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**THEME:**

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**THE USE OF GAMIFICATION STRATEGIES TO DEVELOP SPEAKING  
SKILLS IN EFL STUDENTS IN HIGHER EDUCATION.**

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**Research Project prior to obtaining the degree of Master in Pedagogy of National  
and Foreign Languages, with a major in English Language Teaching.**

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En calidad de Tutor del Trabajo de "The use of gamification strategies to develop speaking skills in EFL students in higher education," presentado por Jaime Ramiro Supe Llanganate para optar por el Título de Magíster en Pedagogía de los Idiomas Nacionales y Extranjeros con Mención en Inglés.

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## **Dedication**

I dedicate this work to God, for keeping my faith and hope alive each day, and for granting me the spiritual strength to pursue my dreams and reach my goals.

To my parents, who are the central focus of my life and a living example of perseverance and self-improvement. Their unwavering support and example have inspired my determination to accomplish everything I set out to achieve.

***Ramiro Supe.***

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**Tema:** The Use of Gamification Strategies to Develop Speaking Skills in EFL Students in Higher Education.

**Autor: Jaime Ramiro Supe Llanganate**  
**Tutor: MSc. Daniela Alejandra Bonilla Yucailla**

**Resumen Ejecutivo**

La presente investigación tiene como objetivo desarrollar la expresión oral de los estudiantes a un nivel A2 a través del uso de la gamificación, respondiendo a la necesidad de superar las estrategias tradicionales que limitan el progreso de los estudiantes en esta habilidad. El enfoque tradicional de enseñanza suele generar dificultades para seguir instrucciones, desmotivación y poco interés, lo que afecta negativamente el proceso de aprendizaje. Ante esta problemática, la propuesta promueve actividades interactivas mediante recursos digitales gamificados que favorecen un aprendizaje eficaz del inglés en contextos de la vida real. Los beneficiarios de esta investigación son estudiantes de nivel A2 en educación superior. El estudio se desarrolló bajo un enfoque cualitativo, utilizando el software Atlas.ti, diseñado para analizar e interpretar redes semánticas a través de un proceso sistemático de codificación y categorización. Este procedimiento permitió relacionar ideas y significados, así como identificar aspectos positivos y negativos acerca de la efectividad de la gamificación en el aprendizaje de las habilidades orales en inglés. El proceso de análisis guió el diseño de la propuesta, que posteriormente fue validada por tres expertos mediante una Matriz de Validación. Dicha validación garantizó el cumplimiento de criterios relacionados con la estructura, la eficacia, la alineación con los objetivos educativos y la promoción del aprendizaje gamificado. Entre los aspectos clave destacan los métodos, la integración tecnológica y el apoyo a los estudiantes. Se concluyó que la gamificación involucra activamente a los estudiantes y vincula el aprendizaje con escenarios reales, incrementando su motivación para aprender inglés a través del juego. Asimismo, la variedad de actividades facilita la mejora y demostración de la expresión oral mediante una estructura clara, coherente y adecuada al nivel del estudiante, alineado con las tendencias educativas actuales.

**Palabras Clave:** Folleto gamificado, Gamificación, Habilidades para hablar inglés, Recursos digitales

**UNIVERSIDAD TECNOLÓGICA INDOAMÉRICA**  
**FACULTY OF EDUCATION SCIENCES**  
**MASTER IN PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES**

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**ABSTRACT**

**THE USE OF GAMIFICATION STRATEGIES TO DEVELOP SPEAKING SKILLS IN EFL STUDENTS IN HIGHER EDUCATION**

This research aims to enhance students' oral expression at the A2 level by implementing gamification. It addresses the need to move beyond traditional teaching strategies that often hinder students' progress in this skill. Traditional approaches can lead to confusion, demotivation, and disinterest, which negatively impact the learning process. Thus, the proposal promotes interactive activities using gamified digital resources that facilitate effective English learning in real-life contexts. The beneficiaries of this research are A2-level students in higher education. The research employed a qualitative approach, applying Atlas.TI software for analyzing and interpreting semantic networks through a systematic coding and categorization process. This procedure enabled the relationship between ideas and meanings, as well as the identification of both positive and negative aspects regarding the effectiveness of gamification in learning oral English skills. The analysis process guided the design of the proposal, which was subsequently validated by three experts using a Validation Matrix. This validation ensured compliance with criteria related to structure, effectiveness, alignment with educational objectives, and the promotion of gamified learning. Key aspects include methods, technological integration, and student support. In conclusion, gamification actively engages students and links learning to real-life scenarios, increasing their motivation to learn English through play. Likewise, the variety of activities facilitates the improvement and demonstration of oral expression through a clear, coherent structure that is appropriate to the student's level and aligned with current educational

**KEYWORDS:** Digital resources, english speaking skills, gamified brochure, gamification



## **Introduction**

### **Importance and Relevance**

Learning English as a second language has become increasingly crucial and offers a wealth of opportunities for personal growth in various aspects. English is extremely important in today's globalized society, according to Annas (2024), who emphasizes that in many nations, it is the official language, and in many others, it is an important second language. Furthermore, English is the main language used for worldwide communication and transactions, dominating international business, trade and education. As a result, employers worldwide seek workers who can communicate effectively in English, making it a crucial skill for career advancement and competitiveness in the global labor market.

According to Kurbanbaevna (2023), speaking skills development is crucial in the new higher education programs, as it greatly enhances academic and professional performance. Communication abilities are a crucial component that may significantly improve the job prospects of EFL students. For positions in international business, education, diplomacy, tourism, and other fields, many multinational corporations require fluency in spoken English. These abilities are essential for academic success, professional promotion, and personal growth in addition to successful communication. Furthermore, many prestigious colleges and academic institutes worldwide employ English as their primary language of instruction and research.

As Kumar (2025) highlights, the vast majority of scientific papers and scholarly articles are published in English, making proficiency in the language essential for

researchers and scholars who wish to contribute to and stay updated with developments in their respective fields. The ability to read, write, and present research in English is crucial for academic success and international collaboration. Within the broad landscape of education, it is important to adopt innovative strategies that effectively engage students and enhance their skills. In this context, promoting effective English learning becomes a key objective, requiring approaches that are both meaningful and adaptable to students' needs.

Al-Jamili & Aziz (2024) highlight that proficiency in English communication is more crucial than ever in the linked and globalized world of today. As the principal lingua franca of the globe, English serves as a bridge language in a variety of domains, including commerce, science, technology, diplomacy, and education. English is frequently used as the primary language of communication in the digital world, education, international trade, and international media, all of which demonstrate its pervasive impact.

English proficiency has therefore changed from being only a benefit in the classroom to becoming an essential life skill that opens up a wide range of opportunities for people all over the world. This introduction looks at the many facets of the English language, highlights how important speaking is to mastering the language, and investigates the creative use of gamification techniques to improve speaking among college students studying English as a foreign language.

De-la Peña (2023) emphasizes that the digital age has further amplified the importance of English; additionally, the internet, social media, and digital

communication platforms predominantly operate in English. From online courses and webinars to podcasts and other digital content, English serves as the primary language of the digital world. Its ubiquity in online communication provides individuals with access to a vast array of information, resources, and global networks, thereby fostering both personal and professional growth.

Among the core English language skills, speaking holds a particularly vital role. As the most direct form of communication, it is essential for effective interpersonal interaction. In the context of EFL education, developing strong speaking skills is critical for various reasons, including improved academic performance, increased learner confidence, and better integration into real-life communicative situations.

It is important to bear in mind that speaking abilities can improve language retention and understanding. Students may reinforce their learning by practicing vocabulary, grammar, and pronunciation in real time as they actively participate in spoken discussion. Students must therefore learn how to successfully and clearly communicate their ideas, emotions, and feelings.

Gaining proficiency in speaking enables EFL students to interact with a wider range of people, assisting them in overcoming language and cultural obstacles. Speaking fluency is unquestionably one of the most useful and practical abilities for EFL students. It provides individuals the capacity to function well in ordinary interactions, academic presentations, and job interviews, among other real-world situations.

Speaking skills are essential for expressing ideas, opinions, and emotions. The ability to articulate thoughts clearly and confidently is fundamental to achieving

both academic and professional success. In academic contexts, students are often required to engage in discussions, present their arguments, and defend their viewpoints. Similarly, in professional environments, effective oral communication plays a key role in teamwork, negotiations, and presentations. Strong speaking skills allow individuals to convey their messages accurately and persuasively, thereby promoting collaboration and mutual understanding.

One should bear in mind that speaking abilities greatly increase students' self-confidence and drive to utilize the language. According to Rahman (2024), speaking confidently and fluently encourages students to practice more often by lowering their nervousness and fear of making errors. This optimistic outlook on speaking frequently results in more language use both within and outside of the classroom, which raises skill levels even further. Speaking abilities increase students' self-assurance and drive to utilize the language. Speaking clearly and smoothly eases nervousness and the fear of making mistakes, which motivates students to practice more. Increased language use both inside and outside of the classroom can result from this optimistic outlook on speaking, which will improve competence even more.

However, Ghafar (2023) notes that conventional language instruction approaches frequently fail to foster speaking abilities. These teaching strategies often place a strong emphasis on reading and writing while providing students with few chances to practice speaking in relevant settings. Because of this, students might not get enough practice speaking in real life from classroom activities, and they could feel nervous or self-conscious while speaking in front of their

classmates. In order to overcome these obstacles, teachers are increasingly using cutting-edge strategies like gamification to help EFL students improve their speaking abilities.

In order to boost user engagement, gamification entails incorporating aspects of game design. Higher education's use of English as a Foreign Language (EFL) is seen as a potent instrument that has greatly impacted students' oral proficiency development. For which, gamification may be successfully applied in educational settings.

According to Kampala International University (2024), beyond emphasizing its advantages—like improved academic achievement—research suggests that gamification has the power to revolutionize conventional learning settings and raise educational efficacy and interaction when applied properly.

However, Nguyen (2024) notes that gamification makes use of the motivating qualities of games by promoting engagement, facilitating interactive learning, and establishing a fun, competitive, and dynamic setting that contextualizes language acquisition. In this way, gamification turns routine tasks into engaging, interactive experiences that encourage student engagement.

Hidayat (2023) notes that the use of role-playing exercises to enhance speaking abilities creates excitement for the language learning process, enhances students' speaking abilities, and improves classroom dynamics. Increased student engagement is a result of these activities' creation of a more dynamic and captivating learning environment.

Asri (2021) highlights how crucial it is to support students in working together

and exchanging ideas through collaborative learning. It is understood that the encouraging and stimulating learning environment created by this method not only encourages peer interaction but also boosts students' enthusiasm to utilize English. This research study is supported by the following regulations listed below:

**Acuerdos Ministeriales del Ministerio de Educación:**

Artículo 80 del Reglamento de Régimen Académico, se requiere un nivel mínimo de suficiencia B1 para los estudiantes de grado, lo cual se puede certificar a través del examen institucional de suficiencia

In the same context, the Constitution of the Republic of Ecuador (2008) section Five, Article 26, establishes that “La educación es un derecho de las personas a lo largo de su vida y un deber ineludible e inexcusable del Estado.”

This study is based on the Language Teaching research line conducted by Universidad Tecnológica Indoamérica, as an advance in teaching methodologies and the contemporary approach to gamification, which turns education in this context, where student motivation and dedication increase.

According to the CES (Consejo de Educación Superior) Council of Higher Education (2022) , in its article 64, it establishes that the minimum English proficiency levels required for graduation in higher education are as follows.

Art. 64.- Aprendizaje de una segunda lengua. – “El aprendizaje de una segunda lengua será requisito para la graduación en las carreras de tercer nivel, de acuerdo con los niveles de suficiencia tomando como referencia el Marco Común Europeo, o su equivalente para las lenguas:”

a. Para el tercer nivel técnico se requerirá al menos el nivel A1 y para el tecnológico se requerirá al menos el nivel A2.

b. Para el tercer nivel de grado se requerirá al menos el nivel B1.

English is also an essential subject in universities and other higher education institutions, as it is required to earn a degree.

Thus, it is crucial to emphasize that gamification, the use of game design features to increase student engagement, is one of the most promising strategies in English language acquisition. Gamification is regarded as a powerful tool in higher education that has significantly enhanced students' oral presentation skills. By incorporating elements such as points, badges, and leaderboards, educators can create a more interactive and motivating learning environment. This approach not only fosters competition but also encourages collaboration among students, leading to improved communication and teamwork skills essential for their future careers.

According to Fiszbein & Stanton (2019), Latin American nations have prioritized teaching English in recent years through various educational initiatives. Consequently, there has been a notable surge in interest in studying English throughout the region. Because of persistent efforts to improve language education via focused legislation and programs, many people now have increased access to chances for learning English. This growing emphasis on English proficiency is not only enhancing communication skills but also opening doors to global job markets and cultural exchanges. As a result, many countries in Latin America are experiencing a shift in their educational landscapes, with English becoming a crucial component of their curricula.

In light of these factors, several educational institutions have lately begun to

investigate gamification as a possible teaching approach. Even though it is a novel teaching strategy, its application is still in its infancy. According to León et al. (2020), "poor English performance has been a consequence of poor public primary education, limited exposure to English, and educational reforms in recent years." These challenges highlight the need for innovative methods that can engage students more effectively. By integrating game elements into the curriculum, educators can enhance motivation and improve language acquisition outcomes.

Gamification has been identified as one of the best methods for enhancing English-speaking abilities, especially in younger students. These students gain from didactic education that uses a variety of resources to lessen the anxiety that comes with honing speaking skills. This approach not only makes learning more enjoyable but also fosters a collaborative environment where students feel safe to practice and make mistakes. As a result, they are more likely to express themselves confidently, paving the way for improved communication skills in real-world situations.

Globally, people's study habits have changed as a result of the substantial changes in educational procedures that have occurred both during and after the pandemic. In this context, gamified activities have become a dynamic and engaging approach for teachers to inspire students and track their progress in a less intimidating and more interactive manner. The landscape of education has undergone a remarkable transformation, driven largely by the pandemic's upheaval of traditional learning methods. As educators adapted to remote and hybrid environments, they embraced innovative strategies that not only maintained academic rigor but also fostered engagement through gamified activities. This

dynamic approach has revitalized the learning experience, making it more interactive and enjoyable for students. Teachers have stepped into new roles as facilitators of learning, inspiring their students while using technology to monitor progress in real time. The combined effect of these changes has not only reshaped study habits globally but also laid the foundation for a more resilient and adaptable educational framework that can thrive in an ever-evolving world.

### **Problem Statement**

English as a Foreign Language (EFL) students in Ecuador's higher education system frequently struggle greatly to improve their speaking abilities. In today's globalized world, oral competence is vital; however, many students fail because they lack the confidence, drive, and chances to practice and improve their English-speaking skills.

Traditional teaching methods often emphasize memorization and repetition, which can hinder the creation of a dynamic and effective learning environment. Consequently, students make limited progress in developing their oral communication skills, negatively impacting both their academic performance and future career prospects.

This limitation in developing oral communication skills can lead to difficulties in expressing ideas clearly and confidently, which are essential abilities in both academic settings and the workplace. As a result, students may find themselves at a disadvantage when competing for jobs or participating in collaborative projects.

According to Mystakidis (2023), digital platforms are frequently used to address issues, boost engagement, and inspire people to reach their objectives. This method gives users a participative, game-like experience that increases their sense of

relatedness, competence, and autonomy. This participative approach not only fosters a deeper connection among users but also empowers them by providing opportunities to develop skills and make independent choices. As a result, individuals are more likely to stay motivated and actively pursue their goals.

The concept of gamification has proved a valuable and multipurpose approach, which advances the role of users and generates value in many industries, including education, business, marketing, and services.

An (2020), argues that properly designed gamified systems may have a great influence on motivation and user experience with the implementation of such core components as feedback, progression, and personalization. These core components enhance user engagement by providing clear goals, rewarding achievements, and tailoring experiences to individual preferences. Consequently, this leads to improved motivation and a more satisfying overall experience for users.

Toda et al. (2020) also mention that the model of engagement, which was previously established, is no longer defined by traditional practices, primarily in a learning context, where game mechanics encourage active involvement and maintaining interest. As the landscape of engagement evolves, integrating innovative strategies becomes essential. This shift not only redefines user interactions but also opens up new avenues for enhancing educational outcomes through immersive and interactive experiences.

Recently, the study by Baldrich et al. (2024) and Hellin et al. (2023) proved that top-level motivation is not the only factor that influences better academic

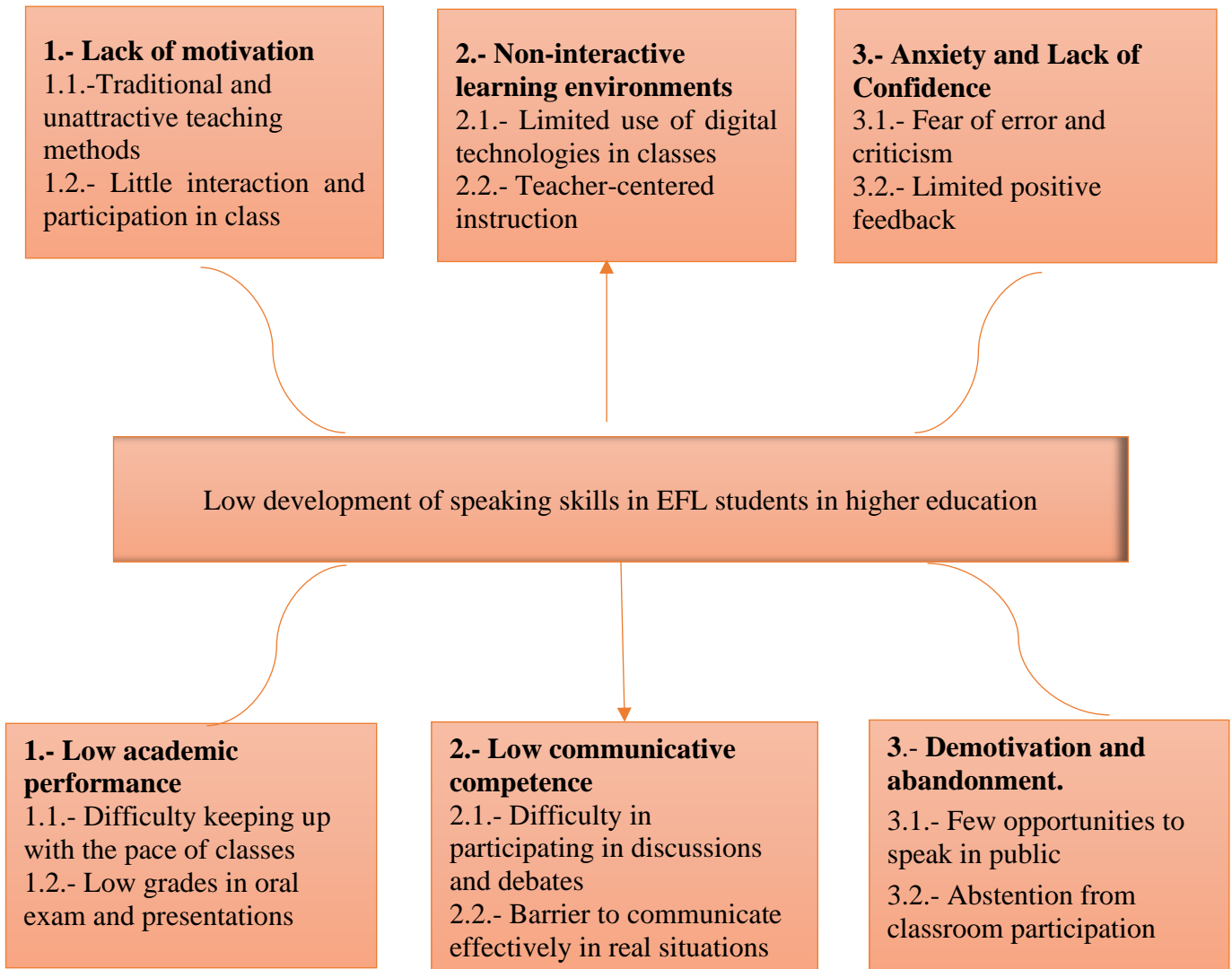
performance, but gamified learning also has the potential to promote overall educational results, making the method both practical and an overall educative game. This highlights the importance of incorporating engaging methods like gamification in education, as they can significantly improve learning outcomes beyond traditional motivational factors. By blending fun and education, such strategies make learning more effective and enjoyable for students.

However, there remains a noticeable gap in research concerning how gamification strategies are specifically implemented within the context of EFL instruction in Ecuadorian higher education. It is essential to explore effective approaches for designing and integrating gamified methodologies aimed at enhancing EFL students' speaking skills, as these strategies hold great potential for boosting their motivation, engagement, and confidence in using the language.

The study proposes using gamification techniques to effectively enhance the speaking abilities of EFL students at the "Lezaeta University Technological Institute." The central research question focuses on how gamification can be applied to support these students in improving their oral English skills. This aligns with prior work utilizing gamification to boost English speaking through interactive learning platforms, as well as integrating technology and student-centered approaches in language teaching.

## PROBLEM TREE

Figure 1 Problem tree



**Elaborated by:** Ramiro Supe (2025)

**Source:** Direct research

The low development of speaking skills in EFL students in higher education can be attributed to several interconnected causes and effects. Firstly, a lack of motivation often stems from traditional and unattractive teaching methods that offer little interaction or participation in class. This leads students to disengage, resulting in low academic performance, difficulty keeping up with lessons, and poor grades in oral assessments. Secondly, students have limited opportunities to actively use

English due to the prevalence of non-interactive learning environments that rarely use digital technologies. Consequently, they develop low communicative competence and struggle to participate in discussions, debates, or real-life conversations. Finally, anxiety and a lack of confidence, fueled by the fear of making mistakes and receiving criticism, are exacerbated by the scarcity of public speaking opportunities. Demotivation and withdrawal from speaking activities ensue, further impeding the development of effective oral communication skills. The interconnection of these causes and effects creates significant barriers to students' progress in English-speaking proficiency.

Addressing the challenges of English-speaking proficiency reveals a complex web of interrelated factors that hinder students' growth. The absence of adequate technology limits their ability to practice and engage effectively, while the fear of making mistakes and facing criticism further erodes their confidence. Additionally, the scarcity of public speaking opportunities demotivates learners and pushes them toward withdrawal from participation altogether. Together, these challenges form significant barriers that impede progress, illustrating the importance of creating supportive environments that foster communication skills and encourage risk-taking in language learning. By recognizing and addressing these intertwined issues, the purpose of this research is to create a more inclusive and empowering atmosphere for all students striving to enhance their English-speaking abilities through gamification.

