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DEDICATORY

"A teacher affects eternity; he can never tell where his influence stops." - Henry Adams

To my parents

Their support in my professional career has been my inspiration to always contribute something positive to society.
I dedicate this work to teachers committed to their vocation and their tireless work that is fundamental in the formation of minds, hearts and the future of a nation.

ABSTRACT

English in higher education is in charge of offering opportunities to expand knowledge and skills. However, traditional memory methods or declining language strategies have created a motivational void in students, disconnecting them from their learning and contribution to society. Thesaurus, several investigations have shown that in the face of this problem, gamification is presented as one of the methods to incorporate attractive, didactic and structured activities that not only promise to increase motivation but also significant learning results.

This study aims to investigate the specific effect of motivational games on the speaking skill of students in the fourth semester of the PINE program. The purpose was based on the incorporation of motivational games adapted to a subject of the program and to verify their effectiveness in the development of speaking skill. Overall, students showed significant progress (46.77%) across a total mean of all 30 students in relation to the four criteria provided by PET exam. The challenge that was eminent provided students with the need for communication and active interaction for conflict resolution.

KEYWORDS

Motivational games- Speaking skill- Gamification- Group games – Individual games

RESUMEN EJECUTIVO

El inglés en la educación superior es el encargado de ofrecer oportunidades para ampliar conocimientos y habilidades. Sin embargo, los métodos tradicionales como la memorización o las estrategias lingüísticas en declive han creado un vacío motivacional en los estudiantes, desconectándolos de su aprendizaje y contribución a la sociedad. En este sentido, varias investigaciones han demostrado que, frente a esta problemática, la gamificación se presenta como uno de los métodos para incorporar actividades atractivas, didácticas y estructuradas que no solo prometen incrementar la motivación sino también resultados académicos significativos de aprendizaje.

Este estudio tiene como objetivo investigar el efecto específico de los juegos motivacionales en la habilidad de hablar de los estudiantes del cuarto semestre del programa PINE. El propósito se basó en la incorporación de juegos motivacionales adaptados a una materia en específico del programa y comprobar su efectividad en el desarrollo de la habilidad oral. En general, los estudiantes mostraron un progreso significativo (46,77%) en una media total de los 30 estudiantes referente a los cuatro criterios de evaluación del habla que fueron tomados del examen PET. El desafío que se presentó proporcionó a los estudiantes la necesidad de comunicación e interacción activa para la resolución de conflictos.

PALABRAS CLAVE

Juegos motivacionales- Habilidad del habla - Gamificación- Juegos grupales – Juegos individuales

CHAPTER I

THE PROBLEM OF INVESTIGATION

1.1 Introduction

The evolution of a world in constant change and progress has been notable in every aspect of the daily lives of human beings. Technology and new communication and dissemination tools have been a fundamental part of the sharing and development of new information that has transformed society. If you analyze old photographs of the way people did everyday things such as watching movies, shopping, playing, enjoying and communicating, you will notice abysmal changes in their environment and the participants in each context, unfortunate the 80% it is presented in the educational sector that has not evolved and the environment of a monotonous classroom with students viewing a blackboard and the teacher in the center will remain the same.

However, it is true that many tools have been developed and are being part of new educational progress but despite these advances, Higher Education Institutions continue to cling to the traditional teaching method through master classes. The educational approach in its attempt to improve and consider education as a path to freedom and improvement forgets that this traditional method continues to limit teachers since they must dedicate more than 50% of their time to explaining concepts, gathering reports or carrying out paperwork instead of focusing this time on the study, practice and development of methods that help and adapt to the needs of the students.

English at the Latin American level is according to the Language World magazine. The international language education organization, EF, released the report "EF English Proficiency Index", in which it evaluated the proficiency of English in 111 countries around the world through a study that included 2.1 million people aged around 25 years. Regarding Latin America, Argentina stood out as the country with the highest level of English, obtaining a score of 562 out of 700. In the general ranking, it occupied position 30 and was the only country in the region included in the category of high level.

Ecuador, for its part, as one of the developing and third wordlist countries in the report presented, occupies the last places in level and research development in English in both secondary and higher education. Given this indisputable retrograde that Higher Education presents, the attention towards training, qualification and updating of the education system towards teachers in terms of teaching methodologies generates a disinterest and atmosphere of monotony in the classrooms, lacking dynamism that contributes to constant demotivation. Poor academic performance is just one of the results that poor management in educational development has been evidenced in higher education. This challenge has driven research seeking answers and solutions through resources and new tools for the development of meaningful and productive learning.

Currently, efforts are being made to address lack of motivation and poor performance by incorporating motivational games in the educational field, a process that is not foreign to our daily activities or even that has been encouraging the motivation and development of different fields such as commerce, sports, business and many more for

many years. Gamification as the application of game mechanics in a non-game context. In response to this need, the creation of a manual is proposed that incorporates gamified activities in classes with the objective of motivating students of the four semester of Pedagogía de los Idiomas Nacionales y Extranjeros program of the Technical University of Ambato. The study is structured as follows:

CHAPTER I: The chapter presents the general and essential topics of the research such as the introduction with a brief explanation of the problem, the justification and objectives of this study.

CHAPTER II: The chapter includes all the research related to this research with its background, the compilation of articles and the most essential part of the bibliographic review for the construction of the theoretical framework.

CHAPTER III: This chapter is one of the techniques in which the type of research is presented with the entire methodology framework used for carrying out and collecting data. The location, instruments, population and development that led to the research and treatment are also detailed. The processing of information with the response variables or results achieved with their hypotheses.

CHAPTER IV: The last chapter illustrates the results found with their interpretation, ending with a discussion of the results and other similar investigations. In addition, it includes conclusions related to the objectives set at the beginning as well as some recommendations and important points for future research.

1.2 Justification

Most of us are born with the physical ability to speak. However, through formal-informal experiences and instructions we develop the speech sub-skills that allow us to achieve communicative competence. Richards (2020) stated that the speaking skill involves the natural use of language where the speaker is engaged, the message is clear, and communication takes place effectively despite limitations. Communication takes place where there is speech and without it a language is reduced to mere writing. Ecuadorian students show and demonstrate a poor English level, according to the EF English Proficiency Index, has become a common point of reference when dealing with language learning in Ecuador. Therefore, most students consider speaking skills the greatest challenge. Within the classroom, the main cause of speech problems ranges from language exposure to demotivation, anxiety and confidence.

This research project focuses on the application of gamification and motivational games to build on the speaking skills of students. In this sense, the **originality** of this research project does not focus solely on the empirical treatment never carried out before, or a record for the first time within the Ecuadorian educational context. Rather, the originality of this project is based on the motivational games approach with activities that encourage collaboration, communication and creative problem solving. This type of game usually involves participants working together to complete a challenge or reach a goal in order to receive a reward.

The gamification application creates an educational environment in which students feel free and confident to express their ideas and thoughts. The **importance** of

strengthening students' oral skills lies in effective communication for academic, professional and personal purposes. Global competition will allow them to make their way in many international environments. In fact, many language learners measure their performance based on how well they can speak it. Since learning a foreign language is most effective through interaction, it is a skill that can be honed to truly develop an understanding of the language.

It is important to highlight that through motivational games students will show **interest** in their education and willingness to learn. In day-to-day teaching practice, games and motivation offer an important element in the practice of oral competence as students become more motivated to participate, actively using and developing their speaking skills in a low-pressure environment. The playful nature of the games reduces the anxiety associated with speaking in front of others, encouraging students to take risks and experiment with their language skills. New experiences make learning engaging and they enjoy different practice possibilities as their confidence grows, they are better equipped to overcome the challenges associated with public speaking and complex communication.

The **impact** of research in the educational field of gamification and motivational games focuses on contributing significantly with new and existing tools and applications to the teaching-learning processes. Students are active subjects in which all the elements of the games promote commitment, motivation and language practice. As a result of motivation, students will be aware of the specific implications of each learning objective as they will find them interesting and challenging. This research promotes

the use of strategies and tools that break the educational system in which students are not an active part and the contents do not include the critical and thinking development of students.

1.3 Objectives

1.3.1 General

- To determine the effect of motivational games on students' speaking skill.

1.3.2 Specifics

- To identify motivational games that help students develop their speaking skill.
- To evaluate the students' speaking skill level.
- To create lesson plans based on motivational games to improve students' speaking skill.

CAPITULO II

THEORETICAL FRAMEWORK

2.1 Investigative background

Pacurucu and Garzón (2022), in their research titled "Gamification strategies and oral fluency in primary school students of English as a foreign language", studied in primary school students how gamification influences the development of their speaking and fluency skills. The application and treatment focused on theories such as constructivism, connectivism, communicative theories and PPP methods, the same ones that at the beginning of the research were able to detect the deficiencies of the students of the "Benjamin Sarmiento" school. The instruments used in this study include a pre and posttest. The research design was an explanatory sequential with mixed methods. The proposal as a result of the research includes a manual with activities in which motivation through gamification improves the ability to speak a foreign language. Although in this case it was applied with primary school students, one of the benefits of gamification is its flexibility and adaptability for any age.

In the research work Hanifah (2023) developed a gamified electronic module called "Electronic Module Speech-Based Gamification" to improve students' intercultural understanding in the "Speaking for General Communication" course. In this specific study, English for academic and specific purposes allows gamification processes through students' Cross-Cultural Understanding. The study took as its population second semester university students of the English Education Studies program at the

Universitas Maritim Raja Haji. The instruments and tools used in this study include a development based on a 4D model to a 3D model which consists of clear principles define, design and develop. The module took elements of the game to include activities that fit each learning objective. As a result, the electronic module was a complete success, demonstrating its effectiveness and benefit to students, improving their oral communication in an online class environment.

In a generation immersed in technology, activities such as board games have been forgotten and are of little interest to young people and children. Adding them and adapting them to new changes is part of the teaching responsibility. Wong and Yunus (2022), in their research project titled "Board games to improve students' oral expression: a systematic review", analyzed the use of board games as one of the most useful tools to improve oral expression. oral among students. This review consisted of an exhaustive search of activities in which the students' perceptions were taken to examine their preferences and opinions on the use of board games in learning. The final results were able to demonstrate that the opinions on board games to develop students' speaking skills at the beginning were not attractive and after the application through the adaptability of board games to achieve a gamified dynamic with a quantitative design. It was mainly used to evaluate its effectiveness in improving oral expression. Overall, the review revealed that board games have several positive impacts on students' performance, such as improving their speaking proficiency.

In the constant progress of gamification, one of its applications has focused on specific games or activities such as role-playing games. Safitri and Tari (2022) explored in their research, titled "Gamification and Role-Playing Games: Two Teaching Strategies Combined to Develop Students' Speaking Skills", how activities such as role-playing games can be adapted and modified with game elements. to achieve a gamified purpose. The combination of learning techniques and strategies are a clear example of the personalization of the teaching process according to the profile of the students. Many strategies have been classified as traditional, however, the authors in this research highlight the need for fun activities that take advantage of the use of mobile phones, and gamification emerges as a solution. Their study analyzed the implementation of these two combined strategies to teach oral expression and develop this skill in university students. The population included a group of university students through a mixed research method with qualitative predominance supported by quantitative data analysis, the results showed that gamification and role-playing have a positive contribution to the development of oral expression. (Safitri & Tari, 2022).

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of an exhaustive search of activities in which the students' perceptions were taken to examine their preferences and opinions on the use of board games in learning. The final results were able to demonstrate that the opinions on board games to develop students' speaking skills at the beginning were not attractive and after the application through the adaptability of board games to achieve a gamified dynamic with a quantitative design. It was mainly used to evaluate its effectiveness in improving oral expression. Overall, the review revealed that board games have several positive impacts on students' performance, such as improving their speaking proficiency.

The relationship between games focused on learning a foreign language and the improvement of a specific skill was carried out Abdul (2021) through a systematic review titled "Improving speaking skills through games." Previously published studies (2010-2019) on the use of language games to improve speaking skills were identified in this review and analysis. The ultimate goal of this research was to detect the impact of other existing research on the impact of language games for researchers and educators interested in improving oral skills among English as a Second Language (ESL) learners. The key research questions analyzed focused on the effectiveness of the games and the skills of the students. Also, the experience created through play and the perception of the students. As a result, the positive influence would be reflected in positive responses on the communication skills of the ESL students. This paves the way for further research and development in this area, potentially informing the implementation of game-based learning strategies in ESL classrooms.

The researcher, through a specific study, sought to investigate the effectiveness of building a good learning environment by applying mobile games. Hwang (2016) investigated them to improve students' listening and speaking skills in his study titled "Assessment of Listening and Speaking Skills in a Mobile Game-Based Learning Environment with Situational Contexts." This research population had a control group that used traditional methods and an experimental group that used a mobile learning system with game-based activities. The main objective was to analyze the feasibility and impact of mobile game-based learning on these skills. The findings were promising. Students in the experimental group who used the mobile system significantly outperformed their counterparts in the control group on the conversation posttest. However, there were no significant differences between the groups in terms of listening skills.

These results suggest that mobile game-based learning may be particularly effective in improving speaking skills. Furthermore, the study revealed positive student perceptions towards mobile-based learning activities. Students in the experimental group reported experiencing several benefits. Students in the experimental group reported experiencing several benefits such as deep reflection on their sub-skills allowing students to be aware of their weaknesses to work on them and reflect on their speech. Confidence when speaking is essential and this type of environment managed to offer students the security to speak without fear of making mistakes. Finally, they offered real communication opportunities in which realistic contexts forced students to construct real communication needs.

In a Masters Study Program of English Language Education carried out by Karsudianto, F. (2020) "Improving students' motivation and self-confidence in speaking using mingling games" it was investigated how students' intrinsic motivation and self-confidence could influence and improve the speaking ability through the use of interaction games. The project was carried out with high school students in Bengkayang County. The method used was an active and field investigation in the classroom in which two cycles were divided for the process with the teacher and 24 students as the population. Data collection was through techniques such as interviews, observation, document and questionnaire. Field notes, interview structure, lesson plans, and questionnaire guidelines were the tools used. The stages into which the research was divided were four, which have a process to plan, act, observe and reflect. The findings were totally positive since they revealed the effectiveness of the games in improving motivation and self-confidence and, as a consequence, speaking ability. Considerations for teachers to improve their knowledge regarding a teaching strategy to improve intrinsic motivation and self-confidence.

