the students was evident because they did not arrive on time and when they arrived at the classroom, disorder was generated.

On the other hand, a survey was made to understand their hobbies and opinions regarding English class. In this survey, it was evidenced that they prefer funny activities. They dislike long tasks, especially when they must write a lot. In this survey, they showed an interest in learning English, because it is one of the most favorite languages. They explained that they like how the

teacher teaches them, it is fun to learn a new language, and there are different activities. For more than half of students, it is important to learn it because it can help them travel, get better job opportunities, and get more money.

Among their favorite activities, it was highlight listening to music, playing, and practicing sports. Regarding classes with games, some students do not like some kinds of them because they could be boring. Some prefer to write in their notebooks. However, other students prefer those games because they help them make friends, they can learn easily, and they enjoy the classes with these kinds of activities. Moreover, they expressed their nonconformity with group work due to most of the time just one student develops all the activity, while others talk a lot, and their relationships are not good. Finally, they like to receive rewards in a game because they like to win, it is funny to win for something in return, they are benefits, they can share different experiences, and they can show their abilities.

### **Problem Statement**

The government in Colombia established that students must achieve a B1 level of English competence when they finish high school. Despite the different strategies that have been created for the promotion of this foreign language in Colombia, students still have low levels of English. Most of them cannot achieve the levels proposed by the government, just 1% of 11th-grade students do it (Sánchez, 2013). However, the test applied to evaluate English levels, called Prueba Saber 11, is focused on reading comprehension, forgetting the other skills (writing, speaking, and listening).

Some observations were carried out in 702-grade students from the school Guillermo Cano Isaza. In English classes different problems were found, that made the learning process complex. First, it was evidenced that the teacher used worksheets to teach vocabulary using the

translation method. Most of the activities were worksheets in which students had to translate the words and match this information with questions or pictures. Furthermore, students tend to wait for a student who finishes to get the answers, showing that they did those tasks for a grade. In this way, there was no significant learning process because students thought they would not use what they had learned in the future.

Moreover, it was found that students from seventh grade did not have the opportunity to develop their speaking skills. First, teachers and students do not use English in the classroom. They do not practice basic words or expressions, such as “teacher” “good afternoon” “I have a question” or “Can you repeat, please”, which means that students do not need to learn the language to be used in a context, at least in the classroom. Second, the activities proposed by the teacher did not help develop this skill, so students were not motivated to start practicing in the classroom. Considering that English in Colombia is learned as a foreign language, speaking activities in the classroom are important due to that is the nearest space in which students can practice the language.

A diagnostic was applied to check 7th-grade students' levels (check annex 1) based on the topics that students should learn in the previous grade. This diagnostic aimed to demonstrate their abilities and weaknesses in the language. In the reading part, most of the students answered all the questions correctly, or most of them. It showed that they could read some short stories in English and answer some related questions. In writing skills, most of the students correctly wrote the sentences. The mistakes that they made were related to the use of the verb to be, the gerunds of the verb, and capital letters. It demonstrated that students could write short sentences, but some were unaware of the grammatical rules they should follow. In the listening section, they demonstrated good listening skills, just a few students got wrong answers.

The skill in which students had more difficulties was speaking. In this section, although students had an example, most of them just followed the same example with the same answers. Furthermore, they had a lot of pronunciation mistakes such as the numbers and the verb to be. It showed the lack of vocabulary that students have. For this reason, students are not able to create new questions or answers. Also, as they have no contact with English, they have difficulties pronouncing some words. Furthermore, when somebody speaks in English they start to laugh and express that they do not understand another language. Likewise, for speaking activities, they feel nervous about speaking and prefer not to do this kind of activity.

Thus, it could indicate that the low English level in students' classes is founded on the low importance of the subject and the lack of opportunities to practice speaking in the classroom due to the lack of speaking activities. All those problems affect the learning process and even the lack of motivation can be affected by unenriching activities, especially those where students must face using the language. The use of gamification and contextualized activities helps to strengthen speaking skills because it creates meaningful learning. Furthermore, students could be immersed in an environment where they not only learn words from the other language but will also be able to use them to create sentences and communicate effectively. Considering the problem found in this classroom, there is a question that emerges to find a solution.

### **Research Question**

How can gamification as a pedagogical strategy improve seventh-grade students' English-speaking skills through a task-based learning approach at Guillermo Cano Isaza School?

## **Objectives**

### **General Objective**

To improve seventh-grade students' English-speaking skills through the Task-Based Learning approach using gamification as a pedagogical strategy.

### **Specific Objectives**

- I.** To foster speaking skills in collaborative workspaces by implementing the Task-Based Learning approach in a gamification environment.
- II.** To examine the impact of gamification on students' speaking skills through the Task-based Learning approach.

### **Rationale**

Language was created to communicate and express ideas or thoughts, which means that it is part of social interactions to establish new relationships. Nowadays, we have different means of communication such as speaking or writing. In addition, having good communication implies a speech. People speak in different situations, not only professionally but also personally, so learning English could not be reduced to know how to write and read, avoiding that students can develop their abilities in real situations in foreign countries. For this reason, strengthening speaking skills in EFL classrooms is important given the fact they provide a reason to learn the new language and not only understand the English subject as one which would never be used.

On the other hand, in the last ten years gamification has been used in different contexts such as health, government, transportation, education, and others, helping to improve the motivation to learn due to the use of game principles (Robson, Plangger, Kietzmann, McCarthy, & Pitt, 2015). Considering this, the use of gamification in the classroom is important to improve the student's motivation to learn and use English, as this tool will bring gameful and meaningful

activities for learning. In the case of 7th-grade students in the Guillermo Cano Isaza school, gamification will work as a tool that improves speaking skills in different activities that were proposed.

Gamification was used in this project to create participating activities that help to overcome the difficulties in the learning process (Çeker & Özdaml, 2017). This can be due to it preventing to avoid mental exhaustion, poor performance, and attention problems. This strategy creates an active learner in the classroom by using game elements such as points, leaderboard, feedback, and levels, among others, (Anak & Hua, 2021). Bonilla (2022) states that these kinds of games allow students to enhance their skills because their desire to learn increases.

Finally, this project could be important in different contexts, especially in the school, for both teachers and students. In the school, it will create new forms of teaching and learning, showing that English is not only translation but also implies a contextualized learning process, in which students will understand the use of topics in real-world situations. Also, it could work as a proposal to be used in different grades to promote speaking activities, demonstrating that learning a new language is not difficult and removing the possible barriers that sometimes students have. Furthermore, it will be shown that gamification does not always imply the use of technology in the classroom, due to there being different ways to use entertainment. Also, teachers could see an opportunity to motivate students' participation, by organizing planners including gamification strategies for different grades and levels.

## CHAPTER II: State-of-art and Theoretical Framework.

### State of art

Throughout this chapter, there are some research articles and previous proposals regarding the use of gamification to teach English and improve different language skills in the classroom; there are five research outside Colombia and three that belong to the Universidad Pedagógica Nacional.

The first research project is titled “*Exploring a Gamified Learning Tool in the ESL Classroom: The case of Quizizz*” written by Anak & Hua (2021), at the University Kebangsaan Malaysia in Selangor, Malaysia. It was quasi-experimental research conducted in a primary school in Padawan, Sarawak with a sample of 30 students around 11 years of age. They found a problem with the low proficiency in the English language comparing this with the aspiration standards in the country. They used a pre-test and a post-test design to obtain scores to assess the achievements of participants. They aim to explore the influence of Quizizz in enhancing the students’ learning of irregular English verbs. This application is used to create virtual and live evaluations in which students get points for each correct answer; meanwhile, they can watch the leaderboard which makes this a competition.

They compared different levels before and after the project and also compared gender, finding that females had better proficiency than men. Also, it was found that the use of Quizizz enhanced students' learning. As well, the implementation of online games was a creative way to shift the traditional way of being taught, especially for this new generation. It means that those interactive games enhance the quality of language teaching, promoting digital literacy, and preparing both teachers and students for globalization in education.

This research is used in this project regarding the use of Quizziz as a gamified tool in the EFL classroom. As was shown in the results, gamified tools could enhance students learning language acquisition, making learning more effective to improve the interest of students and also, qualifying language teaching.

Another research that was found was written by Kholifah, Ahdhianto, Samsudin, & Danur (2021) from Universitas Sultan Ajen Tirtayasa called "*A Review of Gamification Impact on Student Behavioral*". They collected information regarding different research to find the impact of implementing gamification on students' learning outcomes. They used different types of papers from 2016 to 2020 to collect this information. The research identified that the elements of gamification include affective and behavioral learning outcomes and student performance. Also, the use of gamification in education or learning programs has an impact on the learning process and affective element, influencing behaviors, teamwork, oral communication skills, social skills, and digital literacy. Furthermore, the principles of gamification are related to motivation, interest, enjoyment, satisfaction, and innovation in learning students' activities. The findings of this research helped this project based on the impact of gamification on students' understanding of the topics they should learn. Furthermore, it evidence that this feature helped with some abilities that were included in the project such as teamwork and oral communication.

The next reference is a bachelor's degree called "*Gamification strategies to develop speaking fluency in 6th-grade students at Daniel Reyes school in the academic year 2021-2022*" by Bonilla (2022). In this research, it was found that the new tools provided by technology have not been used in education, which means that teachers only use the material given by the government. It was experimental, using the deductive method to recognize the problem as a hypothesis and also to prove it at the end of the analysis. The research was carried out at Daniel

Reyes School in Ecuador. The students were in sixth (6<sup>th</sup>) grade and the participants were 62. They found that the skill in which students have more difficulties was speaking. To gamify this class they proposed to use different educative platforms such as Genially, Learning apps, Voki, and Educandy. In most of the activities, students had a role related to some profession and at the end, they should record themselves practicing the pronunciation. Also, in some activities, the winner was the first who completed it. When they applied the gamification principles, they noticed that the majority of the students were interested in doing the tasks. As they offered different platforms, students were able to practice what they learned in the classroom, including a guide with activities and step by step to carry out them.

This study is relevant because it shows the importance that nowadays teachers implement technology in the classroom. Also, it exposed that the use of gamification increases the motivation to learn and participate in the activities proposed inside and outside the classroom.

The next project was also carried out in Ecuador by Rodríguez & Sánchez (2020). The name of the research project is *“Influence of the gamification techniques in speaking skills”* in a bachelor’s degree thesis. It was a qualitative-quantitative research carried out with 37 8th-grade students. The problem found was that students did not produce speeches or questions in the classroom, and there was limited participation due to the techniques used to improve oral production also, they did not agree with the use of photocopies or books to improve their speaking skills. For this reason, the proposal aims to seek the influence of gamification activities on speaking skills.

The analysis of the data collected in the proposal finds the importance of using gamification to improve speaking skills. The proposal was focused on different activities such as Tell Me a Story, Charades, Pictionary, and Where is the Treasure, among others; the use of these

kinds of games and plays creates a friendly environment to encourage speaking when students do not feel confident because they did not have a lot of vocabulary, so students realized about the importance of speaking in the English learning process. Also, these kinds of activities increase the interest in learning English and the use of rewards motivates them to participate more in the classroom. It is important to highlight that students like to work in groups, for this reason, it is important not only to include individual but also cooperative games.

This proposal was chosen for this project due to it makes use of gamification to improve speaking skills. Moreover, they found the importance and the relation between the use of gamification principles and how this will help to improve motivation and encourage to use of English in the class. Furthermore, it shows that it is important to use different kinds of material so that students speak in the classroom. Although this research was only a proposal, it helps to evidence different kinds of activities that will be carried out in the classroom. This works as a guide regarding how we can use gamification in a different context and with different topics.

The research “*The use of gamification to enhance the english as a foreign language*” by Amaya & Bajaña (2020) found that nowadays in universities it is important to incorporate the use of technology. It not only helps to develop technical skills but also critical thinking, problem-solving, and collaborative work. They found that the use of gamification helped to develop those skills. For this reason, this project aimed to use the platform “*hot potato*” to enhance the motivation and learning of English university students. This software is used to create educatively exercises such as interactive multiple-choice, short-answer, jumbled-sentence, crossword, matching/ordering, and gap-fill exercises.

The main result was that gamification mechanics improve learning because students become autonomous and commit to learning. The use of this platform makes students involved

in different challenging activities, showing that gamification adds a dynamic of cooperation, competition, and feedback in face-to-face English classes, using different gamified elements such as badges, points, ranking, and levels.

This study is relevant in this research because it makes reference that gamification not only is used as a tool for technology development but also it shows that helps to improve different skills in English classes. They consider the use of gamification as an advance to avoid the students feeling bored and losing motivation because they commit mistakes, allowing teachers to use different funny and motivating techniques.

Students from the language department from the Universidad Pedagógica Nacional have carried out different proposals and research regarding the use of gamification in English learning and teaching. One of them is “*Gamification: A mission to foster students’ engagement and interaction in the EFL classroom*” (Esquivel 2019). She found a lack of motivation to interact with a foreign language in fourth-grade students, which means that students were not able to participate in short conversations, in the classroom there were no activities that demanded this kind of interaction. To gamify the classroom, it was divided into three cycles or missions. The first one focused on creating avatars, then they focused on the environment, and finally renowned cities. She used some coins with different colors to show how students advance to the next level.

This project found gamification principles as a tool to create interaction between students, which helps to develop different skills in students. Furthermore, it helps students to be aware of their learning process, their abilities, skills, and what they should improve. Regarding communicative skills, students progressively improve them and consequently their self-esteem and fluency.

This project has been selected in this research considering the impact of gamification on improving communication skills, showing how the use of gamification helps to develop interaction in the classroom. Also, this tool motivates students to bet themselves to improve their skills, making them aware of their processes and setting their objectives to work in the classroom.

Another proposal in the department was written by Riaño (2020) in his bachelor's degree "*Treating you well: Boosting fellowship in an EFL environment employing gamification principles implementation*". This proposal was carried out in a ninth-grade public school class with 37 students. It was found that students had difficulties performing their English skills and they did not develop social skills such as respect and fellowship. For this reason, they propose gamification as a tool to improve not only English skills but also social skills. It was experimental research in which one group used gamification and the other one did not. With the gamified group, elements such as avatars and rewards were used, so students should complete the lesson to obtain starts and at the end, they were able to change their character aspect.

The researcher found that the use of games is an attractive tool for young people; students showed interest in competitive games in which they can get badges and rewards to use in their avatars, those elements work as a motivation to progressively improve game results. It was more evident when he compared the results obtained in the groups in which the gamified group got better scores. They increased their performance in vocabulary and verb tenses in English.

This research is relevant because it was also carried out in a public school in high school. As the researcher found that the use of gamification not only improved English skills but also social skills, students could be able to work in groups collaboratively.

Finally, there is research made by Díaz (2021) named "Improving integrated skills through gamification in the EFL classroom". For the proposal, he found that most of the students from fifth

grade have difficulties with the whole integrated skills. In this way, it was identified the need to work on those skills by using gamification to create a dynamic, progressive, and simultaneous environment. For this reason, this methodological proposal is based on gamifying the classroom by suggesting 3 different cycles. It was proposed to create role plays to imagine different scenarios according to the topic that could be carried out. Most of those elements are the roles, characters, music, items, and power-ups. The outcome showed gamification as a strategy that improves students' learning process. Gamification works in language teaching and improves integrated skills because it promotes and encourages communication, participation, and continuous interaction. All those results were based on how gamification principles improve both teaching and learning since it motivates students, and they commit to their learning process. This idea is relevant for this research because it was not only proposed to include gamification in the classroom, but also mix it with communication, participation, and interaction among students. Furthermore, all the principles were included to create the lesson plans which helped mix grammar topics with games in which students advance after finishing each session.