### **Research Question**

How do gamification strategies influence the development of speaking skills in EFL students in higher education?

### **Research Idea**

This study aims to investigate the impact of incorporating gamification components on the oral communication abilities of EFL students, specifically within higher education institutions. It focuses on how gamified approaches influence students' speaking skills in these academic settings. Prior initiatives, such as those at Lezaeta University Technological Institute, have successfully used gamification to enhance English speaking skills, highlighting the potential benefits of this method in language learning

There are now more chances to improve student motivation, engagement, and language skills thanks to the expanding use of technology in the classroom. By encouraging intrinsic motivation, active involvement, and long-term information retention, gamification, defined as the application of game design features in non-gaming contexts, has shown encouraging outcomes in a variety of educational settings.

Therefore, incorporating gamification into English language learning significantly enhances student motivation and engagement while fostering a deeper connection to the development of speaking skills. The successful application of gamification in non-gaming contexts demonstrates its versatility and effectiveness across various educational settings. As a result, this strategy not only transforms language acquisition but also sets a precedent for future educational practices that prioritize student-centered learning experiences.

## **Beneficiaries**

Students, teachers, and educational institutions at Tecnológico Universitario Manuel Lezaeta in the city of Ambato. The current research on applying gamification techniques to improve speaking skills in EFL students will provide direct benefits by enhancing student engagement and oral proficiency. Teachers will gain effective tools and strategies to support language development, while the institution will strengthen its educational offerings and reputation by fostering innovative teaching practices aligned with digital transformation and student-centered learning

## **OBJECTIVES**

### **General Objective:**

- To improve learning practices through gamification to enhance oral skills of higher education students.

### **Specific Objectives**

- To establish the theoretical foundations for gamification strategies on the development of speaking skills in higher education students.
- To design an interactive booklet through gamification to develop the speaking skills in higher education students.
- To evaluate changes from the application of gamification for the development of speaking skills in higher education.

## **CHAPTER 1**

### **Theoretical Framework**

A theoretical framework helps not only to explain why the selected research method is appropriate, but it also allows describing the main concepts and theories on which the research is based. As Salcedo Mosquera et al. (2022) explain, a theoretical framework provides the theoretical grounding necessary for the research problem by uniting pertinent theories, definitions, and prior literature to frame the categories of analysis.

Similarly, Egbert & Sanden (2020) highlight that the framework clarifies key concepts and aligns them with established theories, providing a structured base for methodological decisions and interpretation. Furthermore, this chapter examines past studies on gamification as a strategy for learning English. Because of its ability to motivate students, gamification has been the subject of extensive research in recent years. Game-based components have been shown in numerous studies to increase student participation and engagement. The research journals used in this chapter served as the basis for the current research. They describe the benefits and influence of gamification in educational settings and help develop research on the contribution of gamification to teaching English.

#### **Previous Studies**

According to Thurairasu (2022), game-based learning (GBL) is one method that some experts suggest for altering the way English is taught in classrooms. This approach engages students in a more interactive and enjoyable learning experience, fostering greater motivation and retention of the material. By incorporating

elements of play, educators can create a dynamic environment that encourages language acquisition and critical thinking skills.

The current trend in education, known as "gamification" or "game-based learning," is gaining traction in a considerable number of academic learning domains. The process of adding game components to a classroom setting to boost participation and engagement is known as gamification and it significantly accelerates language acquisition, increases student participation, inspires behavior, and enhances academic achievement. In order to succeed in a game-based language learning system, participation is essential since different approaches can be explored in building the language to acquire it through games, including applying board games to facilitate grammar or pattern games to accomplish accurate communication skills. gamified learning software has the potential to enhance academic achievement, retention, and student engagement. Gamification is, therefore, a potent teaching tool in contemporary language instruction. Ultimately, approaches that prioritize engagement and enjoyment in the learning process are reshaping the landscape of English teaching. Educators can significantly enhance student motivation and retention of material by fostering a dynamic environment that incorporates elements of play. These innovative methods not only promote language acquisition but also cultivate critical thinking skills essential for academic success.

The integration of gamified learning software further amplifies these benefits, creating an interactive platform that boosts engagement and facilitates more profound understanding. As teachers adopt these new approaches, it becomes clear that they can greatly improve learning experiences in English education, making

the process of mastering the language more effective and enjoyable.

Moreover, gamification or game-based learning is the current trend in education, which is steadily increasing its popularity across several fields involving academic learning. Gamification is the incorporation of gaming elements into a learning environment to increase engagement and participation. It enhances learners' participation, motivates actions, and efficiently improves their academic performance as well as effectively facilitates language learning. Undoubtedly, participation is essential for an effective game-based language learning system. Furthermore, language learning through games can take many forms, such as role-playing games to practice communication or board games to reinforce grammar. Besides that, a gamified learning software, for example, may boost student engagement, retention, and academic performance.

Conversely, game-based learning, incorporating both digital and analog games, has become the most popular approach teachers use to teach children a foreign language. More and more educators are realizing the benefits of using playful components in their lesson plans since applying game techniques and strategies in the classroom is regarded as creative and successful in many contexts. In addition to holding students' interest, game-based learning encourages greater comprehension and active engagement. It makes it possible for students to interact with the material in a fun and relevant way. Additionally, this approach fosters critical thinking, problem-solving, and teamwork. When learning becomes interactive, students demonstrate a greater willingness to participate and are more driven.

Thurairasu's (2022) studies state that GBL may be applied to nineteen distinct subject areas and is versatile enough to be used in a range of learning contexts for all age groups. This adaptability makes GBL an effective tool for teachers at all educational levels, as teachers can adjust games to fit students' specific needs and align with specific learning objectives. Differentiated instruction is supported by the GBL structure, whether it is implemented through digital platforms, role-playing, or authentic board games. Additionally, gaming enables instant feedback, which is crucial for language acquisition. Real-time edits and progress tracking are available to students, allowing them to identify and correct mistakes immediately. This instant feedback strengthens motivation and participation through a dynamic and interactive learning process. Furthermore, games often require students to be competitive, which can boost their persistence and encourage continued engagement in the learning acquisition process. The captivating nature of gaming involves learning in context, which help students to apply their language skills in a meaningful and authentic environment.

Farber (2018) suggests that games applied by professionals in education, as one of the methods of teaching, are not only playful activities, but they are intentional strategies used to contribute to language learning. His studies outline how game aspects can be utilized in a specific way to create meaningful experiences in the learning process. Applying gamification, also known as game-based learning (GBL), provides students with opportunities to get engaged in structured activities within authentic contexts that support specific learning objectives.

Games also encourage students to participate more actively, which helps develop their autonomy. This learner-based approach encourages independence and responsibility in acquiring a foreign language. In this sense, the teacher shifts from traditional instruction to a more dynamic, communicative, interactive, and student-centered learning environment.

Additionally, Farber's insights highlight the potential of games in foreign language learning, extending beyond their perception as merely enjoyable activities for students. When strategically integrated, games become an effective resource that can make the learning process more authentic and meaningful. Observations have shown that students tend to be more motivated and gain self-confidence when they participate in game-based activities.

As stated by Alfulaih & Muhammad (2018), gamification was used to find out the effectiveness of students' speaking skills. The methodology and strategies used in the classroom were based on Class Action Research (CAR). The researcher implemented and monitored gamified strategies within a genuine educational environment that reflected real learning conditions. Fifty-year-old female students were given questionnaires, an exam, and pre- and post-interviews to measure changes in performance and perception, which were finally analyzed in depth. The study aimed to determine whether gamification could positively influence learners' oral communication. As a result, gamification improves students' speaking skills in the classroom. These findings suggest that gamification has the potential to be an effective teaching strategy.

Alfulaih and Muhammad's (2018), study demonstrates that gamified strategies can foster a more comfortable and motivating classroom environment. Students

who feel relaxed and involved in class actively are more willing to engage in discussion and develop their speaking abilities. Gamified tasks allow creating an atmosphere of support, where a learner will not fear taking risks, and gamification will help build their communicative confidence. This confidence can lead to improved academic performance and a greater enthusiasm for learning. As students continue to interact in this supportive environment, they are likely to develop essential skills that extend beyond the classroom, preparing them for real-world challenges.

Gamification increases interaction and builds self-confidence by developing speaking skills. The paper provides compelling evidence that gamification serves as an effective method for enhancing oral abilities in real-world settings. The paper also points out the importance of student-centered approaches in the process of language acquisition. By showing how gamification positively affects oral performance and learners' motivation, the given research will help increase our understanding of how this approach can be successfully used in classrooms to raise the level of communicative competence among the students in the EFL context. Teachers aim to apply this approach to encourage and facilitate effective speaking. Emphasizing student-centered approaches in language acquisition emerges as a vital strategy for enhancing learners' experiences and outcomes. By integrating gamification, educators not only foster greater motivation among students but also significantly improve oral performance, creating a more engaging learning environment. Research dedicated to this initiative highlights the importance of communicative competence, particularly in English as a Foreign Language context, where effective speaking skills are essential. As teachers embrace these innovative

methods, they pave the way for more interactive and dynamic classrooms, ultimately empowering students to become more confident and proficient speakers. The shift towards student-centered learning thus holds immense potential to transform language education into a more impactful and enjoyable journey.

Likewise, Simin Cai (2022) worked on an application-oriented study and concluded that gamification is essential to improve speaking skills. A considerable amount of time was spent analyzing research articles, and the most pertinent studies were chosen to support the findings. The objective was to determine the impact of gamification in the development of speaking abilities and how virtual reality games might motivate students to fulfill their learning goals. Gamification opens up new opportunities for language learning, especially when paired with technology. In this sense, virtual reality offers an engaging tool to have genuine interaction among students. Digital games are considered a tactical strategy to practice language abilities, going beyond simple amusement. The strategy behind these products develops verifiable learning outcomes besides motivation. This method emphasizes how important it is to include up-to-date technologies in EFL instruction.

Furthermore, the impact of using the Duolingo program on the speaking skills of EFL students in a second-year preparatory school was investigated by Ali (2022). This study looked into the potential benefits of using mobile applications to improve speaking abilities. To provide a thorough examination, the methodology used both quantitative and qualitative approaches. Thirty students made up the control group, and another thirty students made up the experimental group when

the researcher conducted the study. Before the treatments, students took pre-tests to assess their level of English ability. To evaluate the effects of the instructional modifications, post-tests were administered. The researcher was able to examine both the quantifiable results and the learner experiences thanks to the mixed-method technique. The study was more solid and trustworthy because of its arrangement. In the same way, the researcher collected student perceptions using a Likert scale and a questionnaire with personal information. Additionally, the final speaking competence exercise evaluated students' speech performance using open-ended questions. During the first week, the researcher also administered a pre-test to both groups. In the second week, the experimental group utilized the Duolingo app, while the control group studied vocabulary and grammar before class. Both groups continued their respective therapies for the whole ten-week period. In order to assess improvement, the researcher conducted student interviews and gave the post-test in week ten. Consequently, the results showed that the experimental group did better on the post-test. This implies that EFL learners' speaking abilities can be considerably improved by using smartphone apps like Duolingo.

The research conducted by Ali (2022), provides important insights on how Duolingo and other similar mobile applications can be effectively used to develop speaking skills in EFL students. The research enables a complete sense of both measurable improvements and memorable experiences by learners based on the use of quantitative data and student perceptions. This easy-to-use approach to the future of language learning emphasizes the usefulness of incorporating technology in language learning, as it will not only make language learning accessible but it will

also be engaging to students. It is also encouraging to know that the wise application of apps can be applied to aid the significant progress of language proficiency.

Along similar lines, Fahan & Albiladi (2021) explored the impact of gamification in teaching speaking skills. The study aimed to find out how game elements can make students be effective in oral communication. Additionally, the researcher got a better understanding of attitudes and behaviors of the student's through qualitative research. Classroom observations and student interviews were used as instruments of the study. These resources helped the study to gather participants' verbal and nonverbal responses. Two educational programs that used gamification strategies to enhance learning were implemented. The researcher was able to compare the responses of students to various gamified activities due to this design. The method suggests using interactive and structured tasks to engage learners. Nevertheless, during the first program, students had to do an individual project using a computer software where they had to present their own experiences with the general learning process in front of the computer. The study aimed to promote fluency and self-expression through personal narrative. Additionally, students worked in small groups on a project that required them to create and speak about a topic-based project to the class. As a result of the study, students were able to communicate spontaneously, gain self-confidence when speaking in public, and improve their teamwork abilities. The final results of the use of gamification showed that during the speaking skill learning phase, participants demonstrated motivation and enhancement of English language production.

Evidence from observation suggests that gamification holds significant potential to transform language learning among students. When learners are motivated and confident, they are more likely to develop fluency and speak English naturally. Language learning involves more than just memorizing vocabulary; it encompasses the ability to convey ideas and express enthusiasm in public. Furthermore, combining group and individual projects fosters collaboration skills, while personal reflection helps learners build a strong connection with the language and articulate their own narratives. This approach not only facilitates language acquisition but also creates opportunities for authentic communication.

As stated by Asanza (2024), the application of gamification as a motivating strategy in the Ecuadorian public-school classrooms with low resources, where English as a foreign language was taught, has been studied. Regarding these findings, it is important to note that gamification is not just a motivational technique, but it also allows filling the gap between the digital and the pedagogical world of public schools' system, which do not have enough resources. A teacher can build more active and student-centered learning environments that encourage interactivity with English as a language by using digital tools like Quizizz, Kahoot, or even game-based activities, which have relatively low costs or can be used without any expenses. In events that are resource- and technology-limited, there is an alternative that is fascinating and within a reasonable budget: gamification. Introducing leisure activities into the curriculum is likely to enhance students' involvement and learning more efficiently.

These activities also reduce the level of anxiety in the classroom, as well as help the student emotionally connect with the content. The main purpose of this study is to investigate the possibility of gamification to increase the interest of the students and improve the classroom environment. Teachers will be more able to capture the attention of students through turning regular classes into interactive learning. This is especially useful during the process of acquiring a language with the student's active participation and practice, where gamification changes the traditional learning into a more exciting and stimulating classroom.

Consequently, adding gaming elements can improve student engagement, collaborative learning, and language acquisition. Such benefits are not only connected to academic success, but also with the classroom performance and interaction among students. The use of a qualitative-deductive technique enabled data collection as carried out through an extensive literature review. Using such strategy, the researcher managed to identify some crucial points concerning gamification within the EFL context through his ability to analyze and interpret tendencies in the collection of academic literature. The findings offer support to an idea that the tactics of games can be applied even to those environments that are considered as resource-limited. The results indicate that gamification could be an affective alternative to traditional education methods by enabling active participation of students and enhancing the overall learning experience. Gamification can therefore be used in bridging the gap that may exist between student demands and the limitations of traditional methods of teaching. Ultimately, it allows developing more effective and all-inclusive teaching methods.

In this way, gamification is not only an alternative to teaching methods but also a response to the structural limitations of the public education system with a low-resource context, as described by Asanza (2024). I find it particularly useful because, rather than relying on complex technology, this method employs games as an accessible and inspiring teaching tool. Students who participate more enthusiastically, are more comfortable making mistakes, and are more likely to collaborate in classrooms that incorporate playful dynamics.

## Theoretical Framework

*Table 1 Gamification elements applied to the development of oral*

<i>Dimension</i>	<i>Gamified Element</i>	<i>Description</i>	<i>Contribution to oral development</i>
<i>Motivational</i>	<b>Rewards (points, badges)</b>	<b>Virtual incentives for participating in or completing speaking tasks</b>	<b>Increase participation and speaking frequency</b>
<i>Progression</i>	<b>Levels / Ranking</b>	<b>Hierarchical structure that indicates individual or group progress</b>	<b>Encourages continuous practice and self-assessment</b>
<i>Social Interaction</i>	<b>Work in pairs / teams</b>	<b>Collaborative activities for communicative purposes</b>	<b>Improves fluency, turn-taking, and social skills</b>
<i>Immediate Feedback</i>	<b>Real-time feedback</b>	<b>Automatic or teacher response to oral performance</b>	<b>Facilitates correction and improvement of linguistic accuracy</b>
<i>Narrative / Missions</i>	<b>Oral scenarios or challenges</b>	<b>Activities contextualized in fictional worlds or communicative missions</b>	<b>Stimulates creativity, fluency, and contextual use of the language</b>
<i>Autonomy</i>	<b>Choosing tasks / avatars</b>	<b>Allow the student to select routes or characters</b>	<b>Strengthens commitment and reduces speaking anxiety</b>

*expression in EFL contexts*

**Modified by:** Ramiro Supe (2025)

**Source:** Werbach & Hunter (2012), Deterding et al. (2011), Zichermann & Cunningham (2011)

**Gamification Strategies in the EFL Classroom**

## **Game-Based Learning Trends**

Games have a huge impact in the English language context. Belsati & Smith (2024) concluded that “educational games can significantly motivate students to learn” in their research titled “Secondary School Students’ Motivation to Learn About Climate Change Through Video Games,” retrieved from Scopus. Therefore, teachers should use games to create engaging, interesting, and immersive learning. The study demonstrates how game-based learning can change the dynamics in traditional classes by encouraging involvement and intrinsic motivation. Games not only increase the enjoyment of learning English as a foreign language (EFL), but also promote the language's practical application in appropriate situations. Then students are encouraged to enhance language skills through engagement, challenges, and feedback.

Similarly, such learning experiences occur in situations that also require communication and problem-solving. In order to enhance long-term retention and language competency, educational games have to be used in the process of English language learning in order to establish a more dynamic and student-centered atmosphere. Games can transform passive learning to active exploration since they encourage learners’ motivation and interaction. To people who learn English as a foreign language, gamification is crucial in enhancing communication skills. Lastly, learning games improve the learning process and the students’ interest. Thus, it is quite recommendable that teachers add the elements of games in their lesson plans.

Due to language acquisition as well as motivation and enjoyment in the

classroom, Khidirovna (2021) concludes that games enhance the classroom experience. She underlines the methods through which games promote creativity, boost memory, and reinforce thinking abilities. Games are an important way of learning because of their multiplicity of impacts, especially to English language learners. Games promote satisfaction and reduce anxiety, which usually serves as an interference in language acquisition. They do it by engaging the students in some meaningful and cooperative work. This form of involvement helps learners become adventurous and also dare to speak up. Consequently, learners gain extra confidence and enthusiasm to communicate using the language. Emotional and psychological advantages of games make gaming valuable and an effective tool in the EFL classrooms.

Similarly, exposing students to opportunities to use authentic language should provide students with practice and assessment of speaking in simulated real-life contexts. Students take part in working with the material along with consuming it, and therefore, such interaction raises deeper learning and enhances the retention of information. Students will no longer be passive recipients of knowledge. These are interactive experiences, which develop not only linguistic competence but also cognitive development. Students develop their critical thinking and communicative skills as they work in collaboration and problem-solving. This means that games in the language classroom can provide motivation, engagement, and communicative competence. This all contributes to a better and student-centered learning environment. That is why the use of gaming is to be regarded as a plan to teach languages in a new way.

## **Gamified Language learning strategies**

According to Thompson (2024), this article focuses on the application of gamification to the learning process and how one may combine it with the language learning techniques with the use of points, badges, levels, narrative, and the social dynamics in the higher education sector to enhance learning outcomes as well as the involvement of students. The author compares various gamified interventions and their impact on their engagement, participation, and language abilities in the broad sense. Gamification is introduced as the capability to change a regular teaching into a more dynamic and interactive learning. The research offers the implementation of a gamified technique in linguistic courses at the higher level. Also, it considers how these approaches make students more intrinsically motivated and drive them to become highly involved in the process of learning. Gamification enhances academic outcomes in learning of languages since it promotes interaction. Thompson emphasizes the importance of adjusting the instructional design so that it meets the current students' needs. The article points out that gamification is an intentional method of teaching as opposed to a mere fashion trend.

Kim (2024) did an extensive analysis to examine how gamification can be used in higher education when it comes to language acquisition. The author looks through diverse gamified learning environments and instructional strategies. To provoke students' engagement, these include badges, competitions, points-based programs, and narrative frameworks. The research compares and contrasts the extent of how such gamified elements boost the language acquisition in authentic academic environments. It also talks about topics that teachers have to handle such

as the requirement for appropriate training and technology. It also mentions issues which should be handled by teachers, including the need to have appropriate training and technology. These problems fall into the bigger challenges with ICT integrations, which consist of an insufficiency of infrastructure and teacher training, and a reluctance to change. It is still the case in some learning environments (Cabero, 2020). The primary outcomes of the study are discovering the best practices and eliminating common barriers to gamification. It also emphasizes the impacts of gamification on the enthusiasm and interest of students taking language classes at the higher education level. Based on the study conducted by Kim, gamification is rather helpful in modern language learning acquisition as long as it is properly implemented.

Additionally, Chen (2021) confirms that gamified learning experiences enable students learning English as a foreign language (EFL) to acquire a greater number of words and talk fluently. The author examines the various gamification methods and looks into their effectiveness in achieving these learning objectives. These methods often include game elements such as the level, points, and interactive activities, and each component helps improve learning. Students become very passionate and alert as they get absorbed in these interactive settings. This is especially important during the learning process of a language because this practice of hearing the words along with their constant use within a context of usage can stimulate fluency and memory.

Moreover, Escudero (2020) states that the use of virtual game-based environments is beneficial to enhance speaking skills among English language learners. In such cases, students can communicate and relate in the virtual world by using their digital human-like representations called avatars. Drawing an example, Wang platform enables multiple individuals to communicate with each other through avatars that resemble humans. Such environments promote interpersonal relationships in a manner that a traditional classroom environment perhaps does not allow. The active learning strategies help the teacher make the traditional shift of the role, which was supposed to be teacher-centered, to a more hands-on experience performed by language practice and exploration of the students. This follows the basic principles of active learning that encourage students to be involved in circumstances that resemble real-life communication, outside of the classroom. Learning environments that make use of games in a manner that is not based on academics, therefore, contribute to the nurturing of not only academic knowledge but also the students' improvement of communication skills.

### **Gamification in Language Learning**

Speaking of Gamification, Caponetto (2024) states that this concept has gained significant popularity in diverse domains, such as business, marketing, health care, education, and information and communication technology (ICT), and they are grammatically been growing in recent years. The concept of gamification that he holds is that in the non-gaming world, adding elements of games to contexts confirms a certain kind of behavior, raises motivation, and encourages students to participate more actively. The approach has gained popularity in the education circles because it makes learning more dynamic and interesting. Implementing the

principles of game design, teachers can make the learning process more active. Gamification has been particularly relevant in language learning, where students are likely to get discouraged. It is supported by its capacity to increase student participation and performance. Gamification tends to be a trend, instead of being a purposeful educational service.