The scientific article called "Using ubiquitous games in an English listening and speaking course: Impact on learning outcomes and motivation." developed by Liu, T. Y., & Chu, Y. L. (2010) investigated how games influence performance and motivation to learning English through a ubiquitous and conscious context. The research developed an English curriculum in a school by using context called Portable

English Language Learning Organization (HELLO). The structure and planning of "HELLO" was based on ARCS activities and motivation theories involving various educational strategies, including motivational games, collaborative learning, and context-aware learning. The curriculum that was applied to the students titled "My Campus", included three learning activities "Campus Environment", "Campus Life" and "Campus History". During the entire process of the experiment, tests and interviews were carried out, which made it possible to demonstrate the positive results of the incorporation of ubiquitous games in the English learning process, which managed to significantly improve the learning results by 40%, which also revealed a positive relationship between the learning outcomes and motivation and games.

2.2 Scientific foundation

Independent variable: motivational games

Gamification

To deepen gamification, it is necessary to understand its main definition, according to Kapp in his research on building digital engagement in the classroom, he defines the gamification process as the use of game elements such as dynamics and mechanics in specific contexts and proposal and they are not for sole reasons. Game but to increase the participation, motivation and desired behaviors in the members of the game. All the elements that gamification offers can be incorporated challenges, badges, and classifications to motivate and energize any context (Khaldi, Bouzidi, & Nader, 2023). The mechanics of gamification and especially of the game, which is the central part, all users or in this sense the players are clear about the established objectives, opportunities and dial results. Examples include earning points for completing tasks, leveling up based on progress, or competing against others on a leaderboard.

Therefore, in this context the core mechanics of games are clear rule-based systems that provide meaningful and challenging objectives, but are different from the games themselves. Meanwhile, the game design could be applied outside a specific environment for various purposes other than entertainment is called gamification as highlighted in the previous paragraph and with the aforementioned definition, gamification consists of using design techniques of games and game mechanics in a non-game environment to increase user engagement and influence user behavior (Saleem, Noori,& Ozdamli, 2022).

Gamification also brings benefits that can be applicable in any environment or context. In the context of health and well-being, gamification played a compelling role that facilitated positive behavior. Huang and Wu (2020) explored in their research how elements such as scraps, points, bonuses, and motivation helped promote healthy habits. Their research suggests that gamified interventions can be effective in motivating people to adopt healthier behaviors. In the field of education, a meta-analysis research on gamification and education Omrani et al. (2021) found that the positive impact on engagement and motivation includes not only increased academic performance but also the development of learning skills. Additionally, among all the branches of gamification applications, educational one is presented as a proposal that helps the development and improvement of teaching-learning processes.

Educational Gamification

The continuous progress in education with trends towards digitalization opens the way to all types of adaptations that allow us to satisfy and cover the needs of students and the barriers to education. Faced with this problem, educational gamification emerges with a school curriculum that uses missions or game-style levels to engage and motivate students to complete the work by incorporating game design elements and mechanics into learning environments (Amrita et al., 2020). Nowadays video games are not far from the interest of anyone regardless of their age. It is clear that student motivation would not be a problem. Ideally, this would result in a better overall learning experience for students and help them better understand the concepts they encounter.

Going deeper into one of the contexts in which gamification is applied, such as education, implies the transformation of learning through playful elements. At the core

of this approach are mechanics that define student interaction, such as points for completing tasks, badges for achieving milestones, or leaderboards that encourage friendly competition (Amrita et al., 2020). These mechanics are presented through attractive design techniques that take advantage of the power of web 2.0 tools (Area & González, 2020).

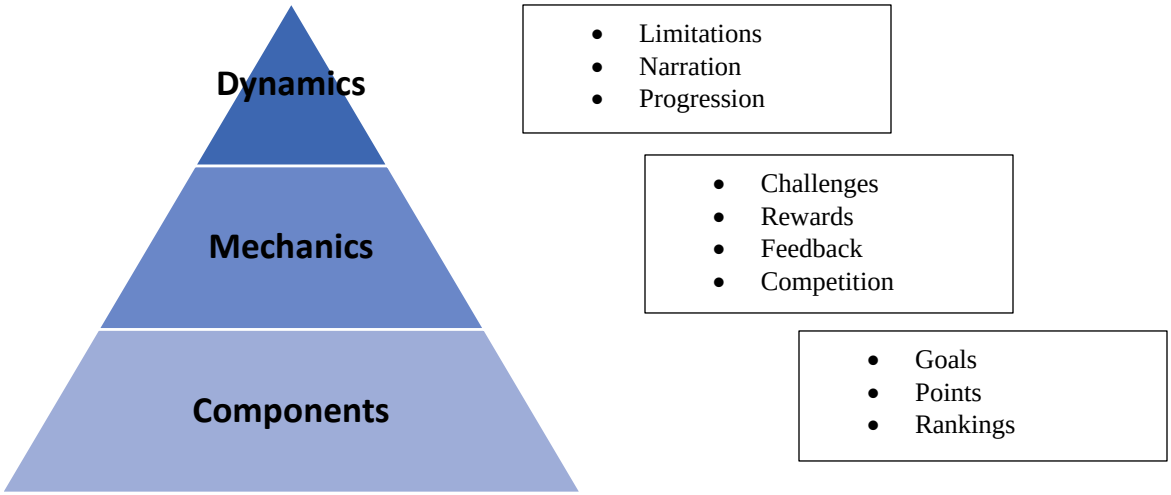
In this sense, educational experiences are transformed by educational gamification, integrating all its elements and structures. The fundamental part is the game and from it emerge the mechanics that allow interaction between the participants. Among the main ones we have clear examples such as motivations through points for completing tasks, badges, progress tables, which encourage participation and collaborative work. All these elements are presented through game strategies and techniques that may involve challenges or challenges. The results projected by gamification in education include participation and motivation, Sailan et al. (2022) explored in an exhaustive study how gamification in health education can boost effective motivation in students. Also in this same educational context, gamification can be a powerful tool to improve learning. Amrita et al. (2020) in research carried out in higher education, they discovered that deeper understanding led to better student performance. The gamified elements that always follow a structure encourage active participation, the application of knowledge and a more positive approach to teaching-learning processes.

Games and elements

To delve deeper into the elements of the game and how these are the core of the process, it is necessary to understand the essential elements and according to authors such as Khaldi et al. (2023). In general terms, these make the game real and include tangible

rewards such as points, badges and leaderboards. Bonus or incentive points promote a quantifiable measure that can also be measurable. In this way, the badges are also presented as tangible recognition of said progress. These elements are divided into three main ones: dynamics, mechanics and components.

Figure 1. *Game elements pyramid*



1. Dynamics: the engine of motivation

The highest and most general level as its description provides is the point of abstraction at which all the underlying principles are found and are those that drive the player's motivation and intellectual growth. It is the general game design in where the principles that create the experience are found. For example, here you will find elements such as narrative, social interaction and opportunities for problem solving. Authors such as Sailan et al. (2022) emphasize the importance of an effective dynamic which allows not only a correct learning environment but also achieve precise objectives crucial for student participation and knowledge retention. A clear example of the dynamics in the game is made up of human concerns that motivate the participants and also each rule

is dynamic. These can include emotions, relationships, time limits, etc. and although they are not a tangible part of the game, they are the main phase of it. According to several authors, these can also be translated as the reason for the game since it is the reason or need why the participants do it and any reason makes it possible for the player to achieve their objectives.

2. Mechanics: the rules of engagement

This level refers to the specific actions and rules that will be the key point of the player's behavior within the gamified experience (Kapp, 2012). These processes drive and seek the actions of the participants and their commitment to the game. Among the various actions of mechanics and behaviors in the specific context of the game, mechanics can be used as an example when students think about collaboration to achieve a specific objective. Healthy competition between teams and challenges that require effort to overcome.

3. Components: basic elements of commitment

The components include a long list of items and are totally tangible within the games for that reason they are used to involve each specific activity in gamification. Here you can include teams, rankings, points, physical badges, avatars, resources, etc. Within this long game of badges and physical and tangible elements, the selection according to the objectives of the gamified context will also depend on the needs of the students and the design of the game or the adaptation. According to Liu et al. (2021) a correct use and selection of these components can improve and optimize the teaching-learning

process, which can be directed with valuable meaning.

Motivational games

In general terms, games and motivation are directly related since they involve activities designed to generate and stimulate commitment, enthusiasm and purpose. However, it is first necessary to detail the elements of motivation. So, it is clear that motivation is one of the most common drivers by which people decide to carry out an activity. This inner force becomes an internal engine that keeps people active to learn and perform in any field. According to Schich (2024), motivation is also influenced by interest and different elements. In the educational context, students in a technological era are always influenced by technology, which causes demotivation in educational aspects. In this way, motivational games emerge that include essential elements of motivation that will be presented below.

Elements of motivation:

Goals: according to Okoronka (2020), all people have a desire and drive that allows them to set specific goals or activities. Goals provide general direction, a path and a purpose to achieve progress, which gradually increases motivation gradually. In the educational context, the goals proposed to students must be adapted to their interests.

Needs: one of the main representatives of motivation is Maslow (1994) who presents basic needs such as (food, water, shelter) as higher-level needs (love, belonging, esteem) one of the elements that cause motivation. in people. Thus, once the most basic needs are met, little by little, higher needs are achieved until they feel fulfilled in the process.

Emotions: within motivation, positive emotions such as enthusiasm and joy can be a flame that brings us closer to the objectives set at the beginning. However, negative emotions can also increase motivation since they can avoid activities or acts that take people away from their main goals (Ekman and Davidson, 1994).

Expectations: Visioning into the future cause's different beliefs about the ability to achieve success or that people feel self-sufficient to complete their goals and achieve them. All this general visualization of positive results influences motivation. If a positive objective is found in people's minds with actions that bring them closer to the goal, it is more likely that motivation will continue to be fueled (Bandura, 1986).

In this same sense, motivational games can be defined as games with all the elements that generate digital or non-digital learning experiences in which all the mechanisms specifically designed to improve intrinsic motivation, promoting commitment in any educational context will be incorporated (Laine & Lindberg, 2020). However, all the desires that are promoted must be natural for challenge, mastery and achievement, making the teaching-learning process a pleasant and meaningful environment.

The main characteristics of motivational games:

1. Game mechanics: as a fundamental part, the game needs to fulfill all its mechanisms such as: dynamics, mechanics, complement.
2. Intrinsic motivation: unlike other types of games within gamification, motivational ones focus on going beyond external rewards, promoting the natural love of learning. (Fishbach, & Woolley 2022).

3. Adaptability: Adaptability not only allows games to be adjusted to any content but also to the needs of the students and the specific objectives of the class. Adjusting the pace and level of difficulty will allow the teacher to ensure that students find a real challenge and that they can progress according to their abilities, increasing engagement and motivation. Learning styles are usually one of the most common difficulties when applying learning strategies. However, games can adapt to all styles and incorporate activities or elements that cater to different styles.
4. Active participation: They encourage students to actively engage with the material through problem solving, exploration, and decision making (Rheinberg, 2020)

Group building games

Team building games are one of the types of games in which they have specific objectives of communication, collaboration and problem solving. The core skills in conjunction with the gamified structure allow the team environment to achieve specific objectives (Jääskä & Aaltonen, 2022). One of the positive points of these games is the environment they generate, since support and positivity are encouraged to work together to effectively achieve a common goal (Lampropoulos et al. 2020).

The main characteristics of these games are cooperation since the creation of rules and mechanisms to work interdependently allows students to take advantage of their strengths and develop leadership. Effective communication is a fundamental part of achieving successful teamwork, encouraging listening, activation and immediate action

to solve problems. Also, one of the elements is confidence, since feeling safe in a suitable environment allows you to better develop all your skills.

Challenges are the activities most involved in these games since they require teamwork to find solutions. Problem solving fosters critical thinking and sound decision-making skills. In this sense, group games have specific rules with instructions that must guarantee effective participation of each group (Krishnamurthy et al. 2022. Also, these games have great adaptability since they can be for different ages, groups, time limitations and learning objectives. Effective group-building games are fun and attractive, promoting positive interactions and motivation among participants.

1. Two lies one true

This team building game is fully adaptive and the main goal is to encourage students to talk and participate in creative storytelling while encountering challenges, challenges and clues. The game consists of guessing or telling the truth from falsehoods about any content. The rules are to form groups and the teacher or each group can have a list of truths and falsehoods ready then each participant takes turns sharing three statements about themselves: two statements that are false (lies) and one statement that is true. The objective is that the other group must guess with clear reasons which are true and which are lies. The other participants must guess which statement is true. This game allows the development of spontaneous and critical communication skills with different skills.

2. Taboo

Communication and speaking skills are the main skills developed in this game. At the same time, the vocabulary and linguistic creativity to think and respond quickly. In this

game, teams are formed and a clue giver is formed. The clue giver takes out a card with a word on it and tries to get his team to guess the word without using certain "taboo" words or phrases. Whoever gives the clue must describe the word using synonyms, descriptions or gestures without saying taboo words, which are generally very close or easy to guess words. If a team guesses the word correctly, they earn points, but if taboo words are used, points may be deducted. The game encourages effective communication, vocabulary expansion, and teamwork.

3. Scavenger hunt

Critical thinking and solving challenges is the main objective of this game since it involves teams in an active and fun search. For this game teams have a specific list of items or challenges that they must meet and find or complete an assigned task. Teams must work together to locate and collect the items or solve the clues within a specific time limit. The team that finds the most items or completes the most clues within the time limit wins the scavenger hunt.

Individual building games

Individual games can be directly related to self-improvement. These games are specifically designed to encourage each participant to generate strengths and strengthen their learning styles (Seaman, 2017). Within these games, mechanisms can lead to self-reflective results or involve challenges that reveal personal traits and preferences. Specific skills are a good starting point in these games since decisions and the resolution of challenges will be personal. Players participate in activities that hone these skills in a stimulating and engaging way.

Like any gamified mechanism, games must have their objectives established, but in this case, players can help establish personal objectives and develop strategies to achieve them (Sailan et al., 2022). Game mechanics and narrative can encourage continued effort and progress toward established goals. The ideal of individual games is to achieve personal development and adapt to specific needs and preferences (Seaman, 2017). This customization may involve adaptive difficulty levels, specific skill challenges, or personalized feedback mechanisms.

1. Bingo

Bingo is one of the most popular individual games in which you must match the numbers on a card with the numbers drawn at random by the caller. The first player to complete a predetermined pattern on their card (such as a straight line, diagonal, or full card) shouts "Bingo" and wins the game. This game is adaptable to any content, therefore the challenges, questions or activities you must complete to fill out your cards will depend on the educational context or content.

2. Scape room challenge

The main objective of this game is to have the student solve a series of puzzles with retros within a very small space with a specific time limit. The adaptable game full of motivation and emotion consists of solving and finding clues in the shortest time possible to unlock different levels.

3. Wheel of names

The objective of the Name Wheel is to randomly select depending on the

content of the class vocabulary, terms or elements in a list using a digital roulette wheel. In this game, students must provide examples, concepts, or details for each element displayed on the screen. The naming wheel is commonly used for random selection, decision making, or award giving in various settings, such as classrooms, meetings, or events.

