



UNIVERSIDAD TÉCNICA DE AMBATO
FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACION
CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y
EXTRANJEROS

Informe final del trabajo de Integración Curricular previo a la obtención del título de Licenciado en Pedagogía del Idioma Inglés

Theme: GAMIFICATION STRATEGY AND WRITTING SKILL

Author: Caicedo Alvarez Karina Isabel

Tutor: Mg. Calero Sánchez Ximena Alexandra

Ambato – Ecuador

2023

SUPERVISOR APPROVAL

CERTIFY:

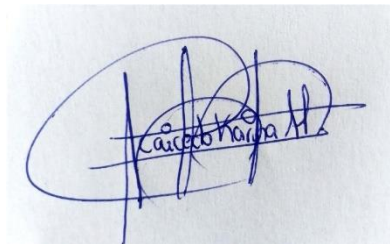
I, Mg. Calero Sánchez Ximena Alexandra, holder of the I.D No 180288406-2, in my capacity as supervisor of the Research dissertation on the topic: “**GAMIFICATION STRATEGY AND WRITING SKILL** ” investigated by Miss Caicedo Alvarez Karina Isabel with I.D No. 1718355025, confirm that this research report meets the technical, scientific and regulatory requirements, so the presentation of it is authorized to the corresponding organism in order to be submitted for evaluation by the Qualifying Commission appointed by the Directors Board.

.....
Mg. Calero Sánchez Ximena Alexandra
C.C. 180288406-2
SUPERVISOR

DECLARATION PAGE

I declare this undergraduate dissertation entitled “**GAMIFICATION STRATEGY AND WRITING SKILL**” is the result of the author’s investigation and has reached the conclusions and recommendations described in the present study.

Comments expressed in this report are the author’s responsibility.

A handwritten signature in blue ink on a light blue background. The signature is stylized and appears to read 'Caicedo Alvarez Karina Isabel'.

.....
Caicedo Alvarez Karina Isabel

I.D 1718355025

AUTHOR

**APPROVAL OF THE HIGH COURT OR DEGREE TO THE DIRECTIVE
COUNCIL OF FACULTAD DE CIENCIAS HUMANAS Y DE LA
EDUCACIÓN**

The Board of Directors has received the defense of the research dissertation to obtain the academic degree with the topic **“GAMIFICATION STRATEGY AND WRITING SKILL”** which is held by Caicedo Alvarez Karina Isabel undergraduate student from Carrera de Pedagogía de Los Idiomas Nacionales y Extranjeros, the academic period October 2022 – February 2023, and once the research has been reviewed, it is approved because it complies with the basic, technical, scientific and regulatory principles.

Therefore, the presentation before the pertinent organisms is authorized.

Ambato, February 2023

REVISION COMMISSIO

.....
Vera De La Torre Ana Jazmina

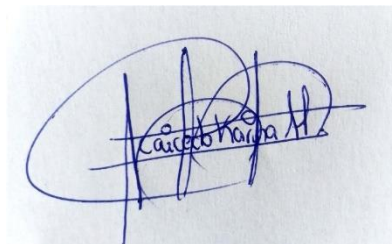
REVISER

.....
Mg. Lorena Fernanda Parra Gavilanes

REVISER

COPYRIGHT REUSE

I, Caicedo Alvarez Karina Isabel with I.D. No. 171835502-5, confer the rights of this undergraduate dissertation "**GAMIFICATION STRATEGY AND WRITING SKILL**", and authorize its total reproduction or part of it, as long as it is in accordance with the regulations of the Universidad Técnica de Ambato, without any kind of profit from it.



.....
Caicedo Alvarez Karina Isabel

I.D 1718355025

AUTHOR

DEDICATION

To my parents Lurdes and José for their support during all these years of study. Also, to my sister Mishell for always being with me and for her advice. Finally, my best friends Victoria and Tatiana with whom I have shared my student life, overcame many obstacles until we became professionals.

Karina

ACKNOWLEDGEMENTS

All my thanks to "Universidad Técnica de Ambato" for being the institution in which I am forging myself as a professional. To my teachers, for being the ones who guided the course of my learning. Finally, to my family who have always supported me and without them I would not have been able to achieve my goals.

Karina

TABLE OF CONTENTS

SUPERVISOR APPROVAL	II
DECLARATION PAGE	III
DEDICATION.....	VI
ACKNOWLEDGEMENTS	VII
ABSTRACT	1
CHAPTER I	3
1.1 Research Background	3
1.2 Objectives.....	15
CHAPTER II	17
2.1 Materials	17
2.2. Methods.....	18
CHAPTER III.....	25
3.1. Analysis and discussion of the results	25
3.2 Verification of Hypotheses	26
CHAPTER IV.....	32
4.1. Conclusions	32
4.2. Recommendations	33
REFERENCES	34
Annexes.....	43
Annex 1. Approval	43
Annex 2. Lessons plan.....	45
Annex 3. Urkund report.....	66

Index of figures

Table 1 Resources.....	17
Table 2 Population.....	22
Table 3 Comparative Results Pre-Test and Post-Test	25
Table 4 Shapiro - Wilk normality test.....	27
Table 5 Wilcoxon signed ranks test.....	28
Table 6 Wilcoxon statistics test.....	29

UNIVERSIDAD TÉCNICA DE AMBATO
FACULTAD DE CIENCIAS HUMANAS Y LA EDUCACIÓN
PEDAGOGÍA IDIOMAS NACIONALES Y EXTRANJEROS

TOPIC: “GAMIFICATION STRATEGY AND WRITING SKILL”

AUTHOR: Caicedo Alvarez Karina Isabel

TUTOR: Mg. Ximena Alexandra Calero Sanchez

ABSTRACT

The purpose of this research is to analyze the effect of using the gamification strategy on the development of writing skills. The participants of this research were 33 students at "Unidad Educativa Oxford". This study had a quantitative approach and a pre-experimental design. In addition, all the information was collected during three stages: Pre-test, interventions, and Post-test in 8 sessions. The Pre-test and Post-test were taken from the Cambridge A2 Flyers exam. Therefore, it was important to use a rubric to score the Pre-test and the Post-test. Similarly, in the intervention stage, the researcher mainly worked on worksheets and writing activities in different applications such as Nearpod, and Padlet. Along with this, the researcher used of gamified activities such as bonus points, badges, time control, leaderboard, missions, and rewards. At the end of the investigation, the Post-test was taken. In addition, the average of the Pretest was 4.08 out of 10 points. The Post-test average was 6.2 out of 10 points. Finally, the results showed that students improved their English writing ability using gamified activities, which means that the effect of using badges, extra points, missions, prizes, and time control was positive, since students felt motivated, and were able to improve organization, mechanics, syntax, grammar, content, and writing process.

Keywords: Gamification strategy, innovate, games, English learning, productive skills, writing skill.

UNIVERSIDAD TÉCNICA DE AMBATO
FACULTAD DE CIENCIAS HUMANAS Y LA EDUCACIÓN
PEDAGOGÍA IDIOMAS NACIONALES Y EXTRANJEROS

TEMA: “GAMIFICATION STRATEGY AND WRITING SKILL”

AUTOR: Caicedo Alvarez Karina Isabel

TUTOR: Mg. Calero Sanchez Ximena Alexandra

RESUMEN

El propósito de esta investigación es analizar el efecto del uso de la estrategia de gamificación en el desarrollo de las habilidades de escritura. Los participantes de esta investigación fueron 33 estudiantes de la "Unidad Educativa Oxford". Este estudio tuvo un enfoque cuantitativo y un diseño preexperimental. Además, toda la información fue recolectada durante tres etapas: Pre-test, intervenciones y Post-test en 8 sesiones. El Pre-test y el Post-test fueron tomados del examen Cambridge A2 Flyers. Por lo tanto, era importante utilizar una rúbrica para puntuar el Pre-test y el Post-test. De igual forma, en la etapa de intervención, la investigadora trabajó principalmente en hojas de trabajo y actividades de escritura en diferentes aplicaciones como Nearpod y Padlet . Junto con esto, el investigador usó actividades gamificadas como puntos de bonificación, insignias, control de tiempo, tabla de clasificación, misiones y recompensas. Al final de la investigación se tomó el Post-test. Además, la media del Pretest fue de 4,08 sobre 10 puntos. El promedio del Post-test fue de 6.2 sobre 10 puntos. Finalmente, los resultados mostraron que los estudiantes mejoraron su habilidad de escritura en inglés utilizando actividades gamificadas, lo que significa que el efecto del uso de insignias, puntos extra, misiones, premios y control de tiempo fue positivo, ya que los estudiantes se sintieron motivados y pudieron mejorar la organización, mecánica, sintaxis, gramática, contenido y proceso de escritura.

Palabras clave: Estrategia de gamificación, innovar, juegos, aprendizaje de inglés, habilidades productivas, habilidad de escritura.

CHAPTER I

THEORETICAL FRAMEWORK

1.1 Research Background

The purpose of this study was to investigate how gamification influences writing skills in the English language. This investigation was guided by several investigations that served as references.

Mazhar Bal (2021) determined the positive effect of the gamification strategy on the development of learning to write in high school students. In addition, this type of research was a quantitative and pre-experimental research in which 12 seventh-level students (7 women and 5 men) participated. The technique of sampling by criteria and collection instrument was used. In addition, the results determined an increase in the interest of the students, facilitating classroom management and collaborative work. Finally, the findings suggested that digital strategies have been used in the form of text in Turkish language lessons using the gamification method so that there is a positive influence on students' motivation towards writing skills education.

Arkun et al. (2022) determined the influence of the online tool 'Edmodo' on students' anxiety levels regarding the ability to develop English language writing skill. For this, study was carried out with the participation of 47 students from the Department of Tourist Orientation of Balikesir University. The research had a pre-experimental approach and was quantitative since the data was obtained through an anxiety scale of the students' writing and a background questionnaire with 22 items scored through a rating scale, a five-point Likert-type response. The results revealed that the students who completed the exercises and were graded through Edmodo had much lower stress levels than the students who used the traditional pen and document.

Quang (2021) determined the positive influence of the gamification strategy on the development of writing skills through the writing of summaries in English. The research was conducted on students at the Midwest Public Research Institution in Ohio. The research had a pre-experimental approach. Additionally, a quantitative study was carried out that involved the participation of 17 first-year students. Furthermore, the research was carried out with the application of a pre and post-test, the main findings reveal that the students showed a significant improvement in the development of writing skills since the writings had better content and formal language due to the use of the gamification strategy.

Hashim et al. (2021) defined that the objective of this study was the implementation of games in the classroom for the development of writing skill. This research had a pre-experimental approach and was quantitative using statistical packages (SPSS). The sample consisted of 32 future teachers and a questionnaire was designed for data collection. The results indicated that students responded positively to the use of games to develop writing in the classroom due to the competitive environment. Students also commented that peer participation in the classroom seemed less threatening; therefore, the transfer of knowledge became naturally favorable throughout the pedagogical process.