It has been identified that digital games in EFL classrooms are beneficial in terms of education, according to Foley (2019), who calls them a Tool to Developing Language Skills. Providing engaging-immersive language and fostering group learning, benefits students' language acquisition. On the same note, according to Lou (2024), gamification is the practice of using the components of game design in non-game situations to promote favorable behaviors. When these features of game design become an instructional practice, the practice is called gamified learning. The given studying method motivates the students to participate actively and improves learning process in general.

Additionally, gamification has been widely accepted as a policy of increasing involvement in computer-assisted language learning (CALL) and mobile-assisted language learning (MALL). It has much potential regarding the improvement of language skills and engagement in technological and interactive practical tasks. These findings support the increasing use of gamification in language teaching in the modern world.

### **Gamified strategies for the development of oral skills in English as a foreign language**

Blake (2024) claims that by means of skill-based role-playing and simulator games, students engage with daily situations. This type of teaching is aligned to

communicative language learning because learners are exposed to real-life settings where they will use the language in an interactive context, as opposed to using it in a passive mode. Role-playing games and simulators offer a learner the possibility to address meaningful and authentic situations, such as ordering food, asking for directions, or handling a job interview, and encouraging them to apply the necessary lexis and also engaging the learner to improve their fluency and develop their pragmatic competence. Moreover, with the help of supportive environments fostering trial and error, the given game-based tactics may lead to increased motivation and decreased levels of anxiety, particularly in English as a foreign language (EFL) learners. These active approaches support both critical thinking and decision-making tasks, besides helping with the acquisition of the language. Students become more confident and also learn more languages when working with simulated situations. Finally, this orientation helps students to be more independent and able to apply their learning in real-world contexts.

### **Gamified Learning Platforms**

According to Jenkins (2024), it is possible to learn and practice speaking online through the use of applications such as Duolingo, Quizizz, and Kahoot, which add the elements of a game, including scores, levels, and rewards. The social platforms use stimulating and interactive tools that ensure students are motivated and work toward practice on a regular basis. Most of these tools have added speech recognition, pronunciation exercises, and speaking engagement tasks. This will enable students to practice speech in an encouraging atmosphere and at their own pace. Historically, these tools have concentrated mainly on vocabulary and grammar. Nevertheless, the transfer of the focus on speaking-oriented activities has

brought a significant improvement in digital language teaching. These innovations support the foundations of communicative learning that concentrate on natural use of language as opposed to memorizing it. These resources help students participate in the learning process more deeply.

To maintain this engagement, the online environment requires that the learner perceives being involved in a process of progress and development, which is successfully encouraged with the help of points, levels, and virtual rewards. These gamified elements can engage students and make them into believers of the growth mindset by rewarding hard work and perseverance. Also, students will be able to notice their mistakes quickly and correct them because of the immediate feedback provided by these apps. Furthermore, this constant feedback system will help in telling stories and speaking correctly and fluently. Students also acquire confidence since they receive instant gratification for what they are putting in. These online tools are ensuring that it is easier to practice speaking, especially to students who may not have the opportunities for face-to-face communication. These platforms reduce the monotony of the speaking practice and make it enjoyable and easier by combining gaming and education. Eventually, they contribute to the establishment of an environment that is more stimulating and motivating towards the development of skills in oral language.

On this basis, Tuba and Kursat (2024) add that gamification in the form of Web 2.0 apps, including Mentimeter, Kahoot, Socrative, and Quizizz play an essential role in EFL learners increased motivational potential and academic achievements. On these platforms, teachers can use these gamification features (ranking, points, immediate feedback) in situations not associated with games (e.g. teaching a foreign

language). When used purposefully, these digital tools can be an effective part of gamified learning settings, which can then be used to turn conventional classrooms into more interactive and engaging environments. It is particularly useful to students who still learn English as a foreign language because interactive and active environments usually prompt higher engagement and long-lasting attention. Such aspects as competition, collaborative quizzes, and quick responsive feedback do not only bring curiosity but also can contribute to a more student-based learning environment. Finally, they have the power to increase engagement, encourage self-controlled learning, and bring better knowledge out.

In addition to that, such tools as Quizizz and Kahoot do not only promote motivation and engagement but also help to build speaking fluency in an active and constructive atmosphere. By mimicking real-life speaking experiences and providing immediate feedback, such platforms enable students to train speaking in low-stress environments, getting rid of the potential fear of making mistakes in the process. The chance of repetition without boredom leads to the ease and correctness of language production. Consequently, students develop confidence so that they can use English in authentic contexts. Considering that speaking is one of the most challenging skills to learn among EFL students, gamified digital tools are an effective and attractive alternative. Moreover, special platforms, facilitating oral and interactive language learning and practice, have been gaining popularity over the past several years, which makes the practice of speaking more accessible, personalized, and enjoyable.

Likewise, this iterative method of learning not only enhances memory retention but promotes the growth of critical interpersonal abilities like self-control,

resilience, and decision-making. As a result, using video games in the classroom not only entertains students but also fosters motivation, self-reflection, and independence.

In addition to fostering speaking skills, by shifting our perspective on education, gamification makes learning interesting and significant. Teachers can create a variety of exercises based on students' needs. Even educators without the necessary technical abilities can access a variety of pre-made gaming opportunities. There are interactive systems like Gimkit and Educaplay that help teachers design classes, assessments, and quizzes that students can finish in a game-like setting while meeting goals and objectives.

### **Duolingo and Duolingo Max.**

Patel (2024) points to the increasing role of artificial intelligence applied to the language-learning application such as Duolingo. Duolingo Max is one of the most outstanding features and it implements things like avatar-powered conversations, video chats with the artificial intelligence avatar named Lily, and so on. The tools can provide a more natural and engaging experience to practice speaking, on the one hand, and instant feedback, on the other. Duolingo Max encourages a learner to find support in terms of motivation and fluency development, as it helps simulate real-life communication and engage in regular practice. The application uses gamification features like: lives, rewards, and levels; and AI together with the app that is best suited to the needs of beginning learners and intermediate users.

### **English6. Voki.**

According to Nguyen&Nguyen (2021), it is claimed that Voki is an entertaining teaching tool that enables students to make unique avatars imaginatively and

enjoyably. This tool promotes interactive communication by allowing students to record their voices alongside those of their peers and the teacher. In order to give students enough time to practice and finish their recordings before turning them in, the teacher must carefully prepare the class. Since students have the opportunity to practice and get better, this preparation encourages more confident and fluid communication. As a result, students make more utterances and become more confident in their speaking skills. The fun aspect of creating avatars also lowers anxiety, which helps shy students practice speaking.

Together with the platforms mentioned, Voki introduces alternative ways of language development through personalizing and creativity. Voki enables teachers and students to design their animated avatars, which would speak in a recorded voice or with the help of text-to-speech technology. It supports more than 25 languages and allows personalization, e.g., backgrounds, outfits, and facial expressions, and as this is a useful tool in activities involving storytelling, oral presentations, and pronunciation practice. Voki is effective in higher education where it allows to put all students in a similar level, as it permits visual and auditory students to engage, as well as ensuring that the quiet students and the ones who tend to be less vocal feel empowered to speak up. Releasing and empowering students by offering them a comfortable and interactive means of expression, therefore it promotes fluency, creativity, and overall student engagement.

### **Kahoot**

Building on the mentioned individualized and motivating language app called Voki; Chatinyan and Abrahamyan (2024) highlight that Kahoot offers a multifunctional design to develop stimulating, game-based mini-tests accessible to

all types of learning objectives. Quizzes, which were already loaded with pictures and videos, are now adding audio files to give a multi-sensory experience for the teacher to easily prepare, model, or edit existing quizzes or questions, and students to be more motivated and learn more. The inclusivity and immediate participation allow students to connect to the game in Kahoot using any internet-enabled device and through its special game PIN system. The fact that it recently added interactive audio only contributes to the practice of listening and using the voice, which is why Kahoot can become a powerful tool of language learning, and particularly in EFL classrooms, given the nature of active, enjoyable, and affordable interaction with this app.

### **Canva**

Similar to the apps mentioned, Paige (2020) argues that Canva is an all-inclusive and user-friendly design software, perfect for everyone to start and used for educational purposes. Among the most useful tools, there are unlimited templates to display information in an interesting way. Moreover, the platform can also be linked to several devices, and one can access their projects through them, as well as its drag-and-drop option increases the ease of usage. In this way, students are invited to work cooperatively, and knowledge builds up together. The interface is user-friendly, and the teacher can guide students to explore the more sophisticated features of the platform according to their interests and needs. In this learning process, Canva offers assistance alongside its FAQ section. In addition, the free version has a wide range of templates and photos, which is a practical solution for students to acquire a foreign language.

## **Educaplay**

Rinc et al. (2025) also refer to clear advantages of Educaplay being used by students who learn English, as this software can enhance interactivity of taught subject and make the learning engaging with games such as memory challenges, crossword puzzles, and quizzes. Educaplay can improve vocabulary and grammar retention as well as motivation with the help of gamification. It adjusts activities to several levels of skills, which implies that every student may be a proficient participant. Moreover, the instant feedback allows the learner to monitor progress and reaffirms knowledge, which contributes to continuous improvement in language skills.

## **ESL videos**

In the study conducted by Zhang (2023), it was revealed that educational videos can greatly improve foreign language learning since they contribute to vocabulary and alphabet acquisition with the use of a multimodal input. These videos take root in Dual Coding Theory; they appeal to both verbal and visual systems by enhancing memory and understanding, and particularly those with descriptive vocabulary. Along with listening and reading, multimedia tools are also effective for developing the grammatical aspects and play a significant role in the growth of speaking since students are introduced to the authentic pronunciation and discourse. Video materials that contain narrative that can be accompanied by printed text, leading to deeper and accessible learning activities. In general, the instructional videos are positive to learners that present rich and stimulating content supporting language acquisition and exposing to different approaches to the learning process, such as enhancing oral communication in EFL situations.

## **Flippity**

Pereira and Araujo (2023) state that Flippity is a google sheets plugin, which allows teachers to build and edit educational games and activities that students can interact with. The flexibility of its template, which includes quizzes, board games, and random group generators among others, enables a teacher to customize a lesson according to face-to-face, hybrid, and remote learning environments. Flippity encourages participation in learning among students because the air is filled with playful energy that boosts learning outcomes. Particularly in the case of EFL students, Flippity will help to develop the speaking skills, as it offers the chance to talk during the interactive games and group tasks, and allows the students to exercise their pronunciation, vocabulary, and spontaneous communication in a low-pressure and inspiring context.

## **Genially**

According to Rahmand & Diny (2024), Genially is an online tool that helps to learn foreign languages and develop interactive and gamified presentations. With integrated quizzes, multimedia integration, and customizable templates, Genially helps to make lessons more interactive. When it comes to building speaking abilities, Genially offers to be a highly student-centered approach, as it provides interactive features that encourage students to answer orally during presentations. Videos and quizzes on the platform help to enhance the understanding of the class and maintain the enthusiasm of students, thus making the atmosphere more engaging, which encourages the practice of spontaneous speaking and the repetition of language use in real-life contexts.

## **Gimkit**

Siti (2024) says that GimKit is an interactive, gamification platform that will increase student engagement, offering custom and adapted quizzes and activities based on students' needs. Connecting education and entertainment, GimKit can be a good and exciting website where students can team up, think strategically, and actively use what they know. This active style of learning will motivate EFL students to respond orally, communicate, and share their insights with the rest of the learners, thus discussing the material, answering questions, and improving their language knowledge in a friendly environment. The interactive interface and the diversity of quiz types contribute to developing the understanding and oral performance, which is why the platform should also be a great option in foreign languages classes.

## **Mentimeter**

According to Gökbulut (2020), Mentimeter is a Web 2.0 tool that enhances classroom interaction through real-time polls, quizzes, word clouds, and surveys. Accessible from any internet-enabled device, it allows students to participate anonymously using a PIN, reducing anxiety and encouraging engagement—especially among shy or passive learners. For EFL students, Mentimeter promotes speaking development by creating a safe and inclusive space where learners can contribute orally during presentations or discussions. Interactive features such as word clouds and live feedback not only support vocabulary recall and comprehension but also stimulate spontaneous speech, making classroom participation more dynamic, equitable, and motivating.

## **Quizlet**

As Seckin (2024) mentions, Quizlet has become very popular, and it has turned out into an extremely effective educational tool. It is widely practiced in many areas such as mathematics and medicine as well as in foreign languages. As individuals, the students can make personalized study sets and they generally include important concepts composed with definitions or explanations. Learners will find that they can learn these study materials using various study modes like flashcards, forms of quizzes, and interactive learning games. It becomes this kind of variety that helps strengthen knowledge and support learning styles. With the possibility of providing a variety of tools in a convenient digital form, Quizlet makes the learning process even more efficient and can be used both in academic and professional life.

## **Padlet**

According to Rosmayanti (2025), Padlet is a web-based tool that enhances language learning through real-time collaboration using text, images, audio, and video on virtual boards. Aligned with Vygotsky's Sociocultural Theory, Padlet promotes student autonomy, peer interaction, and multimodal communication—key elements for developing speaking skills in EFL contexts. By supporting both synchronous and asynchronous communication, it offers students meaningful opportunities to practice oral language beyond the classroom, encouraging active participation, confidence, and real-world language use.

## **Wordwall**

Wordwall, as mentioned by Fitria (2023), is a web-based platform that enables teachers to develop learning activities, which can be interacted with personalized assignments including quizzes, matching tasks, word generators, and categorization

activities. Such materials are online and offline-based and make teaching flexible and convenient. In regard to speaking, Wordwall benefits EFL students as it inspires them to react dynamically with the use of games and to respond orally. It has captivated formats, which serve to reduce the level of concern in the classroom and encourage free talk as long as students practice pronunciation or when they use it in group work. Wordwall helps develop oral communication skills and build confidence with the language used through speaking tasks into interactive and entertaining lessons.

*Table 2 Suggested tools (A1)*

<b>Level</b>	<b>Suggested tools (A1)</b>
<b>Basic</b>	Duolingo, Voki, Kahoot, Elsa Speak, Padlet
<b>Intermediate</b>	Flip, Mondly, Elsa Speak, Speakable
<b>Advanced</b>	Immerse, Flip, and Elsa Speak

**Elaborated by:** Ramiro Supe (2025)

**Source:** Direct research

### **Gamified Incentives for Speaking**

According to Mitchell (2024), gamified structures like the use of points, badges, and leaderboards foster students' participation and performance during oral presentations since gamified incentives motivate students and give the feeling of progression. The tools change the center of attention almost to the individual development rather than performance anxiety and stimulate the students to practice to become adequately skilled in terms of speech quality. Also, engaging learners in meaningful oral communication is accomplished by involving learners in narrative-based activities; i.e., through the environment of role-playing, digital storytelling,

and decision-based activities. These experiences are based on the constructivist theory, which encourages students to give their opinion, solve problems, and apply language in real-life contexts. This facilitates fluency, development of vocabulary use, and critical thinking as well as reducing the anxiety levels. Learners work spontaneously and in immersive conditions where they feel free to take risks and become competent speakers. The combination of gamification and stories develops student-centered dynamic learning environments that reinforce oral language skills in the EFL setting.

### **Gamification trends in EFL**

The subject of gamification has been considered as one of the main new developments in the software industry's service and application development. The fundamental idea of gamification in the classroom represents a new step in educational innovation, providing an innovative perspective on instructional methods and a means of encouraging teachers to stay updated with contemporary teaching techniques.

According to Infante & Mayorga (2024), one of the things that educators need to do is to incorporate innovative technological devices, particularly those based on gamification, to attain maximum interaction and motivation in EFL classrooms. Students' learning is highly student-centered because gamification brings a sense of interaction and enhances participation, which is vital in the acquisition of a foreign language. The authors underline that one of the major ways to stimulate efficient communication is the adjustment of learning techniques that correspond to the technological preferences of students.

Such tools as Duolingo and Educaplay have more complex but still original learning journeys: students get immediate feedback and practical application of the language in real-time. The progression system of Duolingo makes learners work motivated, whereas Educaplay offers real-life tasks that demand verbal communication skills, solving problems, and cooperating. These platforms go beyond simple ways to deliver content by triggering students to speak in a constructed and communicative way.

According to Ačerauskas & Sliogeriene (2022), video game technologies, when applied in educational contexts, enhance learner engagement and academic performance. They emphasize gamifications a valuable tool for communication and socialization, particularly in language learning environments. While overuse may reduce its relevance outside digital settings and gamified systems provide safe and interactive spaces where learners can explore identity and language use.

These platforms enable teachers to simulate real-world scenarios that encourage verbal interaction and collaborative problem-solving. By fostering creativity, engagement, and teamwork, gamified environments move beyond passive learning and promote active language production. Therefore, game-based technologies not only increase motivation but also provide opportunities for practical speaking practice, making them effective tools for improving speaking proficiency in EFL classrooms.

### **English language learning**

Riskulova (2020) states that creativity and strong didactic fundamentals are the keys to effective learning that has to be adapted to the learners' individual needs.

The teacher should make a detailed plan and apply various approaches and techniques that manage students' diversity and learning styles. Active engagement and effective language learning become part of this tailor-made approach.

Such learner-centered teaching approaches are particularly relevant in EFL classrooms in enhancing the students' speaking skills. Understanding the strengths of students and communicative preferences, teachers will be able to organize lessons in such a way that more chances to communicate orally, to stimulate confidence, and to use the language in real life will be arranged. Finally, meaningful speaking practice can be achieved with the assistance of effective didactics implemented as a result of careful planning and pedagogical adjustment.

Riskulova (2020) insists that successful didactics need to present the gap between theory and practice and those experiences in the real world. This relationship boosts knowledge and students' memorization. When it comes to EFL implementation as a form of applying knowledge, the choice of meaningful application, that is, through a real-life speech situation, not only makes one more self-confident setting but also makes communicative competence better. Students get more active in language use and become better at speaking when they find the connection between use of language in their daily routine. Thus, didactic plans should focus on activities that combine learning and communication practice with speaking as a key to comprehensive language development.

### **Cognitivism**

Feder (2024) defines cognition as an outline of all processes that occur in the mind, including perception, recognition, and reason, which participate in the process of learning. The corresponding cognitivist learning theory focuses on the

importance of the internal processes in knowledge construction. During the process of learning to speak in an EFL environment, these cognitive functions are essential to the acquisition of speaking skills because when they learn to speak, they will be required to determine patterns, make sense, and organize language according to previous experiences. This thinking process enables the student not just to learn vocabulary and grammar but also to be able to speak more successfully. Hence, the promotion of cognitive development by means of oriented-speaking exercises improves the students' skills in processing and fluently expressing ideas in English.

In a sense, cognitivism is a critical factor of educational practices as it puts the structure of how students process, store, and use information in the forefront (Roggeman (2024)). When applied to teaching speaking skills, the method will enable learners to perform more in-depth mental processes like reasoning, interpretation, and problem-solving, which are a requirement in oral communication. Having gained knowledge and combined it with prior information and students' learning styles, teachers can come up with personalized speaking tasks, which can result in critical thinking and use of language. Cognitivism requires learners to be active rather than receivers, thus improving their ability to generate ideas and their organization during speech. Accordingly, cognitively-grounded strategy in EFL classrooms facilitates more purposeful, internalized, and fluent speaking.

### **Constructivism**

As noted by Taber (2019), constructivism is one of the key theories in curriculum development and pedagogy, not least on the basis of its focus on active learning. Constructivists learn particularly in the process of developing speaking

skills since these learning strategies foster students' active contribution in inquiry, collaboration, and communicating effectively. Engaging learners in research activities, projects, and peer communication will encourage learners to express their thoughts, ask questions, and engage in discussion, which are major components in enhancing or improving oral proficiency. Moreover, a constructivist learning atmosphere promotes social contact and the ability to think critically, which plays a large role in gaining confidence and acquiring fluency in speech. In such a way, constructivism is in favor of a student-centered approach according to which speaking will become the natural and intentional part within the learning process.

### **Connectivism**

Cloke (2024) notes that connectivism focuses on network-based and digital-based learning and social interaction, which is why it has great potential in the development of speaking skills. The central theme of communication in this method is that students are involved in discussions, exchange of opinions, and teamwork through blogs, Internet communities, and multimedia tools. Talking is a logical condition of such interactive contexts in which learners are forced to share their ideas, contemplate a wide range of attitudes, and engage in decision-making tasks. Through helping to develop the skills of critical thinking and the capacity to assess foreign materials, connectivism leads to valuable discussions and proficient use of words. This theory helps create lively and very student-oriented environments in which not only speaking is practiced, but is also a crucial part of the learning process.

## **Speaking Skills**

As RAO (2019) says, because of globalization, people from all over the world are interacting actively among them, and they are speaking the most vigorous language of communication, which is English. It serves as a bridge language in the industries of science, technology, education, and international business. With the prevalence of English, there is a possibility of individuals who do not share the same lingual heritage to interact with each other. English has therefore turned out to be a truly global language, given the fact that millions of people speak and learn the language around the world. It is important in international interactions due to its extensiveness in the media, travel, diplomacy, as well as daily Internet interactions.

Kehing (2021) notes that speaking has been held as the most difficult of the language skills in the past. Nonetheless, due to technological development, learners are currently prepared with different tools that facilitate speaking. As the systematic review conducted by Kehing (2021) showed that the most commonly used strategies were cognitive and metacognitive, aimed at boosting speaking, and social and compensatory ones, respectively. On the contrary, memory and emotion-based strategies were the least employed. The research focuses on identifying the best teaching strategies based on current students' needs of learning: The way students prefer to study influences on getting a more effective and dynamic acquisition of language. Besides, since speaking constitutes a category of the productive skills in the process of language learning, it is quite necessary to investigate the way learners acquire such skills to develop communicative competence in EFL classrooms.

As Trenholm (2020) emphasizes, vocal expression is one of the crucial aspects

of language acquisition and communication. Proficiency in the art of speech will make learners able to express ideas and thoughts accurately and confidently, both in academic and professional life. Oral skills enable students' active participation in discussions, group work, debates, and presentations in the classroom, thus increasing knowledge and comprehension. Moreover, the practice of speaking facilitates and assists critical thinking and situational cooperation, hence critical to the overall language development.

According to Andersen & Evia (2019), there is a need to communicate effectively in both academic and professional life, both through spoken and written communication. Good oratory develops confidence, leadership, and the ability to influence others in work settings. They are very helpful in conducting meetings, making presentations, and advancing in their careers. Hence, oral expression development influences an individual's success in different professional areas.