Independent variable: speaking skill
English language

English around the world as a lingua franca transcends all cultural and geographical borders not only because of its influence on science, culture, society and growth but also because of its power over nations. Si, (2019) highlights that English as a foreign and frantic language is a bridge that makes communication possible between speakers from all over the world and cultures. The effect or also known as the phenomenon of English limits the need to share information such as cultural information or one's own, it is a mother tongue since its expansion grows and becomes easier with English (Jenkins, 2007). Consequently, English is classified as a useful and versatile instrument to make communication and the transmission of knowledge easier, express ideas and emotions, and transmit opinions and attitudes in various contexts (Lewandowska, 2019).

Communication and its effect on society is one of the great powers of English as a language, but it is not the only one. ELF also embodies a unique social construct. Rabiah (2019) mentions that the role of language in a society is more than a product of various communities and societies that transmits knowledge. The form and structure of the language is a fundamental part since these are its constructive characteristics.

Furthermore, Hülmbauer & Böhringer (2008) highlights that language also encompasses sound systems, vowels and processes that make clear and effective communication possible. Cultural nuances are revealed through language, fostering a deeper understanding of the attitudes and behaviors of speakers associated with specific languages.

Truchot (2012) makes real the facts with real evidence of the expansion of English as a world language within the European Union. His research indicates that English is the most used language on the continent and ranks first as the main foreign language taught in educational systems. Statistics show that 91% of European students learn English as a fundamental element compared to other languages (French: 34%, German: 15%, Spanish: 10%). Furthermore, more than half of all EU members claim to be fluent in English: 16% consider it their mother tongue and a notable 31% identify it as a second language. These figures suggest that the global number of people who speak English as a second language can potentially exceed the number of native speakers.

The increasing demand for English proficiency continues to drive its widespread adoption. Bacha, (2021) affirms the undisputed position of English as the most taught, read and spoken language worldwide. Higher education institutions play a vital role in providing students with English language skills, especially for those whose native language is different. Universities around the world have continually implemented and refined structures and mechanisms to ensure effective English language teaching for non-native speakers. At the center of this effort is the development of the four fundamental language skills: speaking, writing, listening and reading.

English language skills

The essential skills in the English language are the four best known: reading, writing, listening and speaking. Now, implementing the skills within the teaching-learning process is the real challenge and commitment as teachers. First, before delving into the real application of the skills, a brief definition of each one will be necessary:

Reading: Refers to any process that involves the compression of a written text. This process includes decoding signs and symbols that involve understanding grammar, vocabulary, and the construction of meaning for each text (Turgunova, 2023). It is normal for readers to develop certain sub-skills that allow them to create different and deeper connections with texts, giving different meanings and relating them to their own experiences to infer meaning and identify the author's purpose (Farrell & Jacobs, 2020).

Writing: it is one of the productive skills in which written language is used to communicate information, ideas, thoughts. This process involves, like any other important step, in this case planning and organization are necessary to finally express what you want to communicate clearly and effectively (Suoth et al. 2023). Effective writers who work and train their skill consider their audience and purpose, using appropriate grammar, vocabulary, and devices.

Listening: this is one of the skills that requires attention, understanding and interpretation of spoken language. In this process, the speaker's message is the objective and starting point in which, it will be necessary to process sounds, words and sentences to create meaning and connections (Afriyuninda & Oktavian. 2021).

Speaking: this is one of the most used skills to communicate ideas and express

opinions. This process involves producing correct, clear sentences with the use of appropriate vocabulary, grammar, and pronunciation (Mackey, 2010).

In this sense, the development of linguistic skills in a spoken production approach requires a real-world context and application. The first stages of education are crucial for the development of these skills for communicative purposes since the foundations and first positive experiences with the language are cultivated. Effective integration of listening, speaking, reading and writing fosters stronger communication processes, allowing students to analyze, interpret and transform their understanding of the world around them.

Language is the main foundation and the starting point since it will unite the four skills in a synergistic way, allowing students to receive information, analyze it critically and express their ideas effectively in accordance with their communicative objectives (Nan, 2018). In teaching English as a foreign language, it is very important that students are involved in all activities and that they are always ready to learn from their own experiences. For this reason, it is essential that teaching frameworks must consider the relationship between three key concepts: mastery, competence and function (Corbett,2022).

The integration of skills is also part of what is considered a communicative competence that in many cases also dominates language sub-abilities. However, in specific contexts it will be necessary for them to learn to "produce". Production skills are those that give way to speaking and writing and emphasize the use of language for communicative purposes in various contexts, which requires that students develop a solid foundation

in communication skills (Brown et al. 2019).

Productive skills

The power of productive skills in English language learning goes beyond the development of certain skills since the terms "productive" and "receptive" are used when categorizing language skills. In this case, the English Language is categorized and defined as speaking and writing skills. In the acquisition and learning of foreign languages in general, several skills are cultivated and developed. However, in the communicative approach the essential skills are the productive ones. These skills already mentioned above cover processes that aim to transmit and disseminate information through writing or speaking (Solijanov, 2021). For this reason, speaking and writing are a final product of the set of several sub-skills and their importance lies in the opportunities that the development of these skills provides to students.

In a real context, daily communication is based on interactions of speech and production and for this reason one of the important elements that this produce is a development of skills that allows students to learn from their experiences incorporating pragmatic elements, educators can encourage a more authentic and practical learning experience (Shahini & Shahamirian, 2021) state that the connection between productive skills and language development is close and fundamental, particularly in the context of communication. Any productive skill requires processes of coding, analysis, interpretation and production in which students activate their knowledge with what they want to communicate.

Speaking skill

The skill of spoken language as a communication tool is well known around the world as one of the most applied. The speaking process entails processes that involve effective and active interaction, since by achieving this, people fulfill the communicative purpose of sharing, expressing and receiving ideas and information clearly, building meaningful connections (Rao, 2019). Through spoken language we can access conversations of routine life, participate in debates and build and be part of a society (Newton & Nation, 2020). Achieving and being considered a competent speaker includes much more than just expressing or making use of sounds, words and sentences but also includes all the sub-skills that the ability to introduce oneself, engage in small talk, and actively listen and respond demonstrates social competence and encourages positive interactions (MacIntyre, 2010). For all this, motivation and confidence in what is spoken is ideal for generating security in those who hear and receive the message, paving the way for stronger social ties and a broader network of connections.

For this reason, being a competent speaker of a foreign language can present a challenge. In the case of English as a global language, speaking skills extend much further than social interaction. In the academic sector, to be able to receive and offer valuable information these skills are essential (Riadil, 2020). The ability to articulate ideas clearly, answer questions effectively, and collaborate verbally with peers is crucial to academic success. Furthermore, spoken language plays a vital role in expressing oneself in written tasks. Clear and concise communication skills translate well to writing, enabling students to produce well-structured and persuasive essays,

reports, and other written works (Namaziandost & Nasri, 2019).

The responsibility of teachers is to offer students opportunities to develop these skills and express themselves clearly and confidently through spoken language (MacIntyre, 2010). Strong speaking skills enable people to advocate for themselves, express their opinions, and actively participate in their communities. This fosters a sense of self-confidence and allows individuals to navigate various social and professional situations with greater confidence. Among the elements that are considered within the ability to speak are the following:

1. ***Grammar and vocabulary***

The correct application and knowledge of simple and complex grammatical structures in relation to the type of interaction. To construct clear and grammatically correct sentences (Oxford, 2003).

2. ***Discourse management***

The organization of language is important and this element allows the spoken language to be coherent, the ideas to be structured in a logical and clear way to make a fluid transition between topics (Long and Crookes, 1992). This includes skills such as using cohesive devices, taking turns, and managing the flow of conversation.

3. ***Pronunciation***

The ability to produce different sounds correctly to form clear words that are understandable to listeners. Intonation issues are also included according to the type of structure, accent and rhythm (Pennington & Rogerson-Revell, 2019). Pronunciation is key since in speaking skill it is what the listener will receive as the final product and it

must be effortlessly fluid, with minimal hesitation or pauses (Reed & Levis, 2019).

4. Interactive communication

A correct interaction between speakers is necessary and this includes the ability to adapt the use of language to different contexts and specific social situations in which the meaning of interaction comes to life as a general sharing and receiving of information (Toro et al. 2019). To achieve a good interaction, it is necessary to respect, listen and analyze what one of the speakers wants to express, also take into account the level of formality, the correct expressions and adapt the style to the type of audience.

CHAPTER III

METHODOLOGICAL FRAMEWORK

3.1 Location

The research was developed at the Technical University of Ambato. This is a public institution located in the city of Ambato created on April 18, 1969 in the province of Tungurahua. The headquarters of the institution is located on Av. Los Chasquis and Rio Payamino. It was applied to fort students 20 women and 10 men. Aditionally,they were from fourth semester of "Pedagogía de los Idiomas Nacionales y Extranjeros" at Universidad Técnica de Ambato.

3.2 Type of research

Pre-experimental research

The study group in this research was not selected at random and the main objective was to determine the use of gamification with motivational games to improve students' oral skills. For this reason, the pre-experimental research focused on identifying the relationship between both variables, motivational games and the students' oral ability. In the words of Schneider and Rohmann (2021), the research involves observing a single group of participants and measuring both variables in relation to the phenomenon under study. The research was carried out in the field since the study or treatment develops naturally. The observation and data collection techniques make this detailed and careful investigation in the registry generate conclusions about the relationship between these two types of variables. (Hernández-Sampieri & Mendoza, 2019). In this sense, the participants were observed and the

dependent variable was measured only after exposure to the independent variable, which in this case was observed after the application and treatment of the motivational games. Participants are not randomly assigned to the groups, so it is possible that there are pre-existing differences between the groups that could affect the results. As a consequence, all quantitative data were taken from the pre- and post-test, which were tabulated and processed to be analyzed statistically.

Bibliographic research

The bibliographic compilation is another of the methods on which the research was based since different academic, professional and scientific sources were used to support the project such as: articles, scientific journals, online articles and magazines, books and scientific articles (Rojas & Alcántara, 2022). The main objective of this type of research is to obtain a general and detailed understanding of the topics to be investigated to identify and subsequently in the application analyze the effect or reaction of the variables when applying the theory to practice. It also allows you to know the status of a topic, identify the different theoretical and methodological perspectives, and find gaps in the research. For this reason, this research analyzed the information collected in various papers, works and scientific research related to motivational games, their elements, techniques and strategies to learn and analyze how it works and the effect on Gamification and motivational games. in the ability to speak. It can be stated that this research method has an exhaustive focus on the review and analysis of the information collected in other research or academic and scientific books, which allows for a clear and detailed vision of the concepts covered in the research.

This type of research seeks to collect, synthesize, and analyze information from existing literature to construct new knowledge about a particular topic.

Tools And Techniques

During the development of the research, different tools and techniques were used such as human, educational and institutional resources. However, the most significant tool from which the data was collected was the speaking part of the PET exam itself, which was applied as a post-test to know the influence of the variable on the speaking skill of the students. The third part of speaking was used to apply to the students. In addition to all of them, the motivational games each had different requirements to be carried out, for example, technological resources such as cell phones, computers, teaching materials such as notebooks, balls, balloons, etc. The category of games as individual and group allowed students to have various types of interaction within the gamified education process. Finally, all the data collected was analyzed using Excel and the T test in order to obtain verifiable and measurable results in order to create conclusions and an educational proposal.

3.5 Population and Sample

This research project was applied to fort students 20 women and 10 men. Aditionally,they were from fourth semester of “Pedagogía de los Idiomas Nacionales y Extranjeros” at Universidad Técnica de Ambato. The age range of the students was between 19 and 22 years old with a B1 English level.

Table 1.

Population

Population	Experimental group	Total	Percentage
Male	10	11	29,7%
Female	20	25	70,3%
Total	30	30	100%

Note: These data were taken from students of Pedagogía de los Idiomas Nacionales y Extranjeros by Luna (2024).

3.6 Data collection

Chon (2020) states that tools such as pre and post-test are one of the best ways to achieve a meaningful analysis and evaluation of the data to be collected. For this reason, this tool was used to evaluate the oral skills of the students prior to the application of motivational games with the main objective of determining, with the results of the posttest after the application of the project, the influence that gamification exerts on development. oral skills of English as a foreign language. For the pre-test and post-test, the third part of the oral PET exam was used, which consisted of a situation and interaction between two participants in which they had to discuss, interact, negotiate and decide the best solution or option regarding the situation presented by the examiner. These pre-tests and post-tests were applied to the experimental group at the beginning of the research in person and the oral ability of the students was evaluated with the four criteria prescribed by the PET test.

The four criteria are evaluated on a band of 0-5 in which 0 is the lowest and 5 the highest score. In addition, it is important to highlight what each criterion corresponds to and what was considered according to the PET parameters for each candidate 1. Grammar and vocabulary: candidates show a good degree of control with simple and complex grammatical forms. 2. Discourse Management: Candidates produce passages of relevant language and information. 3. Pronunciation: It is intelligible with the appropriate intonation and rhythm. 4. Interactive communication: Candidates initiate and respond appropriately with interaction and negotiation.

For the treatment and application of the research, 8 lesson plans were designed with the structure of gamification. The motivational games were categorized into two groups: group construction games, which had a three-game session, and individual construction games, which had a three-game session. That is, in total there were 6 motivational games applied, one per week. Each game applied in class had dynamic, mechanical elements and elements with specific objectives and steps that must be followed to obtain positive results. During the project process each game and application used multimedia tools, strategies and instruments. The rules, progression, dynamics and purpose of the games by category were explained at the beginning of each lesson plan. The research with a quasi-experimental approach used a single experimental group chosen with caution. Finally, after obtaining the data through the pre and posttest, the verification of the variable was carried out with

SPSS software to verify if the hypotheses present the expected results. For the T test, it was used with paired samples and represented the average obtained during the

application of the pretest and posttest. For effectiveness, the T-test for paired samples is responsible for accepting or rejecting the alternative hypothesis that states that motivational games influence the ability to speak. For this reason, these statistical tables were presented with the data obtained by the experimental group respectively during the application of the pretest, then the intervention of motivational games and finally the posttest.

Statement of the Hypothesis

H0: Motivational games **does not have a positive influence** on the speaking skill in students of second semester Pedagogia de los Idiomas Nacionales y Extranjeros.

H1: Motivational games **has a positive influence** on the speaking skill in students of second semester Pedagogia de los Idiomas Nacionales y Extranjeros.