Pirvita and Hamidah (2022) pointed out that the objective of the study was to investigate the effectiveness of gamification strategy in the development of writing skill. The type of research was qualitative and quantitative. The sample was carried out with 10 students from the primary school of Kuala Langat Selangor, through a pre-test - a post-test, and a questionnaire. As a result, students improved the formation of simple S-V-O sentences because a fun environment was created for proper learning to occur and the gamification strategy improved student interest in class, integrated school, and non-school life, facilitated classroom control, supported cooperative work, and created originality.

Bal (2019) established the impact that gamification has on writing skill in high school students. Also, the research had a pre-experimental approach, and quantitative was carried out that involved the participation of seventh-grade students. The data collection methods used in the study were: a semi-structured observation

sheet, digital content of the students, and a semi-structured interview sheet. All students were included in the study. As a result of this analysis, a positive influence was obtained in digital games for the development of writing skill.

Kusumaningrum et al. (2022) carried out some research aimed to analyze the correlation between students' writing skill and each of the metacognitive parameter variables. The population was 22 students from the English Study Program of a private university in Lamongan Regency Indonesia. The research had a pre-experimental approach and was quantitative as it was conducted using Pearson's correlation test and numerous regression tests to demonstrate the correlation and its strength and direction, respectively. The results showed that there was a correlation between metacognition and writing skills. In addition, knowledge about cognition and cognition regulation was found to influence the development of English writing skill. It was concluded that by using metacognitive skills, the students improved their writing skills.

The various investigations have been of great help in this investigation. The gamification strategy can significantly influence the development of writing skill. In addition, reduce tension and stress in students when developing this skill. In conclusion, this strategy is useful and recommendable since it allows the acquisition of English language in an easy, fun, and innovative way.

Theoretical Framework

Independent Variable

Information and communication technology (ICT) in education

Oyedokun and Modupeola (2022) pointed out that information and communication technologies (ICT) refer to the multiple technological implements and materials that aim to collect, transfer, and distribute data through specialized supports such as computers, televisions, and cellphones. Moreover, ICT is used in several activities and sectors such as systems business, and education (Milkova, 2016).

Hernandez et al (2019), ICT used in education are technological tools whose sole function and purpose are to facilitate the educational process of students and teachers through effective tools, such as virtual classrooms or adequate platforms, to share relevant information. (Ratheeswari,2018).

Technological tools for language learning

According to Núñez (2008), ICTs are tools that improve learning and make it meaningful for students, since they facilitate the exchange of information, provide virtual technology and electronic development. Besides, the use of these technological tools promotes students' interest in language learning because they have a diverse set of information that allows them to work at their own pace, develop skills and learn in a more meaningful way. Finally, they allow self-learning to practice the language when resources are not available. In addition, the use of new technologies in the classroom (both face-to-face and virtual) has become a perfect complement for learning or teaching languages since these technological tools are effective and attractive. (Nagy, 2021).

According to Kawas (2019), one of the important advantages of ICT is the use of technological tools that stimulate and facilitate students' concentration. Therefore, the content is absorbed faster. Another advantage of ICT in education is that students can follow different learning rates. ICT is through access to supporting materials based on the needs of each student. In addition, ICTs are used to store information in different electronic devices such as: computers, tablets, cell phones,

laptops. These can be used at any time and help to access all kinds of information and content through digital applications (Rahma & Salah, 2014).

Gamification strategy

Zainuddin and Keumala (2021) pointed out that gamification is a learning strategy that encompasses game mechanics in the educational-professional field, either with the aim of better absorbing knowledge, improving some or different skills, or finally rewarding specific actions. In addition, gamification is an innovative strategy that has become so important during teaching since it helps to enhance the different abilities of students, allowing them to reach a higher level of knowledge thanks to the union of playful activity and learning. Teixes (2015) affirmed that this strategy has been applied in different educational centers in order to improve the performance and school interest of students and thus achieve their academic objectives. Therefore, it corresponds to an effective strategy that improves the educational experience of students.

Kim et al. (2018) suggested that gamification involves game review strategy to provide an expressive and meaningful experience for scholars. Therefore, this strategy shows details of the game in each activity and in this way traces the path of the participants. It breaks the most important purposes into manageable grades and aims to motivate users to get a better grade on each applied activity. This allows students to foster problem-solving learning and improve social relationships (Ertan et al., 2022).

According to Sadiku (2015), one of the benefits of gamification lies in the increase that occurs in the attention and motivation of students. This is because the use of games during classes makes learning more fun. As a result of this gamification strategy, students will have a greater predisposition to learn, putting all their attention to understand what the teacher is trying to explain. In addition, students will have an active role during their education, which will also encourage their autonomy and responsibility (Yordanova et al., n.d).

Alfahad (2021) stated that there are advantages and disadvantages to using the gamification strategy in classes, which are: Gamification manages to motivate

students, develop a greater commitment, and encourages improvement when using this strategy when learning a new language. Gamification causes an increase in attention and motivation in a natural way, which definitely helps the ability to learn. In addition, the strategy makes the student active, due to the fact they are facing real situations that depend on their decisions. Another notable advantage of gamification is the possibility of having direct feedback which allows the student to constantly and directly know their level of progress, correct the mistakes they make, and be more aware of their own learning, which motivates them to move to the next levels and improve interest in the class. On the other hand, there are some disadvantages which are: the possibility of distractions from the game and as a result the loss of time/productivity. Another disadvantage is if the gamification strategy is not well applied and supervised, it can cause excessive competitiveness. Finally, to reap the rewards, all players must take on the same goals, making it difficult to accommodate different interests and learning styles (Kiryakova & Angelova 2018).

Harismayanti et al. (2020) pointed out that there are different strategies to implement gamification in the classroom such as the implementation of educational technology since it is a tool that allows the use of tablets, digital whiteboards, computers, or mobile phones. Allow multiple attempts, learners should have multiple opportunities for similar insights. Design challenges with different degrees of difficulty. Thanks to the variety, students can avoid getting frustrated or bored. Provide feedback so students instantly know what mistakes they're making and their progress. Encourage competition, healthy competition between peers generates better academic performance. Terms like mission or challenge instead of homework can be enough to get a task done with gusto. Finally, provide a tangible symbol of achievement that is important for maintaining motivation in the classroom (Andrade,2020).

According to Lam (2018), the purpose of gamification is to increase the student's motivation using technical aids, dynamics, and game functions. These elements are, for example, progress bars that indicate the score results to the students throughout the class and promote improvement and motivate them to continue participating in the activities in the class. Also, gifts or badges in education are used to award students recognition for various achievements in the classroom. In this way, a gamification project is implemented, and better performance of the student is

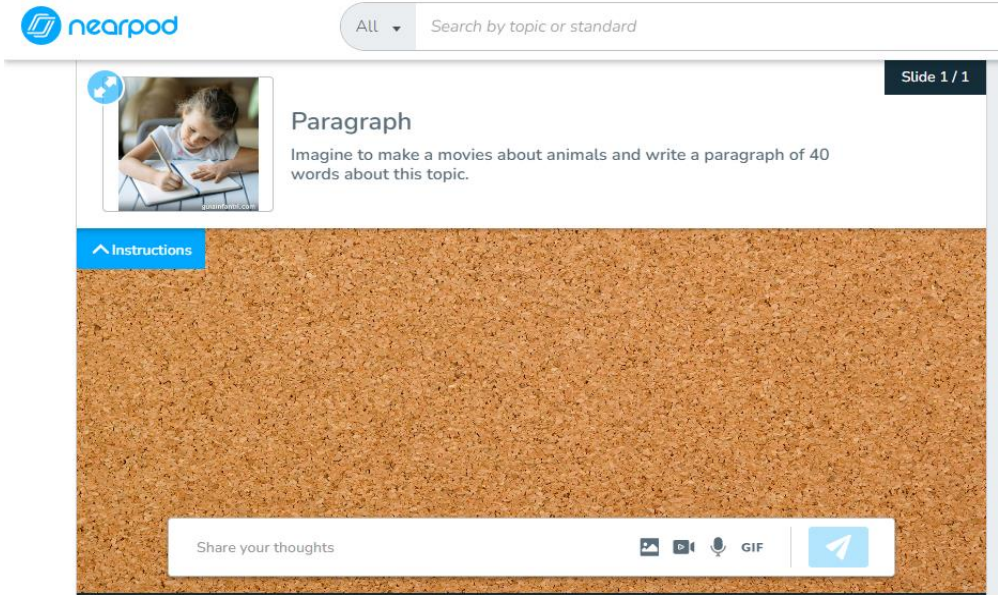
promoted. Finally, the time limit: the student will feel the need to concentrate to successfully complete an activity. (Rahman, Yusuf et al., 2018).

Nearpod

Hakami (2020), Nearpod is a virtual platform in which it is possible to create interactive content ideal to learn English language in an innovative way through educational activities that include surveys, questionnaires, and open questions. Based on the Nearpod definition, it is essential to mention that this tool uses gamification elements (which were applied in the interventions of this project) such as progress bars in which the qualifications of the participants are reflected, using avatars, controlling the time, use of vocabulary, grammar and number of words to be used in each activity (Ridwan & Mahliatussikah, 2021).

Figure 1

Nearpod activity



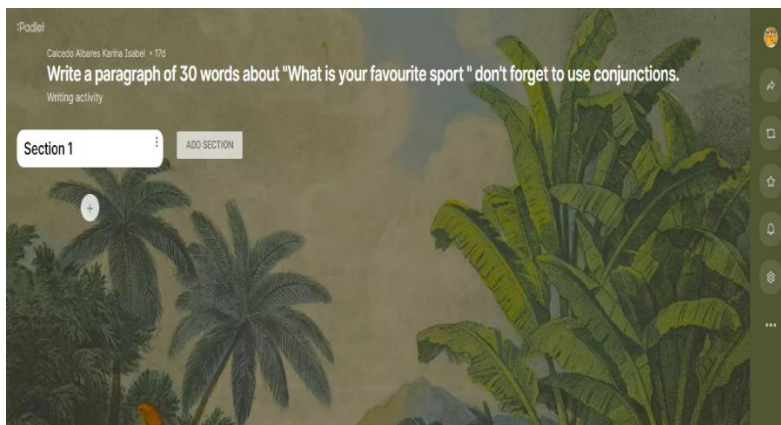
Note. This figure demonstrates the paragraph activity on the Nearpod platform

Padlet

Deni et. al (2018) pointed out that it is a digital platform that offers the possibility of creating collaborative walls. In the school environment, it works as a virtual interactive whiteboard where the teacher and the students can write at the same time. Paddlet application allows to gamify the class since it uses game elements, which allows the teacher to control the time to develop the activities, verify the vocabulary and correct the use of the grammatical structure. In addition, it allows the teacher to monitor and reward students during activities.