Braithwaite (2022) states that authentic oral communication helps learners to express themselves openly, communicate in a meaningful way, and build strong relationships. Speaking forms are part of the core aspects of language acquisition, as well as being a crucial measure of communicative proficiency. The ability to master this skill will help to be successful both in the personal and professional fields due to amplified abilities in leadership, collaboration, and proactive involvement. Effective means of communication facilitate efficient expression of ideas, persuasiveness, and establishment of confidence in people who are expected to be clear and confident, thus necessary to bring positive results both in school and at work.

According to Ezeh (2021) speaking skills are not limited to the use of words

only but also include non-verbal communication elements such as body language, intonation of the voice, and facial expressions. Collectively, these elements are critical in the communication of ideas. The paper states the relevance of speaking to aspects of academic, professional, and personal growth. In case of students, good speaking skills play a vital role in their studies, particularly during studies like debates, presentations, as well as classes. Effective verbal communication also assists learners in terms of developing peer relationships, stronger comprehension of content, and articulation of the ideas in a confident and clear way.

### **Strategies to develop speaking skills**

Nyoma & Putu (2023) state that the acquisition of speaking skills involves systematic training and productive feedback. Speaking exercises, role-plays, debates, and group conversations in language learning are also affective activities as they make learners develop language skills and self-confidence in a real-life setting. Nevertheless, there are obstacles such as a lack of vocabulary, problems of grammar and pronunciation, inadequate self-esteem, fear of error, and nervousness that normally slow down the progress. To overcome these barriers, teachers are encouraged to develop course materials that best suit student needs, directly enabling the students to acquire confidence to speak in public.

Also, the role of feedback in enhancing speaking skills becomes vital since it raises learners' awareness of areas that require development, ultimately fostering self-reflection and goal-setting. Another reason why it is important to have a wide and comprehensive vocabulary is that people with a wide vocabulary can make their ideas understood and convincing. As a way of building lexis, students must read, have vocabulary quizzes, and repetition of synonyms and colloquial expressions.

Such strategies help students not only learn new words, but also gain confidence in discussions and conversations. On the whole, English classes should be teaching speaking skills to support students' communication development.

### **Provide real-life scenarios**

As Rao (2019) states, real-life situations in English teaching represent a near-optimal strategy toward perfecting the speaking skill. As the students are encouraged to speak in practical and meaningful situations, such as a travel agency or a restaurant, they end up practicing in real-life scenarios. These activities bridge the gap between the classroom and the real-world language use and make students increase students' motivation and engagement. Real-life approach focuses on active engagement, making learners use authentic grammar and vocabulary. As a result, students feel confident and are more arranged to use English at their everyday life situations outside the classroom.

### **Use visual aids**

Rao (2019) states that pictures, videos, and toys are also visual aids that have to be used in general practice to improve learners' speaking skills. The aids come in immediate contextual support, which will make students comprehend meaning and vocabulary rather than relying on verbal explanations. The videos and images can be used as cognitive resources, which connect the language with real-life scenarios and promote communication despite having a small number of vocabulary items.

Role-playing materials and classroom resources provide a relaxing setting and an active atmosphere that encourage students to take risks with their speech.

Furthermore, short video clips facilitate natural speaking since learners get engaged in a conversation through a topic such as travel plans or favorite destinations. All in all, the use of visual aids is more effective in promoting the use of vocabulary, reinforcing grammar, and enhancing sentence construction, so they are worth using to create confident and significant speaking practice.

### **Role-Playing**

Role-playing is considered one of the most effective techniques for developing speaking skills in terms of the possibility for students to play different characters, simulating a real situation (Idham, 2022). The method helps students to go beyond memorization of lines and utter words, which encourages real communication and enhances their capacity to make spontaneous and effective speech.

Role-playing also increases the pragmatic competence, enabling learners to use language in a socially appropriate way. The activities help learners to acquire valuable interactional features like the tone of voice, use of body language, and turn-taking; thus, this is significant in real-life communication. Moreover, role-playing allows the learning experience to be more engaging and memorable since it involves collaboration and even humor.

### **Debates and discussions**

Rao (2019) states that conducting debates and group discussions on a controversial or curriculum-related topic will provide beneficial opportunities for the students to practice speaking in English actively. Such tasks stimulate natural and spontaneous communication when learners develop their arguments, answer

questions, and justify their position. The process contributes to the development of fluency and communication as well as anticipated counterarguments.

Frequent involvement in debates also improves students' self-confidence and decreases language anxiety, enabling them to feel free whenever they want to express themselves in public. Further, such exchanges lead to critical thinking, the ability to clearly express ideas, respect alternative views, and demonstrate active listening. On the whole, the discussion is an involving learning process that encourages language acquisition and development.

### **Speaking prompts**

Burns (2019) explains that cue cards or prompts are a way to make students organize their answers more carefully and improve their speech. These prompts, possibly with guiding questions, important vocabulary, or sentence starters, help learners to generate longer and more complex answers and thus increase fluency and language proficiency. Cue cards also present effective discourse markers and lead change phrases that help students to build interpersonal communication skills required in group discussions and real-life conversations. Also, these prompts could be adjusted to various proficiency levels so that every student could actively and enthusiastically engage in the process.

### **Vocabulary building**

Alharbi (2019) asserts that speaking tasks should also include games and vocabulary-building exercises to allow students to widen their vocabulary. Effective and efficient communication depends on solid vocabulary. An everyday vocabulary practice and use of expressive and comprehensive communication contribute to improving speaking skills and linguistic development. Word

association, bingo, and gesture-based games are an efficient way of having a less stressful setting, which promotes the use and memorization of new words. Also, when vocabulary teaching is developed in context, through debates, role-playing, or discussions, it has a great effect on lexis retention and improves the level of understanding, which in turn helps to speak better.

### **Pronunciation practice**

Rao (2019) argues that speaking skills should be developed by focusing on pronunciation practice. Exercises such as the use of tongue twisters, phonetic drills, and pronunciation modeling make students increase fluency, articulation, and precision in speech. Learners need effective training to avoid poor speaking habits, which can hinder communication even when grammar and vocabulary are proficient. This may result in misunderstanding due to mispronunciations and wrong stress patterns.

All engaging activities like minimal pair practice and tongue twisters, apart from increasing the level of articulatory accuracy, also help increase the students' confidence through better control over their mouth muscles. Phonetic exercises enhance the ability to discriminate sounds as well as pronunciation accuracy. When clear pronunciation models are heard, learners are able to imitate natural rhythm, intonation patterns, and stress. With time, regular training and positive feedback will help students get closer to natural-sounding fluency so that they can talk in a more precise way.

### **Recording and self-evaluation**

According to Rao (2019), such processes as recording and self-assessing speech are practical when it comes to enhancing speeches. Students get to know more of

the problems of pronunciation, grammar, fluency, and coherence by listening to their recordings. This reflective exercise will help them to recognize areas where they need improvement in speech, or have repetitive patterns, and areas that should be enhanced and this exercise will also bring out their strong areas.

By reviewing their recordings, it allows learners to practice before addressing a large audience, which makes them feel more confident and comfortable with their speaking abilities. Examining such features as stress, rhythm, and intonation also helps them gain awareness of the pronunciation standard of a native speaker. Taking their speech and comparing it with the professional ones will stimulate the students to correct themselves and set their language objectives. Finally, self-evaluation builds independence, critical listening, and continuous progress with regard to oral work, which makes it a powerful tool to develop high speaking skills.

### **Speaking assessment**

Chien (2020) underlines the role of frequent speaking tests in language speaking proficiency. These tests take the form of group tasks or independent work, which help learners use the target language in real-life situations. Speaking practice will result in confidence, anxiety will diminish, and fluency and vocabulary development will show up.

Moreover, speaking activities allow individual work analysis to find both their strengths and areas needing improvement. Constructive feedback helps target improvement and fosters meaningful progress. Group project, especially, increases the interaction of peers and encourage collaborative learning to enable students to exercise conversation skills such as turn-taking, negotiation of meaning, and

expression of ideas.

Such authentic tasks are similar to real-life communication, which makes the process of learning more relevant and contributes to the development of critical interpersonal competencies. Spoken tests also promote self-discovery in speech assessment as goal setting and language consciousness. Therefore, they not only function as assessment tools but also serve as effective strategies for fostering oral proficiency and developing students into efficient communicators in a variety of real-world contexts.

## **CHAPTER II**

### **Methodological Design**

The present study uses the methodological framework as a strategic base to help EFL students become more fluent speakers. Sileyew (2019) claims that a research design contains systematic methods of control that supervise the research. This chapter outlines the methodology used in the study, which contains the research techniques that assist data collection and its interpretation. This section helps the researcher find out the results in context.

The chapter is outlined in three major sections, whereby the introduction describes the general research design. It subsequently addresses the qualitative method and the data-collection instruments. Lastly, it introduces the research framework that will assist in the development of a gamified unit that will enhance spoken English at a higher level. This chapter examines the target audience of the proposal and plays an important role when carrying out the process of expert validation. In general, the methodology is a decisive factor in the creation of efficient strategies for improving learners' speaking skills through gamification.

### **Research Approach and Design**

This paper interprets the significance of reflexivity and critical reflection in the research process, especially in post-positivist analysis. The development of qualitative research works in the area of language learning should be viewed as one of the most complex social issues (Musa & Aldiabat, 2024). Applied to the teaching and learning context, the approach helps the researcher and students to study the process of knowledge construction and engage in significant academic conversation.

Based on the qualitative methodology, the study examines the effect of gamification on motivation, active engagement, and language acquisition in learners, focusing on speaking skills. The method is used to record the experience and perceptions of the participants in authentic classrooms with greater effectiveness to comprehend the effects that game-based strategies have on oral communication.

The study is directly focused on how game-based applications can be used to sharpen the students' speaking skills in A2 English students at "Manuel Lezaeta" University Technological Institute. The qualitative design facilitates research in the natural learning setting by establishing a direct relationship among participants' perspectives, experiences, and interpretations. In general, based on the research quality and the improvement of the students' speaking skills, the methodological approach is substantiated.

## Consistency Matrix

Table 3 Consistency Matrix

<b>Problem</b>	<b>Specific Objectives:</b>	<b>Categories</b>	<b>Subcategories</b>	<b>Methodology</b>
<p><b>Causes.</b></p> <p>1.- Lack of motivation</p> <p>2.- Non-interactive learning environments.</p> <p>3.- Anxiety and Lack of Confidence</p>	<p>-To establish the theoretical foundations for gamification strategies on the development of speaking skills in higher education students.</p> <p>-To describe the positioning of Speaking Skills in higher education students.</p>	<b>Gamification</b>	<p>- Game-Based Learning trends</p> <p>-Gamified learning platforms.</p> <p>-Gamified strategies for the development of oral skills.</p>	<p>-Paradigm Pos-positivist</p> <p>-Approach Qualitative</p> <p>-Techniques</p> <p>-Observation, participation</p> <p>-Interview</p>
<p><b>Consequence.</b></p> <p>1.- Low academic performance.</p> <p>2.- Low communicative competence.</p> <p>3.- Demotivation and abandonment.</p>	<p>-To design an interactive teaching guide through gamification to develop the speaking skills in higher education students.</p> <p>-To evaluate changes from the application of gamification for the development of speaking skills</p>		<b>Speaking Skills</b>	<p>-Speaking interaction</p> <p>-Strategies to develop speaking skills.</p>

	in higher education students.			
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**Elaborated by:** Ramiro Supe (2025)

**Source:** Direct research

### **Sample and Research Context**

According to Doe (2024), purposive sampling highlights the importance of selecting participants who meet specific English proficiency criteria to ensure that the findings accurately reflect the impact of gamification techniques on a relatively homogeneous student population.

This method is appropriate for the current study, as it allows the selection of participants from specific courses or programs within the institution who possess the required language proficiency or relevant characteristics. This ensures that the sample is suitable for both the intervention and subsequent evaluation of its effects on spoken language development.

Purposive sampling emphasizes the importance of selecting participants who meet specific English proficiency criteria to ensure that the findings accurately reflect how gamification techniques impact a consistent student population.

This research uses a purposive sampling approach to select students from the A2 English level at the institution “Manuel Lezaeta”. This approach ensures that participants are well-suited both for the gamified intervention and for the subsequent evaluation of its effects on spoken language development. The selected participants will engage in a series of interactive activities designed to enhance their speaking skills, allowing for a thorough assessment of their progress.

## **Data collection process**

### **Techniques and Data Collection Instruments**

According to Saunders et al. (2023), research instruments are essential for directing the data collection process and guaranteeing that the information acquired is in line with the objectives of a study. The interview is selected as the main method in this study to get participants' insightful and in-depth answers. This method makes it possible to examine intricate viewpoints and experiences, producing rich data that can be used to successfully answer the research questions; see Annex 1.

The reference to Annex 1 indicates that additional details or supporting information related to the interview method and its implementation in the study can be found there. This supplementary material likely provides further context or examples that enhance understanding of how the interviews were conducted.

### **Analysis of the Result**

The researchers established the following two main categories to analyze the effectiveness of game-based activities in English learners' conversational practice: gamification and speaking skills. These categories include the following subcategories: “digital games,” “motivation,” “active participation,” and “oral fluency improvement.”

The process of using ATLAS.ti was carried out as follows: the eight in-depth interviews conducted were transcribed into word as they were expressed by the research subjects or key participants. In this study, the "raw notes" were transcribed and then uploaded as a new project in ATLAS.ti, following the methodological postulates developed by Korbi Strauss. A project was created, ATLAS.ti displayed

ten documents, one specifically from each participant. Then, codes were assigned when loading the documents, and a selective reading began coding the information provided by the participants.

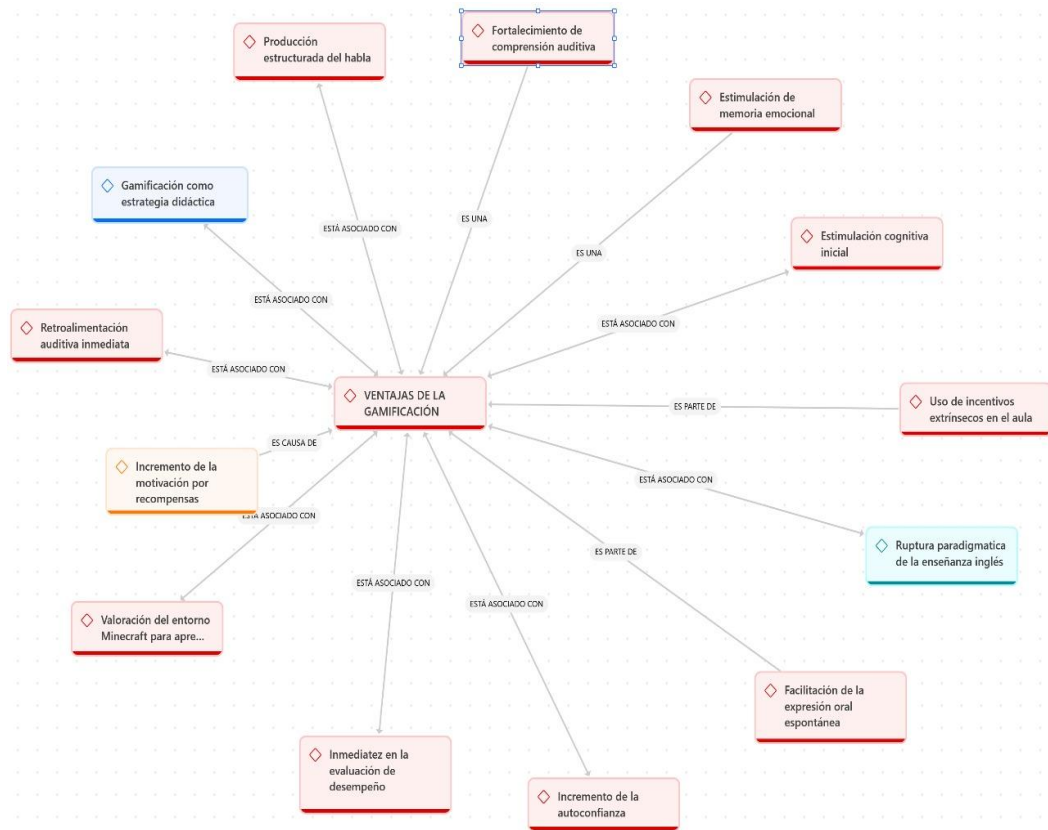
### **Software ATLAS.ti**

ATLAS.ti is a qualitative data analysis system that allows researchers to build up a semantic network of concepts, codes, quotes, and memos by using a visual representation of the research data in ATLAS.ti. (2025). This tool promotes the current research work on gamification in EFL speaking skills by enabling the researcher to encode the transcripts of the interviewees, organize similar codes, and visualize connections among “digital games,” “motivation,” “active participation,” and “oral fluency improvement.” The semantic network analysis is visual through its interface, which helps determine causal, hierarchical, and associative patterns and assists in defining a grounded theory. In this research, ATLAS.ti helps in unraveling the political strategy of gamification to improve the engagement of learners and their teamwork, as well as those challenges, such as ICT barriers or pedagogical misalignment. The methodological interpretation that incorporates these visual models helps the thesis have more depth in interpretation and excellence in explaining results. This strategy is consistent with the benefits outlined in the ATLAS.ti official sources, putting an accent on the potential to test theoretical consistency and represent the findings understandably.

By integrating visual models, the reader can facilitate deeper interpretation and provide clearer explanations of results, which further enriches the learning experience. This approach aligns seamlessly with the benefits outlined in ATLAS.ti's official sources, reinforcing both theoretical consistency and clarity in

interpreting findings.

Figure 2. *Ventajas de la Gamificación*



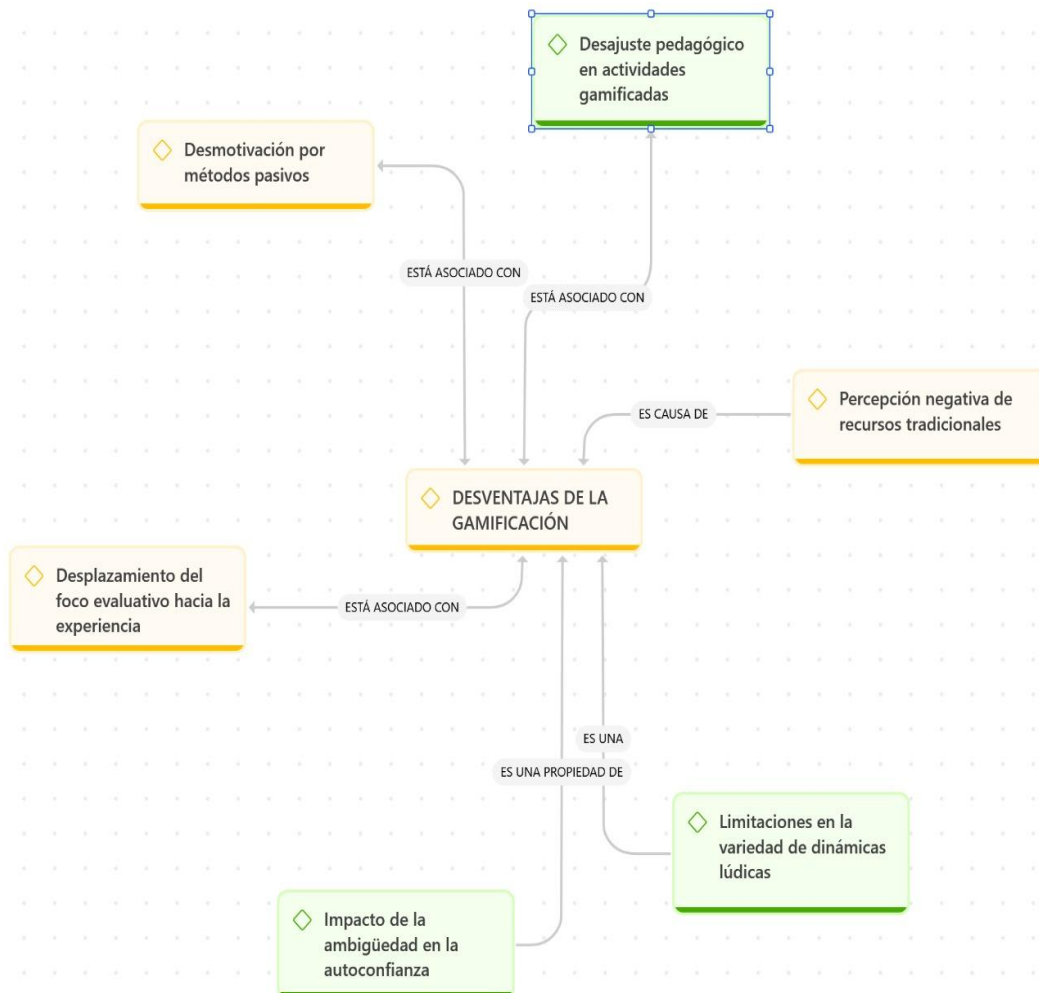
**Elaborated by:** Ramiro Supe (2025)

**Source:** Manual. ATLAS.ti Scientific Software Development GmbH (2025)

The semantic network "Advantages of Gamification" draws attention to a link between the initial cognitive stimulation; a component of extrinsic rewards in the classroom and the stimulation of emotional memory. Mitchell (2024) claims that components of gamified rewards, like badges, points, and tasks involving storytelling, improve motivation and cognitive engagement mainly in the learning process, reducing anxiety and encouraging high levels of participation. According to student M.J.'s interview, "Increasing rewards was a powerful source of motivation to make me feel more comfortable and engaged to participate in

spontaneous speaking activities in English," which reduced her hesitancy and increased her willingness to communicate. These findings support Mitchell's hypothesis that the deliberate use of gamified rewards not only supports early cognitive processes but also evokes positive emotional memory, which aids in the development of a learning environment where oral confidence and foreign language speech production can foster fluency acquisition.