CHAPTER IV

RESULTS AND DISCUSSION

4.1 Results

This chapter contains and illustrates all the data and results during the process of applying motivational games on the influence of the speaking ability of the students of the career "Pedagogía de los Idiomas Nacionales y Extranjeros" The chapter will address three main aspects in this section:

First, the results of the pre-test will be presented with its criteria table that was applied to 30 students in the CLT subject. The speaking ability of the students was evaluated. The speaking section that was taken was the third in which the students had to interact in pairs in a short discussion. The interlocutor was the teacher and he described to each pair a situation in which a young man works very hard and only has one day off a week. And he wants to find an activity that helps him relax. The teacher showed a sheet with pictures about the activities that can be chosen and then asks the students to talk together about the different activities that he could do, and then decide which would be the most interesting and why. The oral test takes no more than 2 minutes per participant, in total a maximum of 4 minutes per couple.

Secondly, the author presents the results of the post-test, which was the same exam that was taken at the beginning of the project. The way of grading and giving evaluation values to the students' speaking ability was measured with the same standards offered by the PET exam, which consists of 4 criteria: 1. Grammar and vocabulary 2. Discourse management 3. Pronunciation and 4. Interactive Communication. Each criterion was evaluated on a band of 0-5, with 0 being the lowest and 5 being the highest. There is

also a comparison of both results before and after the application of the motivational games, for which it is important to highlight that the measurements and comparisons are subject to the development and progress of each of the students and that the couples when taking the post-test tests were random. Additionally, all sections of this chapter include detailed tables and graphs to guide the reader in understanding the parameters of each process accompanied by analysis and interpretation.

Finally, at the end of this chapter, the statistical analysis carried out with all the data collected is detailed with a T test using the SSPS system, which allowed us to identify and verify the hypothesis of the influence of motivational games on the student's speaking skill.

4.2 Analysis and interpretation of the results

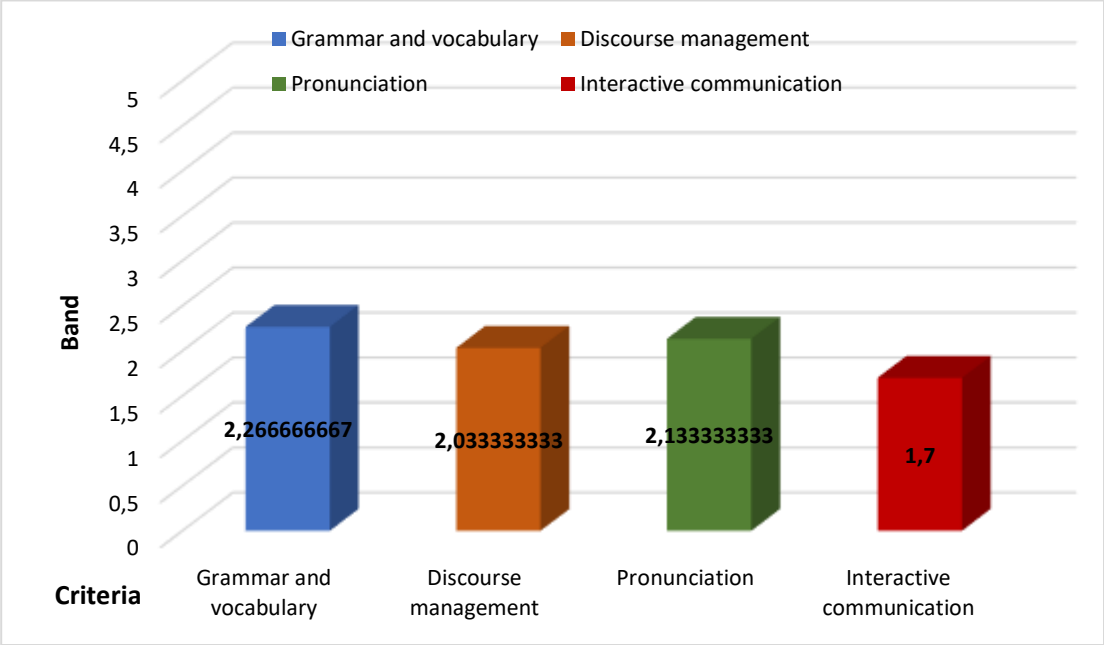
4.2.1 Pre-test

Table 2. *Summary of speaking pre-test results*

Speaking criteria	Average
Grammar and vocabulary	2,26
Discourse management	2,03
Pronunciation	2,13
Interactive communication	1,70
General	2,03

Note: These data were taken from students' speaking pre-test of four semester at "Pedagogía de los IdiomasNacionales y Extranjeros" by Luna (2023).

Figure 2. *Summary of speaking pre-test results*



Note: Descriptive Statistics of the pre-test

The data presented in Table 2 are the 4 criteria that the PET exam provides to measure and evaluate students' speaking ability. Each criterion was evaluated on a band of 0-5 with 0 (lowest) to 5 (highest). To facilitate understanding, it is important to highlight the abilities, skills and functions that are expected within each criterion when evaluating speaking to students: criteria: 1. Grammar and vocabulary: in this criterion, candidates are expected to demonstrate correct control of structures. simple and complex grammar appropriate to the situation presented. 2. Speech management: candidates must produce language with relevant information with logical and coherent ideas.3. Pronunciation: Candidates demonstrate clear and concise pronunciation with appropriate intonation and rhythm. 4. Interactive communication: Candidates initiate

and respond appropriately with interaction and negotiation. They achieve an interaction based on listening, respecting and analyzing what the other partner expresses and then giving their opinion with correct expressions and adapting the style to the type of audience.

Table 2 also shows a final average of the four criteria in relation to the 30 students, which was 2.03 out of 5 points. Which corresponds to an inefficient average within the rating bands. Then, in graph 2 it is observed that the mastery and control of grammatical and vocabulary structures obtained a total of 2.26 out of 5 points, which demonstrates a control of half to the adequate range. One of the aspects that is most lacking is interactive communication since it obtained 1.70 out of 5 points, which allows us to assume that its skills in listening, analyzing and responding fluently were not trained. The third criterion, which was pronunciation, the students presented a total average of 2.13 points out of 5 points.

Finally, the results shown allowed us to identify the most notable problems in the students' speaking ability, which were interactive communication and speech management. Both criteria related to the context and environment in which students must adapt their speech in order to generate a good interaction between speakers. During the test and since it was in real time and recorded, perhaps nerves and external factors intervened, however, the students were not able to develop skills that promote the contribution of significant attributions within the oral interaction and this includes many hesitations in the interaction as a couple.

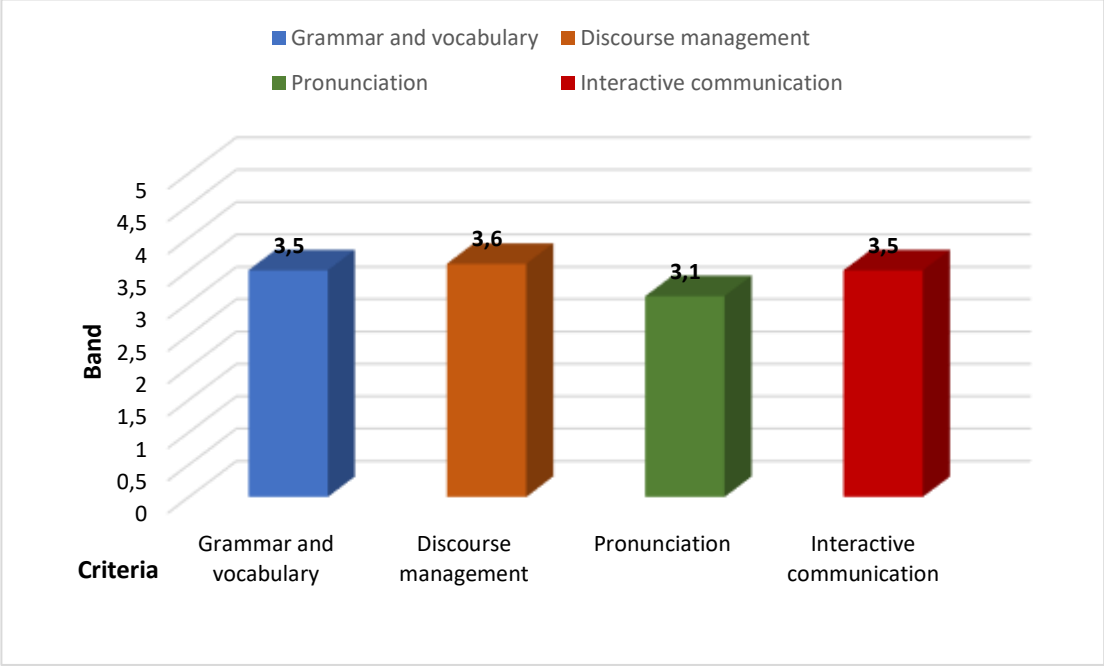
4.2.2 Post-test

Table 3. *Summary of speaking post-test results*

Speaking criteria	Average
Grammar and vocabulary	3,5
Discourse management	3,6
Pronunciation	3,1
Interactive communication	3,5
General	3,42

Note: These data were taken from students' speaking pre-test of four semester at "Pedagogía de los IdiomasNacionales y Extranjeros" by Luna (2023).

Figure 3. *Summary of speaking post-test results*



Note: Descriptive Statistics of the post-test

The data presented in Table 3 are the results of the evaluation of the students' speaking skill after the application of group and individual motivational games. There was a total

of 6 games divided into groups of group construction (3 motivational games) and individual construction (3 motivational games). It is important to mention that it is the same test that was taken from the students. Then, it is the same method and process as the previous one is the 4 criteria that the PET exam provides to measure and evaluate the oral ability of students. Each criterion was evaluated on a range from 0 to 5, with 0 (lowest) and 5 (highest). To facilitate understanding, it is important to highlight the skills, abilities and functions expected within each criterion when assessing speaking with students: Criteria: 1. Grammar and vocabulary: in this criterion candidates are expected to demonstrate correct control of the structures. simple and complex grammar appropriate to the situation presented. 2. Speech management: candidates must produce language with relevant information with logical and coherent ideas.3. Pronunciation: Candidates demonstrate clear and concise pronunciation with appropriate intonation and rhythm. 4. Interactive communication: Candidates initiate and respond appropriately with interaction and negotiation.

Table 3 presents the results of each criterion and at the end a total of the average between the 4 criteria which is 3.42 out of 5 points, which demonstrates the eminent progress of the students in the ability to speak. The vocabulary and grammar criteria presented a total of 3.5 out of 5 points. Through the freedom of the games, the students managed to manage grammatical structures and the use of correct vocabulary. Discourse management presents a total of 3.6 out of 5 points, confirming that the students generated coherent ideas. The pronunciation has a total of 3.1 out of 5 points and finally the interactive communication with a total of 3.5 out of 5 points, managing to demonstrate correct negotiation, understanding the dynamics of interaction and

adapting the language to the specific situation presented. Finally, the illustration in Figure 3 allows us to visualize that the results and final scores in each criterion are greater than 3 out of 5 points, which confirms an improved development and management of speaking ability and that allows reaching communicative, interaction and of negotiation between speakers in an effective and productive way.

4.2.3 Pre-test and post-test results

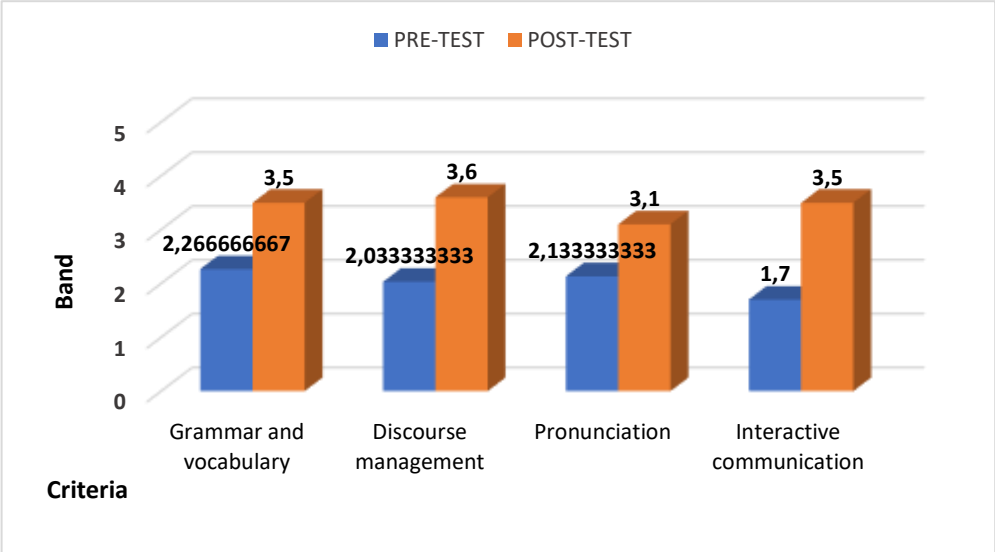
Table 4. *Summary of pre-test and post-test results*

Speaking criteria	Pre-test	Post-test
Grammar and vocabulary	2,26	3,5
Discourse management	2,03	3,6
Pronunciation	2,13	3,1
Interactive communication	1,70	3,5
General	2,03	3,42

Note: These data were taken from students' speaking pre-test of four semester at "Pedagogía de los IdiomasNacionales y Extranjeros" by Luna (2023).

Table 4 shows the result in comparison of the pre-test and post-test with the 4 criteria that were already described in the previous sections. In this section, to analyze and identify the progress between both tests, a progress table was made which was developed with the following formula: Percentage of progress = (Distance traveled / Total distance) * 100. In detail, to calculate the total distance, the How much the difference between the final value and the initial value and the distance traveled depends on the current point you are at. Finally, the distance traveled is divided by the total distance and multiplied by 100 to obtain the percentage of progress.

Figure 4. *Summary of pre-test and post-test results*



Note: Descriptive Statistics of the pre-test and post-test

Table 5 presents the final progress values in each criterion during the pre- and post-test. In the general average of the 4 criteria for the total of 30 students, the table shows progress of 46.77%, which demonstrates significant progress for all participants in the set of the four criteria.

Table 5. *Progress table of pre-test and post-test results*

Speaking criteria	Pre and post-test results	Total distance	Distance traveled	Progress percentage
Grammar and vocabulary	2,26 - 3,5	2,74	1,24	45,29%
Discourse management	2,03 - 3,6	2,97	1,57	52,86%
Pronunciation	2,13 - 3,1	2,87	0,97	33,8%
Interactive communication	1,70 - 3,5	3,3	1,8	54,55%
General	2,03 - 3,42	2,97	1,39	46,77%

Note: These data were taken from students' speaking pre-test of four semester at "Pedagogía de los IdiomasNacionales y Extranjeros" by Luna (2023).