Figure 2

Padlet activity



Note. This figure demonstrates the paragraph activity on the Padlet platform

Dependent Variable

English language skill

Sadiku (2015) said that English language skill can be called as communication skills, which are a set of linguistic procedures that allow participate with skill and efficiency in all areas of human communication. It is necessary to consider that all abilities are significant for the correct development of language. Eventually, the four skills will be of help for the optimal learning of the language. According to Husain (2015),

Maung (2014) mentioned that communication skills can be considered as a form of contact in which the transmission or exchange of news, communication, facts, and emotions is manifested in the ways of listening, speaking, reading, writing, and sometimes, in the language of the characters. Additionally, writing, listening, and speaking are crucial communication skills for successful communication (Kawinkoonlasate, 2019).

Productive skill

Astawa and Nitiasih (2017) pointed out that learning a second language does not mean substituting some words for others, or even being able to hold a small conversation at a basic level with a native speaker. Learning another language means nothing less than acquiring a cognitive skill complex. However, from an educational point of view, it is a fundamental component of learning a language, skills that in turn are subdivided into receptive (listening, reading) and productive (speaking, writing). Jatra (2013) defined that receptive skills lead to language comprehension through reading and listening comprehension. The message is correctly understood and interpreted only when it is accurately decoded. Productive skills allow the production of language. through the use of speaking and writing skills (Hall & Reidies, 2021).

Writing skill

Lee and Lyster (2016), writing skill represent the highest level of linguistic learning since it integrates experiences and learning related to all linguistic abilities (listening, speaking, and reading) and puts into operation all the dimensions of the linguistic system (phonological, morpho-syntactic, lexical-semantic, and pragmatic). Writing is a complex skill, which implies that the writer has the knowledge, basic skills, strategies, and ability to coordinate multiple processes (Infati, 2016).

Speaking skill.

According to Pérez (2018), speaking is a productive skill for important human communication. In English language and with the other languages there are four essential skills: reading, listening, writing, and speaking. It is essential to mention that the ability to speak is more crucial than the other skills, in the learning process the

ability of speaking provides a communicative capacity to students (Sheth, 2015). In addition, it means the ability to think critically in a given situation and adequately generate a language that leads to thinking, discussing, communicating and understanding emotions. Speaking requires improved pronunciation, fluency, vocabulary, and communication skills (Nazara, 2011).

Writing Skills

Sreena and Ilankumaran (2018). this skill is used for the transmission of ideas, feelings, affections, or emotions in a written form. with the use of words, phrases, and speeches. To interpret a statement with the idea that the writer wants to transmit. According to Fadwa and Al-Jawi (2010) is necessary to keep in mind that writing is an elementary skill, which needs to be developed with a thorough and detailed process to be able to write properly by understanding the basics of the language. Moreover, when writing is essential to apply the correct use and verification of spelling, which includes punctuation, and grammatical rules, which are responsible for establishing the rules that regulate the correct use of words and punctuation marks. In addition, it is recommended to maintain the correct sequence in the formation of sentences and to consider the use of an appropriate vocabulary, according to the register, genre, and type of audience Ochoa (2014).

Sekhar and Rao (2018) the writing process must translate into the production of ideas, and the generation of concepts and points of view that promote a true communicative act. The person who writes must consider the ideas that she wishes to convey, must know the type of text that is being treated and must be aware of the intention with which she writes. Morales (2018) mentioned that writing should be considered a complex in which the individual must know and develop certain procedures that allow him to build a text properly. The writing process should be developed in three well-defined stages: planning, writing and revision. However, it is necessary to comply with the documentation of the initial step. This will allow selecting material from various sources related to the topic to be discussed sources related to the topic to be discussed (Rae, 2020).

Stages in the writing process.

The writing skill has different phases which are essential when writing a text: prewriting, writing, reviewing, editing, and publishing.

- Prewriting: It is the first step, in which the writer forms the ideas by brainstorming and the information process is formed.
- Drafting: it is the second step, in which short paragraphs are formed while organizing the ideas.
- Revising: It is the third step, in which the writer checks the spelling, and the essential information is analyzed.
- Editing: In the fourth step, the writer reviews and gives coherence and comprehension to his sentences and paragraphs.
- Publishing: in this last step the writer ends the writing process.

According to Sekhar and Rao (2018), writing is one of the four skills that English requires knowing in order to use the language correctly. As described above, this skill requires the use of additional secondary skills to achieve a great result. Also, it has several advantages because it helps to promote communication, manifest the personality of oneself, develop critical thinking, formulate rational arguments. Dang (2019) mentioned that for the correct development of the ability to write it is necessary to have a wide vocabulary, plan, order, and organize ideas. In addition, it is crucial that the writer has knowledge of grammatical structures at the moment so that he will be able to write different types of writing such as summaries, essays, and emails. Finally, this is achieved with the use of the different sub-skills are classified under 7 seven categories.

- Mechanics: Handwriting, spelling, and punctuation.
- Organization: Vocabulary, idioms
- Organization: Paragraphs, topic and support cohesion, and unit.
- Syntax: Sentence structure, sentence boundaries, stylings.
- Grammar: Rules of verbs, agreement, articles, pronouns.
- Contents: Relevance, clarity, originality, logic.
- The writing process-getting ideas, getting started writing drafts, revising.

Ali and Nodoushan (2014) pointed that there are several types of writing, and each has different characteristics depending on its approach:

- Narrative: this type of writing focuses on the story of a sequence of actions, which occurred at a specific time. The characteristic of this type of writing is that the sequence connectors are essential since they help the writing to be organized correctly. Another important aspect is the use of the first person, when writing (Lavella, 1997).
- Descriptive: this type of writing is characterized by addressing a topic with the intention of making a deeper description of a person, place, thing. It is important to describe a variety of characteristics or attributes, emotions, and feelings (McCarthy, 1998).
- Expository: are defined as writings whose purpose is to present in a clear and understandable way different opinions obtained from previous research work (Adiantika, 2015).
- Persuasive: this type of writing has an influence of some kind on its readers, inviting or convincing them to assume some role, perform some action, or simply think in a certain way (Nippold et al., 2005).

Borko and Davinroy (2018), the aforementioned aspects are achieved through the production of various types of texts. Each type of writing has its particularities, its objectives, and its own structures. Therefore, it is essential to know all these varieties of writing to practice them in the correct way (Robayo & Hernandez, 2013).

- Writing essay is a type of text written in prose in which an author exposes, analyzes and examines, through arguments, a certain topic. The purpose is to establish his position on the matter, following his own argumentative style.
- Paragraph is a text made up of a finite number of sentences written sequentially, which address the same topic, into which any document can be divided.
- E-mail is a message that can be sent and received almost instantly through various web mechanisms, whether for work, educational, commercial or simply personal uses.

- Writing formal and informal letters it is a type of letter in which something is demanded, it responds to a request that is made in a formal or informal style, depending on the person to whom it is addressed and the topic in question.
- Writing report is a type of writing that consists of different aspects, points, and approaches of a study or project from an objective point of view which can provide a solution to a problem.
- Writing of article is a type of writing that gives completely subjective information on a subject. Revolution (2016) said that writing improves information processing and allows the brain to better organize the data it receives, which in turn helps to better capture ideas and concepts in the mind.

Furthermore, Sekhar & Rao (2018) argued that activities and exercises that help develop writing skill are diverse and motivate students will be able to:

- Answer questions.
- Express ideas, emotions, and feelings.
- Write expository, narrative, and descriptive paragraphs in a clearly structured way
- Write friendship letters, summaries.
- Discuss different topics.

1.2 Objectives

General Objective

- To analyze the influence of the gamification strategy on writing skill at “Unidad Educativa Oxford”.

Specific Objective

- To identify gamification activities to improve writing skills in 7th-level students at "Unidad Educativa Oxford"

- To evaluate the level of writing ability before and after the implementation of gamification in 7th-level students at "Unidad Educativa Oxford"
- To establish the relationship between gamification and the development of the writing ability in 7th- level students at "Unidad Educativa Oxford"

Fulfillment of Objectives

To achieve the first specific objective, a set of treatments was planned that allowed the use of the gamification strategy to develop the writing ability of the students. To apply the treatment, eight interventions were carried out where different timed activities were used, such as writing paragraphs, essays, stories, and emails in which students obtained prizes, badges, extra points, and free activities. In addition, they could see their daily progress through a grade bar displayed on the whiteboard. All of these activities were assessed using the Cambridge A2 flyers rubric.

In order to fulfill the second specific objective, which was to evaluate the level of writing ability before and after the implementation of gamification, a pre-test, and post-test were applied. The rubric of the Cambridge A2 flyers was used as an evaluation instrument in order to measure the performance of the students in the development of writing. This rubric measured 3 standards and each one was distributed from 0 to 5 points, giving a total of 15 points, and then averaging each student's exam over 10, a rule of 3 was made.

Finally, the third specific objective was to establish the relationship between gamification and the development of writing skills by analyzing the results obtained from the Post-test.

CHAPTER II

METHODOLOGY

2.1 Materials

This research study was developed with the students of the 7th level at Unidad Educativa “Oxford” in which the material technologies, the researcher, and teachers in charge of reviewing the research are used as human resources. In addition, some of the tools used were internet connection, cyber tools, Cambridge flayers A2 activities, learning apps, interactive slides, and papers that supported this research.

The following resources were administered for the development of this research:

Table 1
Resources

Human	Investigator Teacher Students
Physical	School supplies, such as board, markers, computer Worksheets Prizes, rewards, badges
Technological	Laptop Internet Printer

Note. This table shows the resources used during the sections elaborated by Caicedo, K. (2022).

2.2. Methods

Research approach

Mackey et al. (2005) stated that the quantitative approach is a structured method of gathering and analyzing information obtained through various sources. This process was carried out with the use of statistical and mathematical tools in order to quantify the research problem. In a recent article, Rahman (2020) argued that the objective of this type of approach is to determine the relationship between the dependent and independent variables and the influence of both variables on the population. Additionally, Baker et al. (2013) pointed out this method studies numerical variables, which acquire their meaning when they are associated with others through correlations or hypothesis tests.

The quantitative approach contributed to this work because, through the collection of information, the writing ability was measured through data according to the objective. The report was obtained through tabulations using graphs and tables, resulting in the use of the gamification strategy, and students improved their writing skills.