*Figure 3 Desventaja de la Gamificación*

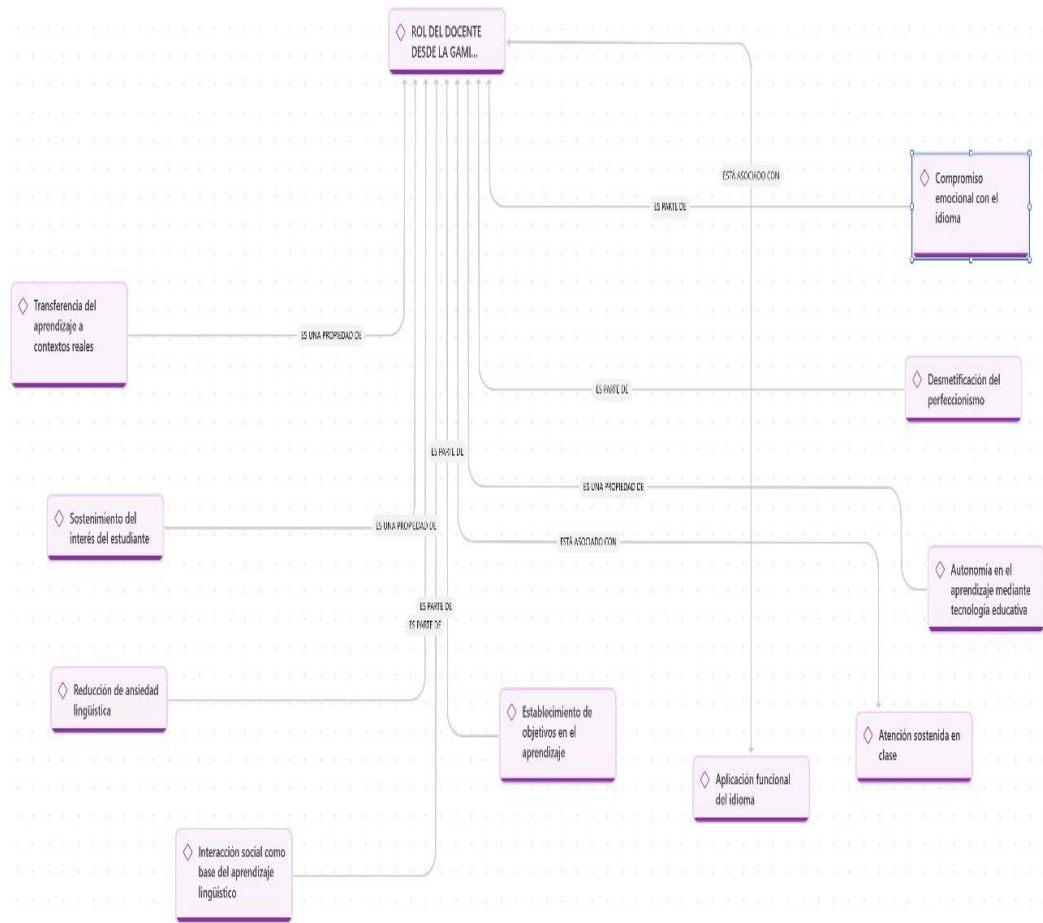


**Elaborated by:** Ramiro Supe (2025)

**Source:** Manual. ATLAS.ti Scientific Software Development GmbH (2025)

It is important to consider the possible disadvantages when analyzing the semantic network "methodological implications of gamification of EFL teaching." Distraction from learning objectives, an excessive reliance on extrinsic rewards, and unequal access to technology are some of the limitations, as noted by (Rodriguez, 2023). According to P. V.'s interview, it was also found that, although some gamified tasks were enjoyable, they had little bearing on the language objectives, which resulted in poor learning outcomes. She also mentioned that unclear instructions and objectives occasionally made her feel less confident, leading to uncertainty and hesitancy about what was expected of her when creating oral assignments. Finally, P.V. said that she was less inclined to learn after being exposed to the passive alternatives prior to gamified classes because she found the active gamified classes to be more engaging and effective than the passive lecture-based study.

**Figure 4** *Role del Docente dese la Gamificación*



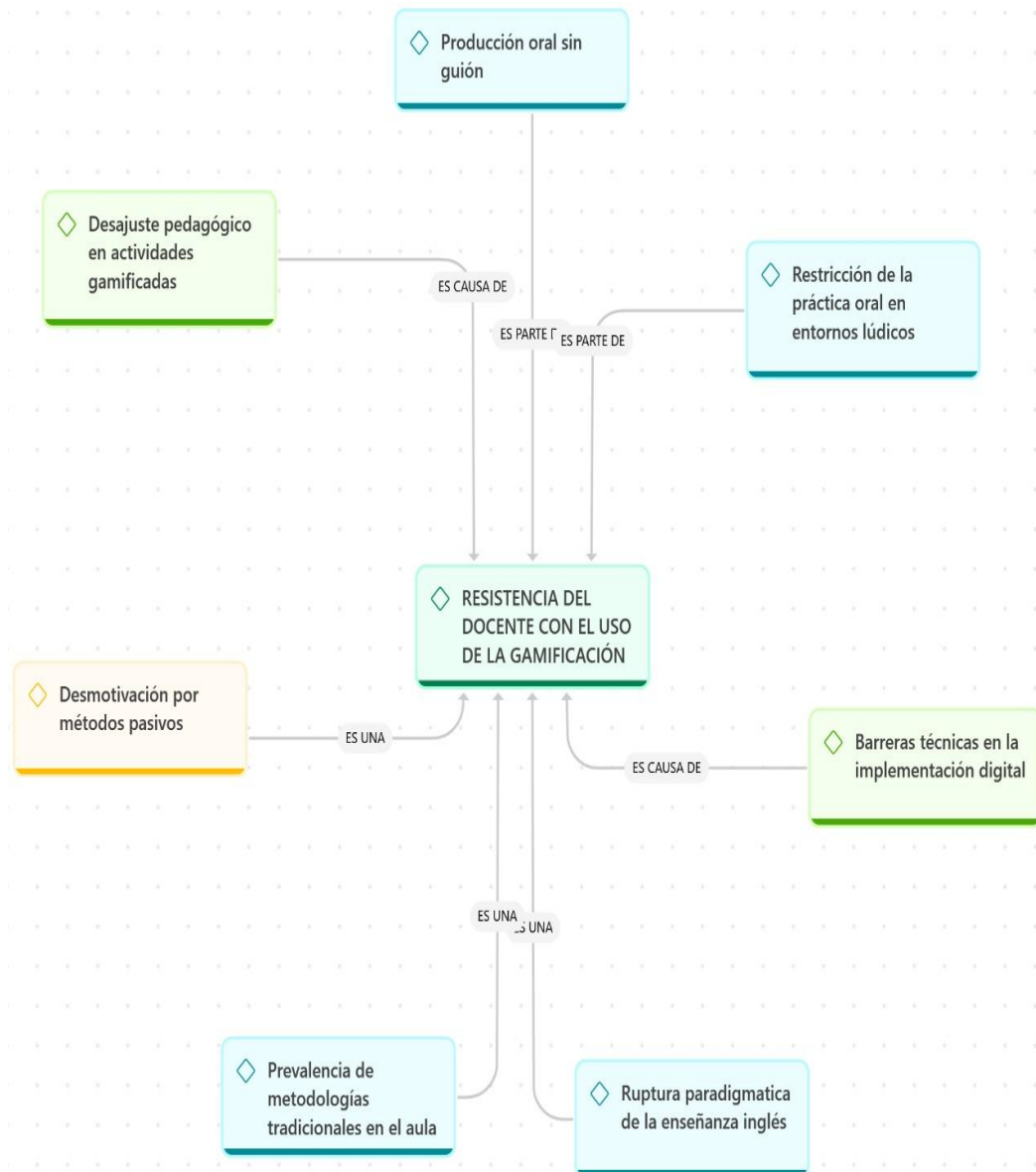
**Elaborated by:** Ramiro Supe (2025)

**Source:** Manual. ATLAS.ti Scientific Software Development GmbH (2025)

Four interrelated subcategories of the semantic network, "the teacher's role in gamified EFL teaching," are revealed: learners' emotional commitment, independent technology use, EFL social interaction, and language use in authentic situations. According to Lou (2024), the incorporation of gaming design elements into conventional settings promotes long-term learner engagement and undesirable behaviors, which in the context of EFL is understood to be less speaking anxiety and a greater willingness to take chances when speaking orally. As a result, a teacher who employs speaking exercises that are in line with specific

communication goals created using technology—like Duolingo, Padlet, and Genially tools—encourages students' independence in authentic contexts, develops their fluency, and provides authentic chances for meaning negotiation. The results of the interview with student S.N. confirm Lou's observations, demonstrating that offering rewards led to more spontaneous oral participation. In EFL higher education contexts, teachers should carefully balance tasks to help students improve their speaking abilities through the gamified approach. These factors can be interpreted as learners' motivation, autonomy, interaction, and contextual use.

*Figure 5 Resistencia del docente con el uso de la Gamificación*



**Modified by:** Ramiro Supe (2025)

**Source:** Manual. ATLAS.ti Scientific Software Development GmbH (2025)

Analyzing “the teacher’s resistance to using gamification” in the semantic network, it is revealed that it is related to entrenched pedagogical habits, which limit gamified strategies to foster spontaneous oral communication in an EFL class. Alfulaih & Muhammad (2018) state that gamified approaches such as role-playing

and interactive challenges promote speaking fluency, reduce anxiety, and provoke spontaneous speech; however, it is required that the class have a student-centered approach. This change in the teachers' traditional approach asks them to redesign their teaching into a more dynamic and motivational model and rethink assessment processes, which results in teachers' resistance to adaptation. Additionally, it is concerning that poorly contextualized game elements can hinder rather than help, which is consistent with the findings in the interview with student A.M., who mentioned that although gamified tasks increased her motivation to speak freely, certain activities felt disconnected from real communicative needs.

Figure 6 *Uso de la Gamificación en aula de clase*



**Elaborated by:** Ramiro Supe (2025)

**Source:** Manual. ATLAS.ti Scientific Software Development GmbH (2025)

The semantic network of "Use of gamification in EFL classrooms" encompasses a didactic strategy and serves as a powerful pedagogical tool that combines

cooperative learning, interactive digital engagement, and competitive collaboration. Ayu & Srirahayu (2021) state that collaborative learning within gamified contexts promotes interaction among learners and mutual support, which enhances speaking skills. Moreover, Nguyen&Thi Kieu (2021) and Tuba& Kursat (2024) suggest that digital platforms such as Kahoot, Educaplay, and Voki provide interactive environments that integrate competition and cooperation through points, rankings, and immediate feedback. Fahan & Albiladi (2021) strongly emphasize that competitive gamified tasks can increase participation and spontaneous oral speech while maintaining a supportive atmosphere that reduces anxiety. In her interview, student S.A. held that she “spoke more without realizing it” when she was working in teams to solve challenges, and that the competitive element “kept everyone focused and excited.” This assertion is in accordance with (Li, Chu, 2024) view that gamification switches passive learning into active learning with a student-centered approach where technology strengthens not only language skills but also learners’ confidence and motivation.

*Figure 7 Impacto de la Gamificación en estudiantes*

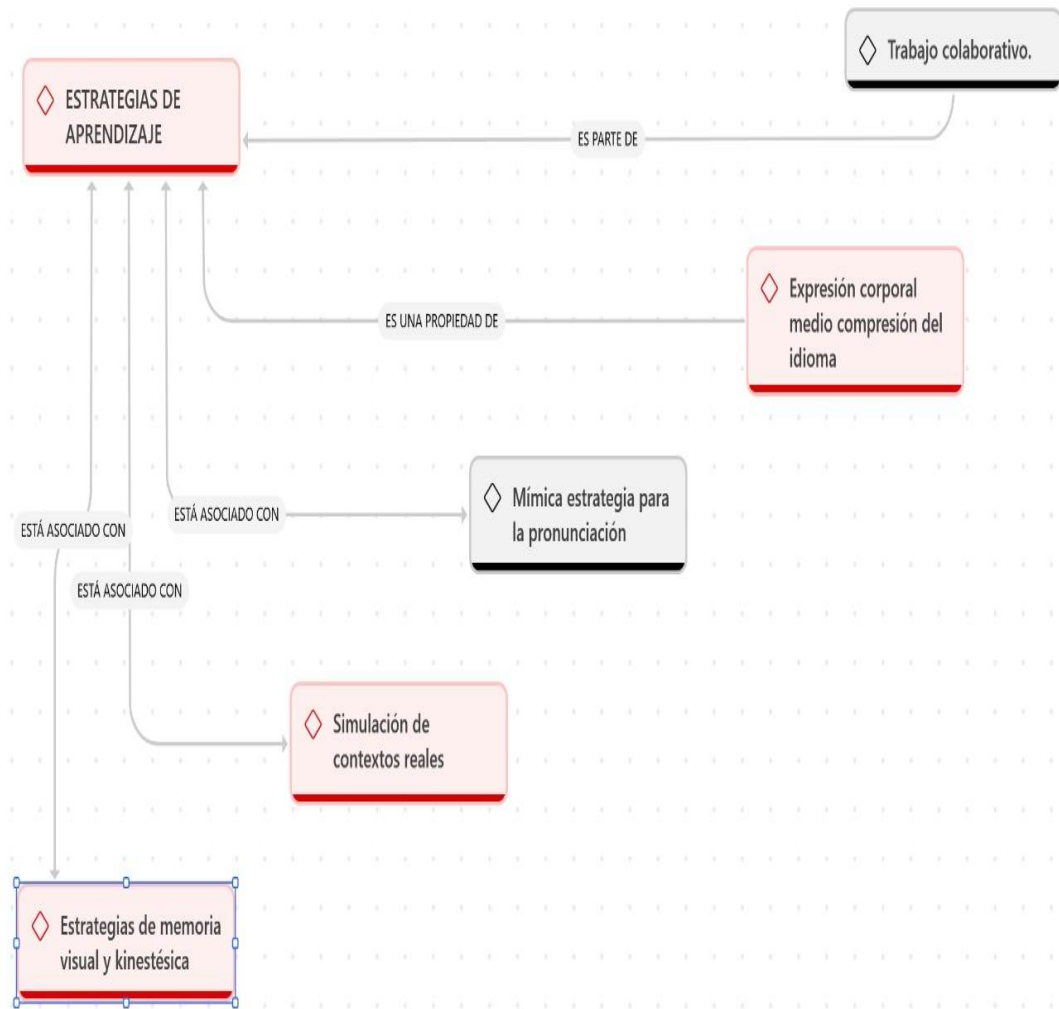


**Elaborated by:** Ramiro Supe (2025)  
**Source:** Manual. ATLAS.ti Scientific Software Development GmbH (2025)

In the semantic network “The impact of gamification in teaching EFL,” it was found that gamification is an effective solution that positively influences students by increasing their motivation, active engagement in the educational process, and enthusiasm (Simin & Ruiyang, 2022). As part of the study's methodology, the interview conducted with student B. Q. revealed that gamified tasks provided her with self-control and self-efficacy. The structured challenges and progress tracking

encouraged her to take control of her learning process. She said that gamification empowered her interest in education, where she was always consistent, even when engaging in challenging activities. She also stated that role-plays and problem-solving missions (in the form of simulated situations and functional tasks) increased her oral production and gave her communicative self-confidence. Student B.Q. has also mentioned that she was actively engaged by competitive incentives (e.g., leaderboards and point systems) and retained interest during the sessions because the nature of gamified activities was dynamic. These results are congruent with the literature, as it postulates that attractive gamification not only keeps the student motivated but also develops the essential skills in language development in the EFL settings of higher education.

Figure 8 Estrategias de Aprendizaje



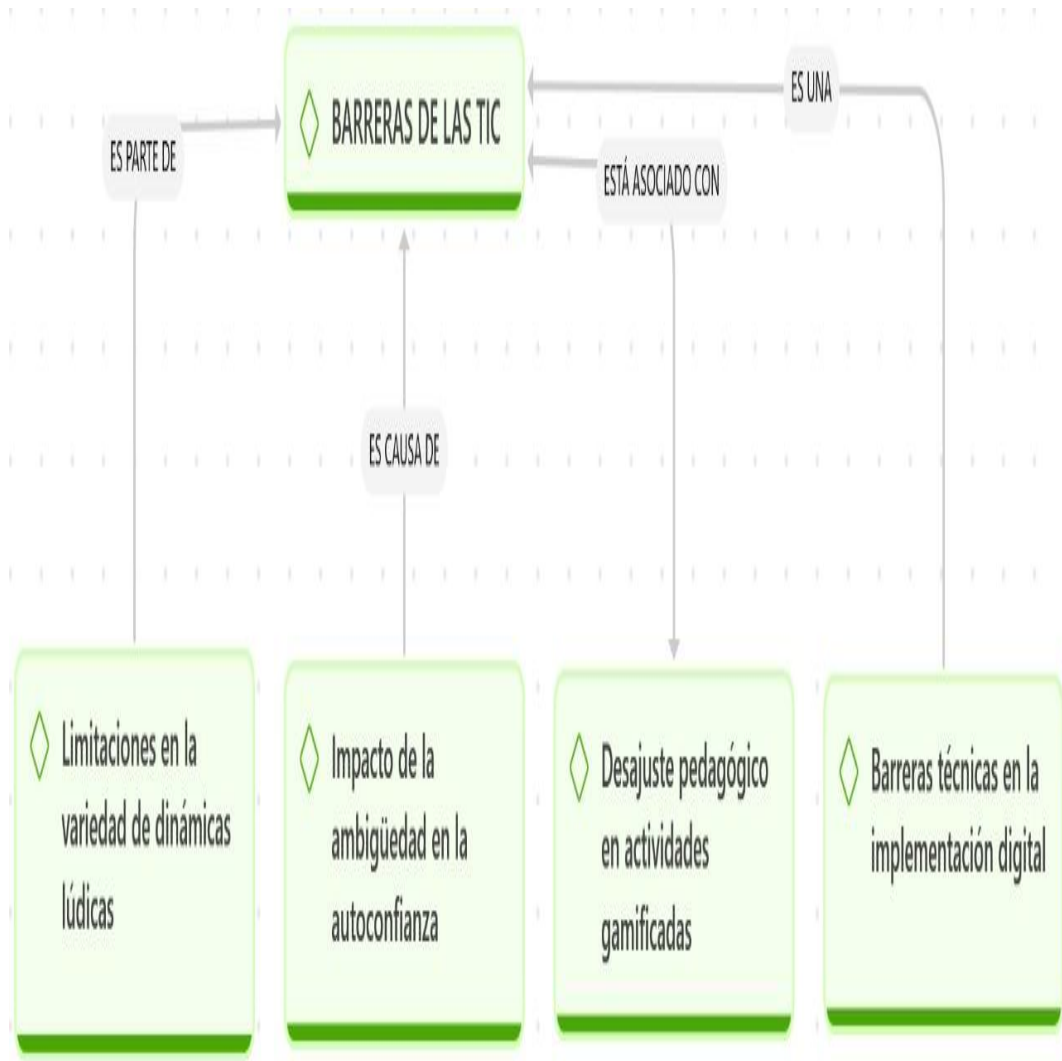
**Modified by:** Ramiro Supe (2025)

**Source:** Manual. ATLAS.ti Scientific Software Development GmbH (2025)

Regarding the semantic network “Learning strategies of EFL,” Torres (2024) discusses how gamification can greatly improve the motivation of learners, their engagement, and their commitment to education overall. According to the results of the methodological analysis and the interview with E. Ch., gamified activities contribute to the development of self-regulation and personal effort since the interviewed student regularly monitored her progress and did not quit as long as it was necessary to complete a challenging assignment. She stated that she found her

oral production improved when she took part in functional and simulation scenario situations—i.e., real-life role-plays—and that she also felt more self-confident as a communicator. Moreover, incentives offered her some competitive drive with the use of points and leaderboards, and her participation was maintained over time due to the dynamic and interactive gamified assignments. These results support the perception that carefully designed gamification can combine effective learning principles and their motivational drivers with the incentives that increase engagement and generate a measurable improvement in speaking in EFL settings at the higher education level.

Figure 9 Barreras de las TIC



**Modified by:** Ramiro Supe (2025)

**Source:** Manual. ATLAS.ti Scientific Software Development GmbH (2025)

The semantic network “Challenges to ICT integration,” including lack of infrastructure, limited teacher training, and resistance to change, continues to exist in certain educational settings (Cabero, 2020). In the methodological framework of this paper, the interview with student H. T. showed that these barriers were reflected in the limited variety of gamified dynamics, sometimes making the activities less innovative and captivating. She also highlighted how ambiguity in some of the instructional tasks impacted her self-confidence; hence, she shies away when forced

to speak. Also, H. T. stated about cases of pedagogical misalignment in certain gamified tasks, when the entertainment element overtook the linguistic tasks and reduced the learning impact. Digital implementation barriers, technically, like unstable internet connection and software breakdown, were cited as the disruptor to the flow of learning. The findings imply that such issues as the limitations of ICT should be considered by focusing more on infrastructure, professional development of teachers, and teaching design to guarantee that gamified activities become effective in facilitating language development within EFL cultures in higher education contexts.

Granted that, once the eight semantic networks have been defined, through the qualitative analysis carried out in ATLAS.ti, it was possible to identify the benefits and the constraints of gamification in developing oral skills in higher education students of English as a foreign language. The main categories identified—digital games, motivation, participation, and fluency in oral expression—showed that playful strategies can stimulate greater involvement from learners and reduce their fear of speaking, thus encouraging more spontaneous communication. However, the semantic network titled “Methodological implications of gamification in EFL teaching” also revealed certain drawbacks, such as deviation from the learning objectives, an excessive dependence on external rewards, and unequal access to technological resources, aspects that were confirmed both in the literature reviewed and in the testimonies of participants. These results demonstrate that gamification can be a powerful pedagogical ally, but only when its design remains aligned with communicative purposes; otherwise, it risks promoting superficial engagement. In this sense, the interpretation of semantic networks generated in ATLAS.ti becomes

a key reference point for determining which gamified tools and digital platforms are more appropriate to stimulate oral practice in authentic higher education contexts.

## CHAPTER III

### Product

#### Innovative Proposal to the Problem / Result

Improving English-speaking skills in some cases is limited to repetitive activities application, which can frustrate students. Consequently, students' engagement level tends to decrease significantly producing discouragement when producing English language. To handle this issue, the current booklet aims to enhance speaking proficiency through the use of interactive activities applying gamified digital tools. Each lesson is planned in-depth, including different platforms which offer a set of games promoting challenges as well as rewards so that students can be interested and motivated during the speaking learning process by exploring a current and enjoyable learning experience to encourage the spoken English language use in real-life contexts.

**Proposal Name:** SPEAK UP! A GAMIFIED BOOKLET TO BOOST ORAL SKILL FOR HIGHER EDUCATION

**Type of product:** The current proposal suggests the Design of a gamified booklet to develop Speaking Skills in Higher Education students. According to Nascimento et al. (2023), defined a Booklet as short book including relevant information or activities for educational purposes creating successful gamified learning experiences allowing students to experience learning process beyond traditional methods. Furthermore, through the use of a gamified booklet, learners feel more comfortable exploring an easy, helpful, interesting and understandable way to develop Speaking Skills (Sbaffi & Zhao, 2022).