It is important to highlight that two of the criteria presented a progress of more than 50% in this case, specifically discourse management with a progress of 52.86% and interactive communication with a 54.55% progress between the initial and final exam. after the application of motivational games. These values demonstrate that students, through motivation, managed to achieve the standards of the PET exam by providing answers with adequate use of vocabulary, simple and complex grammatical structures, and discourse management that demonstrated organized ideas adapted to the specified context and situation. Pronunciation, which was one of the great challenges of the students, achieved a progress of 33.08%, demonstrating control and confidence when expressing themselves with the controlled use of rhythm and intonation.

4.3 Hypothesis verification

As part of the pre-experimental research methodology, the verification of hypotheses was carried out through the software IBM Statistical Package for the Social Sciences (SPSS) that will take all the data collected. The data provided to the software was an averaged average of the total pre- and post-test for the 30 students. This section shows the T Test for paired samples, which represented the average obtained during the application of the pretest and the posttest. effectiveness, the T-Test for paired samples is responsible for accepting or rejecting the alternative hypothesis that affirms the positive effect of motivational games on four-semester students of the Pedagogía de los Idiomas Nacionales y Extranjeros.

In addition, a normality test was necessary to determine whether the data distribution was normal or dispersed. To this end, it is important to highlight this table in which the acceptable research hypothesis was identified and validated in the final stage using the t-test statistic.

Table 6. *Summary of normality test*

Normality test

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Estadístic	gl	Sig.	Estadístic	gl	Sig.
Pre test	0.196	30	,018	,958	30	0.002
Post Test	0.149	30	,012	,890	30	0.001

H0=Sig>0.05=Data is normally distributed

HA=Sig<0.05=Data is not normally distributed

Table 6 shows the normality test of the pretest and posttest results. This research used 30 subjects and that is the reason why Shapiro Wilk was implemented. In this sense, the significance in the pretest is 0.002, however in the post test it is 0.001. As a result, it can be inferred that the results are of normal distribution with a balanced level of significance, which allows the use of the T test.

Table 7. *Summary of paired sample statistics*

Paired Sample Statistics

		Mean	N	Std. Standar	Std. Error Mean
Par 1	Pre-test	8.1333	30	2.56949	0.46912
	Post-test	13.7	30	3.5443	0.6471

Using the paired sample table, it can be seen that in the pre-test with a total of 30 samples an average of 8.13 was obtained and the post-test 13.7. It can be stated based on the data presented that the difference in the value between means is significant since thanks to the treatment of motivational games the students managed to achieve a general average of 13.7 of the four evaluation criteria presented by the PET (1. Grammar and vocabulary, 2. Pronunciation, 3. Interactive communication, 4. Discourse management)

Table 8. *Summary of paired samples correlations*

Paired Samples Correlations

		N	Correlation	P.Value
Par 1	Pretest & Post Test	30	0.663	0.000065

Applying the sample of correlated tests from the pre and post test to determine if the correlation coefficient has a significant difference from 0, it was necessary to take the total values of both tests. In this sense, the results presented at 0.663 confirm a positive relationship between both. Thanks to these results, a paired T test can be determined.

Table 9. *Summary of paired Samples Test*

Paired Samples Test

		Pired Differences					t	gl	Sig. (bilateral)
		Mean	Std. Derivation	Std. Error Mean	95% Confidence Interval of Difference				
					Lower	Upper			
Par 1	Pre test - Post Test	-5.56667	2.66113	0.48585	-6.56035	-4.57298	-11.457	29	2.76E-12

Decision criteria:

If p>=0.05: The null hypothesis (Ho) is accepted.
If p<=0.05: The alternative hypothesis (H1) is accepted.

The table presented demonstrates a significance level of -2,76 indicating that the null hypothesis (H0) is rejected as it is below .in the pre-test significance values of 0.002 and post-test 0.001, applying the formula p≤ to 0.05. The null hypothesis is rejected and the alternative is accepted.

H1: Motivational games **has a positive influence** on the speaking skill in students of second semester Pedagogia de los Idiomas Nacionales y Extranjeros.

4.4 Discussion

After analyzing the results presented, significant development and progress was demonstrated in the students' speaking skills after the application of gamification with motivational games. For this reason, it can be considered that the game design allows and plays a critical role in the effectiveness of speaking development in students, providing opportunities aligned and adapted to all types of learning, creating a productive and effective learning environment with feedback for ensure constant improvement. During the application of the group games, the students developed sub-skills that allowed them to improve their communication and speaking skills with critical analysis and teamwork to offer immediate solutions by analyzing each challenge and situation. Therefore, during the application of individual games, the autonomy of the students accompanied by healthy and constructive competition allowed the students to internalize their skills and reinforce those that present challenges. The students shared a negotiation process between the participants, their objective being to obtain a final product.

The teaching-learning process through gamification with motivational games allowed all the elements of the game to motivate students to achieve their goals without fear, obtaining immediate feedback. For this reason, the application of each of the games was flexible and adaptable to the different types of learning and the content that the teacher believes is necessary. The satisfactory results of this research are not only presented in this case but also in similar research as presented by Kaur & Aziz, A (2020) "The use of language game in enhancing students' speaking skills" which was based on the systematic review of the influence of language games on improving the

oral skills of English learners. The number of students was 60 and in this research the progress through language games was so significant that a 30% improvement was achieved in relation to the research carried out in this study. The results illustrated the importance and positive impact of Language games to improve students' speaking skills.

Similarly, in pursuit of improvement of speaking and productive skills the researchers Ahmed et all (2022) examined the attitudes of Iranian EFL students towards the use of gamification in English learning. In this research, the Oxford Quick Placement Test (OQPT) was administered to 84 Iranian students and 50 upper-intermediate participants were selected. The research was with an experimental and control group, a previous language test was applied to the participants of both groups to evaluate their skills. The results indicated that the students presented positive attitudes towards the application of games in addition to a growing motivation towards the language. These factors managed to achieve fun factors and reduce anxiety with immediate feedback that achieved constant progress for each challenge.

CAPÍTULO V

5.1 Conclusions

- Motivational games have a direct and positive effect on the development and improvement of students speaking skill. It was verified through motivational games; teachers can create a dynamic learning environment that encourages participation and reduces the anxiety and demotivation that is often associated as a challenge with speaking a new foreign language. From the verification of the alternative hypothesis, the P value was less than 0.05 which confirmed that motivational games helped students improve and increase the possibilities of creating meaningful environments that promoted the productive development of speaking skill of the students.
- Through a bibliographic review and based on research related to gamification and motivational games. It was determined that group building and individual building games are the best option to improve the development of students speaking skills. According to Belz and Steiner (2019), group games offer collaborative learning in which active, critical and productive interaction and communication are encouraged. During the game process students are offered real opportunities to practice speaking while solving challenges and providing immediate solutions in groups. in your work group. Then, the competition and commitment to working as a team promotes the motivation to participate and take on specific roles during the mechanics of the game. In this sense, the construction of individual games encourages critical and personal development

in which students internalize their skills, giving their best to achieve personal goals. Students can practice at their own pace, focusing on areas requiring extra attention.

- In the research, the students were satisfactorily evaluated for their speaking ability through the PET exam. There were four evaluation criteria and it was evaluated in a range from 0 to 5. Grammar and vocabulary pre-test 2.26 and post-test 3.5. Discourse management pre-test 2.03 and post-test 3.6. Pronunciation pre-test 2.13 and post-test 3. Interactive communication pre-test 1.70 and post-test 3.5. With a general average of the 4 criteria of 2.03 in the pre-test and 3.42 in the post-test. Games can adapt to various learning styles, allowing students to grasp concepts through kinesthetic, auditory or visual approaches. The collaborative nature of many games also promotes teamwork and communication, further enriching the speaking experience.
- The motivational games divided into group and individual games during this application managed to create a learning environment in which the freedom to speak and communicate was offered in all activities. One of the essential elements was the competition that in both categories encouraged active and productive participation. With game elements such as dynamics, mechanics and components, structured platforms were provided in which the content could be focused on specific topics or sub-skills for each lesson plan. This organizational structure in conjunction with fun and learning led to an improvement in the students' speaking ability, promoting a natural, real and significant

development which was evidenced in the progress table with a total of 46.77% progress. in relation to the pre and posttest of the four criteria.

5.2 Recommendations

After conducting the research, it can be stated that learning a language can be a daunting or in many cases stressful task, incorporating motivational games can make the journey more attractive and lead to a significant improvement in speaking skills. To maximize results when using this proposal or implementing gamification in educational contexts, it is important that the teacher considers:

- Aligning games with specific learning objectives is crucial. Teachers must be clear about the educational purpose and the result they expect from the activity. It is not a random game, these must be carefully selected and targeted at the specific skills or sub-skills you want to develop. This could include fluency, pronunciation, vocabulary use or grammatical structures. Make sure games provide opportunities for students to practice these skills in a way that is meaningful and fun.
- The commitment of teachers in designing, adapting and achieving a structured plan is essential for successful implementation. The games must be focused on the profile of the students and their needs. Instructions should be easy to understand and age-appropriate to your students' language proficiency level.

Consider incorporating elements of competition, collaboration, and rewards to keep students motivated and actively participating.

- Creating a safe learning environment through games that promote competition can seem like a challenge for the teacher. However, these types of environments promote a supportive and encouraging environment. Students should feel comfortable taking risks, making mistakes, and actively participating without fear of being judged. The instant feedback that the games promote allows students not to focus on the fault of an error, on the contrary, it allows them to internalize the learning and become aware of the aspects that must be improved through self-confidence and motivation.
- The adaptability of the games allows them to be modified in the application process. This implies that the teacher's work must be analytical during each session since by recognizing the differences and learning styles as they advance, there will be a group of students who need to increase the level of difficulty. Offer differentiated options within games or provide alternative activities for those who need additional support or more challenging tasks. This ensures that all students can participate meaningfully and progress in their speaking skills.

CHAPTER VI

PROPOSAL

6.1 Title: Developing Speaking skills Through Motivational Games: A Guide of Lesson Plans – Higher Education



GAMIFICATION IN
HIGHER EDUCATION

PROPOSAL

DEVELOPING SPEAKING SKILLS THROUGH MOTIVATIONAL GAMES: A GUIDE OF LESSON PLANS

DESCRIPTION

This section will describe the entire process carried out during the treatment of the project. The research was carried out at the UTA located in the city of Ambato. The selected students were fourth semester students of the PINE degree in the subject of CLT. With a total of 30 students and the application, a pre- and post-test was used as a tool to evaluate the students' oral ability. The criteria offered by the PET exam are four:

1. Grammar and vocabulary
The correct application and knowledge of simple and complex grammatical structures in relation to the type of interaction. To construct clear and grammatically correct sentences.

2. Discourse management
The organization of language is important and this element allows the spoken language to be coherent, the ideas to be structured in a logical and clear way to make a fluid transition between topics.

3. Pronunciation
The ability to produce different sounds correctly to form clear words that are understandable to listeners. Intonation issues are also included according to the type of structure, accent and rhythm

4. Interactive communication
A correct interaction between speakers is necessary and this includes the ability to adapt the use of language to different contexts and specific social situations in which the meaning of interaction comes to life as a general sharing and receiving of information

DEVELOPMENT OF THE PROPOSAL

This proposal had 3 phases which are; Application of pre-test - treatment to the experimental and post-test.

Furthermore, there were different stages:

- Application of the pre-test :

o Lesson plan 1

- Application of the treatment:

o Lesson plan 2
o Lesson plan 3
o Lesson plan 4
o Lesson plan 5
o Lesson plan 6
o Lesson plan 7

- Application of the post-test:

o Lesson plan 8

MOTIVATIONAL GAMES

Speaking a language confidently can be daunting for students. Traditional classroom settings, while valuable, can often lack the engagement factor needed to truly internalize spoken language. This is where motivational games come in – a powerful tool to transform language learning into a fun and interactive experience. For the application of this project, the games were categorized into group and individual games:

Group building games

1. Two lies one true
2. Taboo
3. Scavenger hunt

Individual building games

1. Scape room challenge
2. Bingo
3. Weel of names

Objectives

OBJECTIVES:

GENERAL

- To evaluate the use of motivational games to develop students' speaking skills.

SPECIFIC

- To design lesson plan and adapt motivational games to develop students' speaking skills
- To apply motivational games to develop students' speaking skills.

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Maestría en Enseñanza del Idioma Inglés

"Motivational Games and speaking skill"

Gamification Lesson Plan 1

PRE-TEST

First Name	Last Name	Email	Date
Katherine	**Luna**	Ktty.luna@hotmail.com	October 15, 2023
Semester	**Year**	**Level/Subject**	**Lesson Duration**
4	2023-2024	B1	40 minutes
Title: Motivational Games and speaking skill			
UNIT 1 : CLT Principles			
Category: Pre-test			
Pre-test			

Speaking criteria:
1. Grammar and vocabulary: students show a good degree of control of a range of simple and some complex grammatical forms. Uses a range of appropriate vocabulary to give and exchange views on a wide range of familiar topics. **2. Discourse management:** students produce extended stretches of language with very little hesitation. Contributions are relevant and there is a clear organization of ideas. Uses a range of cohesive devices and discourse markers **3. Pronunciation:** it is intelligible with proper intonation, pronunciation and rhythm**.** **4. Interactive communication:** students initiate and respond appropriately, linking contributions to those of other speakers. Maintains and develops the interaction and negotiates towards an outcome.
Content Standards:
• **PRE-TEST**
Student learning objectives:
By the end of this lesson students will be able to: • show a good degree of control of a range of simple and some complex grammatical forms. Uses a range of appropriate vocabulary to give and exchange views on a wide range of familiar topics.

- produce extended stretches of language with very little hesitation. Contributions are relevant and there is a clear organization of ideas. Uses a range of cohesive devices and discourse markers

Academic language and language support:

- **CLT handbook**
- Speaking criteria
-

Students' prior knowledge:

Students have practiced their speaking skills in different communicative contexts each semester.

Instructional strategies and learning tasks:

Part 1
- The teacher explains the pre-test process, time, standards and situation presented.
- The teacher clarifies the parameters of how the students will be graded.
- Students will complete second part of speaking PET exam in pairs.

Part 2
- The teacher explains the process of applying motivational games in a general way

Assessments

To assess their understanding throughout the lesson, we will:

Formative

- Students recreate a situation in other to interact with a classmate.

Annexes Lesson Plan 1

PRE-TEST

SPEAKING SECTION

Interlocutor

- I am going to describe a situation to you. A young man works very hard and has only one freeday a week. He wants to find an activity to help him relax.
- Here are some activities to help him relax.