Modality

Field research

Bhasin (2020) pointed out that a field study is a qualitative approach that refers to connecting through observation and relationships with the individuals or entities of study, although this analysis aims to investigate the object of study in its intact condition with a specific purpose. Furthermore, field research is that where information is extracted by data collection or direct observation, within the natural environment of the people or object of study. Also, field research is the gathering of information outside of a laboratory or workplace. That is, the data needed to carry out the research is taken in real, uncontrolled environments (Mallete & Duke, 2020).

In addition, the present investigation was adapted to a field research analysis to which the researcher had the possibility to monitor the impact of the use of the gamification strategy and the ability to interact directly with the participants of the 7th level of the Oxford Educational Unit. In this case, he proves the lack of development of the writing ability of the students of the institution.

Bibliographic and documentary

According to Ahmed (2010), documentary research is a technique that consists of selecting and information gathering through reading, document criticism and bibliographic materials, libraries, newspaper archives, information centers, documentation, and information. Also, bibliographic research is further described as an analysis of the collection of details from materials that have already been published and are associated with the topic, details can be acquired from textbooks, magazines, newspapers from electronic media such as videotapes, audios (Arteaga, 2020).

This investigation reinforced its data in bibliographic works (reports, texts and investigations) that link the visions of both variables to obtain this information was collected from scientific articles, books, journals, and theses. In addition, the research was bibliographic because all the information obtained about gamification and the ability to write was acquired from different sources and publications to analyze its improvement when applied within the educational environment.

Research design

Pre-experimental design

Thyer (2013) mentioned that pre-experimental research is accomplished when the researcher employs a single group to apply the research. Also, during the study, it is essential to employ a pre-treatment examination and after that, another test applies to corroborate how the knowledge of the pupils was influenced by the interventions. According to Rogers and Revesz (2019) The pre-experimental design is a research format in which some basic experimental attributes are used, and others are not. This

factor makes an experiment not qualify as truly experimental. Furthermore, this type of design is commonly used as a cost-effective way of conducting exploratory research to see if there is any evidence to justify a large-scale experimental study.

This research was pre-experimental since it was adjusted to this study because a single group of students was used, with a sample of 37 students from 7th level. In addition, a pre and post-test was used at the beginning and at the end of the treatment, to demonstrate the progress of the investigation. In addition, a standardized Cambridge test appropriate to the age and level of the students was carried out. The evaluation had one part and consisted of one question. In addition, 8 interventions were developed during approximately 4 weeks, each session lasting 40 minutes, in which the students collaborated successfully with the writing activities developed. The researcher utilized a rubric to evaluate the writing skill of the students who improved in each of the tests.

Level of research

Descriptive research

Descriptive research is a research method that describes the characteristics of the population, or the phenomenon studied. As a consequence, this type of research is conducted through closed questions, which limits the ability to provide unique insights. However, when used appropriately, this type of research can help define and more precisely measure the importance of some aspects of a group of respondents and the population they represent (Lans & van der Voordt, 2002).

The study was descriptive because it was proposed to observe the impact of the gamification strategy in the development of writing skills. Students were observed in a realistic scene by the researcher to analyze the aspects presented during the investigation. Consequently, it described if the use of the gamification strategy has optimistic or negative results, interpreting the analysis of both variables (Nassaji, 2015).

Instruments

The technique used for data collection was the A2 Flyers Young Learner's test. This instrument is endorsed by Cambridge. The written test consisted of 7 parts of which only part 7 was applied to the students. This part consisted of a single question, which was narrative writing. This type of writing was sequential writing where students had to create their own story using 3 images with a different sequence. Which was used as a pre-test to measure the level of writing ability. Finally, a post-test was applied in which they had to carry out the same written activity but with different images. To assess the written part, the researcher used an A2 brochure rubric standardized by Cambridge, which measured the following parameters (content, organization, and language).

The rubric is divided into 3 standards and each one is distributed from 0 to 5 points, giving a total of 15 points, and to average each student's exam over 10, a rule of 3 was made, which consisted of the total sum of points obtained by each student, multiplied by 10 (the total grade) and divided by 15 (the total points of the rubric).

Population

The use of human resources was essential for the progress of the following investigation. The human resource was made up of young students of the 7th level at "Unidad Educativa oxford". This was made up of 33 participants, 14 male, and 19 females, corresponding to the academic period September 2022 to July 2023. The students were between 11 and 12 years old. In addition, the educational institution was selected for the opening provided by the director of the institution, the collaboration with the teacher, and the students.

According to Mmary (2020), the selection of the sample there are two types of sampling, which are non-probability sampling and probability sampling integrated in the selection of a population for investigative work (Kothari, 2004).

This study used non-probabilistic sampling, which is also known by other authors as deliberate sampling, in which the researcher selected the population that is best appropriate to the proposed study. In addition, this type of sample selection is more easily adjusted to a small study, for the reason that the researcher can work with the population and the resources he needs to carry out the research.

As the researcher selected the population that best fit the proposed research topic, non-probabilistic sampling was employed. Moreover, the sample that was selected for the development of this research within the experimental process was the 7th-level students at “Unidad Educativa Oxford”. In addition, the independent variable which was the gamification strategy was positively adapted to the needs of the students in the development of written skills. Finally, the selection was joined to the facilities that the investigator found in the establishment, the necessary resources, and the cooperation of the authorities.

Table 2
Population

Population	Experimental group	Percentage
Female	19	60%
Male	14	40%
Total	33	100%

Note. These data were taken from 7th level EGB students at Unidad Educativa Oxford.

Procedure

The procedure of this investigation was developed in 8 interventions which lasted 40 minutes each, during 4 weeks of face-to-face modality. In the first section, the researcher introduced herself to the class and gave an explanation about the topics and the objectives to be developed during the class. The researcher then presented and instructed them to complete a pre-test. Eventually, the professor handed out the tests to be completed.

In the second intervention, the teacher introduced a vocabulary about conjunctions in Genially. Subsequently, the teacher presented the writing activity in Nearpod app about conjunctions. The teacher explained that the activity would be timed and the students with the top 3 scores would receive a badge. In addition, the teacher followed up and checked the progress of the activity, where they had to write a short paragraph about their favorite sport. The teacher gave extra points to those who comply with the intrusions (use of conjunctions and vocabulary) and finish the activity on time.

In the third intervention, the teacher presented the progress of the last activity and gave badges to the students with the top 3 scores. The teacher then introduced a paragraph sequencing game in which the student with the best correct answers got a badge. Following this, the teacher presented several slides on "paragraph" using the genially online tool. Then, the teacher gave the instruction for the following activity, which was timed (10 minutes). The mission of this activity was to use 3 conjunctions, vocabulary, and grammar according to the theme and organization of ideas. If all the students fulfilled this mission, they got 5 minutes break at the end of the class.

In the fourth intervention, the teacher indicated the scores from the previous class activity and gave 3 badges to the students with the best grades. The teacher introduced an email game on Wordwall app in which the student with the best correct answers got 3 extra minutes to do the next writing activity. After that, the teacher presented slides on "informal email" using the genially platform. Consequently, the teacher explained that the mission of this activity was to write an email of 20 words using 3 conjunctions, appropriate language, all parts of an email, and organization of ideas and that the best task would get a badge the next class. The teacher mentioned that the activity was timed (15 minutes) and that if all the students complied with the activity, they would get the prize of singing their favorite song at the end of the class.

In the fifth intervention, the teacher gave a badge to the student with the best score in the last task. The teacher started the class using an "essay" game in the Wordwall application. The student with the best correct answers got a 5-minute break at the end of the class. The teacher gave an "essay" explanation using the genially

platform. Thereafter, the teacher explained that the objective of this activity was to write an essay of 25 words using 4 conjunctions, appropriate language, and organization of ideas and indicated that the student with the best grade would get a badge in the next class. The teacher mentioned that the activity was timed (15 minutes) and that if all the students complied with this activity, they would get a break as a reward at the end of the class.

In the sixth intervention, the teacher presented the grades of the last activity in class and the student with the best score in got a badge. The teacher introduced the class using a beach vocabulary game on the Wordwall app. The two students with the best correct answers got 1 extra point in the next activity. After that, the teacher divided the class into pairs and gave each pair an activity sheet. Consequently, the teacher clarifies the objective of the activity, observes the 3 images, and writes a paragraph of 40 words using 5 conjunctions, vocabulary, and grammar according to the theme, organization, and sequence of ideas. In addition, the teacher indicated that the activity would be timed (15 minutes) and that the best activity of the pair of students would obtain 2 badges the following day. Finally, the teacher pointed out that if the pairs of students completed the activity on time, they would get a prize where they had the opportunity to choose their activity in class.

In the seventh intervention, the teacher presented the grades of the last activity in class and the pair of students with the best score received a badge. The teacher presents the class using a camping vocabulary game on the Wordwall app. The student with the best answers got 3 extra minutes to do the next activity. After that, the teacher gave an activity sheet to each student and explained the next objective. The students had to observe 3 images and write a story of 30 words using 5 conjunctions, vocabulary, and grammar according to the theme, organization, and sequence of ideas. In addition, the teacher indicated that the activity would be timed (15 minutes) and that the best task would get 1 badge the next day. Finally, the teacher pointed out that the student who completes the activity first would get an extra point.

In the eighth intervention. The students took the post-test. Finally, the teacher gave a reward to the student who obtained the best badges during the interventions.

Hypothesis

H0: Gamification strategy doesn't influence the development of the writing skill at Unidad Educativa "Oxford"

H1: Gamification strategy influences the development of the writing skill at Unidad Educativa "Oxford"

CHAPTER III

RESULTS AND DISCUSSION

3.1. Analysis and discussion of the results

The following chapter presents the analysis and interpretation of the results obtained from the application of an initial test and a final test. The analysis and interpretation of the results produced by the IBM SPSS software allowed to verify of the study hypothesis by developing a normality test, which allowed to identify if the results are dispersed, and a non-parametric test called Wilcoxon. The Microsoft Excel program was also extracted to prepare the graphs and facilitate the analysis of the results.

Table 3

Comparative Results Pre-Test and Post-Test

Criteria	Pre-Test Results	Post-Test Result	Difference	Expected Average
Content and Communication	1,50	2,30	0,8	3,33
Organization	1,10	2,10	1	3,33
Language	1,48	1,80	0,32	3,33
Test Scores	4,08	6,2	2,12	10

Note. Information taken from students of 7th year EGB at Unidad Educativa "Oxford".

Analysis and Interpretation

In Table 3, the investigator proceeded with the comparison of the mean of the initial test and the final test. It can be seen that the average in the initial test was 4.08 out of 10 points. On the other hand, after applying the gamification strategy, the Post-Test average increased to 6.20 out of 10 points. The difference between each test is notable, being 2.12 points.