In this context, the current gamified booklet designed includes gamified activities to foster an A2 level Speaking Skills in Higher Education young adult

learners from Tecnológico Universitario Manuel Lezaeta placed in Ambato city. The proposed activities include features and game elements connected to language learning to promote learners' interest, motivation as well as active involvement making learners feel more confident and encouraged to produce English language orally by the application of modern teaching methods such as gamification.

The gamified booklet consists on the development of five lessons containing gamified activities through different digital tools as well as current teaching methods to improve speaking skills. Thus, the current booklet suggests gamified activities to improve A2 speaking skills levels so that it is structured in the following way:

- Cover Page: The name of the Booklet is “Speak Up! A gamified booklet to boost Oral Skills”
- Introduction: Extends a warm welcome to educators as well as students emphasizing how gamification significantly enhances speaking skills. Moreover, the introduction contains an explanation about what a booklet is and its purposes.
- Table of contents: It is the scheme of each lesson in which name of the lesson, language focus, skills, techniques, and learning outcomes are presented.
- Instructional procedures: Covers relevant information such as instructor's name, learner's age, content, time, methods, level, objective, description (brief explanation of what the lesson is about, its phases and assessment), resources applied, teacher's – student's procedure, and suggestion for each lesson designed.

- Topics of study: The current Booklet has been designed by the author of the research through the display of five lessons. As most of proposed activities are meant to be carried out in real time, images have been included to show the activities implementation.
- Rubric Assessment: Measures fundamental speaking abilities where learners are expected to use English Language in daily situations. For the current proposed assessment activities, a Speaking Rubric from Universidad Técnica de Cotopaxi has been taken and adapted by the author of the research.

## **OBJECTIVES:**

### **General Objective:**

To design gamified activities through digital resources to strengthen speaking skills in real-life contexts at an A2 level for young higher education students.

### **Specific Objectives:**

- To implement speaking tasks to develop Speaking Skills by the use of interactive activities displayed in five lessons.
- To promote active use of English Language production in real-life contexts integrating gamified digital resources in a booklet.

## **FOUNDATION:**

### **Methods and Strategies**

Some current teaching methods are integrated with gamification since gamified elements enhance the learning experience. Thus, in this section the following methods and strategies have been selected for the current proposal: Communicative Language Teaching (CLT), combined with Mobile Assisted Language Learning (MALL), Game-Based Learning (GBL), ERCA Methodology (Experience, Reflection, Conceptualization, Application), Flipped Classroom Strategy, and Eclectic Method.

As education is in constant evolving, these current methods selected are strongly linked to technological integration to focus on real communication as well as active participation.

Consequently, Salmanova (2025) mentions that the Communicative Language Teaching (CLT) has changed how to learn and how to teach languages. Instead of memorizing grammar rules, this approach focuses on real communication, fluency and meaningful interaction making learning acquisition more effective as well as engaging.

In the same context, Rajendran and Yunus (2021) concluded that Mobile Assisted Language (MALL) promotes a positive impact on learners' motivation because of game elements used by mobile phones or digital devices. This method also makes learning process easier and less stressful, while it sets a sense of competition and success when students reach their goal.

Moreover, Adipta et al. (2021) states that Game-Base Learning (GBL) applies

games to make language learning fun and interesting helping students understand better in an enjoyable and effective way because this method also promotes students to build critical thinking, team work, as well as decision making.

In addition, Gavilanes (2024) conclude that the ERCA methodology is basically made up of four stages which are Experience, Reflection, Conceptualization, and Application. This method fosters learners to connect what is being learned in theory with real-life contexts. It also focuses on learning from personal experiences making learning process meaningful encouraging students to think critically reflecting on what learners do. Furthermore, Kurniawan (2021) affirms that in a Flipped classroom strategy the educator's role is to guide as well as support learners while they are able to explore new topics on their own using digital resources. This method mixes different strategies with gamification in order to create a fun and effective way to learn promoting motivation being the center of the learning process.

Finally, Asif and Khan (2022) concluded that the Eclectic Method basically combines different techniques and approaches to meet learning objectives. Since it is very flexible, it can be used in different environments such as traditional, hybrid classrooms, or online classes. The method also gives educators the freedom to design a huge variety of activities using different tools to get an engaging learning experience.

With the previous information it is concluded that incorporating different set of current teaching methods create a dynamic and student-centered environment in

which the learning process becomes easier, fun, meaningful, and effective so that learners speak more using games as well as real-life contexts developing speaking skills and confidence.

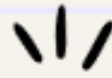
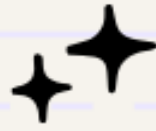


**BOOSTING MY ORAL SKILLS  
THROUGH A GAMIFIED BOOKLET.**

Aimed at Young Adult Higher Education  
A2 learners

Author: Jaime Ramiro Supe Llanganate

2025



# Introduction

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## **Speak up! A gamified booklet to boost Oral Skills**

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Practicing oral skills in English is often based on repetitive exercises which can sometimes make students feel unmotivated or anxious about speaking. As a result, they may lose interest and participate less in class. This gamified booklet has been created to provide an alternative approach in which learners can be able to speak English in a more dynamic, enjoyable, and meaningful way by using games.

This booklet encourages students to express themselves more confidently and fluently. Each activity is designed to promote communication through engaging scenarios that reflect real-life situations, helping learners improve their oral skills.

All the activities in this gamified booklet were thoughtfully created by the author. If any external resources were used, the links are provided to make access easier.

Now it's time to begin this fun adventure, where you can enjoy speaking English and improve your skills at the same time!



**Welcome!**



---

## Speak up! A gamified booklet to boost Oral Skills

---

### What is a booklet?

A booklet is basically a small book that provides information, instructions, or activities about a specific topic.

### What are the booklet purposes?

- To inform: It presents concepts in a simple way.
- To guide: It gives detailed instructions.
- To support learning: It includes activities that help students practice.
- To engage: It contains interactive elements to make learning more fun and effective.



# TABLE OF CONTENTS

<b>Lessons</b>	<b>ONE</b> "Let's talk about people"	<b>TWO</b> "Everyday life"	<b>THREE</b> "People around me"	<b>FOUR</b> "What do you like?"	<b>FIVE</b> "What are you wearing?"
<b>Language Focus</b>	Simple present (Affirmative, Negative, Questions). Descriptive Adjectives	Daily routines. (Simple questions about everyday life.) Time expressions, frequency adverbs.	Family members. Possessive adjectives.	Free time activities/hobbies. Simple present (verbs like/ love/ hate + gerund)	Present continuous. Descriptive adjectives
<b>Skills – Techniques</b>	Vocabulary Grammar Speaking Pronunciation Gamification	Vocabulary Grammar Speaking Pronunciation Gamification	Vocabulary Grammar Speaking Pronunciation Gamification	Listening Vocabulary Grammar Speaking Pronunciation Gamification	Vocabulary Grammar Speaking Pronunciation Gamification
<b>Learning outcomes</b>	Introducing yourself and describing other people using simple present	Describing daily routines using simple present, frequency adverbs and time expressions.	Identifying and naming family members and use possessive adjectives correctly.	Recognizing free-time activities. Talking about likes and dislikes.	Identifying and using vocabulary for clothing combinations through the use of present continuous.

# Instructional Procedures

## LESSON 1: Let's talk about people!

**Instructor's Name:**

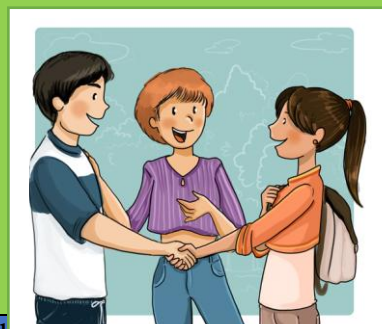
**Learners:** Young adult learners

**Method:** ERCA and Communicative Language Teaching (CLT)

**Content:** Simple Present Tense, Adjectives

**Time:** 40 min

**Level:** A2



**Objective:** Learners will be able to develop oral skills by introducing themselves and others as well as describing characteristics through the use of simple present tense using gamified activities.

**Description:** The current lesson focuses on developing oral skills using talking about people contexts. As the method used is ERCA, its four phases are required to be applied.  
**Phases:** Experience, Reflection, Conceptualization, Application.  
**Assessment:** Allows T/Ss to measure the development of speaking skills by introducing yourself and describing other people using simple present tense and adjectives.

**Resources:** Canva, Genially, Wordwall, Kahoot, Padlet

### Teacher's procedure

1. **Experience:** Canva's flash cards are presented to introduce T's information so that at the end Ss can develop their own presentations following T's prompt.
2. **Reflection:** Genially slides are used to ask Ss Yes/No Q about famous people. T asks Ss to practice the same exercise with other Ss' information.
3. **Conceptualization:** T extends adjectives, emotions, feelings vocabulary presenting a Canva's poster to be practiced orally. T

### Learner's procedure

1. **Experience:** Ss answer questions and give full answers orally until guess correct T's information. Finally, Ss make an oral presentation introducing themselves.
2. **Reflection:** Ss look at the slides and give complete answers orally until guessing who the character is. The practice the same exercise with partner's information. Ss choose someone to report the collected information.
3. **Conceptualization:** Ss practice orally new vocabulary being aware of pronunciation.  
 Ss ask another classmate the provided question using the word from the wheel so that they can

provides a Wordwall's wheel and spins a feeling or emotion to know each other better.

**4. Application:** T present a Kahoot activity where Ss have 1 min to describe people orally by looking at images. They should add a name, age, address, describe appearance and emotions.

**Assessment:** A Padlet link is provided in which T asks Ss to upload a video (1-1:30 max) talking someone they admire using the content learned during the lesson. A prompt is given.

talk about their feelings.

**4. Application:** Ss access through a link or IQ code to the activity. They look at images and describe people following T's instruction.

**Assessment:** Ss record and upload a video using the provided Padlet's link talking about a person they admire following T's instruction. Ss use the provided prompt if they want.

**Suggestion:** Ensure the required electronic devices' availability (mobiles, laptops, etc.) along with a stable internet connection to enable effective participation in the activities proposed.

**Image taken from:**  
[https://www.google.com/url?sa=i&url=https%3A%2F%2Fportalacademico.cch.unam.mx%2Fingles1%2Fcommon-expressions%2Fexercisintroducingsomeone&psig=AOvVaw2osO2e6fKaqCpvRC\\_x6EP&ust=1750543462645000&source=images&cd=vfe&opi=89978449&ved=0CBQQjRxqFwoTCKC\\_4eKAgY4DFQAAAAAdAAAAABAV](https://www.google.com/url?sa=i&url=https%3A%2F%2Fportalacademico.cch.unam.mx%2Fingles1%2Fcommon-expressions%2Fexercisintroducingsomeone&psig=AOvVaw2osO2e6fKaqCpvRC_x6EP&ust=1750543462645000&source=images&cd=vfe&opi=89978449&ved=0CBQQjRxqFwoTCKC_4eKAgY4DFQAAAAAdAAAAABAV)

# Lesson 1: Outline

Phase 1: Experience

Time: 10 minutes

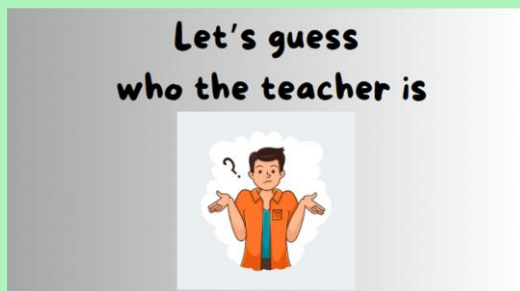
**Procedure:** Look at the presented flashcards and discover who your teacher is. Teacher asks you the questions to choose the answer that better fits him. At the end of each option say a complete phrase. You can use the prompt suggested by the teacher.

Link:

[https://www.canva.com/design/DAGq78lKfY/5\\_LitaKq20QGqoKEqo\\_tPw/edit?utm\\_content=DAGq78lKfY&utm\\_campaign=designshare&utm\\_medium=link2&utm\\_source=sharebutton](https://www.canva.com/design/DAGq78lKfY/5_LitaKq20QGqoKEqo_tPw/edit?utm_content=DAGq78lKfY&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton)



Canva's Flashcards



Images taken from:

[https://www.google.com/url?sa=i&url=https%3A%2F%2Fwww.freepik.com%2Ffreephotosvectors%2Fguesscartoon&psig=AOvVaw28ES1F\\_VycefMRYIrSEHq&ust=1750552474672000&source=images&cd=vfe&opi=89978449&ved=0CBQQjRxxqFwoTCQjYpqaigY4DFQAAAAAdAAAAABAL](https://www.google.com/url?sa=i&url=https%3A%2F%2Fwww.freepik.com%2Ffreephotosvectors%2Fguesscartoon&psig=AOvVaw28ES1F_VycefMRYIrSEHq&ust=1750552474672000&source=images&cd=vfe&opi=89978449&ved=0CBQQjRxxqFwoTCQjYpqaigY4DFQAAAAAdAAAAABAL)

## EVALUATION OF THE PROPOSAL

**Procedure:** Finally, make an oral presentation introducing yourself. You can use the following prompt if you want.

Hello, my name is Ramiro Supe and I am 35 years old. I live in Ambato and I am an English teacher in the same city. I feel very excited when I teach because I love English. I like playing basketball but I don't like basketball. I also love animals and I have two pets.



**Phase 2:** Reflection

**Time:** 10 minutes


**Procedure:** Let's try guess who! Look at the slide, teacher asks you some questions about a famous person so that you should guess who is this person. Try to give complete answers. Then prepare some questions about a classmate and ask questions until guessing who you are thinking about Finally select someone else to say all the information collected.

**Link:** <https://view.genially.com/685608503fa294998e20d31f/presentation-guess-who>



Genially Slides

### Guess who...



**Is she a dancer?**  
Yes, she is/ No, she isn't.  
She is a.....

**Is she married?**  
Yes, she is/ No, she isn't.  
She is .....

**Does she have 3 kids?**  
Yes, she does. / No, she doesn't.  
She has .....


**Is she from Colombia?**  
Yes, she is/ No she isn't.  
She is from .....

**Is she Britney Spears?**  
Yes, she is/ No she isn't.  
She is .....

**What else do you know about her?**

Let's try!

### Guess who...



**Is he a .....?**  
Yes, he is/ No, he isn't.  
He is a.....

**Is he .....?**  
Yes, he is/ No, he isn't.  
He is .....

**Does he like?**  
Yes, he does. / No, he doesn't.  
He likes .....

**Is she from .....?**  
Yes he is/ No he isn't.  
He is from .....

**Is he Richard Carapaz ?**  
Yes, he is/ No she isn't.  
He is .....

**What else do you know about him?**

Let's try!

**Images taken from:**  
[https://www.google.com/url?sa=i&url=https%3A%2F%2Fes.wikipedia.org%2Fwiki%2FJefferson\\_P%25C3%25A9rez&psig=AOvVaw21Wnzb246cHIEnamdqm2&ust=1750548302146000&source=images&cd=vfe&opi=89978449&ved=0CBQQjRxxqFwoTCLCdjKsGY4DFQAAAAAdAAAAABAE](https://www.google.com/url?sa=i&url=https%3A%2F%2Fes.wikipedia.org%2Fwiki%2FJefferson_P%25C3%25A9rez&psig=AOvVaw21Wnzb246cHIEnamdqm2&ust=1750548302146000&source=images&cd=vfe&opi=89978449&ved=0CBQQjRxxqFwoTCLCdjKsGY4DFQAAAAAdAAAAABAE)

**Phase 3:** Conceptualization

**Time:** 10 minutes

**Procedure:** Time to learn some adjectives! Look at the image developed in Canva and repeat the provided adjectives orally.

**Link:**

[https://www.canva.com/design/DAGrCVKSn0OQ/rjRyMfZ6FTLceZo3dR4T6A/edit?utm\\_content=DAGrCVKSn0OQ&utm\\_campaign=designshare&utm\\_medium=link2&utm\\_source=sharebutton](https://www.canva.com/design/DAGrCVKSn0OQ/rjRyMfZ6FTLceZo3dR4T6A/edit?utm_content=DAGrCVKSn0OQ&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton)



Canva Flashcard

### Adjectives

**TALL**      **SHORT**

**fat**      **thin**

Hair color

 Blonde	 Fair	 Ginger	 Grey
 Brown	 Black	 Colorful	

**young**      **old**

### Emotions

 <b>In love</b>	 <b>furious</b>	 <b>cold</b>	 <b>disgusted</b>	 <b>sleepy</b>
 <b>hot</b>	 <b>happy</b>	 <b>hungry</b>	 <b>shy</b>	 <b>scared</b>
 <b>exhausted</b>	 <b>sad</b>	 <b>surprised</b>	 <b>angry</b>	 <b>bored</b>

Images taken from: <https://www.canva.com/design/DAGTLO8I40/0YTTNUHjgwzW7msqSRu-g/edit>

**Procedure:** Once you have learned adjectives. Let's use some emotions and feelings to know more about you. Your teacher spins the Wordwall's wheel so that you will have an emotion. Answer the following questions, taking turns to practice your oral skills.

**Example:**



: When do you feel (sad/ happy/**nervous**, etc.)?

B: I feel nervous when I have to take an exam.

Link: <https://wordwall.net/es/resource/93988437>



**Wordwall's Wheel**

Emotions and Feelings

Girar

Compartir

## Phase 4: Application

Time: 10 minutes

**Procedure:** Your teacher provides a link or code of a Kahoot activity in which you look at the images and introduce people orally in one minute. You can invent name, age, address, describe appearance and their possible emotions.

Link:

Teacher's link:

<https://create.kahoot.it/details/6c68d927-e0fe-4820-a2d3-7d2aecf81d80>

Students' link:

<https://kahoot.it/>

PIN: It is generated at the time the teacher starts the game.



**Kahoot Activity**



Images taken from: <https://create.kahoot.it/details/6c68d927-e0fe-4820-a2d3-7d2aecf81d80>

**Assessment:** Record a video (1- 1:20 max) introducing someone you admire. Use all we have practice in the current lesson. Mention name, age, address, profession, describe appearance, possible emotions and tell me why you admire him/her. Show a picture. You can use this prompt. Finally, upload it to the following Padlet link:

Link:

<https://padlet.com/utitesis2025/lesson-1-let-s-talk-about-people-3fu846msqmjvbuuf>

Hello, I'm Ramiro and today I want to talk about Jefferson Pérez. He is 50 years old and he lives in Cuenca. He is a race walker. He is short and thin. His eyes and hair are black. As you can see, he is very proud because of all his awards. I admire him because he won the first Ecuadorian Olympic Medal. Thank you!



Image taken from:

[https://www.google.com/url?sa=i&url=https%3A%2F%2Fwww.youtube.com%2Fwatch%3Fv%3D4iY7AY7Fu2s&psig=AOvVaw2cb89VItBzXlQUX5il\\_nl1&ust=1750645909511000&source=images&cd=vfe&opi=89978449&ved=OCBQQjRxqFwoTCIDky7Hg44DFQAAAAAdAAAAABAE](https://www.google.com/url?sa=i&url=https%3A%2F%2Fwww.youtube.com%2Fwatch%3Fv%3D4iY7AY7Fu2s&psig=AOvVaw2cb89VItBzXlQUX5il_nl1&ust=1750645909511000&source=images&cd=vfe&opi=89978449&ved=OCBQQjRxqFwoTCIDky7Hg44DFQAAAAAdAAAAABAE)



**Padlet Activity**

Padlet

Ramiro Supe • 12m

**Lesson 1: Let´s talk about people!**

Record a video (1- 1:20 mx) introducing someone you admire. Use all we have practice in the current lesson. Mention name, age, address, profession, describe appearance, possible emotions and tell me why you admire him/her. Show a picture.



## A2 Speaking Production Rubric

Lesson 1 learning outcomes: Describing someone you admire oral presentation.

A2 Level Speaking Rubric					
Level of performance		Criteria			
Qualitative Criteria	Quantitative Criteria	Vocabulary-Grammar	Pronunciation	Support	Interaction
Satisfactory	9-10	Adequate language production and structures with few mistakes.	Correct pronunciation used	Able to understand everything	Speaks with confidence using body language to help other understand.
Elementary	7-8	Several mistakes are evident. However, it is comprehensible	Makes several pronunciation mistakes.	Needs support	Uses more body language rather than communication
Need improvement	0-6	Single words are used with mistakes. Not able to produce speech.	Not able to produce clear words. Pronounces words as they are written.	Not able to respond despite the given support.	Not able to communicate even with body language support.
Comments:					/10

Taken from: English Language Center UTC

# Instructional Procedures

## LESSON 2: Everyday Life!

<b>Instructor's Name:</b> <b>Learners:</b> Young adult learners <b>Method:</b> Game-based Learning (GBL) Communicative Language Teaching (CLT) <b>Content:</b> Simple Present Tense, time expressions, frequency adverbs <b>Time:</b> 40 min <b>Level:</b> A2		
<b>Objective:</b>	Learners will be able to develop oral skills by describing daily routines using simple present, time expressions, and frequency adverbs through game-based activities.	
<b>Description:</b>	The current lesson focuses on developing oral skills applying daily routine contexts. The method selected for this lesson is Game-based Learning (GBL) so that interactive games are the central element promoting competition as well as collaboration among learners. <b>Phases:</b> Presentation, Practice, Production. <b>Assessment:</b> Allows T/Ss to measure the development of speaking skills discussing about daily routines using simple present, time expressions, and frequency adverbs.	
<b>Resources:</b>	Mentimeter, Educaplay, Flippity, Gimkit, Voki	
<b>Teacher's procedure</b>		<b>Learner's procedure</b>
<ol style="list-style-type: none"> <li><b>Presentation:</b> Mentimeter's Poll is shared to the class which helps Ss to acquire new vocabulary by discovering what the image is. At the end T asks what the lesson is going to be. Then, T presents an Educaplay activity to introduce new vocabulary related to frequency adverbs and time expressions.</li> <li><b>Practice:</b> T divides the class into 2 groups A Flippity wheel is used to put in practice orally the vocabulary learned in previous</li> </ol>		<ol style="list-style-type: none"> <li><b>Presentation:</b> Ss enter to the Mentimeter's activity, look at the images and click on the answer that they think is correct.  At the end they are supposed to discover that the lesson is about Daily Routines. Then, Ss explores the Educaplay presentation and pay attention to the teacher's explanation about some grammatical issues.</li> <li><b>Practice:</b> Ss make groups and follow Flippity activity instructions so that they get ready with possible answers. A Ss spins the wheel and reads</li> </ol>

activities. T asks one student to spin the wheel and ask classmates from the opposite team questions about their daily routines so that they should create full sentences orally. If the sentence is correct, they got a point.