Now, we are going to talk together talk together about the different activities he could do, and then I'd like you to decide which would be most interesting and why

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"Motivational Games and speaking skill"

Gamification Lesson Plan 2

First Name	Last Name	Email	Date
Katherine	**Luna**	Ktty.luna@hotmail.com	October 17, 2023
Semester	**Year**	**Level/Subject**	**Lesson Duration**
4	2023-2024	B1	40 minutes

Title: Motivational Games and speaking skill
UNIT 1 : CLT Principles
Category: Group games
Game name: Two lies one true

Speaking criteria:
1. Grammar and vocabulary: students show a good degree of control of a range of simple and some complex grammatical forms. Uses a range of appropriate vocabulary to give and exchange views on a wide range of familiar topics. **2. Discourse management:** students produce extended stretches of language with very little hesitation. Contributions are relevant and there is a clear organization of ideas. Uses a range of cohesive devices and discourse markers .
Content Standards:
• **Principles of Communicative Language Teaching** • 'Authentic language' in real context • The target language is a vehicle for classroom • In CLT, games, role plays, group work, pair work
Student learning objectives:
By the end of this lesson students will be able to: • show a good degree of control of a range of simple and some complex grammatical forms. Uses a range of appropriate vocabulary to give and exchange views on a wide range of familiar topics. • produce extended stretches of language with very little hesitation. Contributions are relevant and there is a clear organization of ideas. Uses a range of cohesive devices and discourse markers

Academic language and language support:

- CLT handbook
- Support material for new concepts
- Student Materials
- Teacher Material

Students' prior knowledge:

The students have already been tested on their speaking skills. They already know the application of the project and how it will be carried out.

Instructional strategies and learning tasks:

Part 1:

Explanation of the game: (Annex 1)

Call My Bluff motivational game is a fun game that is perfect at the beginning of the project application. This motivational game allows students to get to know each other and the teacher or introduce a new topic. The dynamics of the game is an excellent icebreaker among students. In this game students will be able to develop oral expression skills while having fun and taking challenges.

Instructions:

- The teacher divides the students into 2 large groups and explains the game to them.
- The teacher presents the students with 3 sentences of which 2 are false and one is true.
- Students in each group must guess and give their opinions as to why they think it is true or false.
- Students with more correct answers score more points.

Part 2:

Game rules:

- ✓ Each group has a limit time
- ✓ Members of each group can help each other but not by asking the other group.
- ✓ If the group guesses with 1 or 2 questions, they earn double points.
- ✓ If the group exceeds the questions, they lose a point.

Part 3:

POINTS: **T**he group games have a duration of 4 sessions and in the end the group that obtains the most points will be the winners

CONTENT: CLT FEATURES

Assessments

To assess their understanding throughout the lesson, we will:

Formative

- Students must create a video where students discuss how they can apply the communication skills practiced in class to real-life situations.

Summative

- Students complete a short test about CLT principles

Annexes Lesson Plan 2

ANSWER KEY

TRUES

It aims to make learners to attain communicative competence so the learners can use language accurately and appropriately.

The major focus while using CLT approach is on the learners. The teacher is just the facilitator.

The teacher is a person who manages the environment and helps the learners to become autonomous

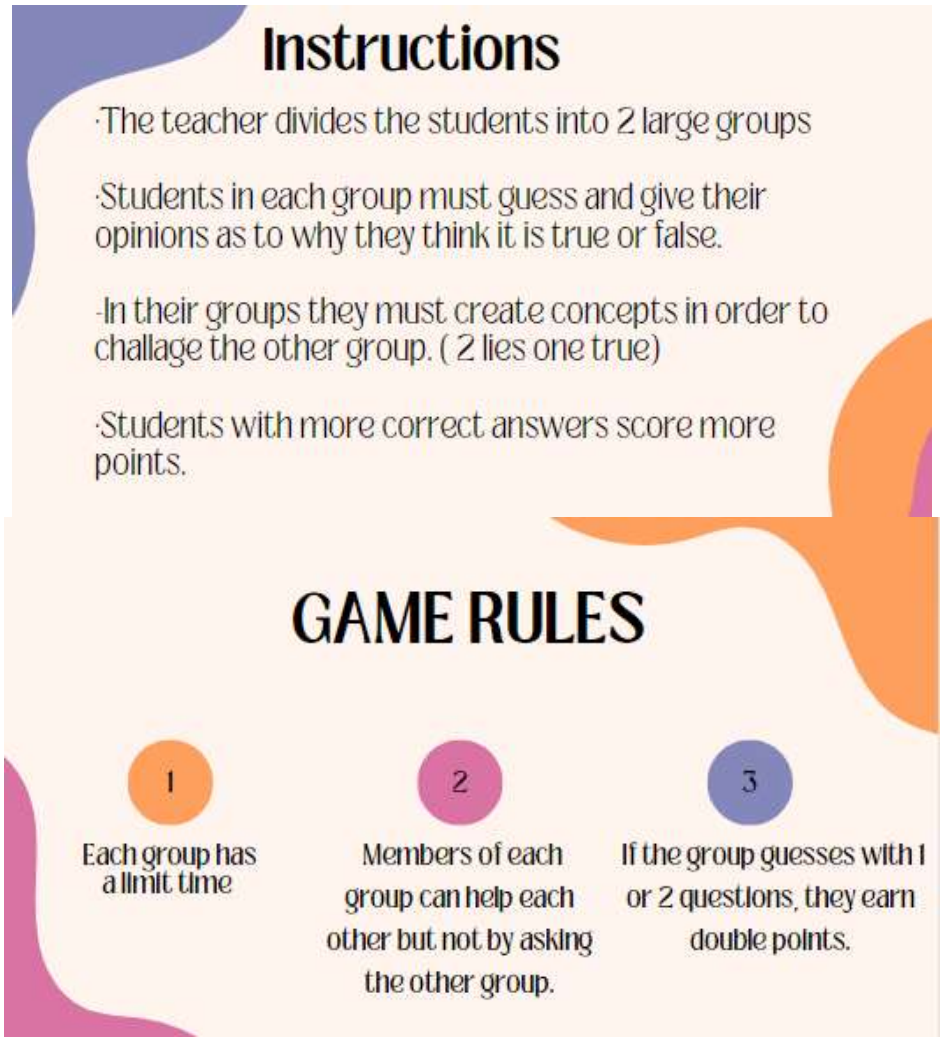
In CLT approach, meaning is given prime importance. The main focus of the approach is to make the learners able to understand the intention and expression of the writers and speakers.

In this approach, it is believed that communicative functions are more important rather than linguistic structures. Littlewoold states that'' one of the most characteristics features of communicative language teaching is that it pays systematic attention to functional as well as structural aspects of language, combine these into a more fully communicative

Each language has limited number of sentence patterns. Mastering only those sentence patterns does not help the learners to communicate in the target language. The learner needs to learn the communication functions of those structures.

While using CLT approach in teaching language, the target language is used in the classroom. The target language is a vehicle for class room communication, not just the object of study.




Instructions
·The teacher divides the students into 2 large groups
·Students in each group must guess and give their opinions as to why they think it is true or false.
·In their groups they must create concepts in order to challage the other group. (2 lies one true)
·Students with more correct answers score more points.
GAME RULES
1
Each group has a limit time
2
Members of each group can help each other but not by asking the other group.
3
If the group guesses with 1 or 2 questions, they earn double points.

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"Motivational Games and speaking skill"

Gamification Lesson Plan 3

First Name	Last Name	Email	Date
Katherine	**Luna**	Ktty.luna@hotmail.com	October 24, 2023
Semester	**Year**	**Level/Subject**	**Lesson Duration**
4	2023-2024	B1	40 minutes
MOTIVATIONAL GAMES			
Category: Group games			
Title game: Taboo			

Speaking criteria:

1. Grammar and vocabulary: students show a good degree of control of a range of simple and some complex grammatical forms. Uses a range of appropriate vocabulary to give and exchange views on a wide range of familiar topics.
3. Pronunciation: it is intelligible with proper intonation, pronunciation and rhythm.
4. Interactive communication: students initiate and respond appropriately, linking contributions to those of other speakers. Maintains and develops the interaction and negotiates towards an outcome.

Content:

- Vocabulary and CLT fundamental concepts:
- Communication, authentic language use, Task-based learning, interaction, error correction, cultural awareness, fluency, accuracy, teacher and student role, integrated skill.

Student learning objectives:

By the end of this lesson students will be able to:
Show a good degree of control of a range of simple and some complex grammatical forms.
Use a range of appropriate vocabulary to give and exchange views on a wide range of familiar topics.
Pronounce with proper intonation, pronunciation and rhythm.
Initiate and respond appropriately, linking contributions to those of other speakers. Maintains and develops the interaction and negotiates towards an outcome.

Academic language and language support:

Students will demonstrate their ability to use vocabulary related to CLT concepts in authentic language use contexts.
Students will engage in task-based learning activities to achieve a specific goal within a simulated real-life communication scenario.

Students' prior knowledge:

The students have already put into practice CLT main features and characteristics.

Instructional strategies and learning tasks:

Part 1:

Explanation of the game: (Annex 1)

1. Introduction (5 minutes):

Welcome the students to the class and introduce the topic of effective communication. Briefly explain the CLT concepts that will be practiced during the lesson. 2. Explanation of Taboo:

Instructions:

- The teacher divides the class in groups. **(**The same groups of the first session)
- The teacher gives each group cards with a word game. Each team will take turns having one member draw a card with a word or phrase related to CLT concepts. The goal is to describe the word or phrase to their team members without using certain "taboo" words listed on the card.
- The first word is the secret word. The object of the game is to get another player to say this word while avoiding using the rest of the words.
- The student with the card must describe this word until another student discovers the secret word.
- All other groups of words are "taboo" and cannot be used in the student's description of the secret word.

Part 2:

Game rules:

- ✓ Students are not allowed to mention the words taboo.
- ✓ Students have a time limit.
- ✓ The student who mentions a word that cannot be in the transcript loses points.

Part 3:

POINTS: Points scored in this game will be used to determine the winning group at the end of the group sessions.

Error correction and feedback:

- After each round, provide feedback on the language used by the students.
- Emphasize effective communication strategies and provide gentle correction for errors.
- Encourage students to reflect on their performance and identify areas for improvement.

Reflection and discussion:

- Lead a brief discussion on the experience of playing the game and practicing communication skills.
- Ask students to share any challenges they faced and strategies they found helpful.
- Reinforce the importance of effective communication in real-life situations.

Assessment

To assess their understanding throughout the lesson, we will:

Formative

- Students must send an audio explaining how they fell during the activity and provide activities similar that they could apply in class.

Annexes Lesson Plan 3





AUTHENTIC LANGUAGE USE:

Authentic materials and contexts are used to expose learners to real-world language use



INTERACTION:

Interaction among learners and between learners and the teacher is central to CLT. Learners are encouraged to engage in meaningful conversations, discussions, role-plays, and other interactive activities



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"Motivational Games and speaking skill"

Gamification Lesson Plan 4

First Name	Last Name	Email	Date
Katherine	**Luna**	Ktty.luna@hotmail.com	November 7, 2023
Semester	**Year**	**Level/Subject**	**Lesson Duration**
4	2023-2024	B1	40 minutes
MOTIVATIONAL GAMES			
Category: Group games			
Title game: Scavenger hunt			

Speaking criteria:

1. Discourse management: students produce extended stretches of language with very little hesitation. Contributions are relevant and there is a clear organization of ideas. Uses a range of cohesive devices and discourse markers
2. Pronunciation: it is intelligible with proper intonation, pronunciation and rhythm.
3.Interactive communication: students initiate and respond appropriately, linking contributions to those of other speakers. Maintains and develops the interaction and negotiates towards an outcome.

Content:

- Communication strategies
- Fluency activities
- Accuracy activities
- CLT and students age

Student learning objectives:

By the end of this lesson students will be able to:
Produce extended stretches of language with very little hesitation.
Contribute relevant information and there is a clear organization of ideas.
Use a range of cohesive devices and discourse markers
Pronounce intelligible with proper intonation, pronunciation and rhythm.

Academic language and language support:

- Phases and stages to use during communication practice
- Steps to develop fluency and accuracy activities
- CLT features and characteristics- how it could be adaptable to students' profile

Students' prior knowledge:

Students likely have some prior knowledge of grammar rules and vocabulary depending on their age and previous language learning experiences. This knowledge can form the foundation for accuracy activities, but they may need practice applying it in a communicative context.

Instructional strategies and learning tasks:

Part 1:

Explanation of the game:

A scavenger hunt is a game where participants search for a list of specific items or complete tasks to win.

The List:

- This is the heart of the scavenger hunt, containing a list of items participants need to find or tasks they need to complete. These items can be physical objects, photos, information gathering, or even actions.
- The list should be clear, concise, and achievable within the time limit.

Instructions:

- ✓ The teacher divides the classroom into the two groups created previously.
- ✓ The teacher explains to the students the game and the importance of this last game since it will define which group will win the final prize.
- ✓ In the classroom there are some images with QR codes and numbers. Each number represents an activity that they must perform and solve to find the treasure.
- ✓ The challenges must be solved as a team and have a time limit to complete them.

Part 2:

Game rules:

- ✓ Students must scan all QR codes
- ✓ The activities must be fully presented otherwise they will not be valid.
- ✓ If a student does not stop when he should, the errors are added for the end, count it and see the team with the fewest errors.
- ✓ Students have a limited time.

Part 3:

POINTS: In this game students do not score points. The group that makes the most mistakes will be deducted points.

CONTENT:

- Communication strategies
- Fluency activities
- Accuracy activities
- CLT and student's age

Assessment

To assess their understanding throughout the lesson, we will:

Formative

- Students must send and audio to reflect their experiences during the activity

Summative

- Students complete a fluency and accuracy lesson plan

Annexes Lesson Plan 4

QR CODE	Instructions
	1.Watch the video and answer: What was the communication strategy? The activity is focused on fluency, accuracy or both, explain why?
	2.List 5 characteristics that you find of activities focusing on accuracy
	3.Record a video
	4.Create an activity focused on fluency and accuracy (Both): Context: • Age: 15 years • Level: B1 • Private education • Topic: News • You must present:

	• Activity name: • Aim • Procedures • Material
	5.Create a tower with the glasses and take a group photo

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Centro de Posgrados

Maestría en Enseñanza del Idioma Inglés

"Motivational Games and speaking skill"

Gamification Lesson Plan 5

First Name	Last Name	Email	Date
Katherine	**Luna**	Ktty.luna@hotmail.com	November 14 , 2023
Semester	**Year**	**Level/Subject**	**Lesson Duration**
4	2023-2024	B1	40 minutes
MOTIVATIONAL GAMES			
Category: Individual games			
Title game: Escape Room Challenge			

Speaking criteria:

1. Grammar and vocabulary: students show a good degree of control of a range of simple and some complex grammatical forms. Uses a range of appropriate vocabulary to give and exchange views on a wide range of familiar topics.
2.Discourse management: students produce extended stretches of language with very little hesitation. Contributions are relevant and there is a clear organization of ideas. Uses a range of cohesive devices and discourse markers
3. Pronunciation: it is intelligible with proper intonation, pronunciation and rhythm.