After analyzing the results, from the data obtained in the post-test, it was revealed that there is a positive correlation between the interventions in which the students were involved and the role that the students played during this process. This reflects that student improved sub-skills such as organization, mechanics, syntax, grammar, content, and writing process when writing paragraphs, stories, essays, and emails with the incorporation of the gamification strategy, which was reflected in the Post-test scores.

3.2 Verification of Hypotheses

For this type of research, the development of a normality test and the application of a non-parametric Wilcoxon test were taken into consideration to determine the acceptance of the hypothesis.

Null Hypothesis

H₀: Gamification strategy doesn't influence the development of the writing skill at Unidad Educativa "Oxford"

Alternative Hypothesis

H₁: Gamification strategy influences the development of the writing skill at Unidad Educativa "Oxford"

3.2.3 Shapiro - Wilk normality test

Table 4

Shapiro - Wilk normality test

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Stadístic	Gl	Sig.	Stadístic	gl	Sig.
Pre-Test	,155	33	,042	,915	33	,014
Post-Test	,233	33	,000	,879	33	,002

a. Lilliefors Significance Correction

Note. These data were taken from 7th level EGB students at Unidad Educativa Oxford.

Analysis and Interpretation

The Shapiro Wilk statistical test was used in the research, since the study group is less than 50 participants. Therefore, it is observed that the significance level of the pretest is 0.014, while in the Posttest it is 0.002. In statistical terms, these results are scattered, requiring the application of a Wilcoxon non-parametric test to verify the hypothesis.

It was stated that the probability levels in both the pretest and posttest were lower, which required the use of the Wilcoxon signed rank test because the data were not normally distributed. Therefore, this test allowed the respective verification of the hypothesis.

3.2.1. Wilcoxon signed ranks test

Table 5

Wilcoxon signed ranks test

		N	Mean Rank	Sum of Ranks
Post-Test - Pre-Test	Negative Ranks	1 ^a	2,00	2,00
	Positive Ranks	31 ^b	16,97	526,00
	Ties	1 ^c		
	Total	33		

a. Post-Test < Pre-Test

b. Post-Test > Pre-Test

c. Post-Test = Pre-Test

Note. Non-parametric Wilcoxon signed-rank test to compare data.

Analysis and Interpretation

The table 5 shows that there is a negative range, that is to say that 1 student obtained a lower grade in the post-test, while it is observed that there are 31 positive ranges, that is to say that most of the students improved and their scores increased. in the final test and a single tie is also observed. The midrange of the negative range was 2.00 and the midrange of the positive range was 16.97, the sum of the ranges is 2.00 and 526 respectively.

The difference between the two contrasted variables, the pretest, and the post-test, was shown, with three cases of groups with positive ranges, negative ranges, and ties. Most of the sample showed positive ranges, giving a total of 31 students who

made significant progress on the post-test. Similarly, there was 1 tied score. This indicated that a student did not progress because the pre and post-test scores were the same. Finally, there was 1 negative score which indicated that the student did not progress as a whole since the test score of the post-test was lower than the pre-test.

3.2.2 Wilcoxon statistics test

Table 6

Wilcoxon statistics test

	Post-Test - Pre-Test
Z	-4,914 ^b
Sig. asintót. (bilateral)	,000

a. Wilcoxon signed ranks test.

b. Based on Negative Rank.

Note. Hypothesis testing using Wilcoxon test

Analysis and Interpretation

The table 7 shows the Z value of -4.914, and the level of significance that yielded the results. is 0.000, this value is less than 0.05, therefore the null hypothesis is rejected, and the alternative hypothesis is accepted, that the gamification strategy influences the development of the ability to write in the Unidad Educativa “Oxford”.

In this way, it was shown that the gamification strategy had a positive effect on writing skills because it facilitated the learning of the second language by improving content production. The use of the different gamified activities encouraged the development of their writing skills since the students were able to organize their ideas, the proper use of vocabulary and conjunctions in their writing.

3.4 Discussion

The following investigation evaluated the influence of the gamification strategy on writing skill. In addition, it aimed to analyze the effect of the gamification strategy on writing skill. The analysis served to determine to what extent the gamification strategy helped the students to develop their writing ability with the difference between the pre-test and the post-test. According to the analysis with the SPSS program, the null hypothesis was rejected, and the alternative hypothesis was accepted. The main results are presented below.

After the investigation process of the use of the gamification strategy for the development of the writing ability of the English language, the results of the pre-test and post-test show that by obtaining prizes and badges, students were more motivated when performing written activities and therefore there was a positive change in the organization of ideas, the use of vocabulary. Finally, it means that the gamification strategy is stimulating and attractive. Therefore, teachers can achieve the didactic objectives by maintaining the interest of the students during the classes and avoiding monotony Mazhar Bal (2021).

Arkun et al. (2022) pointed out that gamification is an innovative strategy that by games develops learning within the classroom. The application of this strategy showed that the students responded positively to the use of games to develop writing in the classroom due to the competitive environment. Additionally, students also commented that classmate participation in the classroom seemed less threatening; therefore, they did not feel stressed or frustrated when carrying out the activities.

Quang (2021) stated that gamification increases students' motivation as it uses in-game elements such as bonus points, leaderboards, avatars, levels, and challenges that teachers include during activities. The application of this strategy demonstrated its effectiveness because the students were able to organize their ideas, implement vocabulary, linking words, conjunctions in their writing through fun activities and on different platforms such as Neapord, Padlet and Wordwall.

CHAPTER IV

CONCLUSIONS AND RECOMMENDATIONS

4.1. Conclusions

The following can be concluded and recommended, through the collection of information and considering the objectives of this research project.

- The use of gamification had a positive influence on the development of the writing skill since in each intervention the students practiced the written production with the use of different gamified activities in English with the aim of improving the development of the written and increasing motivation in students.
- The results showed that through the use of gamified activities such as paragraphs, essays, and emails on the Nearpod, and Paddle platforms, which were playful activities in English based on interests, age and level. They helped capture and hold the attention of the students. In addition, the use of rewards, extra points, prizes, and timed activities allowed the personal improvement of each student and the desire to excel, since they obtained badges for each activity carried out. Thus, creating a competitive atmosphere and a motivating environment.
- The relationship between gamification and speech development ability in students of 7th level of the oxford educational unit was demonstrated with the comparison of the averages between the pre and post-test. Therefore, between the half tests there was a difference of 2.12 points. The results showed the favorable use of the gamification strategy in the development of writing skill.
- The written skill level of the 7th level students at " Unidad Educativa Oxford" before the application of the gamified activities was 4.08 out of 10 points and after the interventions was 6, 2 out of 10 points. This showed an improvement. Writing skill level was measured using a pre-test and post-test of the Cambridge A2 flyers.

4.2. Recommendations

- To achieve positive effects on gamification, it is recommended to apply different gamified activities during class. In addition, the use of extra points, badges, progress bars and technological tools to activate student learning. It gives students the opportunity to feel motivated when learning the English language.
- It is important to select useful and effective tools for the application of gamified activities through the use or not of technology. It is also necessary to explain the correct application.
- To have positive effects using gamification, it is recommended to use different gamified activities such as essays, paragraphs, stories, emails on platforms like Nearpod, Paddlet, Word online. In addition, the application of badges, extra points, prizes and timed activities allows the class to be more didactic, competitive and promotes personal improvement. In order for students to successfully develop their writing, using the language, the correct organization of ideas, implementing vocabulary and conjunctions according to the topic of the class.
- To analyze the relationship between gamification and the ability to write, it is necessary to have a record of the students' progress. through the use of controlled activities.

REFERENCES

Abdul Rahman, M. H., Ismail Yusuf Panessai, I., Mohd Noor, N. A. Z., & Mat Salleh,

N. S. (2018). *Gamification elements and their impacts on teaching and learning – a review*. The International Journal of Multimedia & Its Applications. <https://doi.org/10.5121/ijma.2018.10604>.

Adiantika, H. N. (2015). Cohesive devices in EFL students' expository writing. *English Review Journal of English Education*, 4(1), 94. <https://doi.org/10.25134/erjee.v4i1.316>

Ahmed, J. (2010). Documentary Research Method: New Dimensions. *Indus Journal of Management & Social Sciences*, 14. https://www.researchgate.net/profile/JashimAhmed/publication/227441751_Documentary_Research_Method_New_Dimensions/links/5677ad6208aebcdda0eb20fb/Documentary-Research-Method-NewDimensions.pdf

Andrade, G. (2020). *Gamification and its influence on the oral production in students of 7th grade EGB at UE Bella Vista, school year 2019-2020*. [Tesis de licenciatura, Universidad Laica Vicente Rocafuerte de Guayaquil]. Repositorio Institucional.

Alfahad, R. M., Smith, G., Sanghoon Park, M., & Sherry, D. (2021). *Gamifying the CREW: Effects of collaborative responsive writing gamifying the CREW: Effects of collaborative responsive writing using gamification, in interactive web-based E-books, on L2 using gamification, in interactive web-based E-books, on L2 international students' motivation and academic vocabulary achievement international students' motivation and academic vocabulary achievement*. Usf.edu. <https://digitalcommons.usf.edu/cgi/viewcontent.cgi?article=10256&context=etd>

Algeo, J. (2012). *The Origins and Development of the English Language: In* (הגוטטע עלון) Vol. 66).

- Ali, M., & Nodoushan, S. (2014). *Assessing Writing : A Review of the Main Trends*.
- Apriyanto, A., Karlina, E., & Iswadi, I. (2019). The effect of reading interests, communication skill, and adversity quotient towards senior high school students' problem solving ability. *Research, Society and Development*, 8(7), e34871105. <https://doi.org/10.33448/rsd-v8i7.1105>
- Astawa, N. L. P. N. S. P., Artini, L. P., & Nitiasih, P. K. (2017). *Project-based Learning Activities and EFL Students' Productive Skills in English*. *Journal of Language Teaching and Research*, 8(6), 1147. <https://doi.org/10.17507/jltr.0806.16>
- Arteaga , G. (2020, october 26). *testsiteforme* . Bibliographic Research- How to carry out one study : <https://www.testsiteforme.com/investigacion-bibliografica/>
- Bal, M. (2019). Use of digital games in writing education: An action research on gamification. *Contemporary educational technology*, 10(3), 246–271. <https://doi.org/10.30935/cet.590005>
- Beltrán-Martín, I. (2019). Using Padlet for collaborative learning. *5th International Conference on Higher Education Advances (HEAd'19)*.
- Bhasin, H. (2020, june 24). *MARKETING91*. Field Research - Reasons and Methods : <https://www.marketing91.com/field-research/>.
- Borko, H., & Davinroy, H. (2018). Exploring and Supporting Teacher Change: Two Third-Grade Teachers' Experiences in a Mathematics and Literacy Staff Development Project. *The elementary school journal*, 50-62.
- Chou, Y. (2019). Actionable Gamification: Beyond Points, Badges and Leaderboards. CreateSpace Independent Publishing Platform. <https://problem.ir/wpcontent/uploads/2019/04/Actionable-Gamification-by-Yu-kai-Chou.pdf>