**3. Production:** T asks Ss to pick a peer so that they can play “Don’t Look Down” Gimkit Game. T gives instructions how to play. T ask students to give clear and full questions orally first. Then write them and submit. The purpose of the game activity is to promote orally skills. T monitors the activity.

**Assessment:** T monitors share with the class a VOKI which describes his daily routine using time expressions and daily routines. T asks Ss to create their VOKIs to describe their dailies routines.

aloud the questions to the opposite group so that they should give full and correct answers in order to get points. The team that gets more points wins.

**3. Production:** Ss pick a peer, listen to T instructions about the game. As the game progresses, the character loses energy so Ss should answer questions. Ss reads the question aloud to the partner and then answers orally applying the learned content. Ss are supposed to give full answers controlling pronunciation while T monitors the activity.

**Assessment:** Ss pay attention to T’s VOKI and work on their own VOKI applying all that T asked in the instruction.

**Suggestion:** Ensure the required electronic devices’ availability (mobiles, laptops, etc.) along with a stable internet connection to enable effective participation in the activities proposed.

**Image taken from:**  
<https://us.123rf.com/450wm/yummyboom/yummyboom2012/yummyboom201200102/160644164-programma-giornaliero-dell-uomo-distribuzione-temporale-delle-attivita-di-stile-di-vita-giornata.jpg?ver=6>

## Lesson 2: Outline

Phase 1: Presentation

Time: 15 minutes

**Procedure 1:** Your teacher presents new vocabulary through a Mentimeter's Poll. Your teacher provides the link or code so that you have access to the activity. Once you are ready, answer the questions according to each images presented.

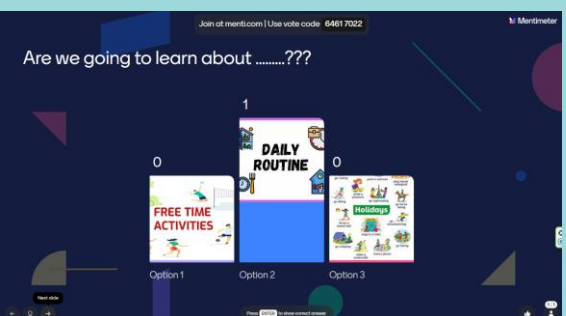
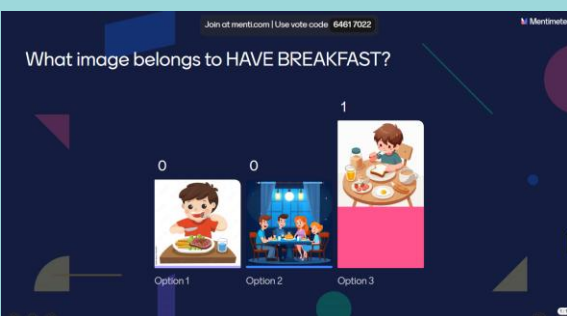
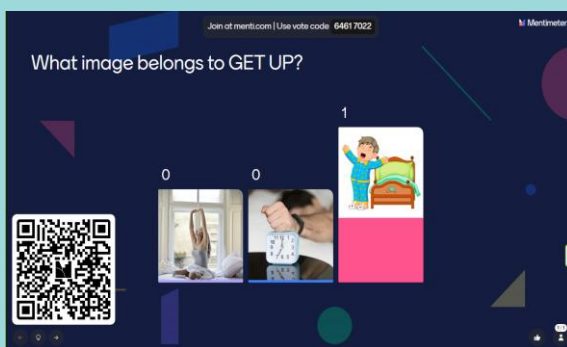
Link for students: <https://www.menti.com/al85c8ugagy1>

Link for the teacher:

<https://www.mentimeter.com/app/presentation/al5x53co8p5prcmax8ifutb7qwxykppc/edit?question=jetgzy9n78qw>



**Mentimeter Activity**



Images taken from: <https://thumbs.dreamstime.com/b/basic-rgb-138091734.jpg>

Time: 10 minutes

**Procedure 2:** Your teacher introduces more new vocabulary related to frequency adverbs using an Educaplay. Enter to the link and pay attention to your teacher's explanation.

Link:

[https://es.educaplay.com/recursoeducativos/24414703understanding\\_text\\_frequency\\_adverbs.html](https://es.educaplay.com/recursoeducativos/24414703understanding_text_frequency_adverbs.html)



### Educaplay Activity

The screenshot displays an Educaplay activity interface with four slides. The top-left slide is the main menu, titled 'Frequency Adverbs Slideshow' by 'Ramiro Supe', with a 'Start' button. The top-right slide is titled 'What are Frequency Adverbs?' and defines them as words describing how often an action occurs. The bottom-left slide is titled 'Common Frequency Adverbs' and lists: Always: 100%, Usually: 90%, Often: 70%, Sometimes: 50%, Rarely: 10%, and Never: 0%. The bottom-right slide is titled 'Placement of Frequency Adverbs' and lists three positions: before the main verb (e.g., 'She always has breakfast at 7 o'clock'), after the verb 'to be' (e.g., 'He is usually happy'), and before other adverbs (e.g., 'She runs very often'). A fifth slide at the bottom is titled 'Types of Time Expressions' and lists: Definite Time Expressions (specific time), Indefinite Time Expressions (general time), and Frequency Expressions (how often something occurs).

## Phase 2: Practice

Time: 10 minutes

**Procedure:** Your teacher presents a flippity wheel which contains some questions related to daily routines and frequency adverbs. As your teacher divide the class into two groups with the previous activity, you need to choose someone to go to the front and spin the wheel, read aloud the question to someone from the opposite team. If the given answer is full and correctly pronounced, the team gets a point.



### Example:

A: What do you do at 6 o'clock?

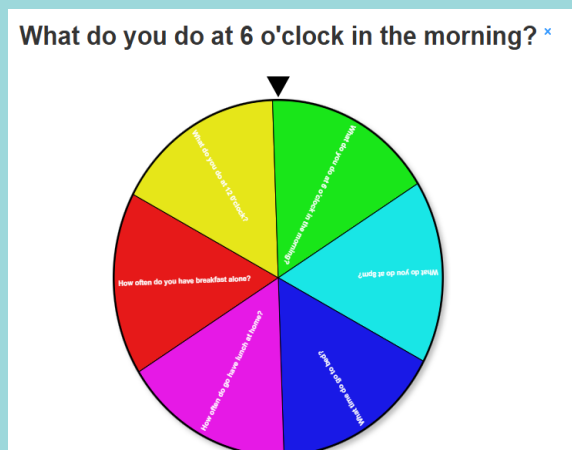
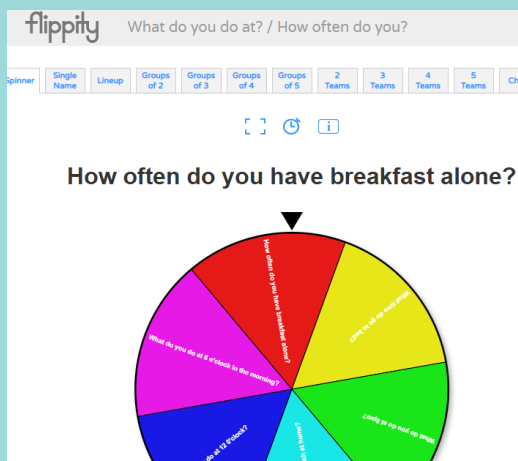
B: At 6 o'clock I usually get up.

### Link:

<https://flippity.net/rp.php?c=What%20do%20you%20do%20at%206%20o%2527clock%20in%20the%20morning%3F,What%20do%20you%20do%20at%2012%20o%2527clock%3F,How%20often%20do%20go%20have%20lunch%20at%20home%3F,What%20do%20you%20do%20at%208pm%3F,What%20time%20do%20go%20to%20bed%3F,How%20often%20do%20you%20have%20breakfast%20alone%3F&t=What%20do%20you%20do%20at%3F%20%2F%20How%20often%20do%20you%3F>



### Flippity Activity



**Time:** 15 minutes

**Procedure:** To develop this activity is important to work in pairs. Your teacher presents "Don't Look Down" Gimkit game in which you need to access to it through the IQ code or numbered code. You need to overcome the obstacles. However, while you run, you will lose energy. To recover it, you have to answer some questions. Read the question to your partner and answer it orally first. Then, write your answer and submit it to get more energy and continue playing. Don't forget to collect rewards. The pair who gets more points, wins. Good luck!

**Teacher's Link:** <https://www.gimkit.com/me>

**Students' link:** <https://gimkit.com/join>

**Students' code:** It is generated at the time the teacher starts the game

**NOTE:** The teacher provides the code (or link) that appears on the screen and starts the game.



**Gimkit Activity**


A collage of five screenshots from the Gimkit game. The top-left screenshot shows a QR code and the code "641352" with the text "Go to gimkit.com/join and enter code". The top-right screenshot shows the game interface with a character, a stone archway, and the text "Height: 4m" and "DOUBLE JUMP!". The middle-left screenshot shows a "Ramiro Stupe" character and a red error message box that says "Out Of Energy! You ran out of energy - you can't move! Click 'Answer Questions' to gain energy." The middle-right screenshot shows a question: "What is you night routine?" with a "Submit" button. The bottom-right screenshot shows a green box with "+1000 Energy" and buttons for "Close" and "Continue". The bottom-left screenshot shows a question: "What time do you go home?" with a "Submit" button.

**Assessment:** Check your teacher's VOKI using the link below and create your own VOKI with your voice describing your daily routine. Don't forget to include time expressions and frequency adverbs. If it is necessary, use your teacher's Voki as guide to create yours entering to the following link:

<https://tinyurl.com/2yqmwmbt>



**Ramiro's VOKI Activity**



Ramiro's VOKI link: <https://tinyurl.com/2yqmwmbt>

The main video player shows a male Voki character with brown hair and a blue and white shirt, standing in a school hallway. A "voki" logo is in the top right corner of the video frame, and a play button is in the bottom center. The video player is set against a light blue background.

Link to create your own VOKI: <https://www.voki.com/site/create>



## A2 Speaking Production Rubric

Lesson 2 learning outcomes: Describing your Daily Routine.

A2 Level Speaking Rubric					
Level of performance		Criteria			
Qualitative Criteria	Quantitative Criteria	Vocabulary-Grammar	Pronunciation	Support	Interaction
Satisfactory	9-10	Adequate language production and structures with few mistakes.	Correct pronunciation used	Able to understand everything	Speaks with confidence using body language to help other understand.
Elementary	7-8	Several mistakes are evident. However, it is comprehensible	Makes several pronunciation mistakes.	Needs support	Uses more body language rather than communication
Need improvement	0-6	Single words are used with mistakes. Not able to produce speech.	Not able to produce clear words. Pronounces words as they are written.	Not able to respond despite the given support.	Not able to communicate even with body language support.
<b>Comments:</b>					/10

Taken from: English Language Center UTC

**LESSON 3:**  
**People around me!**

**Instructor's Name:**

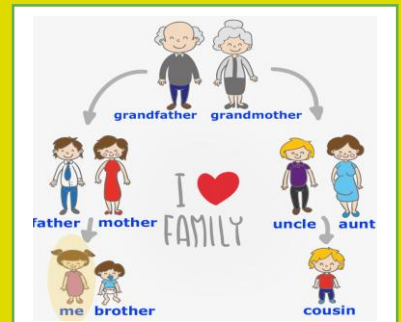
**Learners:** Young adult learners

**Method:** Communicative Language Teaching (CLT)  
Mobile Assisted Language Learning (MALL)

**Content:** Family members and possessive adjectives

**Time:** 40 min

**Level:** A2



<b>Objective:</b>	Learners will be able to develop oral skills by speaking about their family members using possessive adjective structures through interactive and gamified activities
<b>Description:</b>	The current lesson focuses on developing oral skills exploring Family contexts by identifying and describing people around learners using family vocabulary. The method selected for this lesson is Mobile Assisted Language Learning (MALL) in which learners have an autonomous learning with teacher's control. <b>Phases:</b> Presentation, Practice, Production. <b>Assessment:</b> Allows T/Ss to measure the development of speaking skills identifying and describing family members.
<b>Resources:</b>	ESL videos, Educaplay, Quizlet, Kahoot, Canva

<b>Teacher's procedure</b>	<b>Learner's procedure</b>
<p><b>1 Presentation:</b> T projects an ESL video to introduce family members and possessive adjectives vocabulary. At the end of the video T reinforce the video by giving a brief explanation of the topic.</p> <p><b>2 Practice:</b> For the first activity T shares an Educaplay link to play a Memory game in which Ss practice new vocabulary acquirement by looking at the images and matching the correct</p>	<p><b>1 Presentation:</b> Ss pay attention to the ESL video to get the new vocabulary presented. During T's explanation, Ss let teacher know if they have doubts about the explanation.</p> <p><b>2 Practice:</b> Ss enter to the link activity and click on a card to discover an image and try to match with the correct pair by listening them. For the second part, Ss enter to the Quizlet activity moving wisely some</p>

answer by listening to the card. For the second activity, T provides access to a Blocks Quizlet activity in which Ss answers appropriately to have access to other sets of blocks and questions.

**3 Production:** T presents a Kahoot activity in which Ss are asked to read aloud the given clues in order to discover who is.

**Assessment:** T asks Ss to develop a family tree or a collage with real photographs of their families using Canva and present it orally for the whole class for the class. T provides scaffolding for the activity development.

blocks to get questions to be answered. They repeat the process until completing the activity

**3 Production:** Ss access to the Kahoot and take turns to read aloud the statement and choose wisely the possible answer until guessing who is.

**Assessment:** Ss design a family tree or a collage with real photographs of their families. They present the activity orally to the whole class.

**Suggestion:** Ensure the required electronic devices' availability (mobiles, laptops, etc.) along with a stable internet connection to enable effective participation in the activities proposed.

**Image taken from:** <https://www.learnenglish.com/wp-content/uploads/custom-uploads/VOCABULARY/family/family-members.gif>

## Lesson 3: Outline

**Phase 1:** Presentation

**Time:** 15 minutes

**Procedure:** Your teacher projects an ESL video related to Family members and possessive adjectives in order to introduce new vocabulary for this lesson. At the end of the video teacher makes a brief summary of the video to ensure that the content is clear.

**Link:** <https://eslvideo.com/quiz.php?id=53102>



**ESL video**

The screenshot shows a video player with a whiteboard in the background. The whiteboard has the title "Possessive Adjectives & Family Members" and lists "Whose?" and "Possessive Pronouns" with the words "my", "our", and "you" written below. A small house icon is also on the whiteboard. Below the video player is a quiz interface from ESLvideo.com. The quiz has three questions:

- 1.  a.) I, you, he
- b.) A, B, C
- c.) X, Y, Z

2. What does the possessive pronoun 'whose' refer to?

- a.) The owner
- b.) The location
- c.) The color

3. What is the possessive pronoun for 'I'?

- a.) My

Phase 2: Practice

Time: 15 minutes

**Procedure 1:** Your teacher shares an Educaplay Memory game related to family members vocabulary. You are supposed click on one card to look for the correct pair according to the image and the correct answer sound. Hear the word, repeat and practice pronunciation.

Link:

[https://es.educaplay.com/recursoeducativos/24414682family\\_connections\\_memory\\_game.html](https://es.educaplay.com/recursoeducativos/24414682family_connections_memory_game.html)



**Educaplay Memory**



**Procedure 2:** Your teacher provides a Quizlet activity in which you need to move blocks correctly so that a question appears to be answered appropriately to have access to the next set of blocks.

**Link:** <https://quizlet.com/236738094/possessive-adjectives-and-family-members-flash-cards/>

**Students' Link:**

<https://quizlet.com/blocks/1063107419>



### Quizlet Block Activity

A collage of four screenshots from the Quizlet Block Activity. The top-left screenshot shows a question: "The bear has got a guitar. \_\_\_ guitar is small." with a grid of colored blocks (red, purple) and a score of 63. The top-right screenshot shows a question: "Lisa has got two friends. \_\_\_ friends are funny." with a grid of colored blocks and a score of 63; the answer "Her" is entered in a text box. The bottom-left screenshot shows a question: "He has got a dog. \_\_\_ dog is happy." with a grid of colored blocks and a score of 63; the answer "His" is entered in a text box. The bottom-right screenshot is a completion screen with a trophy icon and the text: "¡No tienes más movimientos! ¡Buen trabajo! ¡Respondiste 6 preguntas!" It shows a score of 82 and a high score of 82, with a button to "Responder preguntas en el modo Aprender".

### Phase 3: Production

Time: 10 minutes

**Procedure:** Your teacher provides a Kahoot activity in which you will find a clue to guess who is that person. In order to develop speaking skills, you need to work with your teacher's support so take turns to read aloud the statement and click on the possible correct answer.

**Teacher's link:**

<https://create.kahoot.it/details/5cf40817-7a55-47bb-89e6-4e17f7ef571e>

**Students' link:** [www.kahoot.it](http://www.kahoot.it)

The code is provided at the time the game starts.



**Kahoot Activity**

This person is my father's son, but he is not me. **Who is he?**

17 0 respuestas

My cousin My grandfather  
My Uncle My brother

This person is my father's son, but he is not me. **Who is he?**

Mostrar contenido

My cousin My grandfather  
My Uncle My brother

2/8 kahoot.it PIN de juego: 5224499

This person is my brother's son. **Who is he?**

My niece My father  
My cousin My nephew

**Kahoot!**  
**Who is?**

2 1 Anita 4328 3

**Assessment:** Using Canva to create a family tree or a collage with real photographs of your family members. Prepare an oral presentation describing your family for the whole class. You can check my design and follow the prompt to work on your oral presentation.

Teacher's link family tree:  
[https://www.canva.com/design/DAGrVuMrmaA/5iO2K-52J27dwnpJjt32A/edit?utm\\_content=DAGrVuMrmaA&utm\\_campaign=designshare&utm\\_medium=link2&utm\\_source=sharebutton](https://www.canva.com/design/DAGrVuMrmaA/5iO2K-52J27dwnpJjt32A/edit?utm_content=DAGrVuMrmaA&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton)

Link to create your own Canva presentation: <https://www.canva.com/>

Hello! I am Ramiro. Today I want to talk about my family.  
This is my grandfather Hernán he is 85 years old. His wife, my grandmother is Olguita, she's 83 years old. Both live in Pillaro. My father is Héctor, he's 55 years old. He's a great doctor. This is my mother; her name is Laura and she's 50 years old. She was a great teacher.  
I have a brother and a sister. Their names are Carlos and Sandra. Carlos is 28 and he works in Quito. Sandra is 40. She's a cashier. My uncle Jorge and my Aunt Susana have two children They are my favorite cousins Andrés and Marisol.  
I love my family because we always support each other.





# My family members





## A2 Speaking Production Rubric


A2 Level Speaking Rubric					
Level of performance		Criteria			
Qualitative Criteria	Quantitative Criteria	Vocabulary-Grammar	Pronunciation	Support	Interaction
Satisfactory	9-10	Adequate language production and structures with few mistakes.	Correct pronunciation used	Able to understand everything	Speaks with confidence using body language to help other understand.
Elementary	7-8	Several mistakes are evident. However, it is comprehensible	Makes several pronunciation mistakes.	Needs support	Uses more body language rather than communication
Need improvement	0-6	Single words are used with mistakes. Not able to produce speech.	Not able to produce clear words. Pronounces words as they are written.	Not able to respond despite the given support.	Not able to communicate even with body language support.
<b>Comments:</b>					/10

**Lesson 3 learning outcomes:** Talking about your family members.

**Taken from:** English Language Center UTC

# Instructional Procedures

## LESSON 4: What do you like?

<p><b>Instructor's Name:</b></p> <p><b>Learners:</b> Young adult learners</p> <p><b>Method:</b> Communicative Language Teaching (CLT) Flipped Classroom Strategy</p> <p><b>Content:</b> Free time activities, verbs like/love/hate + gerund</p> <p><b>Time:</b> 40 min</p> <p><b>Level:</b> A2</p>		
<b>Objective:</b>	Learners will be able to develop oral skills by talking about real-life contexts preferences applying Free-time vocabulary and verbs like / love/ hate + gerund.	
<b>Description:</b>	<p>The current lesson focuses on developing oral skills by identifying free time activities or hobbies to talk about likes and dislikes. The method chosen for this lesson is a Flipped Classroom Strategy in which learners must explore content before class so that Ss can be able to participate during the class actively practicing, discussing, and applying what they learned with teacher's support.</p> <p><b>Phases:</b> Before class, Presentation, Practice, Production.</p> <p><b>Assessment:</b> Allows T/Ss to measure the development of speaking skills identifying free-time activities to talk about preferences.</p>	
<b>Resources:</b>	Edpuzzle, EngVid, Mentimeter, Educaplay, Find someone who paper, Wordwall, Padlet.	
<b>Teacher's procedure</b>		<b>Learner's procedure</b>
<p><b>1 Before class:</b> T share two videos with the class related to free time activities and like/ love/ hate + ing verbs to be review at home. The first video is a common dialogue in which Ss need answer some questions while taking notes of free-time activities vocabulary. In the second video Ss</p>		<p><b>1 Before class:</b> Ss review the videos previous take the class(home). In the first part, Ss watch carefully the video and answer specific question related to the video content (Free-time activities vocabulary), they also take notes about new vocabulary to share in class. In the second video Ss need to be aware how to use like/ love/ hate verbs + gerund.</p>

pays attention to the gerunds and infinitives.

**2 Presentation:** For the second activity T provides access to a Blocks Quizlet activity in which Ss answers appropriately to have access to other sets of blocks and questions.

**3 Practice:** T presents an Educaplay Unscramble game. Ss order letters until discovering the correct words. Ss have just 30 seconds to discover each word and five lives. Images are attached so that the game turns easier. T promotes a Find someone who.. activity.

**4 Production:** T uses a Wordwall Random Cards activity to encourage Ss to talk about their free time activities through answering common question. T chooses a Ss to answer until the whole class participates actively with T's support.

**Assessment:** T creates a Padlet where Ss have to upload a video (1 – 1:30 min max) talking about 2 things Ss like/ love/ or hate doing in their free time. Ss give reasons.

**2 Presentation:** Ss moving wisely some blocks to get questions to be answered. They repeat the process until completing the activity

**3 Practice:** Ss play the Educaplay game paying attention to the letters to be ordered in the correct way. Ss are supported by images so they make the game easier. Ss control time and numbers of lives during the activity. Ss develop find someone who Activity by asking questions around the class

**4 Production:** Ss answer questions from de Wordwalls cards. They apply the content learned with T' help in some cases.