Content:

- Issues in implementing a CBI approach

Student learning objectives:

By the end of this lesson students will be able to:

- Show a good degree of control of a range of simple and some complex grammatical forms.
- Uses a range of appropriate vocabulary to give and exchange views on a wide range of familiar topics.
- Produce extended stretches of language with very little hesitation.
- Uses a range of cohesive devices and discourse markers
- Pronounce is intelligible with proper intonation, pronunciation and rhythm.

Academic language and language support:

- Current approaches to CLT methodology
- CLT principles

Students' prior knowledge:

The students have already learned about:

- Communication strategies
- Fluency activities
- Accuracy activities
- CLT and student's age
- Current Trends in Communicative Language Teaching
- Ten Core Assumptions of Current Communicative Language Teaching

Instructional strategies and learning tasks:

Part 1:
Explanation of the game:

This game encourages challenge-based learning in an exciting and interactive way focused on increasing fluency and confidence in a foreign language. In which the teacher is in charge of creating a theme in the classroom and the only way to escape is through riddles and effective communication.

Instructions:

- The teacher explains the dynamics of the game and the themes presented in the classroom. Each puzzle becomes an opportunity to practice vocabulary, grammar and, most importantly, speaking.
- The classroom theme is the creation of activities with a communicative focus for each age range and level of students.
- Students must decipher the shortcuts and messages to finally detect the problem and the complete profile of the students.
- Once they have deciphered the encrypted messages, they must create a complete activity with objectives and procedures for the challenge and student profile presented. This may include

deciphering encrypted messages, interpreting clues written in the target language or role-playing scenarios.

- The student who best matches the group and profile of students with an activity and materials for the activity that they must create will earn the most points. Each puzzle unlocks points or challenges. Students must be attentive and focused.

Part 2:

Game rules:

- ✓ Students have limit time
- ✓ The application of CLT activities must include objectives, procedure, materials and assessment.
- ✓ The students save points for each challenge faced.

Part 3:

POINTS: Points scored in this game will be used to determine the winning at the end of the individual game's sessions.

CONTENT:

- Current Trends CLT
- Issues and application con CBL AND CLT approach

Assessment

To assess their understanding throughout the lesson, we will:

Formative

Task 15
(CLT handbook)

Summative

- Students record and shares their experiences during the Escape Room Challenge

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Maestría en Enseñanza del Idioma Inglés

"Motivational Games and speaking skill"

Gamification Lesson Plan 6

First Name	Last Name	Email	Date
Katherine	**Luna**	Ktty.luna@hotmail.com	November 21 , 2023
Semester	**Year**	**Level/Subject**	**Lesson Duration**
4	2023-2024	B1	40 minutes
MOTIVATIONAL GAMES			
Category: Individual games			
Title game: Bingo			

Speaking criteria:

1. Grammar and vocabulary: students show a good degree of control of a range of simple and some complex grammatical forms. Uses a range of appropriate vocabulary to give and exchange views on a wide range of familiar topics.
2.Discourse management: students produce extended stretches of language with very little hesitation. Contributions are relevant and there is a clear organization of ideas. Uses a range of cohesive devices and discourse markers
3. Pronunciation: it is intelligible with proper intonation, pronunciation and rhythm.

Content:

- Current Trends in Communicative Language Teaching
- Ten Core Assumptions of Current Communicative Language Teaching
- Changes in approaches to language teaching

Student learning objectives:

By the end of this lesson students will be able to:

- Show a good degree of control of a range of simple and some complex grammatical forms.
- Uses a range of appropriate vocabulary to give and exchange views on a wide range of familiar topics.
- Produce extended stretches of language with very little hesitation.
- Uses a range of cohesive devices and discourse markers
- Pronounce is intelligible with proper intonation, pronunciation and rhythm.

Academic language and language support:

- Current approaches to CLT methodology
- CLT principles

Students' prior knowledge:

The students have already learned about:
- Communication strategies
- Fluency activities
- Accuracy activities
- CLT and student's age

Instructional strategies and learning tasks:

Part 1:
Explanation of the game:

This game is a fun, fast-paced activity that encourages healthy competition adaptable for any age or group.

Instructions:

• The teacher explains the rules of the game to the students.

• Each student will have a bingo card with a grid of squares. The squares have numbers from 1 to 75. Students will also have a list of questions, activities or challenges numbered from 1 to 75.

• With the help of an online application for bingo games, the teacher draws random numbers and the students who have that number on their letter and the answer or activity indicated on the sheet will come to the front of the class to carry out the activity and be able to mark the number on your card.

• Only students who complete the activity or answer the question will be able to point. The first student to complete the booklet is the winner.

Part 2:

Game rules:

- ✓ Students have limit time to answer the questions.
- ✓ Los estudiantes no pueden repetir sus respuestas.
- ✓ Los estudiantes que cumplan todas las actividades generan puntos extra.

Part 3:

POINTS: Points scored in this game will be used to determine the winning at the end of the individual game's sessions.

CONTENT:

- Current Trends in Communicative Language Teaching
- Ten Core Assumptions of Current Communicative Language Teaching
- Changes in approaches to language teaching

Assessment

To assess their understanding throughout the lesson, we will:

Formative

Task 12
(CLT handbook)

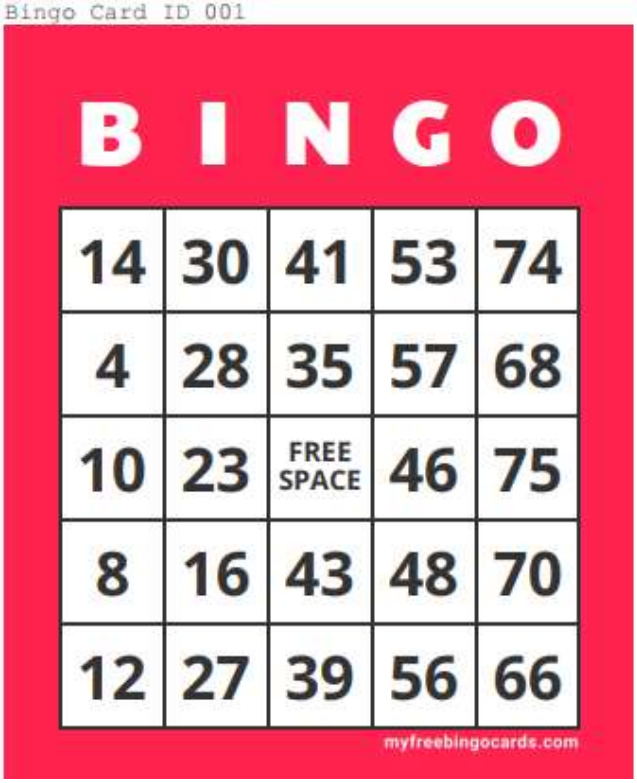
What are the implications of the principles above for teaching in your teaching context? Do you have other principles that support your teaching?

Summative

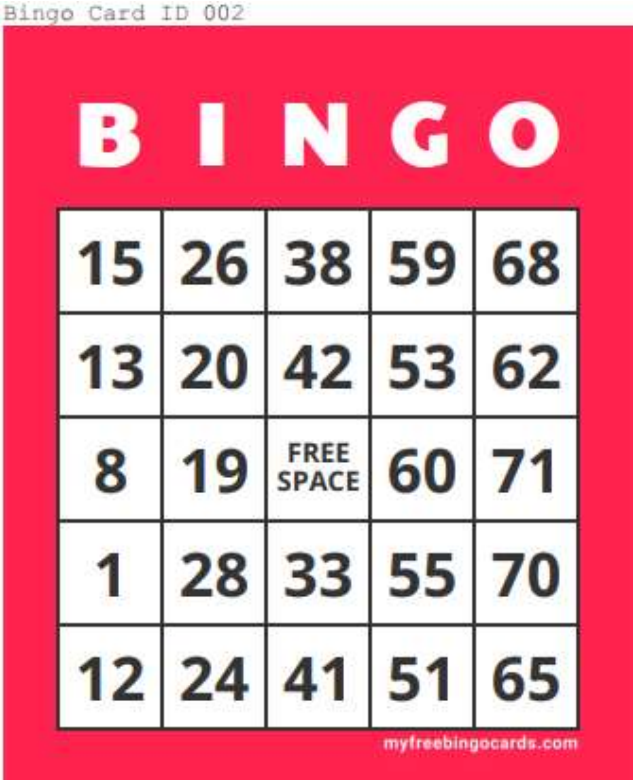
- Students complete a CLT lesson plan

Annexes Lesson Plan 6

Bingo Card ID 001



Bingo Card ID 002



1. Describe your favorite vacation spot.
2. Share a memorable childhood memory.
3. Explain your dream job and why you're interested in it.
4. Discuss a recent book or movie you enjoyed.
5. Talk about a challenging decision you've made.
6. Describe your favorite childhood game.
7. What are the main characteristics of an activity focus on fluency?
8. Explain a unique talent or skill you possess.
9. Discuss your favorite type of music or artist.
10. Share a recent travel adventure or experience.
11. Describe a CLT activity
12. Describe a place you'd like to visit in the future.
13. Discuss a life lesson you've learned.
14. Explain your favorite type of cuisine and why.
15. Share your career goals and aspirations.
16. What are the main characteristics of an activity focus on accuracy?
17. Discuss a favorite family tradition.
18. Talk about a recent personal achievement.
19. Explain a hobby or interest you're passionate about.
20. What are the main components of CLT?
21. Explain why People learn a language best when using it to do things rather than through studying how language works and practicing rules.
22. Discuss a recent technological advancement.

23. Explain a time when you had to overcome a fear.
24. Share your thoughts on your favorite holiday.
25. Talk about your favorite way to relax and unwind.
26. What difficulties arise in using authentic materials?
27. Discuss your favorite season and what you enjoy about it.
28. Explain a unique cultural experience you've had.
29. Share a personal goal you're currently working toward.
30. Discuss a famous historical figure you admire.
31. Describe a recent accomplishment you're proud of.
32. Talk about a language you'd like to learn.
33. Explain a current event that's caught your attention.
34. Share your favorite childhood book or TV show.
35. Discuss a significant person in your life.
36. Describe a memorable day from your school years.
37. Explain a change you'd like to make in your community.
38. What is Opinion-sharing activities
39. Talk about a favorite childhood toy or game.
40. Discuss a place you'd like to live if you could choose anywhere.
41. Describe your favorite animal and why you love it.
42. Share your favorite quote or saying.
43. Explain a career you're not interested in and why.
44. What is Information-transfer activities
45. Talk about a piece of art or music that inspires you.
46. Describe a skill or talent you'd like to learn.
47. Explain a current trend or phenomenon you find interesting.
48. Share your thoughts on a favorite sport or athlete.
49. Discuss a challenge you've recently faced.
50. How students create materials using their own learning?
51. Share your favorite way to exercise and stay healthy.
52. Explain a memorable road trip or journey you've taken.
53. Discuss a personal goal you've achieved.
54. Talk about a favorite childhood memory with friends.
55. Describe a place you'd like to visit for a special occasion.
56. Share your thoughts on a recent political topic.
57. Explain a dream you've had recently.
58. Discuss a unique cultural practice you've encountered.
59. Describe a hobby or interest you're curious about.
60. Share a favorite childhood story.
61. Talk about a person who has had a significant impact on your life.
62. Discuss a recent news headline that caught your attention.
63. Explain a historical figure you'd like to have dinner with.
64. How useful do you think authentic materials are in the classroom?
65. Share your thoughts on a recent environmental issue.
66. Talk about a historical period you'd like to time travel to.
67. Discuss a recent discovery or invention you find fascinating.
68. Explain a decision you made that changed your life.
69. Describe a place you'd like to explore for adventure.

70. What are the main characteristics of fluency activities?
71. Discuss a memorable school project or presentation.
72. Talk about a time when you faced a tough choice.
73. What are the ten core assumptions of current communicative Language Teaching?
74. Share your thoughts on a favorite destination for relaxation.
75. Describe your vision for your future self.

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"Motivational Games and speaking skill"

Gamification Lesson Plan 7

First Name	Last Name	Email	Date
Katherine	**Luna**	Ktty.luna@hotmail.com	November 28 , 2023
Semester	**Year**	**Level/Subject**	**Lesson Duration**
4	2023-2024	B1	40 minutes
MOTIVATIONAL GAMES			
Category: Individual games			
Title game: Wheel of names			

Speaking criteria:

1. Grammar and vocabulary: students show a good degree of control of a range of simple and some complex grammatical forms. Uses a range of appropriate vocabulary to give and exchange views on a wide range of familiar topics.
2.Discourse management: students produce extended stretches of language with very little hesitation. Contributions are relevant and there is a clear organization of ideas. Uses a range of cohesive devices and discourse markers
3. Pronunciation: it is intelligible with proper intonation, pronunciation and rhythm.

Content:

- CLT benefits and disadvantages

Student learning objectives:

By the end of this lesson students will be able to:

- Show a good degree of control of a range of simple and some complex grammatical forms.
- Uses a range of appropriate vocabulary to give and exchange views on a wide range of familiar topics.
- Produce extended stretches of language with very little hesitation.
- Uses a range of cohesive devices and discourse markers
- Pronounce is intelligible with proper intonation, pronunciation and rhythm.

Academic language and language support:

- Current approaches to CLT methodology
- CLT principles
- CLT applications

Students' prior knowledge:

The students have already learned about:
- Communication strategies
- Fluency activities
- Accuracy activities
- CLT and student's age
- Current Trends in Communicative Language Teaching
- Ten Core Assumptions of Current Communicative Language Teaching

Instructional strategies and learning tasks:

Part 1:
Explanation of the game:

This game is dynamic and attractive for individual games. You can develop the roulette wheel with a group of key words and phrases that will prompt students' critical thinking and debate.

Instructions:

- The teacher explains to the students the activity that will involve using a "Name Wheel" to discuss the advantages and disadvantages of CLT as a closing session.

- The teacher shows the virtual roulette with statements on strips of paper related to the advantages and disadvantages of CLT for students. Half of the roulette are statements to the wheel labeled "Advantages" and the other half labeled "Disadvantages."

- Students take turns spinning the wheel and coming up with an "Advantage" or "Disadvantage" statement. The student whose turn it is must defend the statement he lands on, even if he disagrees with it.

- The teacher encourages students to use specific vocabulary and phrases that defend their argument. Other students can earn points by playing the role of challenger by presenting counterarguments.

Part 2:

Game rules:

- ✓ Students have limit time
- ✓ Students who present counterarguments have extra points
- ✓ The students save points for each challenge faced.

Part 3:

POINTS: Points scored in this game will be used to determine the winning at the end of the individual game's sessions.