- Chou, Y. (2019). Actionable Gamification: Beyond Points, Badges and Leaderboards. CreateSpace Independent Publishing Platform.
<https://problem.ir/wpcontent/uploads/2019/04/Actionable-Gamification-by-Yu-kai-Chou.pdf>
- Delahunty, G. P., & Garvey, J. J. (2010). The English Language: From Sound to Sense. In Perspectives On Writing.
- De la Paz, S. (2018, mayo). *Effects of dictation strategy to improve writing skills*.
- Deni, A. R. M., & Zainal, Z. I. (2018). Padlet as an educational tool: Pedagogical considerations and lessons learnt. *Proceedings of the 10th International Conference on Education Technology and Computers*.
- Ertan, K., & Kocadere, S. A. (2022). Gamification design to increase motivation in online learning environments: A systematic review. *Journal of Learning and Teaching in Digital Age*, 7(2), 151–159.
<http://files.eric.ed.gov/fulltext/EJ1351149.pdf>
- Harismayanti, I., Jaya, I., & Santosa, M. (2020). *Gamification in english teaching and learning* (1st.edi).NILACAKRA Publishing House.
<https://bit.ly/3QU8Myc>.
- Hakami, M. (2020). Using Nearpod as a tool to promote active learning in higher education in a BYOD learning environment. *Journal of Education and Learning*, 9(1), 119. <https://doi.org/10.5539/jel.v9n1p119>.
- Hall, M., & Reidies, J. (2021). Measuring Receptive ASL Skills in Novice Signers and Nonsigners. *Journal of deaf studies and deaf education*, 26(4), 501-510.
<https://academic.oup.com/jdsde/article/26/4/501/6354030>.
- Hernández, R. M., Sanchez Cáceres, I., Zarate Hermoza, J. R., Medina Coronado, D., Loli Poma, T. P., & Arévalo Gómez, G. R. (2019). Tecnología de Información

y Comunicación (TIC) y su práctica en la evaluación educativa. *Propósitos y representaciones*, 7(2). <https://doi.org/10.20511/pyr2019.v7n2.328>

Holmes, J., & Christie, C. (s/f). *INTRODUCING ENGLISH LANGUAGE* “In this exciting new textbook, Louise Mullany and Peter Stockwell have provided a fresh and imaginative set of alternatives for teaching and learning a huge amount about the English language. The book allows for creative and lateral approaches to developing an understanding of important linguistic concepts and, together with the thought-provoking activities, and accessible readings, guarantees there is something to stimulate every learner.” Edu.kh. 24 of October of 2022, de <https://library.uc.edu.kh/userfiles/pdf/44.INTRODUCING%20ENGLISH%20LANGUAGE.pdf>
https://www.researchgate.net/publication/232590040_Effects_of_Dictation_and_Advanced_Planning_Instruction_on_the_Composing_of_Students_with_Writing_and_Learning_Problems

Husain, N. (2015). *What is Language ? English Language Language as Skill*. (March).

Jatra, S. (2018). *Productive skills: Teaching Beginners in English medium school*. https://www.academia.edu/37880929/Productive_Skills_Teaching_Beginners_in_English_Medium_School

Kawas, S. (2019). ICT in education: Culture, practice and involvement. In *ICT Acceptance, Investment and Organization: Cultural Practices and Values in the Arab World* (pp. 67–77). <https://doi.org/10.4018/978-1-60960-048-8.ch005>

Kawinkoonlasate, P. (2019). Integration in flipped classroom technology approach to develop *English language skills of Thai EFL learners*. *English Language Teaching*, 12(11), 23. <https://doi.org/10.5539/elt.v12n11p23>

- Lam, Y. W., Hew, K. F., & Chiu, K. F. (2018). Improving argumentative writing: Effects of a blended learning approach and gamification. *Language learning & technology*. <https://dx.doi.org/10125/44583>
- Lans, W., & van der Voordt, D. (2002). Descriptive Research. *TuDelft*. <https://research.tudelft.nl/en/publications/descriptive-research-2>
- Lavelle, E. (1997). Writing style and the narrative essay. *The British Journal of Educational Psychology*, 67(4), 475–482. <https://doi.org/10.1111/j.2044-8279.1997.tb01259.x>
- Lee, A., & Lyster, R. (2016, February 17). Effects of Different Types of Corrective Feedback on Receptive Skills in a Second Language: A Speech Perception Training Study. *Language Learning*. doi:<https://doi.org/10.1111/lang.12167>
- Ly, Q. (2021). Using gamification to teach and engage students in the act of summary writing. *The journal of media literacy education*, 13(3), 111–122. <https://doi.org/10.23860/jmle-2021-13-3-9>
- Mackey, A., & Gass, S. (2005). Designing A Quantitative Study. In *Second Language Research, Methodology and Design* (pp. 137–161). Lawrence Erlbaum Associates. <https://www.manaraa.com/upload/8be2a1cf-6275-4941-971cae6446630635.pdf>.
- Mallete, M., & Duke, N. (2020). *Literacy Research Methodologies* (3rd Edition ed.). London. https://books.google.com.ec/books?hl=es&lr=&id=O4_xDwAAQBAJ&oi=fnd&pg=PP1&dq=field+based+research+in+methodology&ots=kyfIKBdah4&sig=oE8FiBU3flWGFOygxO_AOxPOlo#v=onepage&q=field%20based%20research%20in%20methodology&f=false
- McCarthy, T. (1998). *Descriptive writing mini-lessons, strategies, activities*. Teaching Resources.
- Milkova, E., Pekarkova, S., & Salem, A.-B. M. (2016). Information and communication technology in education - current trends. *MATEC web of conferences*, 76, 04022. <https://doi.org/10.1051/mateconf/20167604022>

McKenna, K. (2022). *Nuthawut/Adobe Stock*. TechRepublic.
<https://www.techrepublic.com/article/gamification-software/>

Mijwil, M. M. (2018). Brief History of the English language. (March).

Nagy, T. (July de 2021). *Using Technology for Foreign Language Learning: The Teacher's Role* ResearchGate, 23-28. doi:10.37441/cejer/2021/3/2/9347

Nazara, S. (2011). Students' perception on EFL speaking skill development. *JET (Journal of English Teaching)*, 1(1), 28. <https://doi.org/10.33541/jet.v1i1.50>.

Nippold, M. A., Ward-Lonergan, J. M., & Fanning, J. L. (2005). Persuasive writing in children, adolescents, and adults: a study of syntactic, semantic, and pragmatic development. *Language, Speech, and Hearing Services in Schools*, 36(2), 125–138.

Nur, Y. K., Md, M., Hashim, H., Nordin, N. M., Norman, H., & Nor, H. (2021). *Pre-Service Teachers' Views on the Implementation of Game-Based Learning for Academic Writing Skills* *Pandangan Guru Pra-Perkhidmatan ESL terhadap Pelaksanaan Pembelajaran berasaskan Permainan (Game-Based Learning) untuk Kemahiran Penulisan Akademik*. Semanticscholar.org.

https://pdfs.semanticscholar.org/c827/2325c1b3ea1080e6477e768d321a1fc9d5ea.pdf?_ga=2.45299556.131574036.1666592886-2009187890.1666592886

Ochoa Alpala, D. P., & Medina Peña, N. (2014). A virtual room to enhance writing skills in the EFL class. *How*, 21(1), 62–81.
<https://doi.org/10.19183/how.21.1.15>

Pérez, M. (2018). *Technology for teaching English as a foreign language (EFL)*.

Publishing , SLU. <https://bit.ly/3QUW9mB>

Rae, J. (2020, 16 septiembre). The importance of writing skills: Why it matters to the student. *Easy Reader News*

Revolution, T. W. (2016). *Everyone Reading Writing Next Writing to Read Teaching Elementary School Students to be*.

- Robayo Luna, A. M., & Hernandez Ortiz, L. S. (2013). Collaborative writing to enhance academic writing development through project work. *How*, 20(1), 130–148. <https://www.redalyc.org/articulo.oa?id=499450719008>
- Rogers, J., & Revesz, A. (2019). Experimental and quasi-experimental designs. *The Routledge Handbook of Research Methods in Applied Linguistics*, 11. https://www.researchgate.net/publication/334250281_Experimental_and_quasiexperimental_designs
- Rovai, A., Baker, J., & Ponton, M. (2013). *Social Science Research Design and Statistics*. Virginia Beach: Watertree Press. https://books.google.com.ec/books?hl=es&lr=&id=QId2AgAAQBAJ&oi=fnd&pg=PR13&dq=social+science+research+design+and+statistics&ots=d18Fu4SZqL&sig=1Ku7hBXw_8edBSlhBEOhOFxTXLQ#v=onepage&q=social%20science%20research%20design%20and%20statistics&f=false
- Role of technology in language learning*. (s/f). Actfl.org. 24 de october de 2022, de <https://www.actfl.org/sites/default/files/caep/AppendixM-ACTFLStatementRoleOfTechnology.pdf>
- Sumarno, W. K., Kusumaningrum, W. R., & Nurhayati, E. (2022). The effects of knowledge and regulation of cognition on the students' writing skills in a metacognitive process-oriented writing instruction. *The Journal of Language and Linguistic Studies*, 18(1), 523–536. <http://files.eric.ed.gov/fulltext/EJ1325754.pdf>
- Thyer, B. A. (2013). *The handbook of social work research methods* (2nd ed.). SAGE Publications. <https://books.google.at/books?id=IVt2AwAAQBAJ>
- V Satya Sri Durgndra Sekhar, & Rao, C. S. (2018). Developing Students' Writing Skills in English-A Process Approach. *Journal for Research Scholars and Professionals of English Language Teaching*, 2(6), 1–6.
- Rahman, M. (2020). The Advantages and Disadvantages of Using Qualitative and

Quantitative Approaches and Methods in Language “Testing and Assessment” Research: A Literature Review. (C. C. Education, Ed.) *Journal of education and learning*, 6. doi:<http://dx.doi.org/10.5539/jel.v6n1p102>

Rawls, Anne (2018) The Wartime narrative in US sociology, stigmatizing qualitative sociology in the name of ‘science,’ *European Journal of Social Theory* (Online first). Retrieved from: <https://link.springer.com/article/10.1007/s11133-01994137>.

Ridwan, N. A., & Mahliatussikah, H. M. (2021). Using Nearpod for teaching Arabic in Kindergarten and Madrasah Ibtidaiyah. *Al-Arabi: Journal of Teaching Arabic as a Foreign Language*, 5(2), 142–155. <http://journal2.um.ac.id/index.php/alarabi/article/view/26576/9162>

Sheth, T. (2015). Receptive skills-Listening and Reading: A sin qua non for Engineers. *Research Gate*, 6. https://www.researchgate.net/publication/301787025_Receptive_skillsListening_and_Reading_A_sin_qua_non_for_Engineers/citations.