### **Literature review**

In this section, different theoretical constructs work as the basis of this project to explain the main concepts of this research. Those concepts are gamification, speaking skills, and the Task-Based learning approach.

### **Gamification**

Over time education has sought different ways to teach. Methodologies have changed and these changes are based on the context and needs of each culture. Nowadays, technology is part of many people's lives, and that is why teachers should be equipped to use technology in their classes. Considering that the use of games in the classroom increases learners' interest in learning English

(Mee et al., 2020), gamification is a tool that has been used to mix the learning process with game experiences,

Gamification is a concept that has emerged in the 21st century as a new trend in learning, that uses technology and game principles in the classroom to change behaviors and support learning (Nurtanto, Kholifah, Ahdhianto, & Samsudin, 2021); it is a mix of many teaching and learning principles to achieve complex tasks as it includes mechanics and ways people think in a game to solve problems and motivate participation (Çeker & Özdaml, 2017). Gamification was created based on the idea that games help to create interesting learning activities that are not only focused on fun but also on promoting values considering that most of the lessons from gaming help to change some behaviors in non-game situations. (Mee Mee et al., 2020).

According to Bonilla (2022), gamification has a game principle that is the use of progress by achieving levels, which creates an environment that promotes motivation. Furthermore, the use of positive feedback during the teaching process helps students to improve their learning process, because gamification creates dynamic environments in which students are aware of their progress and they know what need to do to achieve the next levels. The main idea in a gamified classroom is to introduce game design elements and create gameful experiences. However, those games should not only be seen as the center of the class but as a change to develop students' thinking by proposing to solve problems, increasing learners' motivation and engagement (Dichev & Dicheva, 2017).

Considering a cognitive and emotional point of view, gamification plays an important role in learning and motivation to learn. It is given the fact that games evoke this kind of stimulation. Dale (2014) stated that the tasks that are part of gamification increase players' attention and engagement because gamified experiences are enjoyable environments (cited in Mullins &

Sabherwal, 2020). Mainly, players are focused on getting goals, which is why it creates positive and negative emotions. To achieve those emotions and link them with the learning process Mullins & Sabherwal (2020) asserted that gamification should be focused on the cognitive process more than on the emotional process.

On the other hand, to gamify a classroom it is important to include different aspects. According to Bonilla (2022), the use of games in the language classroom should include three key elements. First, the conflict, which means the different difficulties to overcome, is presented as a challenge. Second, cooperation and/or competition: the use of cooperative learning in which one should be able to work in groups to achieve something, not only learning but also rewards, as competition is the motivation to do the tasks and get a prize. Finally, the strategy and chance are to create experiences by increasing levels of problem-solving and developing creativity and enthusiasm.

In addition, Gamification is a concept that is driven by motivation (Dichev & Dicheva, 2017). Anak & Hua (2021) state the use of game principles such as points, stories, leaderboards, and feedback helps to increase participation and motivation in the classroom. According to Sailer et al., (2013), motivational mechanisms and game elements match because points are positive reinforcements provided through rewards for actions; badges represent achievements or the player's status, explaining the complexity of a task and the development of each person; leaderboards help players to check their information and success during the tasks, fostering their feelings and promoting collaboration by sharing goals, opportunities, and experiences; stories meet players' interests and they could be inspiring; finally, avatars are the player or group's visual representation. The following table shows the main principles of a gamified classroom:

**Table 1** *Gamification principles (Rodríguez & Sánchez, 2020)*

<b>GAMIFICATION PRINCIPLES</b>	
Reward structures	The rewards should be associated with the student's context. Those rewards are: <ul style="list-style-type: none"> <li>• Points: the student gets a point each time he or she completes a task.</li> <li>• Badges: the student gets a badge when he or she achieves a goal.</li> </ul>
Avatars	It is the personification of a character. It will depend on the student's creativity. Students will have the opportunity to improve their power or get more things by achieving goals.
Leaderboards	It is the list with the highest scores. Gamification helps to increase motivation because of the sense of competition.
Rules	The main principle of a game is the rules. In gamification, it depends on the teacher and students, the goals, and what is going to be evaluated. The use of rules is important to maintain control of the game, commitment, and motivation.
Feedback	It refers to the information with which students will understand the reason for their results. In this way, the student is aware of their progress which helps them to correct mistakes.
Goal	The goal is the same objective. It helps to improve the performance of the game. In the same way, it helps to keep control of the game.

### **Speaking**

The main objective when we learn a language is to have the ability to communicate. Speaking is one of the four skills that is developed as part of the language competencies, and it is considered a production skill because people will be able to interact with others in different contexts (Rodríguez & Sánchez, 2020). Speaking is defined by Brown (1994) as a process in which people construct meaning and it is composed of producing, receiving, and processing information (Brown, 1994, as cited in Bonilla, 2022). In this respect, Shumin (2002) states:

Each of these different purposes for speaking implies knowledge of the rules that account for how spoken language reflects the context or situation in which speech occurs, the participants involved and their specific roles and relationships, and the kind of activity the speakers are

involved in (p. 201)

In education, Harmer (2020) affirms that speaking activities provide students the opportunity to practice in a safe and real-life environment in which all are learning. Furthermore, speaking tasks provide feedback about their performance, which means how successful they are and what language problems they have. Also, it allows students to develop autonomy in language learning. To achieve this skill, it is important to turn the classroom into a culture of speaking or talking classrooms, in which students are confident to do it.

As well, Brown (2001) suggests that teachers should create an embracing climate in which students feel comfortable when speaking. He agrees that there are two main aspects to be taught in the classroom: first, the conversation, that will be taught indirectly when students do meaningful tasks, all directly showing conversation rules, conventions, and strategies. The second is pronunciation, which according to Brown (2001), should be focused on clear, comprehensible pronunciation in the first level, and at advanced levels, students will develop elements such as intonation, voice quality, and phonetic distinctions. Pronunciation should be taught at first ages because children have better listening and repeating skills than adults. Also, learners must be exposed to an English context to have contact with the language.

### **Pronunciation**

In communication, there is an important relationship between the speaker and the hearer. For this reason, how sounds are pronounced is key to understanding each other, for that reason, pronunciation is important to have good communication to comprehend what the other hears. In this regard, Wei (2006) stated that when people want to develop their communicative competence in a foreign language, they must study pronunciation as it is “an integrated and integral part of language learning” (Wei, 2006, p. 2).

Then, according to Hişmanoğlu (2006), oral communication is the most important skill to be developed when somebody learns a foreign language and therefore it should be part of the learning and teaching process. This author said that “the goal of pronunciation has changed from the attainment of 'perfect' pronunciation to the more realistic goals of developing functional intelligibility, communicability, increased self-confidence, the development of speech monitoring abilities and speech modification strategies for use beyond the classroom.” (Hişmanoğlu, 2006, p. 103). This means that nowadays teaching pronunciation does not mean achieving a native accent but increasing self-confidence and communicative skills to be used outside the classroom so that the learner will be able to be understood by others and covert their individual needs.

In addition, Wei (2006) explained that pronunciation goes further than teaching the sound of words, vowels, and consonants. This process should also include elements supporting the communicative process, such as intonation, stress, rhythm, consonants, and vowels. Intonation refers to “the pitch of the voice with which a voiced sound” (Wei, 2006, p.7), it means, how the voice rises and falls when people are talking. The main purpose is to help the listener to follow the conversation (Gilbert, 1994 cited in Wei, 2006).

On the other hand, stress and rhythm are linked to each other. They are defined by Scarcella and Oxford (1994) as the flow that language has. They stated that “English has a rhythm in which stressed syllables normally occur at regular time intervals” (cited in Wei, 2006). In phonological terms, consonants and vowels are characterized because the first one is pronounced with a block of some air passage and the second one has a free air passage (Scarcella and Oxford, 1994, cited in Wei, 2006).

Besides, Hişmanoğlu (2006) suggests developing pronunciation through the integration of listening by implementing listening and speaking activities at the same time. By the same, Wong

(1993) explained that pronunciation becomes important when listening is connected to it (cited in Wei, 2006).

Finally, it is proposed that students should be in a comfortable and ideal receptive learning environment in which they feel self-confidence to speak, which means that in the space students should feel “physically relaxed, emotionally calm and mentally alert” (Hişmanoğlu, 2006. p. 105); It leads to promote autonomous learning, in this way, students can learn and practice their pronunciation by themselves using their resources.

### **Fluency**

Fluency is defined by Muñoz et al (2003) as the flow of language, having the ability to know when to hesitate, stay silent, and relax, producing quality and comprehensible messages in the speech. Likewise, the International Journal of Tesol Education (2018) mentioned the competence to speak without a lot of unnatural pauses when the person is speaking, because it creates barriers in a dialogue. Richard (2005, as cited in the International Journal of Tesol Education, 2018) explains that fluency occurs when speakers keep the message creating a meaningful conversation. In this way, fluency is focused on the capacity to speak in the real world without pausing or hesitation to ensure success in communication.

On the other hand, Nation (1991, cited in Patterson, 2013) describes fluency as the use of knowledge that has been already acquired. Muñoz et al. (2003) stated that to have good fluency it is important that people can speak English without translating the words, as they should think and speak in English, avoiding the mother tongue interfering in the process.

Furthermore, fluency has been used as an indicator of the progress and success of communication (International Journal of Tesol Education, 2018); it is measurable when it shows the ability to speak in a coherent and meaningful way (Muñoz et. Al, 2003). However, it could be

related to different aspects. Muñoz et. al (2003) mentioned that it includes speed, vocabulary, expressions, and naturality. Besides, Tavakoli and Skehan (2005) distinguished different fluency dimensions such as “speed fluency (rate and density of delivery), breakdown fluency (number, length, and distribution of pauses in speech) and repair fluency (number of false starts and repetitions)” (as cited in Housen and Kuiken 2009).

### **Task-Based Learning**

According to Willis (1996), tasks are meaningful activities that are carried out by the students to achieve a goal. For this reason, they should be communicatively linked to the curriculum goals and have a series of characteristics to be part of this approach. Mainly, tasks should have a meaning and a good use of communication to solve a problem that should be related to students’ real context. Lifelong Learning Programme (n.d.) mentions that it is important to create situations where oral communication is essential for a task, providing opportunities to use the language learned in different contexts.

Willis (1996) explained three types of tasks: first, the closed which are highly structured and have very specific goals, it means that there is only one way to achieve them. Second, the open has neither a specific structure nor specific goals. The last one, the midway, is the one that has a specific goal but different ways to achieve it.

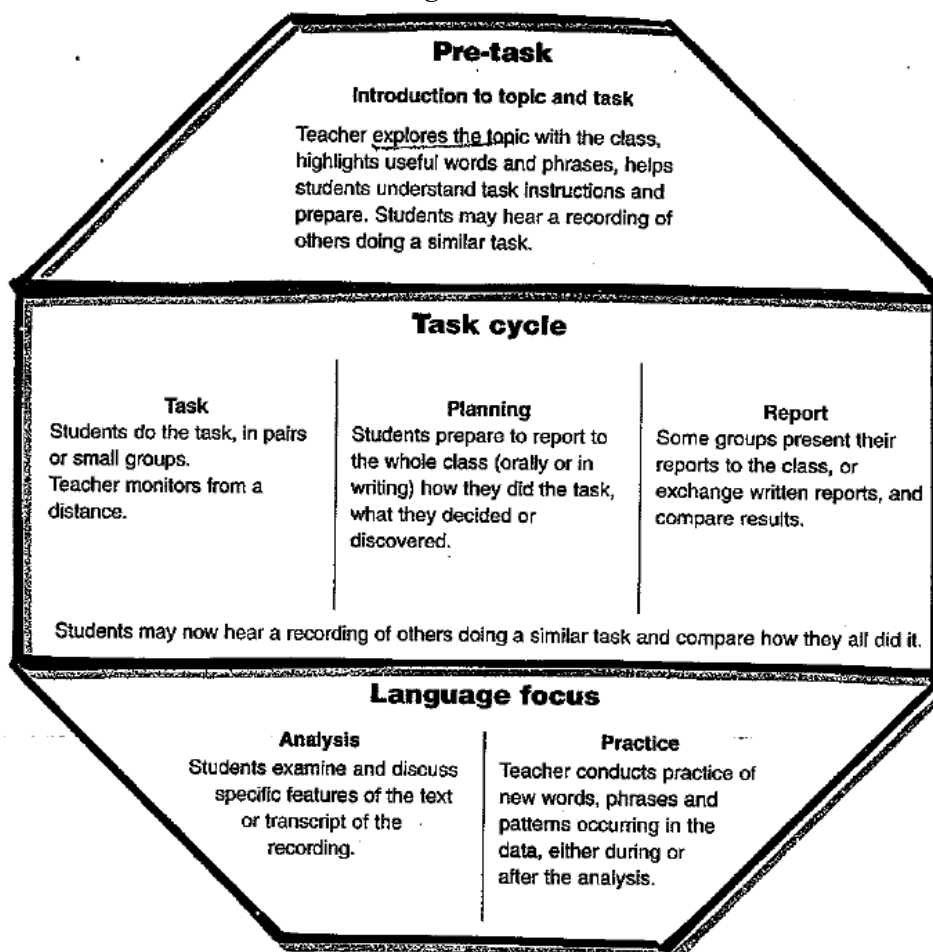
Task-Based Learning (TBL) is a language learning approach in which students do different tasks to achieve goals, which means that students learn by doing. Due to the teacher just focusing on the language itself, this approach appears to aim to learn new vocabulary and grammar, for this reason, it is considered that students learn easily when they are doing a task rather than learning rules. According to Büyükkarçi (2009), this approach involves doing a familiar task by using the

target language and it could be used to support learners when they need to do a series of complex or challenging tasks (Beglar & Hunt, 2002), building significant learning.

Hence, the tasks must be related to the use of language or speaking in the classroom in activities such as speeches, conversations, interviews, and oral descriptions, among others. These kinds of activities improve learning motivation because learners have an active role by doing and creating activities (Büyükkarci 2009).

In addition, Willis (1996) proposed a model to carry out the TBL approach in classes. This model is divided into three phases: Pre-Task, Task cycle, and Language Focus.

**Figure 1.** *Willis's Task-Based Learning Model*



The first phase is the Pre-Task when the teacher introduces and explores the topic with the class to understand the task and define the topic area. So, the teacher provides different words and

phrases that will aid students' confidence to perform the task, for example, students could hear or watch an example, see a demonstration with a student, play an audio or video of fluent speakers doing the task, or showing a previous student who has achieved it.

Task Cycle is the second phase, and it is divided into three stages. In the task stage, students work in pairs or small groups to achieve the goal. Here, the teacher becomes a monitor who just makes sure that all groups are doing the task. The planning stage is when students report to the others how the task was carried out and if something was discovered. Finally, in the report stage, each group presents their task; this could be for all the group, or they can exchange information with another group.

Language Focus is the last phase, and it is divided into two parts. First, language analysis is when learners study the language consciously. Here, the teacher presents the different words, phrases, and structures that were used during the task. All this is to recognize the uses and structures. For this reason, sometimes it is important to use examples provided in the task to be corrected. Second, the practice is when students practice consciously the use of the language and how it works in real contexts.

To conclude, the literature review and the state of the art presented in this chapter are part of the theoretical framework of this research. It defined the specific point of view to interpret the data collected. As well, it presented and limited the specific variables considered to support the designed activities that were carried out, which will be described in chapter four.