CONTENT:

- CLT benefits and advantages

Assessment

To assess their understanding throughout the lesson, we will:

Formative

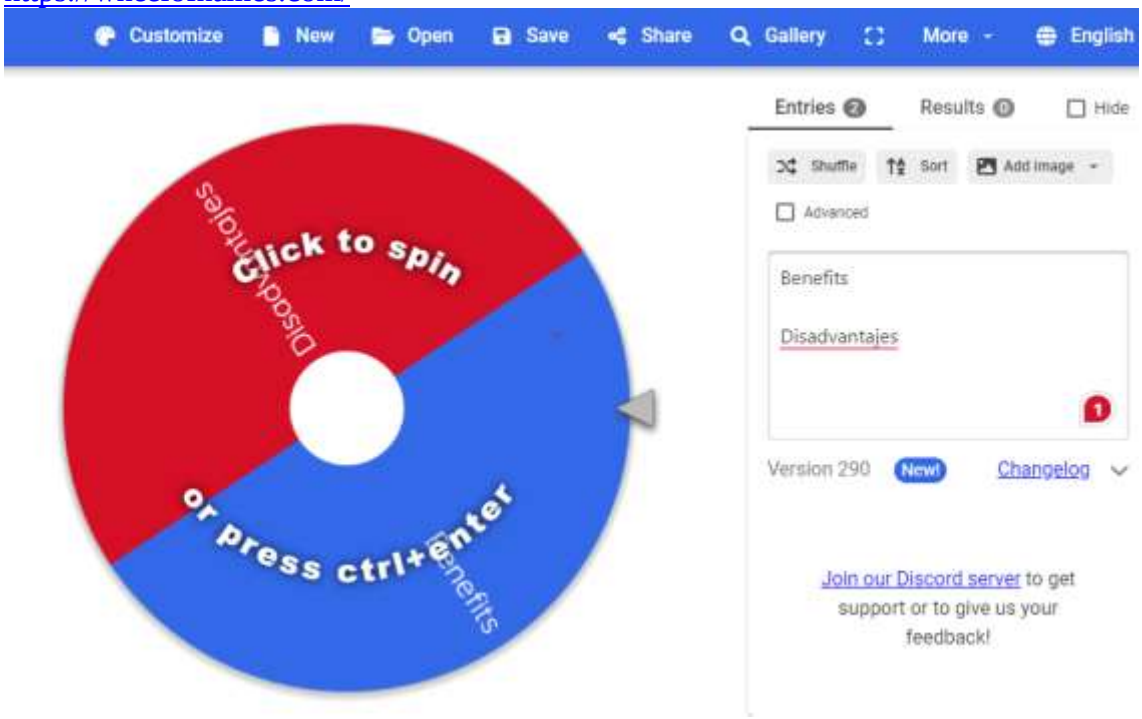
Task 19
(CLT handbook)

Summative

- Students record a video sharing opinion about all these sessions and how they progress through the sessions

Annexes Lesson Plan 7

Link:
https://wheelofnames.com/



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Maestría en Enseñanza del Idioma Inglés

"Motivational Games and speaking skill"

Gamification Lesson Plan 8

POST-TEST

First Name	Last Name	Email	Date
Katherine	**Luna**	Ktty.luna@hotmail.com	December 1, 2023
Semester	**Year**	**Level/Subject**	**Lesson Duration**
4	2023-2024	B1	40 minutes
Title: Motivational Games and speaking skill			
UNIT 4			
Category: Post-test			
Post-test			

Speaking criteria:
1. Grammar and vocabulary: students show a good degree of control of a range of simple and some complex grammatical forms. Uses a range of appropriate vocabulary to give and exchange views on a wide range of familiar topics. **2. Discourse management:** students produce extended stretches of language with very little hesitation. Contributions are relevant and there is a clear organization of ideas. Uses a range of cohesive devices and discourse markers **3. Pronunciation:** it is intelligible with proper intonation, pronunciation and rhythm**.** **4. Interactive communication:** students initiate and respond appropriately, linking contributions to those of other speakers. Maintains and develops the interaction and negotiates towards an outcome.
Content Standards:
• **POST-TEST**
Student learning objectives:
By the end of this lesson students will be able to: • show a good degree of control of a range of simple and some complex grammatical forms. Uses a range of appropriate vocabulary to give and exchange views on a wide range of familiar topics.

- produce extended stretches of language with very little hesitation. Contributions are relevant and there is a clear organization of ideas. Uses a range of cohesive devices and discourse markers

Academic language and language support:

- **CLT handbook**
- Speaking criteria
-

Students' prior knowledge:

Students have practiced their speaking skills during the interventions and motivational games applications.

Instructional strategies and learning tasks:

Part 1
- The teacher explains the pre-test process, time, standards and situation presented.
- The teacher clarifies the parameters of how the students will be graded.
- Students will complete second part of speaking PET exam in pairs.

Assessments

To assess their understanding throughout the lesson, we will:

Formative

- Students record a video talking about their experiences during the treatment and sessions.

Annexes Lesson Plan 8

SPEAKING SECTION

Interlocutor

• I am going to describe a situation to you. A young man works very hard and has only one freeday a week. He wants to find an activity to help him relax.

• Here are some activities to help him relax.



Now, we are going to talk together talk together about the different activities he could do, and then I'd like you to decide which would be most interesting and why

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ANNEXES

Annex 1 Authorization



Mg.
Sarah Jacqueline Iza Pazmiño
Coordinadora de carrera

Pedagogía de los Idiomas Nacionales y Extranjeros
Facultad de Ciencias Humanas y de la Educación
Presente

De mi consideración:

Yo, Katherine Alejandra Luna Rodriguez con CI. 1722447834 estudiante de la Maestría en Enseñanza de Inglés como Lengua Extranjera, Cohorte 2023, solicito de la manera más comedida se sirva autorizar la aplicación de mi proyecto de titulación con el tema: "MOTIVATIONAL GAMES AND SPEAKING SKILL" en la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros a los estudiantes de cuarto semestre en la asignatura de CLT (Communicative Language Teaching) mismo que tendrá la duración de 9 sesiones cada una con una de 30 minutos. Proyecto de Titulación con Componente de Investigación aplicada y de desarrollo que se articula a la línea de investigación Innovación en metodologías de la enseñanza del idioma inglés y que está articulado al proyecto "GAMIFICACION YMARKETING: perspectivas de la industria 4.0 desde el punto de vista de la Educación Superior" aprobado según la resolución UTA.CONIN-2023-0042-R.

Por la favorable atención que se digne dar al presente anticipo mi agradecimiento.

Atentamente,

Lic. Katherine Alejandra Luna Rodriguez

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UNIVERSIDAD TÉCNICA DE AMBATO
CARRERA DE PEDAGOGÍA DE LOS IDIOMAS EXTRANJEROS
COORDINACIÓN

Autorizado

Annex 2 Speaking PET exam part 2

SPEAKING SECTION

Interlocutor

• I am going to describe a situation to you. A young man works very hard and has only one free day a week. He wants to find an activity to help him relax.

• Here are some activities to help him relax.



Now, we are going to talk together talk together about the different activities he could do, and then I'd like you to decide which would be most interesting and why

Annex 3 Lesson plan model

First Name	Last Name	Email	Date
Period	**Year**	**Grade Level/Subject**	**Lesson Duration**
Title			

Central Focus (Enduring Understandings) A description of the important understandings(s) and concept(s)

Content Standard(s) The Common Core State Standards (CCSS), Hawaii Content & Performance Standards III (HCPS III), or Next Generation Science Standards (NGSS) that align with the central focus and address essential understandings, concepts, and skills
Student Learning Objectives Outcomes to be achieved by the students by the end of the lesson or by the end of the multi-lesson learning segment

Assessments The procedures to gather evidence of students' learning of learning objective(s) to include formative (informal) assessments applied throughout the lesson and a summative assessment (formal) of what students learned by the end of the lesson (include any assessment tools)

Students' Prior Academic Knowledge and Assets The students' content knowledge, skills, prior academic experiences, and personal/cultural/community assets to draw upon to support learning

Academic Language and Language Supports Oral and written language that the students need to learn and use to participate and engage in the content. The planned instructional supports to help students understand, develop, and use academic language.

Instructional Strategies and Learning Tasks A description of what students will do during the lesson that 1) uses clear steps that convey the use of multiple strategies, supports, and resources, 2) uses the writing skill to create a paragraph 3) lists opportunities offered for multiple modes of participation

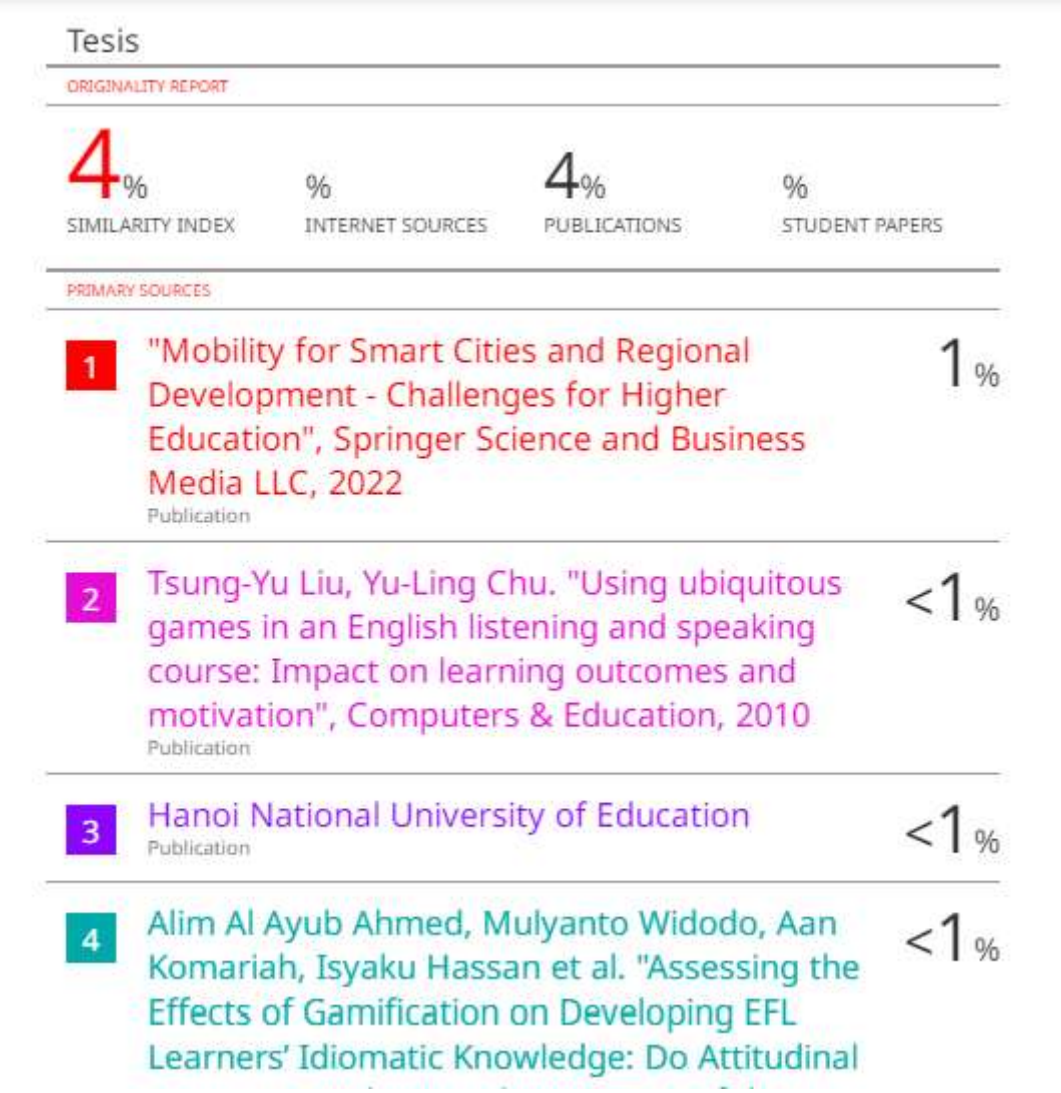
Differentiation Adaptations to instructional strategies, the learning environment, content, and/or assessments to meet the needs of students who require further support (e.g., ELL/MLL, struggling, accelerated, 50/IEP, etc.)

Instructional Resources and Materials Books, texts, and other materials needed for the lesson

Annex 4 Assessment of Speaking Scale

B1	Grammar and Vocabulary	Discourse Management	Pronunciation	Interactive Communication
5	• Shows a good degree of control of simple grammatical forms, and attempts some complex grammatical forms. • Uses a range of appropriate vocabulary to give and exchange views on familiar topics.	• Produces extended stretches of language despite some hesitation. • Contributions are relevant despite some repetition. • Uses a range of cohesive devices.	• Is intelligible. • Intonation is generally appropriate. • Sentence and word stress is generally accurately placed. • Individual sounds are generally articulated clearly.	• Initiates and responds appropriately. • Maintains and develops the interaction and negotiates towards an outcome with very little support.
4	*Performance shares features of Bands 3 and 5.*			
3	• Shows a good degree of control of simple grammatical forms. • Uses a range of appropriate vocabulary when talking about familiar topics.	• Produces responses which are extended beyond short phrases, despite hesitation. • Contributions are mostly relevant, but there may be some repetition. • Uses basic cohesive devices.	• Is mostly intelligible, and has some control of phonological features at both utterance and word levels.	• Initiates and responds appropriately. • Keeps the interaction going with very little prompting and support.
2	*Performance shares features of Bands 1 and 3.*			
1	• Shows sufficient control of simple grammatical forms. • Uses a limited range of appropriate vocabulary to talk about familiar topics.	• Produces responses which are characterised by short phrases and frequent hesitation. • Repeats information or digresses from the topic.	• Is mostly intelligible, despite limited control of phonological features.	• Maintains simple exchanges, despite some difficulty. • Requires prompting and support.
0	*Performance below Band 1.*			

Annex 5 Turnitin Report



Tesis

ORIGINALITY REPORT

4%	%	4%	%
SIMILARITY INDEX	INTERNET SOURCES	PUBLICATIONS	STUDENT PAPERS

PRIMARY SOURCES

1	"Mobility for Smart Cities and Regional Development - Challenges for Higher Education", Springer Science and Business Media LLC, 2022 Publication	1%
2	Tsung-Yu Liu, Yu-Ling Chu. "Using ubiquitous games in an English listening and speaking course: Impact on learning outcomes and motivation", Computers & Education, 2010 Publication	<1%
3	Hanoi National University of Education Publication	<1%
4	Alim Al Ayub Ahmed, Mulyanto Widodo, Aan Komariah, Isyaku Hassan et al. "Assessing the Effects of Gamification on Developing EFL Learners' Idiomatic Knowledge: Do Attitudinal	<1%