Tan, D., Lin, A., & Kaur, M. (s/f). *SOCIAL SCIENCES & HUMANITIES*. Edu.my. Recuperado el 24 de enero de 2023, de [http://www.pertanika.upm.edu.my/resources/files/Pertanika%20PAPERS/JSSH%20Vol.%2026%20\(1\)%20Mar.%202018/34%20JSSH-2477-2017-3rdProof.pdf](http://www.pertanika.upm.edu.my/resources/files/Pertanika%20PAPERS/JSSH%20Vol.%2026%20(1)%20Mar.%202018/34%20JSSH-2477-2017-3rdProof.pdf)

Venimo. (2014). *Vector de tarjetas de historieta ludificación*. IStock. <https://www.istockphoto.com/es/vector/vector-de-tarjetas-de-historieta-ludificaci%C3%B3n-gm510200607-46552410>

Annexes

Annex 1. Approval

ANEXO 3
FORMATO DE LA CARTA DE COMPROMISO
CARTA DE COMPROMISO

Ambato, 05 de octubre de 2022

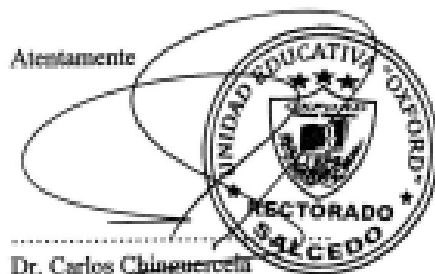
Doctor,
Marcelo Núñez
Presidente
Unidad de Integración Curricular
Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros
Facultad de Ciencias Humanas y de la Educación

Yo Dr. Carlos Chingueruela en mi calidad de Rector de la Unidad Educativa Oxford, me permito poner en su conocimiento la aceptación y respaldo para el desarrollo del Trabajo de Integración Curricular bajo el Tema:

"Gamification strategy and writing skill" propuesto por la estudiante Caicedo Alvarez Karina Isabel, portadora de la Cédula de Ciudadanía 1718355025, estudiante de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros Facultad de Ciencias Humanas y de la Educación de la Universidad Técnica de Ambato.

A nombre de la Institución a la cual represento, me comprometo apoyar en el desarrollo del proyecto. Particular que comunico a usted para los fines pertinentes.

Atentamente



Dr. Carlos Chingueruela
0504799456
0992749556
rectorado@oxford.edu.ec

Annex 2. Lessons plan

LESSON PLAN 1 PRE – TEST		
Time: 40 min		
Subject: English		Class: 7 th “B” level
Language use: Writing	Topic: Pre - test	N° OF STUDENTS: 33
Objectives:		
To identify students’ writing level.		
Materials:		
<ul style="list-style-type: none"> • Board • Computers • Printed test • Internet 		
Step	Time	Procedure
1	5 min	- T. makes a brief presentation of herself and explains the topic and its objectives
2	5 min	-T. Explains how to complete the exam. - T. checks comprehension.
3	30 min	-T gives each student the test and asks them to take it. -T collects the exams.



PRE - TEST



ENGLISH WRITING PRE-TEST

Objective: To analyze the writing level of 7th level students at “Unidad Educativa Oxford”.

Flyers: A2 Test

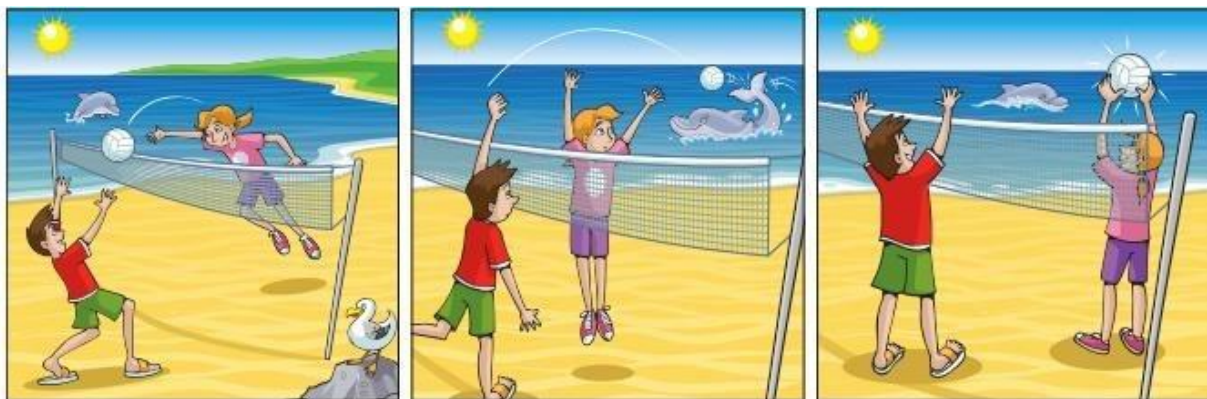
Level: 7th level

Average age: 11-12

Name:

Date:

Look at the three pictures. Write about this story. Write 20 or more words.



Don't forget to use punctuation marks and capital letter!!

LESSON PLAN 8 **POST -TEST**

Time: 40 min **Subject:** English **Class:** 7th “B” level

Language use: Writing **Topic:** Post-test **N° OF STUDENTS:** 33

Objectives:

To identify students’ writing level.

To analyze student’s performance in writing skills.

Language subskill: organization, syntax, grammar and content.

Materials:

- Board
- Computers
- badge
- Internet
- Printed test

Step	Time	Procedure
1	5 min	-T. shows the list of grades to the students and rewards who have the most badges.
.	30 min	-T. Explains how to complete the exam. - T. checks comprehension.
3	5 min	T gives each student the test and asks them to take it. -T collects the exams.



POST - TEST



ENGLISH WRITING PRE-TEST

Objective: To analyze the writing level of 7th level students from Unidad Educativa “Oxford”.

Flyers: A2 Test

Level: 7th level

Average age: 11-12

Name:

Date:

Look at the three pictures. Write about this story. Write 20 or more words.



Don't forget to use punctuation marks and capital letter!

Rubric

Writing Assessment subscales for A2 Key for Schools

A2	Content	Organisation	Language
5	All content is relevant to the task. Target reader is fully informed.	Text is connected and coherent, using basic linking words and a limited number of cohesive devices.	Uses everyday vocabulary generally appropriately, while occasionally overusing certain lexis. Uses simple grammatical forms with a good degree of control. While errors are noticeable, meaning can still be determined.
4	Performance shares features of Bands 3 and 5.		
3	Minor irrelevances and/or omissions may be present. Target reader is on the whole informed.	Text is connected using basic, high frequency linking words.	Uses basic vocabulary reasonably appropriately. Uses simple grammatical forms with some degree of control. Errors may impede meaning at times.
2	Performance shares features of Bands 1 and 3.		
1	Irrelevances and misinterpretation of task may be present. Target reader is minimally informed	Production unlikely to be connected, though punctuation and simple connectors (i.e. 'and') may on occasion be used.	Produces basic vocabulary of isolated words and phrases. Produces few simple grammatical forms with only limited control.
0	Content is totally irrelevant. Target reader is not informed.	Performance below Band 1.	

LESSON PLAN 2**Time:** 40 min **Subject:** English **Class:** 7th “B” level**Language use:** Writing **Topic:** Conjunctions **N° OF STUDENTS:** 33**Language subskill:** organization, syntax, grammar and content.**Objectives:**

To identify students’ writing level.

To analyze student’s performance in writing skills.

Materials:

- Board
- Computers
- badge
- Internet
- Printed test

Step	Time	Procedure
1	5min	- T. starts the class with a game in “Wordwall” about conjunction
2	15 min	-T. presents slide in genially PPT about “conjunctions” -T. corrects any doubts to avoid misunderstandings.
3	20 min	-T. Ask the student to write a short paragraph about” What is your favorite sport” using conjunctions in Padlet platform. - T. explains that the activity would be timed and the students with the top 3 scores would receive a badge

		-T. gives extra points to those who comply with the intrusions (use of conjunctions and vocabulary) and finish the activity on time.
--	--	--

Resources:

<https://wordwall.net/es/resource/3225636/connectors>

Genially PPP

[CONJUNCTIONS BUT, AND, SO , OR](#)



Padlet activity

<https://padlet.com/kcaicedo5025/6rocolppx4vgmb31>

LESSON PLAN 3**Time:** 40 min**Subject:** English**Class:** 7th "B" level**Language use:** Writing**Topic:** Paragraph**N° OF STUDENTS:** 33**Language subskill:** organization, syntax, grammar and content**Objectives:**

To identify students' writing level.

To analyze student's performance in writing skills.

Materials:

- Board
- Computers
- badge
- Internet
- Printed test

Step	Time	Procedure
1	5 min	<ul style="list-style-type: none">- T. presents the progress of the last activity and gives badges to the students with the top 3 scores.- T. starts the class with a game in "wordwall" about paragraph sequencing in which the student with the best correct answers got a badge.
2.	15 min	<ul style="list-style-type: none">- T. presented several slides on "paragraph" using the genially online tool.-T. corrects any doubts to avoid misunderstandings.

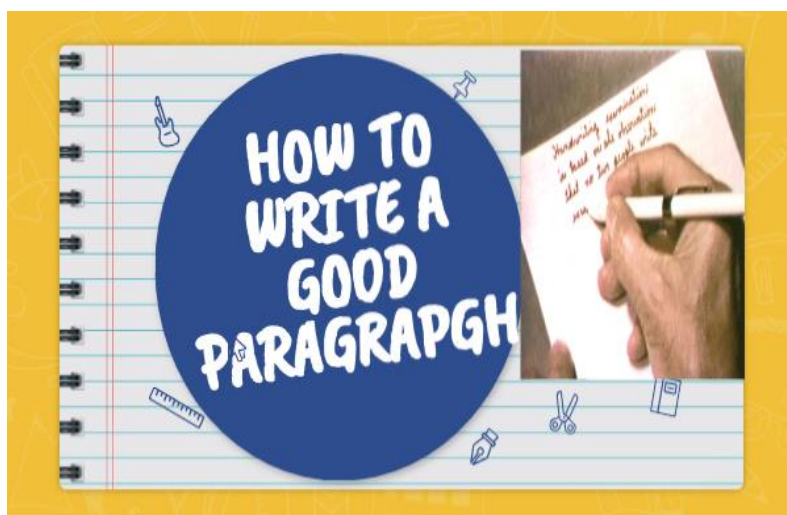
3	20 min	<ul style="list-style-type: none"> - T. gives the instruction for the writing activity and explains that the activity will be timed. - T. explains that if all the students meet the objectives of the activity within 10 minutes, they would have a 5-minute break at the end of the class. -Ss. write a paragraph about “Imagine making a movie about animals” using 3 conjunctions, vocabulary and grammar according to the topic.
---	--------	--

Resources:

<https://wordwall.net/es/resource/3500248>

Genially PPP:

HOW TO WRITE A PARAGRAPH



Nearpod activity

<https://app.nearpod.com/?pin=nbaj2>

LESSON PLAN 4**Time:** 40 min **Subject:** English **Class:** 7th "B" level**Language use:** Writing **Topic:** E-mail **N° OF STUDENTS:** 33**Language subskill:** organization, syntax, grammar and content**Objectives:**

To identify students' writing level.