### CHAPTER III: Methodological Design

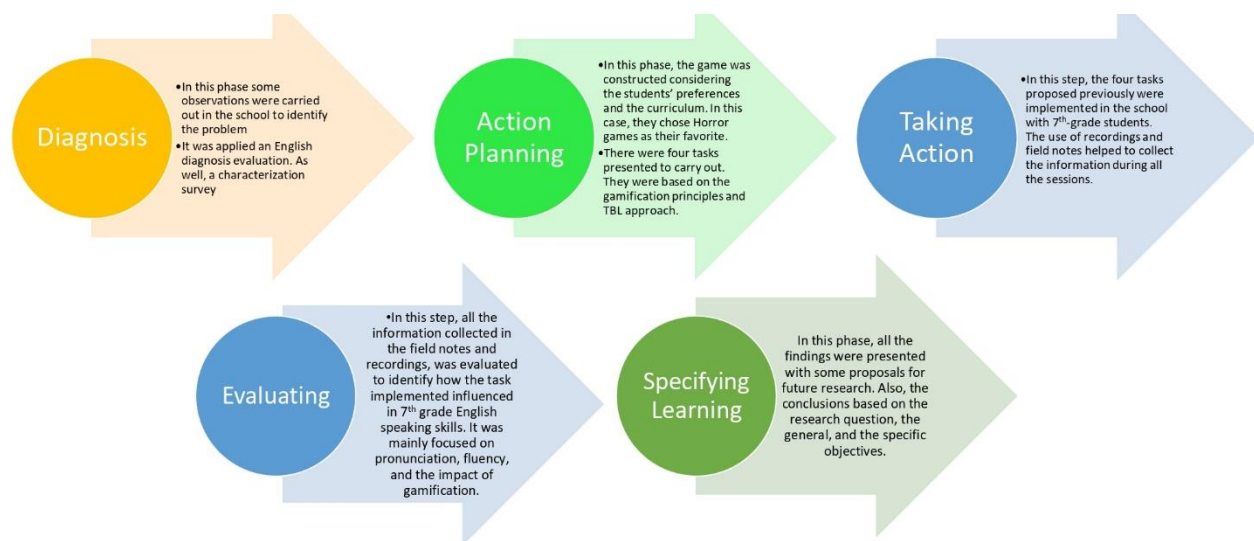
This chapter is going to be about the method that was used to carry out the research. In this way, it includes the type of research, the paradigm, and the data collection instruments that were selected.

#### **Type of research: Action research.**

This project is based on action research, which is a practice to improve educational methods. It is an approach that tries to solve a problem in the classroom that involves people and it aims to supply improvement to a practice; for this, the researcher needs to engage in the process (Bell, & Waters, 2014).

Action research has a series of cycles, and Susman (1983, as cited in O'Brien, 2001) distinguishes five phases. During the first phase, the problem is identified. Then, one solution is proposed with a detailed action plan. The next step should be acting and implementing the proposal. Subsequently, the data and results are collected and analyzed based on how successful the proposal was and the actions that were taken. At this point, there are some general findings, and the problem could be re-assessed, which means that the process could begin another cycle.

**Figure 2.** *Action Research Cycle*



### **Research paradigm**

Additionally, the research paradigm used was qualitative research which helped to examine the impact of gamification on students' speaking skills during the project's process. Hernández et al (2010) state this type of research aims to understand the social perspective on a phenomenon that occurs in that society. It is proposed based on the observation and evaluation of that event making a description of situations, events, people, interactions, and behavior. In this research, the researcher is involved in the community and the context. The present project used qualitative research because it is based on observing an event that occurs in the classroom, all the analyses were developed qualitatively, making a description of the phenomenon observed, the data collected, and the outcome. Additionally, some reports were carried out in field notes in which the process and the student's performance are evidenced.

### **Data collection instruments**

The instruments used in this research focus on collecting the necessary information that provides an analysis by comparing it to verify the objectives proposed. This is why field notes, audio recordings, and a survey provided the data collected in this study.

### **Field notes**

The field diary is a paper that captures concepts and perspectives about the reality being observed (Newbury, 2001). It is used to recollect relevant information about the methodology, didactic, and interpersonal relationships in the classroom, and the role of the teacher. Field notes help to "constructing thick, rich descriptions of the study context, encounter, interview, focus group, and document's valuable contextual data" (Phillippi, and Lauderdale, 2018 p. 381). For this reason, in this research, the field notes were used to describe students' reactions and interactions while gamified classes were carried out. To organize the information Phillippi and

Lauderdale (2018) suggested the use of contextual information about the situation described such as time, date, place, and population. Furthermore, it is important to describe how, what, and in what form the circumstances happened. For each observation made all those items were included (check Annex 2) to organize and compare the data.

### **Audio recording**

Considering that the main objective of this research is to improve seventh-grade students' English-speaking skills, it was important to capture the speech of the speaker in the speaking activities. Those recordings help to not lose important information that sometimes can be omitted or perceived with other data collection instruments. This process involves paying close attention to what people are saying; for this reason, the person who transcribes should repeat the records as many times as he or she needs (Bailey, 2008). Furthermore, this tool aids in identifying how students improve their English-speaking skills. Bailey (2008) suggested that recordings reduce the original data to particular periods in which the data collected have significance in the project. This means that in the process of analyzing the data, the research could focus the attention on information that guides the project. Audio Recordings were used, first to identify the problem in the diagnosis and then, in different classes when students presented the activities proposed.

### **Survey**

The survey is an instrument that is used to know to what extent the study or research met its objectives (Glasow, P., 2005). Fowler (1995) emphasizes the importance of a good question, considering that it must generate reliable and valid answers about what you want to write, so both the question and any response option must be clear to the person answering and to the person conducting the research (as cited in Glasow, P., 2005). There are two types of survey

questions. First, the open-ended questions allow people to answer using their own words (Glasow, P., 2005); for this reason, the researcher can find ideas that were not previously perceived (Salant & Dillman, 1994, as cited in Glasow, P., 2005). Second, closed-ended questions require the responder to choose one of the options that are presented by the researcher (Glasow, P., 2005).

The survey that was conducted, was designed with three closed-ended questions. These questions are related to the student's perspective on their speaking skills during the implemented sessions. Furthermore, those questions were complemented with open-ended questions where they described why they chose the answers (check Annex 3).

### **Ethical issues**

Ethical issues in research are components that allow moral protection which keeps researchers regarding their rights and knowledge of investigation results; also, it refers to the confidence and relationship with all people who take place in research (Rana; Dilshad & Ahsan, 2012). Due to during this project some information and recordings were used with minors, it was important to inform them about it and ask for parent's permission. The group under observation has noticed that research will be carried out. To do this activity university gives a form that has to be signed by parents to authorize the processing of the personal data of minors (check Annex 4). It is composed of the date, name of a legal guardian, ID, name of the child, information about the university, laws about minors' data, a confidentiality agreement, and finally parent sign.

In summary, this chapter detailed the methodological design used in the project by describing the type of research, paradigm, and data collection used to support it. Those characteristics described before will be connected with the next chapter which talks about the implementation carried out in the school.

## CHAPTER IV: Pedagogical Intervention

In this chapter, the pedagogical interventions will be described. As Gamification worked as a tool for this project, the students chose “*horror*” as the type of game they would like to use during the sessions. At the beginning of each one of the classes, the rules and goals were shared with the students; as well, each session had a part of the story and a goal to be achieved. Four sessions were applied using different topics. Finally, the class procedure will be described considering the Task-Based Learning model shown previously (pre-task, task cycle, and language focus).

During the first session, the main topic was People's physical appearance. The main story was presented, and it also included the main objective to pass the first level. During the pre-task, the students watched some examples of describing people and learned useful vocabulary. Then, they tried to create a short description. Considering that games have a character that identifies the gamer, during the task-cycle students created and described the avatar for each group. Finally, during the language focus stage, students practiced the use of the verb to be and descriptions by playing Guess Who with their classmates.

**Table 2.** *Session 1: Blood Red Room*

<b>Session 1: Blood Red Room</b>	
<b>Implemented on:</b>	March 9 <sup>th</sup> , 16 <sup>th</sup> , and 23 <sup>rd</sup> 2023
<b>Topic:</b>	People's physical appearance
<b>Lesson objectives:</b>	<ul style="list-style-type: none"> <li>✓ Describe people’s physical appearance in horror characters.</li> <li>✓ Understand information about people's physical appearance.</li> </ul>
<b>STORY</b>	
<p>It was a normal day, in which the seventh grade was taking their usual classes. After their shift, a group of students received an odd invitation from an unknown sender, the invitation offered a visit to a pretty but strange house. They decided to go, once they were inside a deep voice talked and suddenly the door closed. Now they are locked up there.</p> <p>The voice comes from speakers. It tells them instructions to go out safe and alive. That deep and strange voice says: Hi guys, welcome to my playhouse, here you can find Mr. Wolfgang. He likes to cut skin with his sharp knives. You will have to listen carefully to avoid him. Take care, he is a good hide-and-seek player.</p>	
<b>Chapter 1: Blood Red Room</b>	

The mysterious voice told them: “now you have your first mission. You need to find where the wardrobe is. There you will need to create your groups and your character. You will need to draw it, make a description, and finally an oral presentation.”

### CLASS PROCEDURE

#### Pre-task

**Introduction to topic and task: 25 min**

- First students will see a presentation made by the teacher in which she presents a description of a horror movie character.
- Then the teacher will write on the board a list of different vocabulary that they can use to describe people. It will include describing hair, describing eyes, describing face, height, describing age, describing weight, and build.
- Then students will be organized into their groups. Each group will have one character (1. Freddy Krueger, 2. Jason Voorhees, 3. Chucky, 4. Pennywise, 5. Samara Morgan (The Ring), 6. Jigsaw, 7. Freddy Fazbear, 8. Slenderman, 9. The Nun, 10. Springtrap, 11. Bendy, 12. Huggy Wuggy).
- Finally, the teacher will suggest they save this information because it will be useful for the task they will do individually.

#### Task Cycle

**Task: 20 min**

- First, students should think about a character that represents their group.
- Then, each group will have a cardboard on which they should draw their character.
- Finally, they should add some personal information about their character.

**Planning: 15 min**

- Now, the teacher will tell them to create a presentation and will provide the evaluation criteria. For each point, they will receive one point for their group.
  1. Use of vocabulary.
  2. Voice loud.
  3. Character creation
  4. Oral presentation performance.
  5. Matching of description.
- Students will start planning the oral presentation, they should highlight the new vocabulary that they used. Furthermore, they should prepare questions to make to others.
- Finally, they should choose a representative peer group who will do the presentation.

**Report: 30 min**

- The students will present their characters and the teacher will provide feedback to each group.
- To evaluate their performance: The best group will get 10 points. The second and third will get 7 points. The fourth and fifth will get 4 points. The rest of the group will get 2 points.

#### Language Focus

**Analysis: 15 min**

- Students will write some physical descriptions they used for the presentation on the board. With those phrases, the teacher will explain how to physically describe the people. The teacher will also review the verb to be in present and how to use it to describe people.

**Practice: 10 min**

- Then students will describe one person in their group and the person who guesses whom s/he will get an extra point.

#### Material and Resources

- Story
- Canva's presentation
- Video

- Tv
- Board
- Characters' pictures
- Cardboard

During the second session, the main topic was the parts of the house. The story was presented as a continuation of the previous chapter. In the pre-task, a video was shown to demonstrate the task they should achieve; also, some important vocabulary with its pronunciation for practice. In the task cycle, students created a presentation using pictures that show a part of their houses. They should describe the furniture and explain which activities they can do there. Finally, in the language focus stage, the use of *there is* and *there was* explained and practiced.

**Table 3.** *Session 2: Changing the haunted house.*

<b>Session 2: Changing the haunted house</b>	
<b>Implemented on:</b>	April 13 <sup>th</sup> , 20 <sup>th</sup> , and 27 <sup>th</sup> 2023
<b>Topic:</b>	Parts of the house
<b>Lesson objectives:</b>	<ul style="list-style-type: none"> <li>✓ Recognize and describe parts of their homes.</li> <li>✓ Associate which kind of activities can be done in each part of their homes.</li> <li>✓ Identify different furniture that can be found in each home's parts.</li> </ul>
<b>Chapter 2: Changing the haunted house</b>	
Mr. Wolfgang is really surprised by your creativity. Your characters made him feel proud of you because you're good at creating horror characters. But that is not enough, he's going to keep looking for you. You must be careful when exploring and walking through the house. Observe and pay attention to any place you see and walk around. Describe any object you see and think about what activity can be done there. This will help you to identify if Mr. Wolfgang is there or is near you. If you follow the instructions carefully, you can go out alive.	
<b>CLASS PROCEDURE</b>	
<b>Pre-task</b>	
<b>Introduction to topic and task: 15 min</b>	<ul style="list-style-type: none"> <li>• Before starting the topic, students should practice the pronunciation with the next presentation: Parts of the House.</li> <li>• To start the class the teacher will show the students a video in which a girl is describing her home: <a href="#">Description of my house</a>.</li> <li>• Then the teacher will show some vocabulary for the parts of the home and some furniture they can find there. Presentation with vocabulary</li> </ul>
<b>Task Cycle</b>	
<b>Task: 20 min</b>	<ul style="list-style-type: none"> <li>• First, each member of the group should choose one part of their house, take a picture, and send it by email to print it.</li> <li>• Each group will have a cardboard divided into different parts students will locate their rooms as they prefer.</li> </ul>

<b>Planning: 15 min</b>	<ul style="list-style-type: none"> <li>• Then students should search for all the vocabulary they need to describe the objects, verbs, and rooms.</li> <li>• Finally, students will do a description of the house as they were selling it to their partners</li> </ul>
	<ul style="list-style-type: none"> <li>• Now, the teacher will tell them to create the presentation and will provide the evaluation criteria. For each point, they will receive one point for their group.             <ol style="list-style-type: none"> <li>1. Use of vocabulary.</li> <li>2. Voice loud.</li> <li>3. Coherence.</li> <li>4. Pronunciation</li> <li>5. Preparation.</li> </ol> </li> <li>• Students will start planning the oral presentation, they should highlight the new vocabulary that they used. Furthermore, they should prepare questions to make to others.</li> <li>• Finally, the teacher will tell them that each member of the group should make a description in front, and they should be prepared.</li> </ul>
<b>Report: 40 min</b>	<ul style="list-style-type: none"> <li>• The students will present their houses and the teacher will provide feedback to each group.</li> <li>• To evaluate their performance: The best group will get 10 points. The second and third will get 7 points. The fourth and fifth will get 4 points. The rest of the group will get 2 points.</li> </ul>
<b>Language Focus</b>	
<b>Analysis: 15 min</b>	<ul style="list-style-type: none"> <li>• The teacher will explain the use of there is and there are for countable and uncountable nouns.</li> </ul>
<b>Practice: 10 min</b>	<ul style="list-style-type: none"> <li>• The teacher will review the vocabulary by asking the next questions:             <ul style="list-style-type: none"> <li>➤ Where in the house do you brush your teeth? (bathroom)</li> <li>➤ Where in the house do you cook food? (kitchen)</li> <li>➤ Where in the house do you sleep at night? (bedroom)</li> <li>➤ Where in the house do you eat dinner? (dining room)</li> <li>➤ Where in the house do you sit with your family and watch TV? (living room)</li> <li>➤ Where do you see the grass? (garden)</li> <li>➤ Where are your books, toys and games (bedroom)</li> <li>➤ Where are the dishes washed? (kitchen)</li> <li>➤ Where does your family relax together? (living room)</li> </ul> </li> <li>• Finally, students will practice the pronunciation of all the vocabulary.</li> <li>• At the end, students will evaluate their team group performance.</li> </ul>
<b>Material and Resources</b>	
<ul style="list-style-type: none"> <li>• Story</li> <li>• Canva's presentation</li> <li>• Video</li> <li>• Tv</li> <li>• Board</li> </ul>	

In the third session, the main topic was Eco-friendly actions. During this session, students created an eco-friendly house to confuse the killer. For this reason, in the pre-task students

learned vocabulary about eco-friendly actions that they can do at home. Then, during the task cycle, they designed a poster with their ideal eco-friendly house. Finally, during the language focus stage, they learned how to use “should” “ought to”, and “had better”; to practice they surveyed their classmates.

**Table 4.** *Session 3: Helping the environment.*

<b>Session 3: Helping the environment</b>	
<b>Implemented on:</b>	May 11 <sup>th</sup> and 18 <sup>th</sup> 2023
<b>Topic:</b>	Eco-friendly actions
<b>Lesson objectives:</b>	<ul style="list-style-type: none"> <li>✓ To talk about ways to help and protect the environment in their homes.</li> <li>✓ Ask about other’s people homes.</li> </ul>
<b>Chapter 3: Helping the Environment.</b>	
A ghost that says that they should design their homes to confuse the killer. For this reason, your new house will be an eco-friendly house. Pay attention to how to build an eco-friendly house and what kind of activities you can do at home to preserve the environment.	
<b>CLASS PROCEDURE</b>	
<b>Pre-task</b>	
<b>Introduction to topic and task: 10 min</b>	<ul style="list-style-type: none"> <li>• Before starting the topic, students will watch a video in which they will learn some vocabulary regarding eco-friendly actions that can be done at home.</li> </ul>
<b>Task Cycle</b>	
<b>Task: 10 min</b>	<ul style="list-style-type: none"> <li>• First, in groups students should design a poster with their ideal eco-friendly house.</li> </ul>
<b>Planning: 15 min</b>	<ul style="list-style-type: none"> <li>• Now, the teacher will tell them to present their eco-friendly houses. For this, the teacher will show an example.</li> </ul>
<b>Report: 30 min</b>	<ul style="list-style-type: none"> <li>• The students will present their houses and the teacher will provide feedback to each group.</li> <li>• To evaluate their performance: The best group will get 10 points. The second and third will get 7 points. The fourth and fifth will get 4 points. The rest of the group will get 2 points. For this class, their classmates will evaluate the other group.</li> </ul>
<b>Language Focus</b>	
<b>Analysis: 15 min</b>	<ul style="list-style-type: none"> <li>• The teacher is going to explain the use of “should” “ought to” and “had better” as modal verbs to give advice</li> </ul>
<b>Practice: 20 min</b>	<ul style="list-style-type: none"> <li>• Students will do a survey to ask what eco-friendly action their partner do at home</li> </ul>
<b>Material and Resources</b>	
<ul style="list-style-type: none"> <li>• Story</li> <li>• Canva’s presentation: <a href="#">Eco-friendly actions to do at home.</a></li> <li>• Tv</li> <li>• Board</li> <li>• Video: ECO HOME: <a href="#">No Power, Water &amp; Sewer connection in this house.</a></li> <li>• Cardboards</li> </ul>	

In the last session, the main topic was routines and telling the time. The students used the daily routines to confuse the killer. To know how to do it, they learned useful vocabulary related to activities a person does every day and how to say the time. During the task cycle, they created a routine for their characters. Finally, the use of *present simple* was taught and they practiced it using different sentences.

**Table 5.** *Session 4: Talking about my day.*

Session 4: Talking about my day	
<b>Implemented on:</b>	September 8 <sup>th</sup> and 29 <sup>th</sup> 2023
<b>Topic:</b>	Routines and time
<b>Lesson objectives:</b>	<ul style="list-style-type: none"> <li>✓ To use the present simple tense to talk about daily routines and different times of the day.</li> <li>✓ To practice the present simple, first, and third person singular.</li> </ul>
Chapter 4: Talking about my day.	
Fortunately, you are close to the exit. All tasks helped to avoid being killed, though you will only be safe when you cross the door. Your daily routine is the key, explain it to confuse him. Your life depends on your capacity to talk about your routine, but time is an element that will confuse Mr. Wolfgang; you should include the time you do it as well. Do not stay calm, because if you fail you will never go out of this house and will suffer forever.	
CLASS PROCEDURE	
Pre-task	
<b>Introduction to topic and task: 20 min</b>	<ul style="list-style-type: none"> <li>• First, students will watch a video: <a href="#">My daily routine</a>.</li> <li>• Then, students will do a contest to verify which verbs they learned. For this, the teacher will show a <a href="#">presentation</a> in which they will guess the verb. The group who guesses the verb will obtain 15 points.</li> <li>• Afterwards, the teacher will explain how to say the time.</li> <li>• Finally, in the classroom will be some pictures with some clocks, each group will choose a representative and the teacher will say a time, the idea is that students find the clock that matches the one that was said. The group who guesses the verb will obtain 20 points.</li> </ul>
Task Cycle	
<b>Task: 15 min</b>	<ul style="list-style-type: none"> <li>• First, students will have a cardboard with the day of the week and 10 different times.</li> <li>• Then, they should create a daily routine for their avatar, in which they include the time that was given to them and different verbs.</li> </ul>
<b>Planning: 15 min</b>	<ul style="list-style-type: none"> <li>• Now, the teacher will tell them to prepare for presenting their schedules. In this task, students will get some points according to their performance.</li> <li>• Finally, one representative peer group will speak.</li> </ul>
<b>Report: 30 min</b>	<ul style="list-style-type: none"> <li>• The students will present their schedules and the teacher will provide feedback to each group.</li> <li>• To evaluate their performance: The best group will get 10 points. The second and third will get 7 points. The fourth and fifth will get 4 points. The rest of</li> </ul>

	the group will get 2 points. For this class, their classmates will evaluate the other group.
<b>Language Focus</b>	
<b>Analysis: 30 min</b>	<ul style="list-style-type: none"> <li>• The teacher is going to explain the use of the present simple and the structure for affirmative, negative, and questions.</li> </ul>
<b>Practice: 20 min</b>	<ul style="list-style-type: none"> <li>• At the end of the class the teacher will present some pictures, and the students will have to say a sentence according to the verb.</li> <li>• Furthermore, each group will ask to another</li> </ul>
<b>Material and Resources</b>	
<ul style="list-style-type: none"> <li>• Story</li> <li>• Canva's presentation: <a href="#">presentation</a></li> <li>• Video: <a href="#">My daily routine</a>.</li> <li>• Tv</li> <li>• Board</li> <li>• Cardboard with an hourly weekly planner</li> <li>• Pictures of the daily routine and time</li> </ul>	

All in all, the four sessions were presented in this chapter showing a short description of them. As well, the lesson plans show the topic, the lesson objectives, a part of the story that tells the students why they should complete the task, the class procedure, and the materials. The learning obtained and the achievements regarding the improvement of communication skills will be discussed in the next chapter.

## **CHAPTER V: Data Analysis**

In this Chapter, the data collected during the session will be analyzed considering the Task-Based Learning approach and the gamification aspects that were included. Also, as it was mentioned before, the instruments that allowed me to gather information were the field notes, audio recordings, and a survey. Those instruments were used to show the results of each session and the improvements students had. First, there is a description of the process that was carried out to analyze each category. Then, the categories and sub-categories will be described to show how each one was evaluated. Finally, each category is developed defining it, the indicators that were considered, and a contextualization of each activity that was developed throughout the sessions.

### **Procedures for Data Analysis**

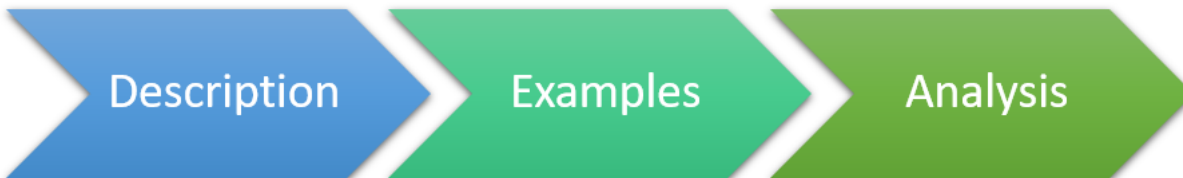
The theoretical sampling in which the data was collected is selected based on the theoretical framework. Its main objective is to explore and validate the theory that is proposed (Glaser, B. and Strauss, A., 2006). In this case, the data was focused on the speaking skills students developed through each presentation they made.

Then, the information was selected based on the pre-coding process, in which rich or significant information is taken as key pieces of evidence to support the main idea (Saldaña, 2013). First, to organize this information, it was important to check the research question, the general, and specific objectives. Second, collecting the relevant information from the instruments, which means the fragments that show whether these objectives were met or not are considered. Finally, organized the information in a sequence that showed the progress as implementations progressed.

Once the data was organized, the metasummary and metasynthesis were used to code each variable. This approach suggests organizing the information, first describing the activity that is

made, then how the activity was applied, showing some examples, and finally the analysis made by the researcher (Saldaña, 2013).

**Figure 3.** *Metasummary and Metasynthesis process.*



### Categories of Analysis

To present the analysis of the data collected, the following categories will be presented to identify the main findings by analyzing the indicators for each one.

**Table 6.** *Categories of analysis.*

Category	Subcategory	Indicators
<b>Pronunciation</b>	Nuances of consonants and vowels	Students vary the pronunciation of consonants and vowels in stressed and unstressed syllables.
<b>Fluency</b>	Naturality	Students maintain conversational flow and engage in turn-taking during speaking activities
	Pauses	Students use pauses to regulate the pace and rhythm of their speech.
	Coherence	Students stay on topic and address the main points effectively without straying into irrelevant tangents.
<b>Gamification</b>	Motivation to participate and speak	Frequency and quality of contributions, willingness to take risks, and engagement in collaborative tasks.
	Group Work	Groups successfully achieve the objectives
	Speaking Skills	Students tried to improve their speaking skill to obtain points or achieve the goal.

### Data Analysis

#### Pronunciation

The first category is Pronunciation: stress, rhythm, and the nuances of consonants and vowels were analyzed. Stress and rhythm are linked to each other. It is used with the flow of the language when the syllables are stressed (Scarcella and Oxford, 1994, cited in Wei, 2006).

Furthermore, it is important to mention that they are characterized when consonants and vowels are pronounced. In these cases, consonants are marked by a block of air; and vowels are prominent by the free air passage (Scarcella and Oxford, 1994, cited in Wei, 2006). Regarding the collected data, during the diagnosis in which students had to make a short presentation in pairs, some failing and incomprehensible words were perceived. The mistakes are in black. The most common ones came from words such as My, favorite, I, and How old. Here are two examples.

“S1: Hi

S2: Hi

S1: what [unintelligible]

S2: My name is ...”

**(Recording #01 Group 9)**

“S1: Hello I am ...

S2: **Hi I** am ...

S1: where are you from?

S2: **I** am for Colombia.

S1: **How old** are you?

S2: **I am doce** years old

S1: What is **your favorite** color?

S2: **My favorite** color is **blue**”

**(Recording #01 Group 15)**

In the previous recordings, it was shown that students had problems with the pronunciation of some words, even if they were using a piece of paper to help them. The students tried to read what they had written; however, they pronounced the words just as if they were reading in Spanish.

For example, the word “Hi” should sound like /hai/ but it was pronounced like /ji/. The same happened with the word “I” /ai/ which was enunciated /i/. Furthermore, the students had not learned the numbers or had forgotten at that moment, which could be the reason why they are using the mother language to mention their ages. On the other hand, in recording #01 Group 9 the student tried to say something that he did not comprehend, it was the reason why it was unintelligible.

During the first task, the students had to create a character and make a short description of it. For this activity, some previous vocabulary was shown for students to use. As it was the first presentation they were going to make, it was allowed to use a piece of paper to support their ideas. However, it was noticed that they did not pay attention to the pronunciation of the words but how to write them, for example with words such as eyes and hair.

“S1: I am Gustavo my **eyes** are blue, my **hair** is straight [unintelligible] short my face is round, I am [unintelligible] I am tall, I am young, I am very strong, I have a **teeth** with [unintelligible]...”

**(Recording #2 Group 04)**

In the previous recording, it was noticed that the words that were pronounced badly were the ones that were part of the vocabulary studied during the pre-task; therefore, it shows that students appeared more concerned with completing the task rather than focusing on the pronunciation of the vocabulary. Pronunciation issues were evident, particularly with words related to physical appearance. On the other hand, the flow of the speech, as reflected in the transcript, appears somewhat disrupted by instances marked as “[unintelligible].” These interruptions may affect the overall rhythm of the speech, making it less smooth and potentially impacting the listener's comprehension. Furthermore, the unintelligible portions could result from difficulties in pronouncing specific sounds, leading to a lack of clarity.

During the second task, there was an improvement related to the intonation and the nuances of consonants and vowels. In this activity, students had to present a part of their house naming different objects they found. As it was noticed in a previous activity, students were not paying attention to the pronunciation but the spelling of the words, for this reason, during the pre-task phase, some vocabulary that students would use was presented; the vocabulary included the pronunciation of each word, and finally, a video of a girl performing the same task was shown. In this way, as the images were displayed, the students could hear the pronunciation and repeat it. During the presentation, the students showed their knowledge, as in the following example:

“S1: Hello my name is ..., this is my, this is my picture of my bedroom. In my bedroom I have one bed, I have a clock, I have a mirror and a **Night table**. In my room, I **do homework** and comb hair.”

**(Recording #03 Group 5)**

This recording indicates that the speaker demonstrates a good understanding of stress, rhythm, and effective pronunciation in the given language context. The speech is clear, coherent, and appropriately paced. The stress patterns in this speech excerpt are noticeable in certain words, such as "bed," "clock," "mirror," and "night table." These words are likely emphasized as they represent key items in the description of the speaker's bedroom. Additionally, the speaker maintains a consistent rhythm, creating a coherent and organized description of their bedroom. The overall clarity in articulation suggests that the speaker is effectively enunciating consonants and vowels. However, there should be pauses after introducing themselves and before listing items in the bedroom, but the speaker does not employ them successfully.

There is another example of the same task in which the speaker demonstrates effective pronunciation, contributing to the overall clarity of the presentation.

“S1: Good afternoon, my name is ... presentation of my kitchen. In the picture we can see some paintings, there is a stove, there is a toaster, there is a cooking pot, there is a blender, there are some spoons, there are some forks, there are some glasses, and there is a coffee jar, thank you.”

**(Recording #03 Group 8)**

The presentation was clear, well-paced, and effectively conveyed information about the kitchen. Finally, the effective stress patterns and rhythmic flow observed in this example contribute to clear and coherent communication. Hence, it was shown that students improved some speaking skills related to stress, rhythm, and the nuances of consonants and vowels. Moreover, it was observed that the use of Task-Based Learning (TBL) helps prepare students with vocabulary and pronunciation before presenting the task. Furthermore, it demonstrates how listening can be used to develop speaking skills.

As it was noticed that students were improving their pronunciation, a speaking activity was proposed, in which they had to interview another student. In this task, students were not able neither to ask the questions nor answer them.

“T: ask the questions...”

S1: tu tienes que hacer las preguntas

S2: do you think you **are** a person who **cares** about the **environment**.

T: environment

S2: environment

S1: ¿qué era eso?

S2: no sé ¿qué era el primero, profe? Que si era una persona que recicla

S1: una persona que le preocupa el medio ambiente. Entonces, yes, bueno, so so.

**(Recording #04 Group 2)**

Considering the difficulties that students had going on with the interview, it was a better option to continue doing the presentations. As a result, in the fourth task, the students had to present a weekly schedule for the character they created. For this reason, I showed them a video about a boy who was talking about his daily routine. Then, I used the same pictures to refresh the vocabulary and pronunciation.