To analyze student's performance in writing skills.

Materials:

- Board
- Computers
- badge
- Internet
- Printed test

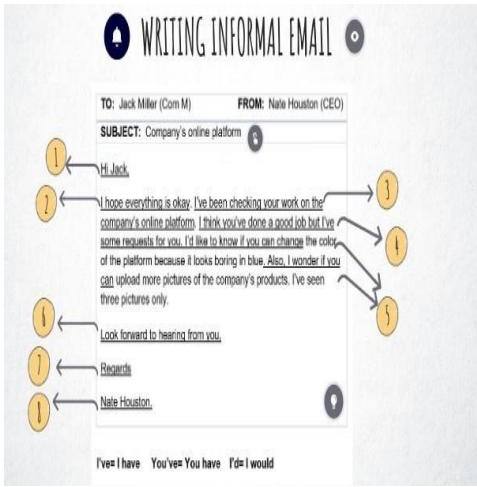
Step	Time	Procedure
1	5 min	- T. indicates the scores from the previous class activity and gave 3 badges to the students with the best grades. - T. introduces an email game on Wordwall app in which the student with the best correct answers got 3 extra minutes to complete the next writing activity.
2	15 min	- T. presents slide on "informal email" using the genially platform. -T. corrects any doubts to avoid misunderstandings.
3	20 min	- T. asks the student to write an informal e-mail about "your last vacation" of 20 words using 3 conjunctions, appropriate language, all parts of an email, and organization of ideas on word online email and that the best task would get a badge the next class. -S. will have 15 minutes to complete the activity.

		-T. explains that if all the students complete the activity, they will get the prize of singing their favorite song at the end of the class.
--	--	--

<https://wordwall.net/es/resource/36148290>

Genially PPP:

[A2- Informal email](#)



Word online

https://utaedu-my.sharepoint.com/:w:/g/personal/kcaicedo5025_uta_edu_ec/EUqJco1H42VLijJld6vfSNkBKJBrmxlwHKLpCfX8Nc-HKg?e=lur9hu

LESSON PLAN 5**Time:** 40 min**Subject:** English**Class:** 7th "B" level**Language use:** Writing**Topic:** Essay**N° OF STUDENTS:** 33**Language subskill:** organization, syntax, grammar and content.**Objectives:**

To identify students' writing level.

Materials:

- Board
- Computers
- badge
- Internet

Step	Time	Procedure
1	5 min	<p>-T. gives a badge to the student with the best score in the last task.</p> <p>-T. starts the class using an "essay" game in the Wordwall application and the student with the best correct answers got a 5-minute break at the end of the class.</p>
2	20 min	<p>- T. presents slides on "essay" using the genially platform.</p>
3	20 min	<p>-T. asks the student to write an essay about the advantages and disadvantages of technology.</p>

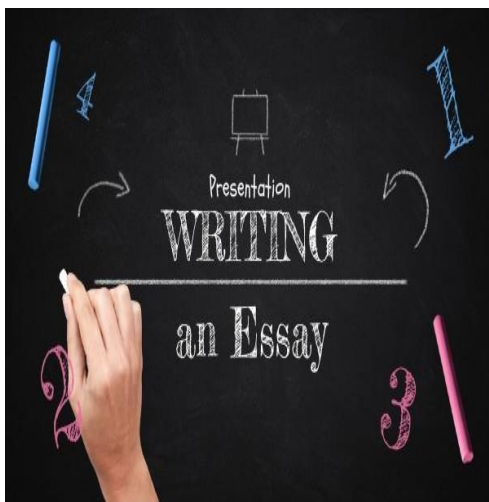
		<p>-T. explains that the objective of this activity is to write an essay of 25 words using 4 conjunctions, appropriate language, and organization of ideas and indicated that the student with the best grade would get a badge in the next class.</p> <p>-T. mentions that the activity is timed (15 minutes) and that if all the students complied with this activity, they would get a break as a reward at the end of the class.</p>
--	--	--

Resources

<https://wordwall.net/es/resource/12254121>

Genially

[WRITING AN ESSAY](#)



Essay activity

https://utaedu-my.sharepoint.com/:w:/g/personal/kcaicedo5025_uta_edu_ec/EcQT56Ib_uNCucXA6VRxiQMBcx3vrTO7kEtUxQGBpN8YFg?e=Se5Igb

LESSON PLAN 6**Time:** 40 min**Subject:** English**Class:** 7th “B” level**Language use:** Writing**Topic:** Story**N° OF STUDENTS:** 33**Language subskill:** Organization, syntax, grammar, and content.**Objectives:**

To identify students’ writing level.

To analyze student’s performance in writing skills.

Materials:

- Board
- Computers
- badge
- Internet
- Printed test

Step	Time	Procedure
1	5 min	<p>-T. presents the grades of the last activity in class and the student with the best score in got a badge.</p> <p>- T. introduced the class using a “beach vocabulary” game on the Wordwall app. The two students with the best correct answers give 1 extra point in the next activity.</p> <p>https://wordwall.net/es/resource/16811024</p>
2	30 min	<p>-T. divides the class into pairs and gave each pair an activity sheet.</p> <p>-T. gives each pair of students a work sheet activity.</p>

		<p>T. clarifies the objective of the activity, observes the 3 images, and writes a paragraph of 40 words using 5 conjunctions, vocabulary, and grammar according to the theme, organization, and sequence of ideas.</p> <p>-T. corrects any doubts to avoid misunderstandings.</p> <p>-T. indicates that the activity would be timed (15 minutes) and that the best activity of the pair of students would obtain 2 badges.</p> <p>- T. explains that if all the pairs of students complete the activity on time, they will get a prize where they will have the opportunity to choose a free activity at the end of the class.</p>
3	5 min	- Free activity

Names:

Work in pairs

Look at the three pictures. Write about this story.
Write 50 words.



LESSON PLAN 7**Time:** 40 min **Subject:** English **Class:** 7th "B" level**Language use:** Writing **Topic:** Story **N° OF STUDENTS:** 33**Language subskill:** organization, syntax, grammar, and content.**Objectives:**

To identify students' writing level.

To analyze student's performance in writing skill.

Materials:

- Board
- Computers
- badge
- Internet
- Printed test

Step	Time	Procedure
1	5 min	<p>-T. presents the scores of the last activity in the class and the pair of students with the best score give 2 badges.</p> <p>- T. starts the class with the game Wordwall about camping's vocabulary.</p> <p>-T. explains that the student with the best answers get 3 extra minutes to do the next activity</p> <p>https://wordwall.net/es/resource/22045140</p>
2	30 min	<p>-T. gives each student a work sheet activity.</p> <p>T. asks students to look at the pictures and write stories of 30 words using 5 conjunctions, vocabulary, and grammar according to the theme, organization, and sequence of ideas</p> <p>-T. corrects any doubts to avoid misunderstandings.</p>

		-T. indicates that the activity would be timed (20 minutes) and that the best task would get 1 badge. -- T. explains that if all the students complete the activity on time, they will get a prize where they will have the opportunity to choose a free activity at the end of the class
3	5 min	- Free activity

activities sheets

Names:

Work in group of 4 students

Look at the three pictures. Write about this story.
Write 50 words.



Look at the three pictures. Write about this story.
Write 50 words.







Annex 3. Urkund report



Document Information

Analyzed document	Thesis_Caicedo Karina_Urkund.pdf (D156946031)
Submitted	2023-01-25 22:40:00
Submitted by	Calero Ximena
Submitter email	xcalero@uta.edu.ec
Similarity	8%
Analysis address	xcalero.uta@analysis.orkund.com



Sources included in the report

W	URL: http://files.eric.ed.gov/fulltext/EJ1325754.pdf Fetched: 2023-01-26 00:32:00		1
SA	UNIVERSIDAD TECNICA DE AMBATO / Erazo Nicola Geraldine Madeleine_TESIS FINAL..pdf Document Erazo Nicola Geraldine Madeleine_TESIS FINAL..pdf (D156254764) Submitted by: gerazo8329@uta.edu.ec Receiver: wilmaesuarzm.uta@analysis.orkund.com		1
SA	UNIVERSIDAD TECNICA DE AMBATO / Thesis Tatiana Oviedo.docx Document Thesis Tatiana Oviedo.docx (D142611786) Submitted by: loviedo5999@uta.edu.ec Receiver: wilmaesuarzm.uta@analysis.orkund.com		2
SA	UNIVERSIDAD TECNICA DE AMBATO / Espinosa Andres_Thesis Chapters correction1.docx Document Espinosa Andres_Thesis Chapters correction1.docx (D125314897) Submitted by: aespino1300@uta.edu.ec Receiver: cristinadjordanb.uta@analysis.orkund.com		1
SA	UNIVERSIDAD TECNICA DE AMBATO / Hurtado Belen Learning Apps for Vocabulary Learning.pdf Document Hurtado Belen Learning Apps for Vocabulary Learning.pdf (D142090765) Submitted by: rhurtado8007@uta.edu.ec Receiver: cristinadjordanb.uta@analysis.orkund.com		2
SA	UNIVERSIDAD TECNICA DE AMBATO / PROYECTO DE TESIS- Myrian Chadán.pdf Document PROYECTO DE TESIS- Myrian Chadán.pdf (D139273740) Submitted by: mchadan1561@uta.edu.ec Receiver: ve.chicaiza.uta@analysis.orkund.com		2
SA	UNIVERSIDAD TECNICA DE AMBATO / Tesis_Tenecota_Esteban.docx Document Tesis_Tenecota_Esteban.docx (D142153565) Submitted by: etenecota7110@uta.edu.ec Receiver: sj.iza.uta@analysis.orkund.com		3
W	URL: https://digitalcommons.usf.edu/cgi/viewcontent.cgi?article=10256&context=etd Fetched: 2023-01-26 00:29:00		1
W	URL: https://library.uc.edu.kh/userfiles/pdf/44.INTRODUCING%20ENGLISH%20LANGUAGE.pdf Fetched: 2023-01-26 00:30:00		1