*However, some students knew the verb but not the pronunciation. Most of them say “jave” instead of “hæv”, “up” for “ʌp”, “take” for “teik”, and “home work” for “hoʊm, wɜ:k”. For instance, I decided to give one point to the person who guessed the verb and one to the person who pronounced it correctly.*

**(Field notes #4 Paragraph 1, lines 7-11)**

In this field note, it is evident that some students may be able to identify the verb in written or spoken form but face challenges in accurately reproducing its pronunciation.

Another example is related to the creation of students' weekly schedule and their presentations. As students had to use numbers, reviewing them before presenting the task was important. In this case, there was an improvement, given the fact that during the diagnosis students were not able to pronounce the numbers correctly or they said them in Spanish:

**Table 7.** *Comparison of diagnosis and activity during session*

<b>Example in the diagnosis</b>	<b>Task #5</b>
“S1: treven”. <p style="text-align: right;"><b>(Recording #1 Group 14)</b></p>	“S1: to eleven o'clock he training” S2: eleven a.m have breakfast” <p style="text-align: right;"><b>(Recording #5 Group 2)</b></p>
“S1: How old are you? S2: I am doce years old” <p style="text-align: right;"><b>(Recording #1 Group 4)</b></p>	

In the first excerpt, "treven," the intended word is likely "eleven." The mispronunciation may be attributed to stress placement, as the stress in "eleven" typically falls on the first syllable. Additionally, the substitution of "treven" for "eleven" in the first excerpt suggests a nuance in the articulation of the initial sound. In comparison with the second excerpt, there may be nuances in the pronunciation of vowels and consonants that do not significantly affect the clarity of the message.

As can be seen, in the first classes, students used to say the numbers in Spanish or pronounce them incorrectly. For that reason, the review of vocabulary together with its pronunciation and its use to present personal information in contextualized situations helped students identify when to use it and say it correctly. In addition, addressing pronunciation variations early can contribute to improved overall language proficiency.

There is another student who, during the description of the routine, was able to mention the numbers and different activities without difficulties and few mistakes.

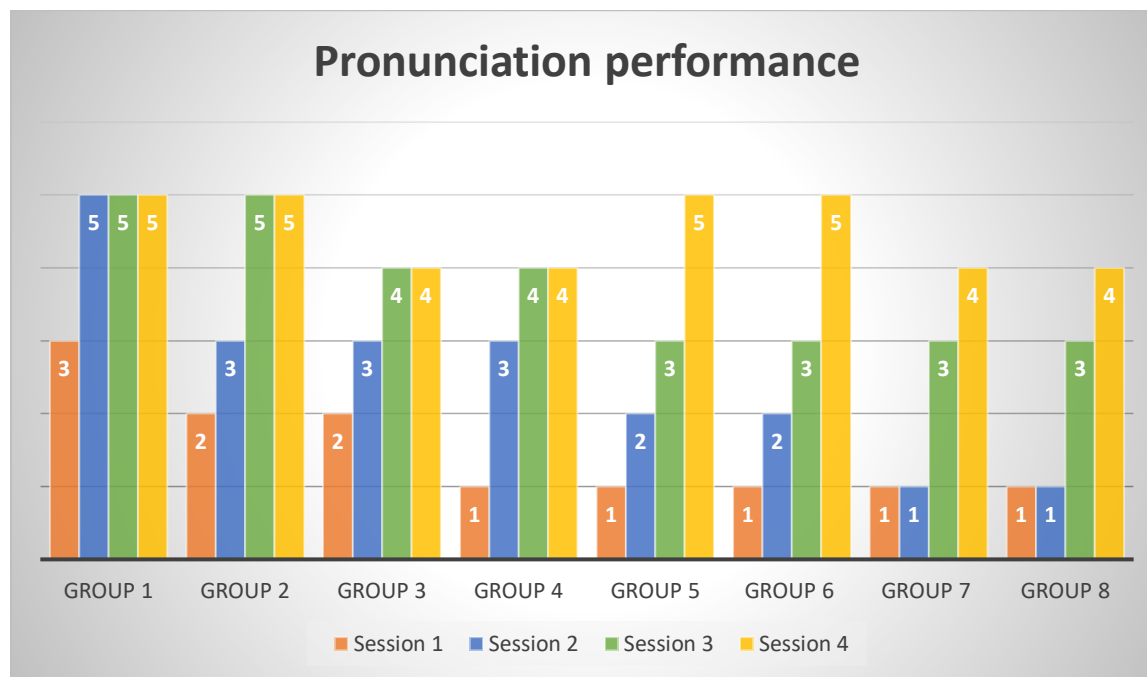
“S1: at ss... seven o'clock she **get** up, get up. At eight o'clock she brush teeth. At nine she take breakfast. At ten she wash face. At eleven get dress. At twelve o'clock she have lunch. At one o'clock she go to school. At two o'clock she take class. At si six she go to home. At seven o'clock she take a shower. At eight o'clock she **have** dinner”

**(Recording #5 Group 06)**

In the given excerpt, there are instances where stress patterns may impact the overall flow of the narrative. Examples include "she have dinner" where the word was pronounced like “jave” instead of " hæv.” However, the stress patterns in these instances do not affect the clarity of the message. It can be also noticed that the student realizes her mistake when pronouncing and corrects the pronunciation instantly.

The following chart shows the groups' performance and progress during the different sessions based on the rubrics shown to be evaluated. The development was evaluated with points from 1 to 5.

**Figure 4** *Pronunciation performance*



In Figure 4, it was analyzed that during the first session, most of the participants had many minor mispronunciations because they focused on completing the task more than on pronunciation. However, during the second session, there was an emphasis on practicing pronunciation which helped to obtain more points. Lastly, during the last session, students practiced most of the time the pronunciation of the different words getting points not only to know the verbs but also to pronounce them correctly. It helped them to correctly pronounce most of the words or at least with a few minor mistakes.

Finally, at the end of the implementations, a survey was conducted with the students, in which they were asked about their perceptions regarding improving their pronunciation and

fluency in the second language they learned. They identified their development of pronunciation.

Below there are some examples:

*“porque aprendía a pronunciar bien las palabras y mejoré mis presentaciones en inglés”*

**Survey, Question 4, Student #7**

*“Porque en primaria casi no me explicaban ingles, casi no sabia nada de ingles, antes pronunciaba muy mal y ahora he mejorado”*

**Survey, Question 4, Student #9**

*“porque la profe ana respondia y me corregia alas palabras que pronunciaba mal y ahora las digo mejor no todas pero si muchas”*

**Survey, Question 4, Student #11**

*“Al principio decia algunas palabras en ingles mal ahora las pronuncio mejor”*

**Survey, Question 4, Student #15**

Student #15 mentions an initial difficulty in pronouncing some English words but notes improvement over time. Furthermore, student #9 attributes significant upgrading considering that this subject was not important in primary school; however, it was not an obstacle to learn not only the language but also the correct pronunciation of some words. This suggests a progression and a conscious effort to enhance articulation, emphasizing the importance of the nuances of consonants and vowels and achieving a better stress pattern. On the other hand, Student #11 highlights the role of the teacher; in this case, it underscores the importance of corrective feedback in refining stress, rhythm, and overall pronunciation. Indeed, students attribute their improvement to a combination of time, conscious effort (such as vocalization), and feedback from the teacher.

Some other students mentioned that their improvement was very little, considering their lack of attention. Below some examples:

*“mejoro muy poco porque no se bocalisar bien y casi no prestaba atencion”*

**Survey, Question 4, Student #19**

*“porque al principio de la clase con la profesora ana pide atencion y pude aprender algo pero ya al final no fui poniendo atencion”*

**Survey, Question 4, Student #18**

*“por desatento”*

**Survey, Question 4, Student #30**

The three responses acknowledge challenges in pronunciation improvement. However, there was a lack of attention during classes mentioned in those cases, suggesting a potential barrier to effective learning. These responses emphasize the importance of sustained attention and engagement in language learning, especially for aspects like pronunciation that require active participation and practice.

On the other hand, some students mentioned that they could not achieve it.

*“por que ami no semeda tanto el ingles”*

**Survey, Question 4, Student #32**

*“por que se me dificulta hablar en ingles y no puedo casi”*

**Survey, Question 4, Student #31**

*“pues porque casi no entiendo lo de ingles y no entiendo mucho sus pronunciaciones”*

**Survey, Question 4, Student #21**

The students showed a barrier to pronunciation improvement. The passage highlights that students explicitly state that speaking English is difficult for them, indicating a challenge in verbal expression. These answers emphasize the importance of giving students motivation to learn the

language, ensuring that they do not perceive English as a weird or difficult subject. Furthermore, it is important to make them feel comfortable learning and speaking in class.

All in all, students showed difficulties when communicating their ideas in English because they needed to read a piece of paper to do it and as the pronunciation was not clear it was difficult to understand what they were saying. During the sessions, students improved their pronunciation by practicing the words and creating presentations based on their real context. Furthermore, the feedback provided during the sessions helped students to pronounce the word correctly.

### **Fluency**

The second category is fluency, defined by Muñoz et al. (2003) as the flow of language, encompassing knowing when to hesitate, staying silent, and relaxing while producing quality and understandable messages in speech. For this analysis, three sub-categories were considered, drawing on the insights of two authors who have discussed measuring the fluency of speakers. First, consider the description by Nation (1991, cited in Patterson, 2013), which refers to the use of acquired knowledge when speaking; this encompasses speed, vocabulary, expressions, and naturalness. Second, contemplate speed fluency, in which speakers can speak coherently, creating a meaningful conversation. Finally, breakdown fluency refers to the number, length, and distribution of pauses in the speech made by the speaker Tavakoli and Skehan (2005, cited in Housen and Kuiken, 2009)

During the diagnosis, it was asked to students to create a short conversation with a partner in which they introduced themselves, asked, and answered for personal information. During that task, students showed some difficulties in expressing their ideas. The most common mistakes are related to a lack of vocabulary and naturalness (underline), pauses (ellipsis ...), and coherence (**black**). Here are some examples:

“S1: Hi my name is Daniel, and you?”

S2: I you ... Laura Valentina

S1: **where are you from?**

S2: **what is your favorite color.**

S1: my favorite color is yellow.

S2: what is your favorite food.

S1: my favorite food ... em ... es is Salchipapa”

S2: **and ... what is ... name.**

S1: ummm

S2: no, ya”

**(Recording #01 Group 2)**

Considering the naturalness of the speech, the conversation does not feel normal because of hesitation and incomplete sentences. It is shown how S2 ended the conversation with an abrupt interruption which contributed to a stilted end. An additional problem related to the previous one is the coherence. The S2 showed a lack of knowledge of vocabulary due to when the S1 asked “Where are you from” S2 answered with another question. The same happened at the end when S2 said “and ... what is ... name” and the conversation finished. Those excerpts showed that S2 was just trying to complete the task, however, she did not know what she was talking about.

“S1: Hi

S2: Hi

S1: what your late mare

S2: My name ... em .... Is Kevin Santiago and you?

S1: My name is ... Juan Camilo

S2: where are you from?

S1: I am ... from ... Colombia.

S2: How old ... are you?

S1: I am tuelve old... years old.

S2: what is your favorite color?

S1: My ... taner... color is... blue.

S2: what ... what is your favorite food?

S1: I love ... hamburguers ... and you?

S2: I lu ... I love hamburguesas, **bye**.

**S1: bye”**

**(Recording #01 Group 9)**

In this example, both students demonstrated a basic understanding of a conversation in English. Regarding the vocabulary that was used, common greetings, introductions, and questions were employed. However, S1 had some difficulties with numbers, and S2 changed the pronunciation to Spanish when mentioning "hamburgers". An additional problem is shown in the speed fluency. The conversation exhibits varying degrees of speed fluency, with pauses indicated by ellipses representing hesitations or uncertainties that disrupt the flow of the conversation, causing a choppy or disjointed rhythm. Furthermore, these interruptions affected the naturalness and coherence of the interaction. Finally, the incoherence was presented at the end when they ended the conversation curtly after a question.

During the first task, in which students had to describe a character they created, there was no improvement in fluency because they used a piece of paper and read the information they wrote.

However, in this task, students demonstrate the use of the vocabulary they learned. Nevertheless, for the subsequent task, they were asked to review the vocabulary and perform the presentation without using a paper to read, which some of them managed to do.

**Table 8.** *Comparison of students' improvement.*

<b>Fiel notes task #1</b>	<b>Fiel notes task #2</b>
<b>#1 Paragraph 3, lines 3 – 5:</b> the students were not prepared because most of them read the piece of paper in which they had made the physical description.	<b>#2 Paragraph 2, lines 6 – 8:</b> “I noticed that some students improved their fluency because most of them tried to describe the furniture they drew or pasted without reading.”

Given the fact students practiced during the pre-task the vocabulary and pronunciation, they were able to do their task without help, as they used to do in previous activities. In the beginning, there was a lack of confidence to speak in English as it is evidenced in the field note 1 paragraph 3, lines 3-5. In contrast, in the second task, when they are preparing it and know how they are going to be evaluated, they show more interest in knowing some words and try to practice them.

Below is one example of the presentation:

“S1: Hello, my name is Sofia. This is my living room; there are paintings, there is a television, there is a table, there is a carpet, there is a sofa.”

**(Recording #03 Group 9)**

During this excerpt, the student showed the use of the grammar that was learned. For this reason, there is no hesitation, speed fluency, and naturality. The pauses were made correctly because the student pointed to the drawing she was talking about. Finally, the description matched the parts of the house and furniture; this means that the coherence was maintained throughout the presentation.

In addition to the presentation of the parts of the house and the objects, it was proposed that the students learn some activities that could be carried out. To show they learned this vocabulary and it was not merely memorized, the teacher asked some questions at the end of each presentation. In these questions, they demonstrated coherence with what they expressed.

“T: okay Ronald, tell me what do you do in the kitchen?”

S1: Señora

T: What do you do in the kitchen?

S1: emm ... I boil

T: okay I boil, pero qué?

S1: Water

T: what else?

S1: warm ... emm chicken

T: what else?

S1: grate

T: grate, okay what?

S1: cheese”

**(Recording #03 Group 3)**

During this presentation, the aim was for students to recognize some verbs they can use in different parts of the house. Despite the hesitations indicated by ellipses, the speaker's responses are still understandable and relevant to the teacher's prompts. It was noticed they were able to answer question-related activities. Initially, the student only provided a verb in response; however, the teacher attempted to ensure the meaning of the words was understood. For this reason, the teacher guided the conversation and prompted the speaker to provide additional details. In this

case, the student was able to relate verbs like "boil" with water, "warm" with chicken, and "grate" with cheese. Considering the coherence presented in the excerpt, the student's responses, although brief, are generally coherent with what was asked.

T: okay Jose, what do you do in the dining room?

S1: Watch ... watch TV.

T: in the dining room?

S1: eat.

T: I eat

S1: I eat.

T: okay what do you do in the living room?

S2: do homework

T: do homework? Okay and what do you do in the kitchen

S3: fry chicken.”

**(Recording #03 Group 7)**

During this exercise, the students demonstrated the use of vocabulary to sound natural when speaking. This means they used the words they learned at the beginning of the class to describe the furniture and mention the different actions they can do. Compared to the previous example, in this case, speakers 1, 2, and 3 do not hesitate when responding and identify the verbs by giving them some additional words rather than just mentioning them. Consequently, the teacher does not have to ask questions to guide the conversation. Regarding coherence, speaker 1 (S1) initially mentions watching TV in the dining room, then corrects to eating, aligning with the topic of activities typically performed there. Then, speaker 2 (S2) mentions "doing homework," which is an activity associated with the living room. Finally, speaker 3 (S3) answers "frying

chicken," an action in the kitchen. Despite the simplicity of the responses, there is a logical progression in the conversation, with the students' responses that logically follow from the teacher's prompts. Indeed, the conversation maintains coherence as the students answer the teacher's questions with activities performed in each part of the house.

For the next task, the students continued talking about houses but in this case, they talked about some environmental ones.

“S1: Good afternoon, my name is Laura. I would like to use natural light from the windows. We like to use solar panels. We like to use one.

S2: EDI

S1: EDI to

S2: generate.

S1: generate power. We like to have a water tank. We like to be able to make a compost. We like to be able to plant a gardener.”

**(Recording #04 Group 7)**

During this conversation, the students explained some things they would like to have in their house to help the environment. Student 1 (S1) used the vocabulary learned to create sentences that communicate the main idea of the resources they can use to make their dream house eco-friendly. However, there were some words that she forgot, so Student 2 (S2) helped her with some vocabulary. The speed fluency in this excerpt showed some hesitation by Student 1 (S1), which can disrupt the flow of the conversation. Despite the hesitations during the speech, the message is clear and relevant.

There was one example in which the use of the native language helps with the main idea and demonstrates the fluency that the student has:

“S1: The house of my bedroom ... dreams would be very big with a Jacuzzi in the room with a cinco rooms [...] with many windows, a large patio with many trees, a pool, and a bathtub in the bathroom.”

**(Recording #04 Group 8)**

The student began to show fluency and avoided hesitation when speaking. To avoid certain pauses, the mother tongue was used to express the main idea. The vocabulary that was learned at the moment was used by S1, such as "bedroom," "rooms," "windows," "trees," "pool," "bathtub," and "bathroom." However, the student showed a lack of vocabulary when she tried to say the number and "yard"; for this reason, Spanish was used to avoid losing the intended meaning. On the other hand, the naturalness of the speech started with difficulties because the student confused the word "bedroom" with "dreams," which was corrected after a pause when it was noticed that something was wrong. However, the speech continued, and the student was able to pause when necessary. Although there were some interruptions, there was a logical progression in the description. The vision of the dream house was effectively communicated by providing different details.

During the final task, the students had to create a weekly schedule for their character considering the daily routine vocabulary, the time, and the preposition on and at to mention the days and the hour respectively. At the beginning, some students were confused with numbers, especially with eleven and twelve, however, they were able to mention the routine. Next one example:

“S1: On Moday 6 o'clock get up. 7 o'clock take a shower, 8 o'clock have a breakfast, 9 o'clock brush teeth, 10 o'clock get dressed emmm... twelve

T: twelve? Or eleven? Once o doce?

S1: doce

T: twelve

S1: Twelve o'clock go to school, 1 o'clock take class, 2 o'clock take a lunch, 3 o'clock take classes, 4 o'clock play with friends, 5 o'clock take a class, 6 o'clock come home, 8 o'clock have a dinner, 9 o'clock take a shower, 10 o'clock go to bed."

**(Recording #5 group 5)**

As observed in the excerpt, the student displayed a lack of vocabulary and insecurity because he was unsure about how to say the number twelve. Once the number was mentioned, the student was able to continue the presentation without any problem. That pause disrupted the natural flow of the conversation and made it sound disjointed, but it was resolved once the presentation continued. There is coherence during the conversation because it mentions all the character's routines by describing activities a student typically does. Furthermore, there is a logical order because the speaker starts with waking up and progresses through the day until bedtime, meaning each activity follows the previous one. These two characteristics contribute to the coherence of the narrative.

On the other hand, some students tried to find different strategies that helped them remember the vocabulary that was shown. In the case of numbers, as they know them in order, one student named one by one until he reached the number he needed.

"S1: one, two, three, four, five. At five o'clock study"

**(Recording #5 Group 03)**

The speaker showed a lack of vocabulary which made to lose the naturality and speed fluency. However, the student employs a strategy to remember the time for studying by reciting numbers in order up to the desired time. The choice to name numbers in sequence is a mnemonic

strategy that enhances both intelligibility and clarity. For this reason, utilizing stress patterns in mnemonics can enhance the retention and recall of vocabulary.

Otherwise, other students did not show any difficulty in saying the numbers and the routine.

“T: Okay, Hellen what is the name of your character?

S1: Ana

T: Ana, okay thank you very much. Okay, tell me about her routine.

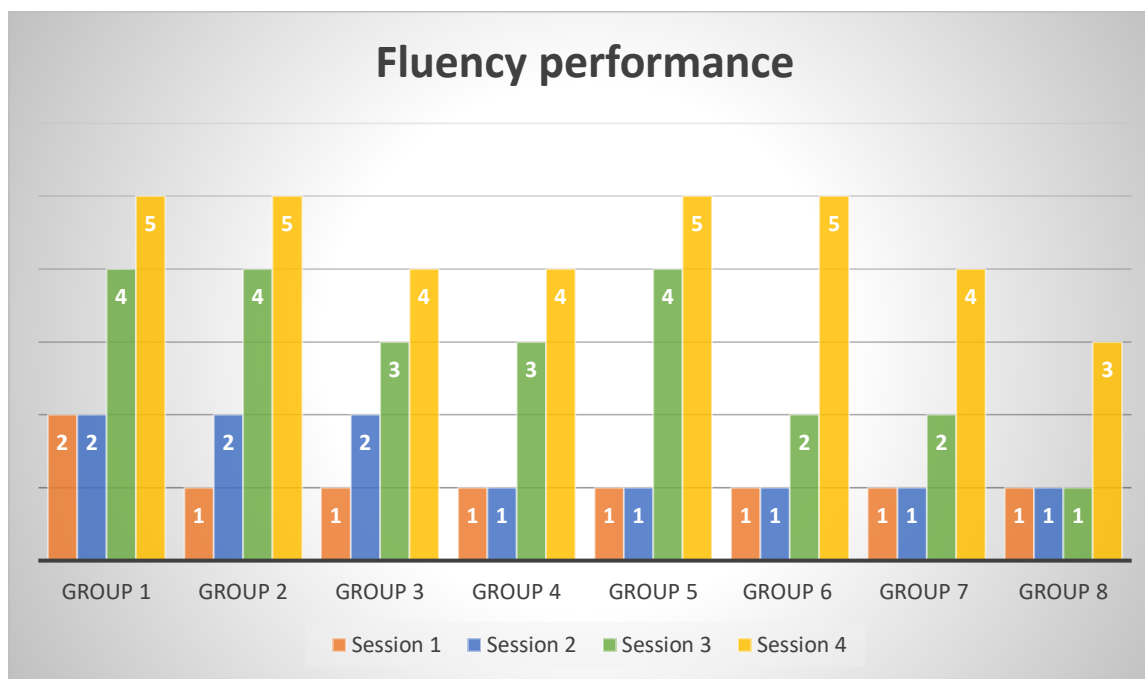
S1: at five o'clock on Monday she sleep. [...] at seven o'clock she get ... get up, at 8 o'clock she brush her teeth, at 9 she eat breakfast, at 10 she was the face, at ... twelve o'clock she have lunch, at 1 o'clock she go to school, she ... at 2 o'clock she take class, at 3 o'clock she play with friends [...] at 6 she go to home, at 7 o'clock she take a shower, at o'clock 8 she have diner.”

**(Recording #5 group 4)**

The speaker's speech appears to flow at a relatively consistent pace. However, there are slight pauses and hesitations indicated by ellipses, which may suggest the speaker is searching for words or struggling to express fluently. Despite the occasional pauses and incomplete phrases, the speaker's description remains clear and comprehensible. Furthermore, the student can answer the teacher's questions without hesitation and maintain coherence in the conversation.

Below is a graph in which progress was evaluated against fluency in the different presentations made. As part of the gamification process, students were evaluated through points based on a rubric that evaluated preparation and coherence during their interventions.

**Figure 5** *Fluency performance*



Considering the progress shown in Figure 5, students during the first two sessions had problems because some groups used to read instead of expressing their ideas. However, thanks to the practice they were able to express their ideas in the last session. Furthermore, they used different strategies to complete the last task like naming different numbers, creating a logical order, and relations between their daily routines and the one they had created.

Finally, at the end of all the sessions, a survey was conducted to know the experiences the students had throughout the different activities carried out and how these influenced the improvement of fluency. Most of them mentioned that they improved a lot, others answered very little, two students much, just one student did not, and anyone got worse. Below are the reasons that led them to choose the previous answers.

The students who mentioned slight and much improvement could be classified into five different opinions. The first group mentioned difficulty speaking because they hesitated to speak. They mentioned:

*“porque sigo travandome acordando me de las palabras en ingles y como se conjugavan”*

**Survey, Question 6, Student #17**

*“porque todabia me trabo bastante”*

**Survey, Question 6, Student #22**

Both responses highlight challenges with hesitation, vocabulary, and grammar rules.

Student #22 acknowledges some improvement in English fluency but indicates that it is minimal.

It is mentioned that it is still a stumble with the foreign language. Student #17 attributed their lack of progress to their struggles with vocabulary and grammar.

The second group referred to difficulties learning another language, but there was a little improvement.

*“no mejoro porque yo casi no entiendo Ingles pero si mejoré un poco más”*

**Survey, Question 6, Student #21**

This answer acknowledges minimal improvement, it is mentioned that the language is “hardly understood”. However, the student notes a slight improvement, suggesting that they have made some advancements in their fluency, albeit minor.

The third group talked about a little improvement because of the lack of attention among the classes.

*“porque la classe es muy buena pero yo casi no ponía cuidado en la clase”*

**Survey, Question 6, Student #6**

*“porque habian clases en las que no ponía cuidado y otras en las que si”*

**Survey, Question 6, Student #18**

Both students agreed their improvement was little because of the lack of attention during the activities proposed. Student #18 stated that there were times when they did not pay attention and others when they did. It could suggest that student's level of engagement during classes may have impacted their ability to speak fluently the foreign language. Student #6 also attributed the lack of progress to attention paid, despite acknowledging the quality of the instruction.

The fourth group mentioned the confidence to do the different tasks.

*“Antes decia que no porque me daba pena pasar por mi pronunciacion ahora no me da tanto miedo, se decir muchas palabras con fluidez”*

**Survey, Question 6, Student #9**

*“porque en la presentacion mejoro mi fluidez y seguridad”*

**Survey, Question 6, Student #10**

*“Mejore muy poco porque si me da pena exponer y pararme delante de mis compañeros pero ya no tengo casi tanta pena”*

**Survey, Question 6, Student #12**

Those answers mention the lack of confidence at the beginning of the classes, which may contribute to the absence of fluency when using English. Student #9 expressed conviction in their ability to say many words fluently, suggesting increased comfort and proficiency in speaking English. Additionally, student #10 suggested that the improvement in fluency and reliance on speaking was thanks to the different presentations that were carried out in the classroom, contributing to progress because it provided an opportunity to practice speaking in front of others. Finally, student #12 mentioned the embarrassment previously hindered their ability to participate in class activities and express themselves. This feeling has decreased over time, suggesting that they have gradually overcome this obstacle. Students' answers could be

compared to the diagnosis in which students tend to laugh when they are using a foreign language.

The last group attributed their slight improvement thanks to they can speak fluently and faster than before.

*“si porque desde que empezaron las clases hablo mas rapido y entiendo mas el vocabulario”*

**Survey, Question 6, Student #3**

*“porque ahora puedo hablar en ingles un poco mejor y más rapido”*

**Survey, Question 6, Student #11**

*“yo creo que mi fluidez en inglés mejoro porque aprendí muchas cosas aprendí palabras que ni siquiera sabia el significado”*

**Survey, Question 6, Student #23**

*“mejoro muy poco mi fluidez por que ahora mejore mi modo de expresarme y de dar explicaciones”*

**Survey, Question 6, Student #29**

Students recognize their fluency improvement during and after the sessions, with reasons ranging from speed fluency and vocabulary. They manifested diverse factors including practice during the presentations, vocabulary acquisition, and enhanced communication abilities. For example, students #3 and #11 mentioned “speed” as an indicator of the improvement in fluency. Students #3 and #23 suggested the influence of learning vocabulary to improve their fluency. Student #11 mentioned that their progress is thanks to practice, evidenced in their ability to speak English slightly better and faster. Additionally, student #29 mentioned that it is evident when they can express and provide explanations in a foreign language.

Therefore, during the first sessions, students showed a lack of vocabulary and confidence to speak in English. When students did some exercises where they spoke, there were some interruptions and hesitation which affected the naturalness of the interactions. However, as the students made their presentations this improved because they created some strategies and their confidence increased. It was evidenced when students did not have to read a piece of paper to express their ideas. Furthermore, they could understand and answer some questions correctly.

### **Gamification**

Gamification is an approach that incorporates game elements and principles in educational environments such as reward structures, avatars, leaderboards, rules, feedback, and goals (Rodríguez & Sánchez, 2020). Furthermore, it is important to incorporate challenges to students so that they can compete and have a cooperative learning experience by integrating levels like in videogames (Bonilla, 2022). As it was presented in the previous chapter this tool was implemented in the lessons by creating a game scenario. First, students' game preferences were considered to create the theme, for this, a survey was conducted in which they decided on a horror game. In this way, during each task, it was told a part of the story and the task they had to complete to survive. Furthermore, students received points for their presentation performance and at the end during the language focus stage. The field notes and the last survey shows the impact of gamification on students' speaking skills during the implementation. This analysis is divided into two motivations that emerged throughout the sessions which show the impact of gamification during the sessions.

First, the motivation to participate and speak in the sessions. During the first task, students created their groups and drew a character for each one. To evaluate and give them their badges, a rubric was presented to establish the points.

*When they finished the presentations, I evaluated them with some badges for the best groups. There was one group that received a badge for their creativity, another for hard work, another for leadership, and another for the best performance.*

**(Field notes #1 Paragraph 3, lines 12-14)**

As part of the gamification process, the badges evaluate students' performance during the activities. However, some of them were dissatisfied with not receiving one.

*Some students told me that they should receive more badges...*

**(Field notes #1 Paragraph 4, lines 6-7)**

When students mention they want to receive a badge, it suggests success in motivating them to engage with the activities that were carried out. To them, the badges were a recognition of their achievements.

As in the previous task, they felt bad for not receiving a badge, during this one some others were added. The following field note shows how through gamification, students can feel that they are doing a good job.

*When the students finished their presentations, I gave them badges for their performance. In that case, I brought more than 3 badges because I noticed last time that some groups did not feel comfortable; for this reason, I tried to highlight one good aspect of each group.*

**(Field notes #2 Paragraph 2, lines 13-15)**

Students noticed that they were recognized for the different abilities they had. The use of badges as a recognition helped to address students' confidence by highlighting positive aspects and promoting equity. Furthermore, it incentivizes their participation and motivation to continue participating in the speaking activities that were carried out after that one.

During the last survey that was conducted, the students were asked about the importance of obtaining points to learn to speak English, for this they assigned a number from 1 to 5 where 5 was very important and 1 was not very important, to which they responded:

*“3 aveces es dificil obtener puntos”*

**Survey, Question 7, Student #20**

*“3 porque era un poco dificil obtener puntos”*

**Survey, Question 7, Student #23**

*“2 porque iba de ultimo y no nos servia de nada”*

**Survey, Question 7, Student #25**

Considering the students' answers they mentioned a challenge during the learning process. Those answers show dissatisfaction with the way how they obtained points. It could affect their motivation to engage during the speaking activities.

However, for other students, the points had a positive impact:

*“es chebre sentir como en competencia”*

**Survey, Question 7, Student #18**

*“porque haci supe que mejore”*

**Survey, Question 7, Student #11**

In this case, students' responses show the positive impact of points while learning English. This is a competitive element that fosters the learning environment and provides direct feedback to them. On the one hand, student #18 finds that earning points to be competitive is motivating. This sense of competition enhances participation during the speaking activities and

improves the abilities when speaking. Also, student #11 when mentioned that earning points made them feel a sense of accomplishment and progress in their speaking skills.

As part of the gamification process, students worked in groups. There were some difficulties in the beginning but then they tried to do their best.

*some groups did not feel comfortable working together.*

**(Field notes #1 Paragraph 4, lines 6-7)**

Students showed some challenges with collaboration because they were used to working individually and when they felt that they lost that challenge, they began to blame their colleagues. For this reason, some extra points were given in the last activity, in which one student had to describe one partner and the classmates guessed the person.

During the third task, students talked about ways to help and protect the environment in their homes. As part of the collaboration at the beginning of this class, they evaluated their partners' performance and collaboration in the group. Although some students did not agree with their grades, they tried to show that they were valuable members of the team.

*There was one student who was uncomfortable given the fact that in the previous class, his classmates gave him a low grade in the co-evaluation. He said that in this activity he would work to show them that he really works; even when the presentations started, he was the person who presented his group house and wanted to be the first one.*

**(Field notes #3 Paragraph 2, lines 3-6)**

In the previous example, the student's motivation increased to improve and prove his abilities to the group. It shows how gamification, by providing clear goals and rewards, can effectively stimulate this kind of intrinsic motivation among students. Despite he was uncomfortable, the student carried out the activity presenting his group and tried to do his best.

This demonstrates the influence of gamification by fostering confidence and support when they show their speaking skills and receive appropriate feedback.

As it was mentioned before, in the survey it was asked about the importance of working in groups to learn to speak English, to which they responded:

*“colaboramos todos y nos fue bien”*

**Survey, Question 7, Student #16**

*“porque trabajar en equipo nos enseña”*

**Survey, Question 7, Student #6**

Those answers show the importance of working in a group to improve their speaking skills. Collaboration was an important tool during the sessions to create an interactive learning environment. Student #16 mentioned the importance of cooperation because it was important to achieve the proposed goals. For student#6, in teamwork they can exchange ideas and practice their communicative skills, indicating how collaborative learning enhances speaking, interpersonal, and communicative skills.

Group work can offer different opportunities in the classroom such as peer interaction and exchange of ideas, so it is important the engagement and commitment of all group members. For this reason, some of the students had difficulty finding a balance to work as a team and carry out the proposed activities.

*“pues la verdad no me gusta ya que solo participe yo”*

**Survey, Question 7, Student #4**

*“porque habeces algunos no participaban”*

**Survey, Question 7, Student #11**

Both answers show frustration because the members of the group did not engage during the activities. It made that the effectiveness of this kind of learning strategy was lost. When students must deal with this kind of group it could make them to limit their opportunities to learn and practice a foreign language like English.

Finally, the gamification shows how it helps to improve students' speaking skills. During the first class, the game rules and the story were presented. In this session, students were enthusiastic about knowing them and trying to win the game.

*While I was explaining those rules, students were excited about that and even started to ask if it was possible to change some rules to have more opportunities.*

**(Field notes #1 Paragraph 1, lines 3-4)**

It was observed when I mentioned that the class would be focused on a game and a kind of competition, they were expected to win it and pay more attention to the explanation. Even, they try to change some rules because, for some of them, English was a difficult subject. As well, they were nervous to speak and participate at the beginning. However, the points helped to motivate them to speak.

*as they noticed that participation gave them points, two students helped me read the story to make them part of the class. While the students were reading, they pronounced some words wrong; for this reason, I corrected these errors and although they continued to pronounce them incorrectly, I told them to repeat after me so that they could pronounce the words correctly.*

**(Field notes #1 Paragraph 1, lines 5-6)**

This excerpt shows that students were incentivized to participate actively because they could earn points. There was even more than one student who wanted to participate in the activity. In the beginning, as they did not have a complete vocabulary to express themselves or accomplish

an activity like reading in English it was difficult for them to do it. However, the points for participation helped them lose their insecurities about participating using a foreign language.

During the language focus students described one classmate and the student who guessed it got a point.

*In this game, the student who guesses will be the one who gets one extra point for the leaderboard. Most of the students participated in the activity, they showed an interest in describing and guessing.*

**(Field notes #1 Paragraph 4, lines 3-5)**

This observation highlights students' participation during the activity when points are part of their motivation to participate. Describing and guessing involves verbal communication and they had to express their thoughts and ideas effectively. For this reason, it is important to mention that they started to use English to express everything, and they were able both to describe and to guess without using their native language. This shows that the strategy to give them points, play, learn and practice at the same time as gamification, promote oral communication skills within the classroom setting.

The objective for the second task was to recognize and describe parts of their homes. Furthermore, they should associate which activities can be done in each part of their houses. To start this task, the story continues as another chapter. As well the rubric was presented to clarify which aspects were to be evaluated. It helped to improve their speaking skills because they focused on it more than in the previous task.

*As they noticed that the pronunciation would be part of that they started to ask how to pronounce some words.*

**(Field notes #2 Paragraph 1, lines 12-14)**

During this part, the gamification drew attention to the importance of pronunciation because the students were aware of it as an element to obtain points and get badges. It was an important impact because they started to ask for the pronunciation of the different words which led to meaningful learning. Overall, this field note shows the influence of gamification on students' speaking skills by using its game elements to learn the pronunciations of different words.

Finally, during the last task, students talked about daily routines and the time. During this phase, the main idea was to give them points during all the activities. In this way, the motivation to speak and pronounce correctly increased from the beginning.

*Afterward, I showed some pictures that showed some actions, when the picture appeared the students should raise their hands and guess the verbs. However, some students knew the verb but not the pronunciation. Most of them say "jave" instead of "hæv", "up" for "ʌp", "take" for "teik", and "home work" for "hoʊm, wɜ:k". For instance, I decided to give one point to the person who guessed the verb and one to the person who pronounced it correctly. Most students tried to participate, even though they did not. All this regarding their group position on the leaderboard.*

**(Field notes #4 Paragraph 1, lines 5-11)**

This field note shows speaking and gamification elements carried out simultaneously. When they were asked to pronounce correctly, it underscored the importance of pronunciation when using English. Additionally, guessing and pronouncing correctly allowed them to receive feedback and recognition for their efforts. It was evident that they were paying attention not only to the verbs but pronunciation as well, facilitating improvement in speaking skills. Furthermore, the competitive aspect introduced by the leaderboard further encourages active participation as students strive to improve their group's position.

During this activity, most of the students were participating and although they did not pronounce well, they tried again and again, some students did not try to raise their hands. This is why the opportunity was given to those who had not participated.

*I chose one person who had not participated in the activity, at that moment I noticed that she knew the verbs but felt nervous about being wrong, so I tried to help her and her group. When she noticed that her group got a point thanks to her, she started to participate more.*

**(Field notes #4 Paragraph 1, lines 12-14)**

This note highlights the positive impact of gamification in incentivizing not only participation but also the correct pronunciation of the words because sometimes, students can feel demotivated. After all, they think they are not able to answer some questions. However, once she noticed that she was an important member of the group she continued participating. Indeed, by this experience of success and the positive impact on her group, she became willing to contribute during the following activities, developing her speaking skills.

After this game, students created a schedule for their characters. However, they presented some mistakes with the conjugation of the verbs in the third person. For this reason, this topic was explained, and a similar game was played.

*I showed a picture with a pronoun, and they should say the sentence. I gave them 1 point for affirmative, 2 for negative, and 3 for interrogative. The first picture was with the pronoun “we” and the verb “go to school”. There was one student who said in the affirmative “We goes to school”, then when another student said correctly, he noticed why he failed. Then, for another picture with the pronoun “he” and the verb “take a shower” one student in the negative said “He do not take a shower” Some students immediately started to say that it was wrong and the next student said it correctly.*

**(Field notes #4 Paragraph 1, lines 12-14)**

In this case, the students improved their speaking skills in terms of coherence by using the correct form for the third person when needed. This progress was thanks to the points they received every time they answered correctly. It should be noted that the student's ability to listen to their classmates saying the correct answers and learn from their mistakes was very important for them to be able to produce sentences about the routines they were shown. The gamification is seen by the error correction and the feedback they received.

In essence, this chapter enclosed the categories, subcategories, indicators, and the analysis made of the collected data. First, the categories were presented with some subcategories and indicators which evidenced how each one was evaluated. Second, each category was analyzed based on the instruments used such as audio recordings, field notes, and surveys. Finally, bearing in mind the analysis and findings and the positive impact of gamification on students' speaking skills, the following chapter will present the conclusions, key insights, limitations, and recommendations for future research.

## CHAPTER VI: Conclusions.

In this chapter, the conclusions will be presented based on the research question, the general, and the specific objectives.

First, it is important to keep in mind that the main objective of the research was to improve seventh-grade students' English-speaking skills through the Task-Based Learning approach using gamification as a pedagogical strategy. Concerning this, the question proposed was: How can gamification as a pedagogical strategy improve seventh-grade students' English-speaking skills through a task-based learning approach at Guillermo Cano Isaza School?

In addition, two specific objectives were proposed. First, to foster speaking skills in collaborative workspaces by implementing the Task-Based Learning approach in a gamification environment. Second, to examine the impact of gamification on students' speaking skills through the Task-based Learning approach.

Thus, students' improvement is shown along the four sessions implemented thanks to the use of gamification and the TBL approach. The strategies used helped to address the goals because they were immersed in the story, the leaderboard increased their participation, and the use of badges gave them recognition for their efforts. Keeping in view the presentations was a key to improving speaking skills because they could practice and were confident to speak in English. It should be noted that the positive results are based on the efforts that each student made throughout the sessions since they showed their interest in improving their pronunciation by asking and repeating, as well as in knowing more vocabulary. They develop their pronunciation because at the beginning when they tried to speak, even if they read, they were not able to pronounce correctly and even some words were unintelligible. However, at the end of the sessions, they were able to correctly pronounce consonants and vowels in stressed and unstressed syllables. On the other hand,

fluency advancement is shown when students can use vocabulary in context, speak with naturalness, and stay on the topic. Finally, gamification helped to improve speaking skills by motivating them to speak, creating some security space where they can speak and practice without fear of making mistakes.

Concerning the first objective, the category *pronunciation* showed that the use of TBL helped to prepare students with vocabulary and pronunciation before presenting the task; for this reason, they were able to do their task without help. In addition, even though they had the conversations on paper, they did not understand the questions, and some of them were not answered. Throughout the sessions, after watching videos and practicing the pronunciation of many of these words, they managed to pronounce them correctly. Furthermore, the approach allowed them to provide accurate feedback during the language focus stage where they corrected their mistakes and were able to enunciate the words properly.

About the category *fluency*, it is suggested that students were able to use English in context. In the beginning, they used to read a piece of paper to communicate what they wanted. Then, they were able to express their ideas using some pictures and finally, they did not need it. Furthermore, students demonstrate they can answer questions without previously knowing what is going to be asked. Indeed, the answers stayed on the topic, and they were relevant.

To evaluate the second objective, the category *gamification* showed the impact on speaking skills. First, it demonstrated that the use of badges as a reward can impact students' motivation during the classes because they feel recognition. Furthermore, it addressed comfort and equity concerns. It is also shown that the use of this pedagogical strategy together with the competitiveness of the students not only motivated them to win prizes but also helped to improve their pronunciation in English. It should be noted that the vocabulary taught was used in context

and thus they were able to use sentences when making their presentations. Consequently, gamification can be used in language learning because it is a strategy that benefits both teachers and students since it creates a learning environment that is not based on memorizing a topic but is applied and can be related to topics that help students.

In addition to the results obtained for this project, it is important to highlight the contributions of this project in the field of the use of gamification in teaching English. First of all, it showed that this pedagogical strategy increases student engagement and motivation by making learning more enjoyable and interactive. Regarding language skills development, the findings contribute to the understanding of how game elements can be used to create language learning experiences where students increase their confidence to speak and practice their different abilities in a real and safe environment. Furthermore, this strategy included feedback which helped students to identify and correct their mistakes. Finally, the use of collaborative workspaces helped students to interact and learn from others, it can also be seen as learning as a social activity by collaboration and communication.

Based on the previous contributions, there are some practical recommendations for educators and further research to create more engaging, motivating, and effective language learning experiences. Firstly, it is important to consider students' preferences to create personalized learning experiences. In this sense, the game and its elements should be based on that. Lastly, it is important to encourage students to experiment and take risks; for this reason, the classroom should be an environment where students feel comfortable engaging and participating actively.

Now it should be taken into account that nowadays education not only refers to a school because virtual and blended learning environments are part of it too. In this sense, gamification should be included during some of these sessions, considering that gamification helps to increase

autonomous learning and makes students aware of their learning process. Different platforms help to create interactive quizzes to evaluate students such as Kahoot!, Quizizz, and Socrative. Furthermore, different platforms can be used to gamify the classroom such as ClassDojo and Classcraft where teachers can interact with students and create a sense of progress by achieving levels and obtaining points to improve their characters.

The interaction along this project by implementing gamification and the TBL approach in English classes enhance different experiences for both me and the students. Nevertheless, some limitations did not allow us to carry out this project as expected. First, some institutional activities paused different implementations. Second, the group tended to vary, some students stopped attending because they changed institutions and other new ones arrived, which caused the groups initially formed to change. Finally, there were some problems with the use of computers and TVs in the school because they were damaged.

As was mentioned before, this project focused on using gamification as a pedagogical strategy and the TBL approach to improve speaking skills. The objectives were reached, and different experiences emerged during the session. However, for further research, it would be important to consider the influence of gamification on cognitive and 21st-century skills such as problem-solving, critical thinking, and decision-making while working on a foreign language task. Also, it is important to use this kind of method during the scholar year to examine the long-term effects of gamified environments. Finally, an invitation for teachers to explore different skills with a gamified environment in foreign language subjects to increase participation in the classroom.

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## Annex

### Annex 1: Diagnostic

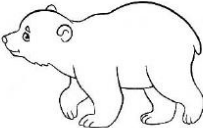
#### SEVENTH GRADE DIAGNOSTIC EVALUATION

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

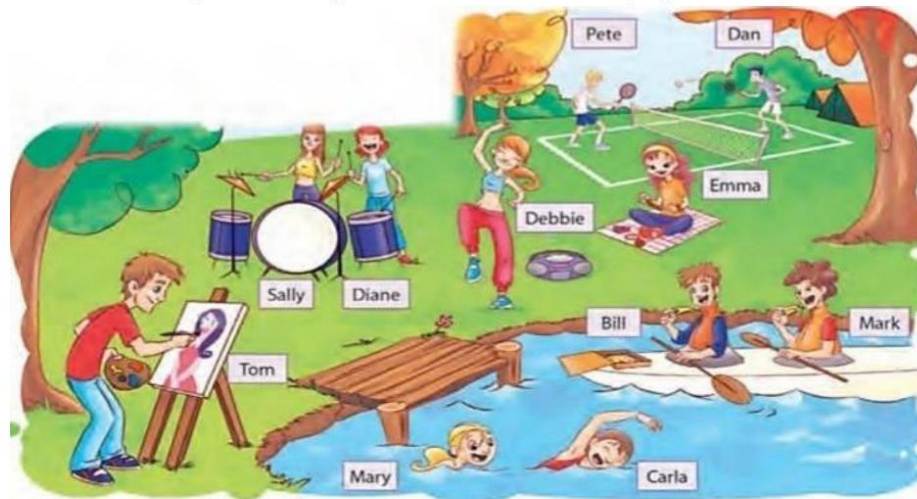
Age: \_\_\_\_\_ 7th grade/ Group: 7 \_\_\_\_\_

1. **Reading:** Read carefully and then answer the questions below by putting a circle around the correct letter

My name is Poldo. I am a polar bear. I am the biggest of all bears! I live in an icy cold place called the Arctic. It gets very cold here. The ice is very unstable. I have rough pads on my feet to help me walk on the ice. My thick fur keeps me warm. I like to swim in the water. I use my feet to swim. I eat meat. The seals are yummy! When it is time for bed I excavate a pit in the snow to sleep in. It keeps me warm. I like playing in the snow.

- |   |  |   |
|---|--|---|
| <p>1. What is Poldo</p> <p>a. A koala</p> <p>b. A panda</p> <p>c. A polar bear</p> <p>d. A dog</p>  |   | <p>2. Where does Poldo live?</p> <p>a. In the Arctic</p> <p>b. In the woods</p> <p>c. In the desert</p> <p>d. In a forest</p> |
| <p>3. What helps Poldo walk on the ice</p> <p>a. His small ears</p> <p>b. His rough pads</p> <p>c. His thick fur</p> <p>d. He wears shoes</p> | <p>4. What keeps Poldo warm?</p> <p>a. His small nose</p> <p>b. His big head</p> <p>c. His sharp claws</p> <p>d. His thick fur</p> |   |

2. **Writing:** Look at the picture and describe what the people are doing.



<b>Paint:</b> pintar	<b>Do exercise:</b> hacer ejercicio	<b>Swim:</b> nadar
<b>Row:</b> remar	<b>Play (sport):</b> jugar (deporte)	<b>Play (instrument):</b> tocar (instrumento)
<b>Listen:</b> escuchar	<b>Sew:</b> coser	<b>Eat:</b> comer

- a. Emma is sewing a cloth.
- b. \_\_\_\_\_
- c. \_\_\_\_\_
- d. \_\_\_\_\_
- e. \_\_\_\_\_
- f. \_\_\_\_\_

3. **Speaking:** work with a partner. You are at a party and want to make a new friend.

A. *Introduce yourself.*

- a. Hello, I am Ana
- b. Hi, I am Lina

**B. Ask for personal information.**

- a. Where are you from?    b. I am from Colombia.
- a. How old are you?    b. I am 22 years old.
- a. What is your favorite color?    b. My favorite color is purple.
- a. What is your favorite food?    b. I love the Pizza.

**C. Answer your partner's question.**


**D. Say goodbye.**

- a. Well, nice to meet you.
- b. Nice to meet you too.


**4. Listening:** Listen and write the missing times. Then put the pictures in the correct order.

<b>6:30</b> six thirty	<b>6:45</b> a quarter to seven	<b>7:00</b> at seven
<b>7:30</b> half past seven	<b>1:30</b> one thirty	<b>2:00</b> at two
<b>3:30</b> half past three	<b>5:00</b> five o'clock	<b>7:00</b> at seven


2. Listen and write the missing times. Then, put the pictures in the correct order.




a. I have lunch at 2:00 PM




b. I do homework at \_\_\_\_\_




c. I take a shower at \_\_\_\_\_




d. I get home at \_\_\_\_\_




e. I get up at 6:30 AM




f. I have breakfast at \_\_\_\_\_




g. I go to school at \_\_\_\_\_



h. I hang out with Jane at \_\_\_\_\_



i. I go to bed at \_\_\_\_\_



j. I have dinner at \_\_\_\_\_

**Listening Strategy**

Focus on the specific information you need to complete the task.

## Annex 2: Field notes



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*Educadora de educadores*

## Observation Form

<b>Date</b>	March 9 <sup>th</sup> , March 16 <sup>th</sup> , and March 23 <sup>rd</sup> 2023
<b>School</b>	Colegio Guillermo Cano Isaza
<b>Teacher</b>	Lina Maria Torres
<b>Teacher in training</b>	Ana Lucia Almanza Molina
<b>Course</b>	7 <sup>th</sup> 02
<b>N° students</b>	35
<b>Time</b>	2:10 pm – 4:30 pm
<b>Objective:</b>	<ul style="list-style-type: none"> <li>• Describe people's physical appearance in horror characters.</li> <li>• Understand information about people's physical appearance.</li> </ul>

**Description:**

(**March 9<sup>th</sup>**) Before starting the class, I explained the class rules to create a gameful environment in the classroom. I explained the goals, the rules, how to get lost points, the benefits, the budgets, and the rewards. While I was explaining those rules, students were excited about that and even started to ask if it was possible to change some rules to have more opportunities. Then I started the class with the story for this chapter; as they noticed that participation gave them points, two students helped me read the story to make them part of the class. While the students were reading, they pronounced some words wrong; for this reason, I corrected these errors and although they continued to pronounce them incorrectly, I told them to repeat after me so that they could pronounce the words correctly. I asked if the task was straightforward, and as it was not, I explained a little bit and showed them my video in which I did the same task. Students who watched that video showed interest in how I learned English. They ask me questions like How did you learn English? How long have you been learning English? When did you study? However, most of those questions were made in Spanish. For the stage introduction of the topic, students should practice with a character that I provide to them. They started to work in groups to



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### Observation Form

write the description and then prepare to say it. However, they did not finish, and we stopped the activity as time was over.

**(March 16<sup>th</sup>)** I give them 5 minutes in the next class because they should practice what they said. When they were presenting their characters, it was difficult to listen to them because the other groups were not paying attention. When all the groups finished, I told them that they should create a character that represents the group and be as creative as possible. The groups started to create their character. However, in some groups, there was a misunderstanding because some members liked some characteristics that others did not. In those groups, I should recommend trying to reach an agreement. There was another group who was not doing anything, and they said that they would do it later, that is why I decided to decrease the time. In this last group, I noticed that only one member did the drawing and the description. I planned to finish the activity and the students started doing the presentation. However, it took a lot of time; for this reason, I decided to let the students start doing their descriptions in the classroom to prepare their presentation for the next class. While they were doing the description some students asked me for more vocabulary to describe their characters.

## Annex 3: Survey

## SPEAKING SKILLS STUDENTS SURVEY

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

Age: \_\_\_\_\_ 7th grade/ Group: 7\_\_\_\_\_

1. ¿Cómo te sentiste con las actividades orales realizadas en la clase?



Muy mal



Mal



Neutral



Bien



Muy bien

2. ¿Cómo crees que han mejorado tus habilidades para hablar en inglés desde que comenzamos las actividades orales?



Empeoré



No mejoré



Mejoré muy poco



Mejoré bastante



Mejoré mucho

3. En una escala del 1 al 5, ¿qué tan seguro te sientes acerca de tu pronunciación ahora en comparación con las primeras actividades realizadas?



4. ¿Crees que tu pronunciación en inglés mejoró durante y después de las clases? ¿porqué?



Empeoré



No mejoré



Mejoré muy poco



Mejoré bastante



Mejoré mucho

5. En una escala del 1 al 5, ¿qué tan seguro te sientes acerca de tu fluidez ahora en comparación con las primeras actividades realizadas?



6. ¿Crees que tu fluidez en inglés mejoró durante y después de las clases? ¿Por qué?



Empeoré



No mejoré



Mejoré muy poco



Mejoré bastante



Mejoré mucho

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7. Organiza los aspectos que crees que fueron más efectivos para aprender a hablar en inglés; usa los números del 1 al 5, siendo 5 el más importante y 1 el menos relevante.

a) Repaso de vocabulario		
b) Presentaciones orales		
c) Obtener puntos		
d) Trabajo en grupo		
e) Escuchar y ver videos de otras personas haciendo las mismas tareas		

8. ¿Recibir una insignia o un premio te motivó a participar más en las actividades de clase?

a) Si, significativamente b) Si, hasta cierto punto c) No, en realidad no d) No estoy seguro

9. Comparte cualquier logro o actividad específica de la que se haya sentido especialmente orgulloso al recibir una insignia o premio. De no ser así, comparte cómo se sintió al no recibirla.

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10. ¿Cómo te pareció la historia central de las actividades y cómo esa historia te motivó a participar en actividades orales?

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## Annex 4: Ethical issues

	<b>FORMATO</b>		
	<b>AUTORIZACIÓN TRATAMIENTO DE DATOS PERSONALES Y DE MENORES DE EDAD</b> Resolución 767 de 18 de junio 2018		
<b>FOR009GSI</b>	<b>Fecha de Aprobación: 18-06-2018</b>	<b>Versión: 01</b>	<b>Página 2 de 2</b>

### AUTORIZACIÓN TRATAMIENTO DE DATOS PERSONALES DE MENORES DE EDAD

Ciudad y fecha: \_\_\_\_\_, identificado con C.C.  C.E.  No. Yo, \_\_\_\_\_ expedida en \_\_\_\_\_, representante legal del menor \_\_\_\_\_, identificado con T.I.  NUIP  No. \_\_\_\_\_ declaro que he sido informado por **LA UNIVERSIDAD PEDAGÓGICA NACIONAL** (en adelante la **UPN**), identificada con NIT. 899.999.124-4, con domicilio en la ciudad de Bogotá y sede principal en la calle 72 No. 11 – 86 de Bogotá, que, de conformidad con los procedimientos establecidos en la Ley 1581 de 2012, Decreto Reglamentario 1377 de 2013 y el *Manual de política interna y procedimientos para el tratamiento y protección de datos personales de la Universidad*, disponible en la página web [www.pedagogica.edu.co](http://www.pedagogica.edu.co), actuará como Responsable del tratamiento de mis datos personales<sup>1</sup>, necesarios para el cumplimiento de la misión de la **UPN**, obtenidos a través de canales y dependencias institucionales y que podrá recolectar, almacenar, usar, actualizar, transmitir, transferir y poner en circulación o suprimirlos, mediante el uso de las medidas necesarias para otorgar seguridad a los registros, evitando su adulteración, pérdida, consulta, uso o acceso no autorizado o fraudulento incluso por terceros.

Que tratándose de datos sensibles<sup>2</sup> y de menores de edad no está obligado a autorizar su tratamiento, salvo las excepciones consagradas en la ley o que medie su consentimiento expreso. Que es de carácter facultativo responder a las preguntas que traten de datos sensibles o menores de edad.

Como representante legal del menor, debo velar por los derechos consagrados en la Constitución y la Ley sobre sus datos, especialmente el derecho a conocer, actualizar, rectificar y suprimir información personal, así como el derecho a revocar el consentimiento otorgado para el tratamiento de datos personales del menor, en los casos en que sea procedente. Las inquietudes o solicitudes relacionadas con el tratamiento dichos datos, pueden ser tramitadas a través del e-mail: [quejasyreclamos@pedagogica.edu.co](mailto:quejasyreclamos@pedagogica.edu.co)

La Universidad garantiza la confidencialidad, libertad, seguridad, veracidad, transparencia, acceso y circulación restringida de los datos y se reserva el derecho de modificar su Política de Tratamiento de datos personales en cualquier momento. Cualquier cambio será informado y publicado oportunamente en la página web.

Teniendo en cuenta lo anterior, autorizo de manera voluntaria, previa, explícita, informada e inequívoca a la **UPN** para tratar los datos personales del menor que represento, de acuerdo con el *Manual de política interna y procedimientos para el tratamiento y protección de datos personales de la Universidad* y para los fines relacionados con su Misión.

Leído lo anterior, manifiesto que la información para el Tratamiento de los datos personales del menor de edad que represento, ha sido suministrada de forma voluntaria y es veraz, completa, exacta, actualizada, comprobable y comprensible.

#### FIRMA

Nombre: \_\_\_\_\_

Identificación: \_\_\_\_\_

<sup>1</sup> La UPN garantiza la confidencialidad, libertad, seguridad, veracidad, transparencia, acceso y circulación restringida de mis datos y se reserva el derecho de modificar su Política de Tratamiento de datos personales en cualquier momento. Cualquier cambio será informado y publicado oportunamente en la página web.

<sup>2</sup> Son **datos sensibles** aquellos que afectan la intimidad del Titular o cuyo uso indebido puede generar su discriminación, tales como aquellos que revelen el origen racial o étnico, la orientación política, las convicciones religiosas o filosóficas, la pertenencia a sindicatos, organizaciones sociales, de derechos humanos o que promueva intereses de cualquier partido político o que garanticen los derechos y garantías de partidos políticos de oposición, así como los datos relativos a la salud, a la vida sexual, y los datos biométricos (Art. 5° Ley 1581 de 2012, art. 3° Decreto 1377 de 2013).

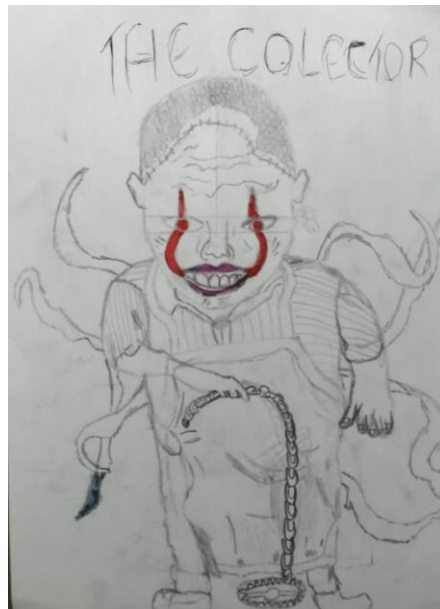
## Annex 5: Leaderboard

	Physical description	Parts of the house	Routines part 1	Present Simple sent	Weekly schedule	Total		
1	VPL Backyardigans	10	7	3	3	13	36	get / have / homework
2	Neveritas	7	7	1,5	2	12	29,5	get / tv / six / have / watch
3	Las girls queen	7	10			9	26	Monday / get / Wednesday / Friday / study /
4	Pawpatrol	4	4	5	1	8	22	
5	Looney Toons	3	4	3		10	20	get / breakfast / twelve / come home/ have
6	Furia Nocturna	1	1	1,5		14	17,5	get / hair / study / play / make
7	Escuadron AMJ	4	2	1		8	15	dinner
8	Los muchachos	1	0	2		8	11	Monday

## Annex 6: Badges



Annex 7: creation of characters



## Annex 8: coevaluation

Team name: <u>Escuadrón AMT</u>		
Team member name	Activities	Grade
Anlely Camila Plazas	* Participation in the task activity	50
	* Performance of his/her role	45
	* Leadership	50
	* Total	48

Team name: <u>Patrol</u>		
Team member name	Activities	Grade
Cristian Maldonado	* Participation in the task activity	2
	* Performance of his/her role	3
	* Leadership	2
	* Total	7

Team name: <u>Patrol</u>		
Team member name	Activities	Grade
Laura Bostos	* Participation in the task activity	2
	* Performance of his/her role	4
	* Leadership	4
	* Total	6

Team name: <u>patrol</u>		
Team member name	Activities	Grade
Ronel Velasco	* Participation in the task activity	4
	* Performance of his/her role	4
	* Leadership	4
	* Total	12

Team name: <u>patrol</u>		
Team member name	Activities	Grade
Kevin Arebalo	* Participation in the task activity	40
	* Performance of his/her role	30
	* Leadership	30
	* Total	

Team name: <u>VPL Backyardigans</u>		
Team member name	Activities	Grade
Santiago Pachon	* Participation in the task activity	4
	* Performance of his/her role	4
	* Leadership	3.9
	* Total	3.9