**Assessment:** Ss upload a video talking about 2 things they like/ love/ or hate doing in their free time supported by reasons.

**Suggestion:** Ensure the required electronic devices' availability (mobiles, laptops, etc.) along with a stable internet connection to enable effective participation in the activities proposed.

**Image taken from:**

[https://encryptedtbn0.gstatic.com/images?q=tbn:ANd9GcQnxw\\_5oaOkphYgF3OyWZWcBKax7lJtmbVziHEHddJdLX7hfbPrFpmZIduSdnLzNEpmp9M&usqp=CAU](https://encryptedtbn0.gstatic.com/images?q=tbn:ANd9GcQnxw_5oaOkphYgF3OyWZWcBKax7lJtmbVziHEHddJdLX7hfbPrFpmZIduSdnLzNEpmp9M&usqp=CAU)

## Lesson 4: Outline

**Phase 1:** Before class Activity

**Procedure:** Your teacher share two videos to be checked at home.

The first video is an Edpuzzle video where you have to watch it and answer some questions related to the content presented. Try to take notes about Free-time activities or hobbies that you can identify in the video. Get ready to share them in the class

**Link:** <https://edpuzzle.com/media/682952f74e9b5b3b0d227bfb>



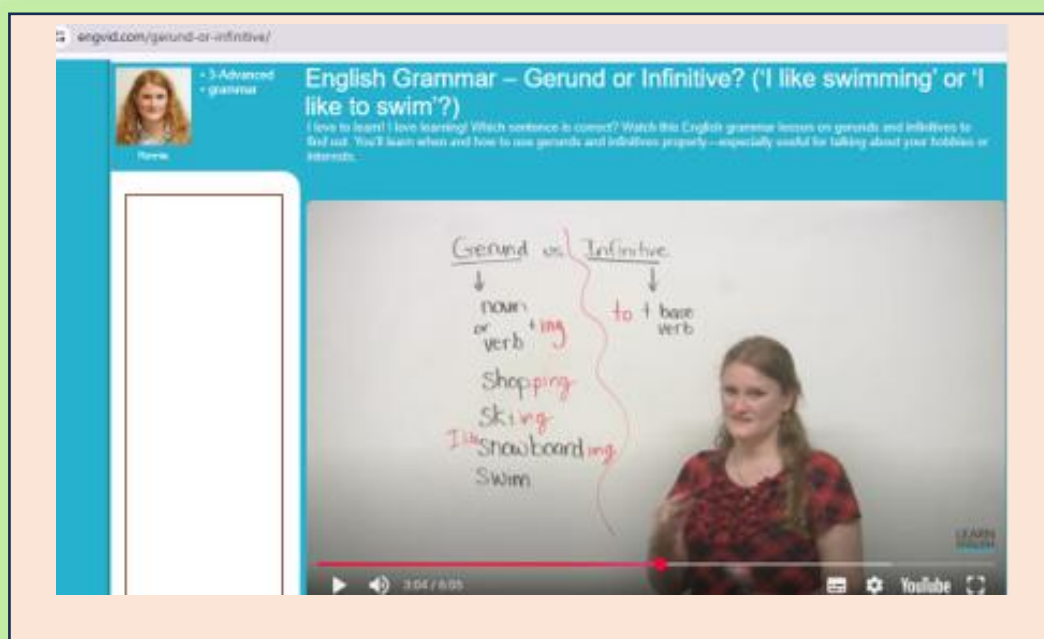
**Edpuzzle video**

The screenshot shows the Edpuzzle website interface. At the top, there is a search bar with the text "Add search terms or a YouTube link here" and a navigation bar with "Assign", "Edit", "Copy", and "Share preview" options. The main content area is titled "Video Preview" and features a video player. The video player shows a cartoon scene with three characters: a man sitting on a bench, a woman standing next to a bicycle, and another man sitting on the ground. The video title is "Talking about Hobbies and Free Time Activities" and it is labeled "Easy English". Below the video player, there is a subtitle: "I started 3 years ago. My brother got me into it. I didn't like it at first but now I enjoy it". To the right of the video player, there is a "MULTIPLE-CHOICE QUESTION" section with the question "How many years has Mike been skateboarding?" and three radio button options: "I enjoy it.", "his brother", and "3 years".

The second video is an Engvid video related to gerund (ing) use focusing on like/ love/ hate verbs.

Link: <https://www.engvid.com/gerund-or-infinitive/>

### EngVid video



Phase 2: Presentation

Time: 5 minutes

Procedure: Let's brainstorm! Your teacher provides a Mentimeter link where you need to share ideas of what activity you love and hate.

Teacher's

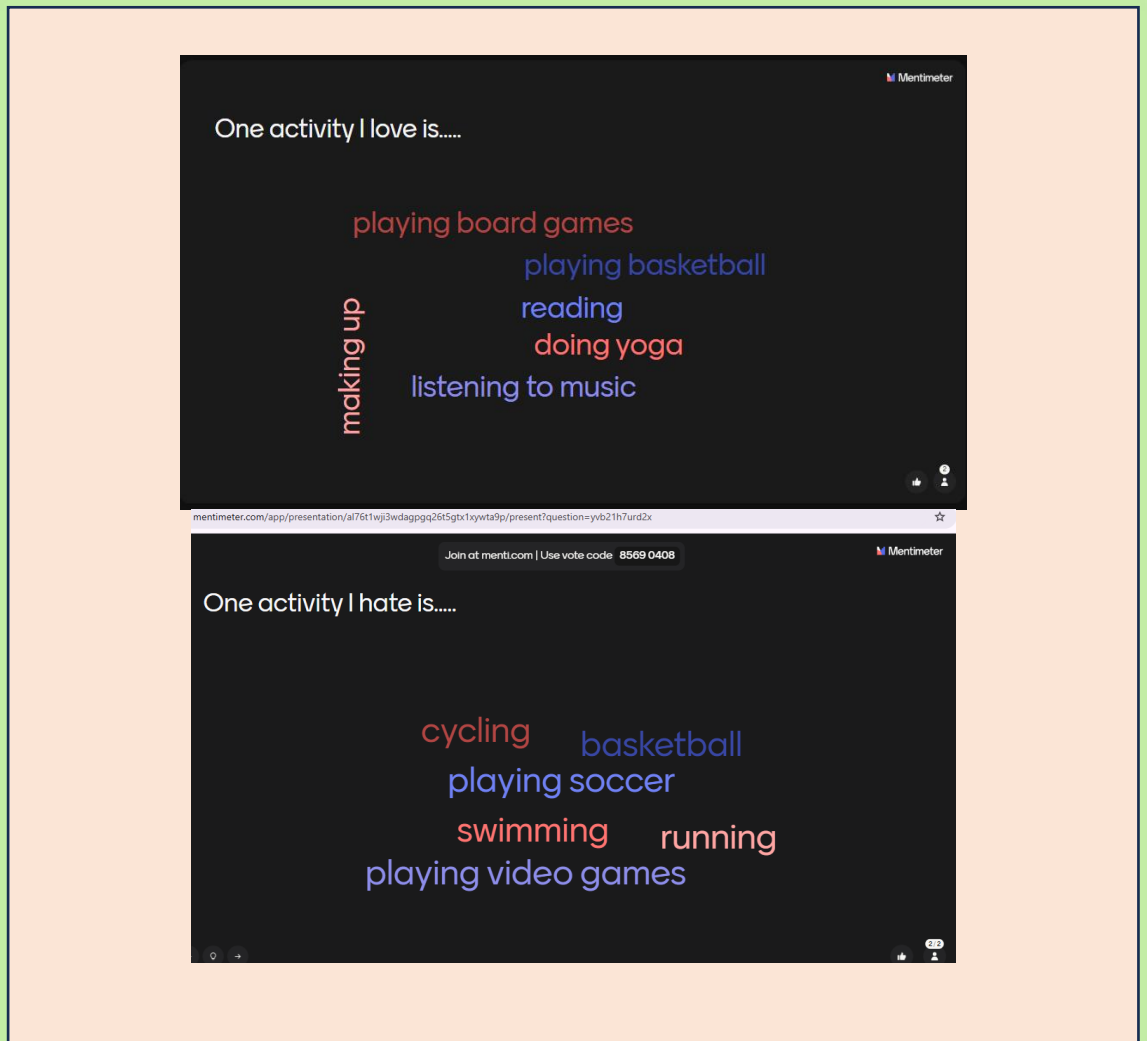
link:

<https://www.mentimeter.com/app/presentation/al76t1wji3wdagpgq26t5gtx1xywta9p/present?question=y5z3nndr7byw>

Students' link: <https://www.menti.com/ald1x5hi3qyd>

## Development

### Mentimeter Brainstorming



**Phase 3:** Practice

**Time:** 10 minutes

**Procedure 1:** Your teacher provides an Educaplay Unscramble Game about Free – Time Activities. You have to order the letters until discovering the correct activity, when you do it

repeat the word aloud and practice pronunciation; to make it easier, you will find images. Be careful! You have 5 lives and just 30 seconds to discover what

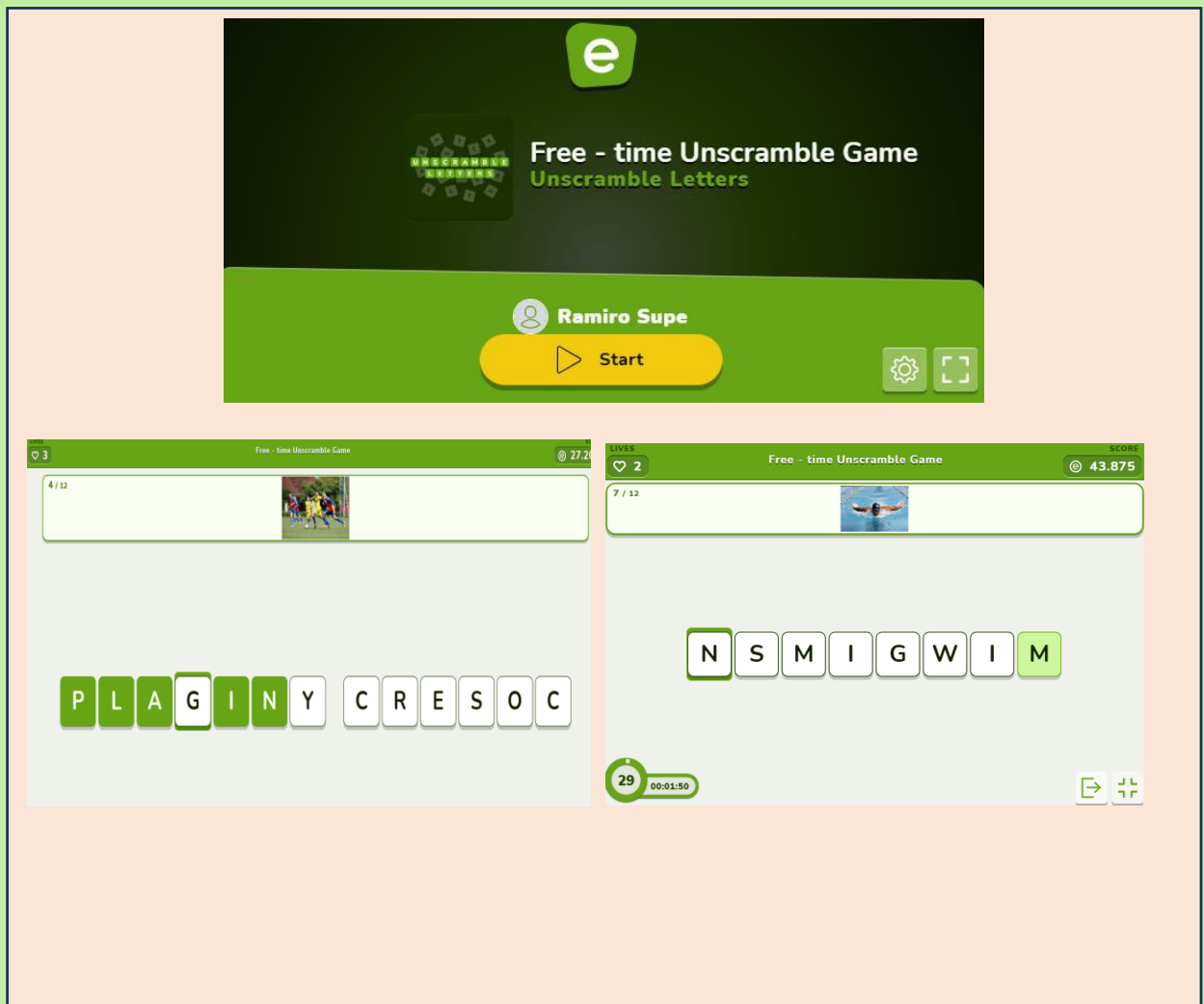
the word is. Good Luck!

Link:

[https://es.educaplay.com/recursoeducativos/24436649hobby\\_hustle\\_unscramble\\_challenge.html](https://es.educaplay.com/recursoeducativos/24436649hobby_hustle_unscramble_challenge.html)



**Game**



**Time:** 10 minutes

**Procedure 2:** Your teacher provides a "Find Someone Who" sheet of paper. You have to walk around the class and ask your classmate questions from the provided sheet. Use: "Do you like/ love/ hate...? Write your classmates' names if someone says yes.



Example:

A: Do you like swimming?  
B: Yes, I do. I like swimming.  
A: Great! What's your name?  
B: My name's ...



**Activity: Find Someone who..**

Activity: Find someone who... 	
Find someone who...	Name:
Loves swimming	
Hates playing soccer	
Likes listening to music	
Loves playing basketball	
Hates jogging	
Likes doing yoga	
Loves skateboarding	
Hates reading	
Likes playing video games	
Loves playing volleyball	

## Phase 4: Production

Time: 15 minutes

**Procedure:** Your teacher presents Wordwall's Random Cards, which contain some questions related to free-time activities. You need to answer the questions by applying the content learned during the lesson.



Example:

**T:** Talk about two things you hate doing.

**S:** Well, I hate playing soccer and skateboarding because the activities are dangerous

Link: <https://wordwall.net/es/resource/94186687>



**Wordwall Random Cards**

**Free time activities. WHAT DO YOU LIKE?**

Do you like playing basketball? Why or why not?

Talk about something your best friend hates.

What free time activity do you love doing alone?

Mezclar    Deshacer    Repartir

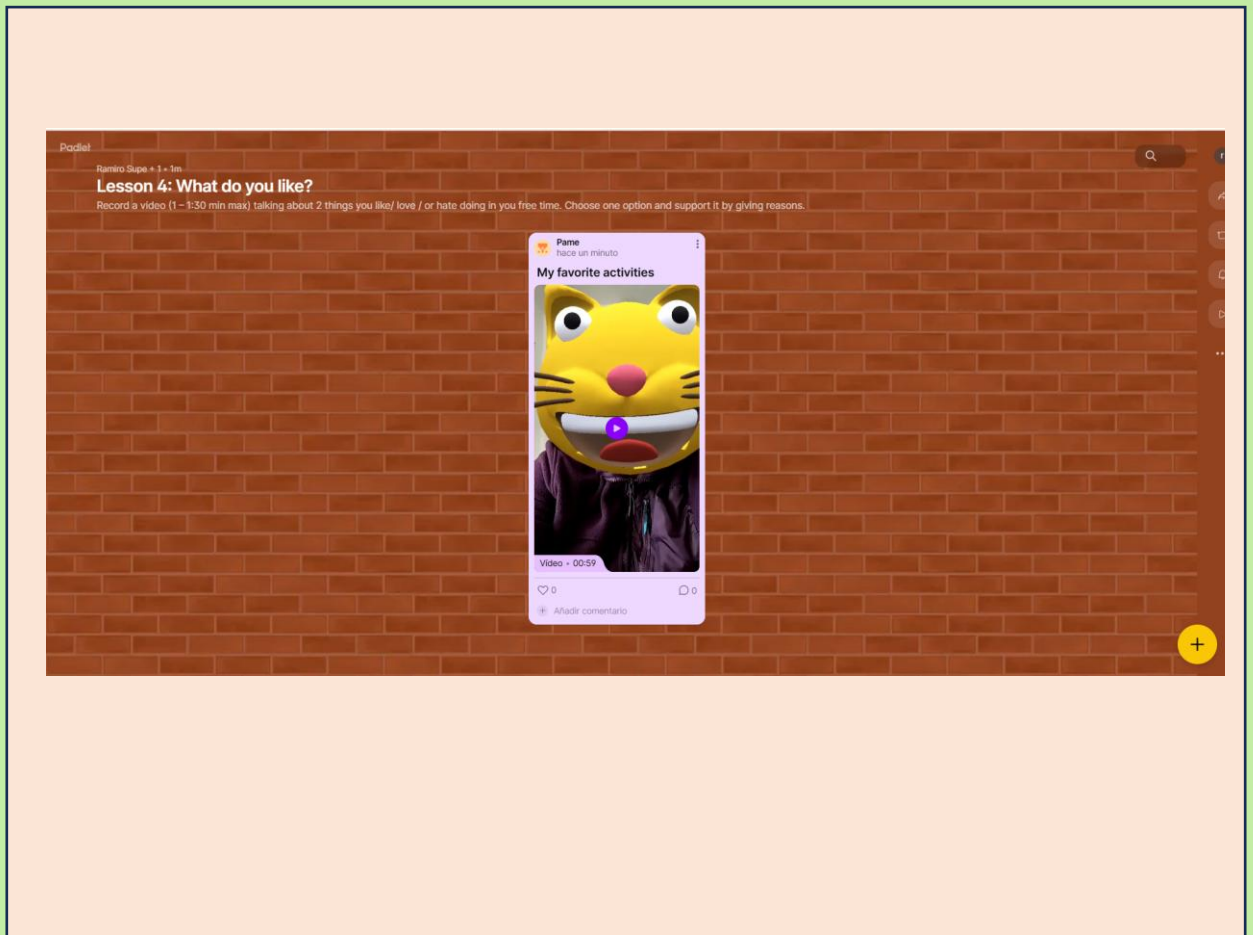
activities. WHAT DO YOU LIKE?

ities. WHAT DO YOU LIKE?

ities. WHAT DO YOU LIKE?

**Assessment:** Record a video (1 – 1:30 min max) talking about 2 things you like/ love / or hate doing in you free time. Choose one option and support it by giving reasons. Your teacher provides a Padlet link to upload your video.

**Link:** <https://padlet.com/utitesis2025/lesson-4-what-do-you-like-ijjeuyshxbd4brwn>





## A2 Speaking Production Rubric

**Lesson 4 learning outcomes:** Talking about activities you like doing in your free-time.

A2 Level Speaking Rubric					
Level of performance		Criteria			
Qualitative Criteria	Quantitative Criteria	Vocabulary-Grammar	Pronunciation	Support	Interaction
Satisfactory	9-10	Adequate language production and structures with few mistakes.	Correct pronunciation used	Able to understand everything	Speaks with confidence using body language to help other understand.
Elementary	7-8	Several mistakes are evident. However, it is comprehensible	Makes several pronunciation mistakes.	Needs support	Uses more body language rather than communication
Need improvement	0-6	Single words are used with mistakes. Not able to produce speech.	Not able to produce clear words. Pronounces words as they are written.	Not able to respond despite the given support.	Not able to communicate even with body language support.
<b>Comments:</b>					/10

**Taken from:** English Language Center UTC

# Instructional Procedures

## LESSON 5: What are you wearing?



<p><b>Instructor's Name:</b></p> <p><b>Learners:</b> Young adult learners</p> <p><b>Method:</b> Eclectic Method</p> <p><b>Content:</b> Present Continuous, adjectives.</p> <p><b>Time:</b> 40</p> <p><b>Level:</b> A2</p>					
<b>Objective:</b>	Learners will be able to develop oral skills by describing orally people's clothes combinations through the use of present continuous, clothing vocabulary and adjectives.				
<b>Description:</b>	<p>The current lesson focuses on developing oral skills by describing what people is wearing applying present continuous, clothing vocabulary, and adjectives use. Through the combination of visuals, gamified activities, and speaking tasks, Ss are able to use the content to talk about real-life contexts. The method chosen for this interactive lesson is the Eclectic Method which offers a set of combinations of effective elements of different teaching methods and strategies to meet learners' needs.</p> <p><b>Phases:</b> Presentation: Direct Method, Total Physical Response (TPR)  Practice: Communicative Language Teaching (CLT)  Production: Game-Based Learning (GBL)  Assessment: Task-Based Language Teaching (TBLT)</p> <p><b>Assessment:</b> Allows T/Ss to measure the development of speaking skills by applying present continuous, clothing items, and adjectives to describe what people is wearing.</p>				
<b>Resources:</b>	Kahoot, Canva, Wordwall, Gimkit.				
<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%; background-color: #e6f2ff;">Teacher's procedure</th> <th style="width: 50%; background-color: #ffe6e6;">Learner's procedure</th> </tr> </thead> <tbody> <tr> <td style="background-color: #e6f2ff;"> <p><b>1 Presentation:</b> T shares a Kahoot activity in which Ss look at the images to describe what people is wearing until guessing who the T is talking about. T ask Ss to try saying what people is wearing. Change roles.</p> <p>In the second activity, T introduces vocabulary related to clothing items</p> </td> <td style="background-color: #ffe6e6;"> <p><b>1 Presentation:</b> Ss at first look at the image and guess who the outfit belongs to by answering T questions. Then, the roles change, they describe someone's from the image outfit to guess who belongs to. In this stage, Ss pay attention to the flashcards to acquire new vocabulary. They repeat and practice pronunciation.</p> </td> </tr> </tbody> </table>		Teacher's procedure	Learner's procedure	<p><b>1 Presentation:</b> T shares a Kahoot activity in which Ss look at the images to describe what people is wearing until guessing who the T is talking about. T ask Ss to try saying what people is wearing. Change roles.</p> <p>In the second activity, T introduces vocabulary related to clothing items</p>	<p><b>1 Presentation:</b> Ss at first look at the image and guess who the outfit belongs to by answering T questions. Then, the roles change, they describe someone's from the image outfit to guess who belongs to. In this stage, Ss pay attention to the flashcards to acquire new vocabulary. They repeat and practice pronunciation.</p>
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showing flashcards to practice pronunciation.

At the end of the phase, Tasks students to make group of 4-5 people. A leader needs to go to the front. The rest of the group have one minute to put on clothes and accessories. To finish, T adds up the total of items. The group who has more items wins.

**2 Practice:** T takes a Wordwall clothes vocabulary game which consists on matching words with images. When Ss do it, they have to follow teacher's prompt to describe the items from the game.

**3 Production:** T encourages Ss to play "Fishtopia" Gimkit game. While Ss play the character loses energy, to recover it Ss answer questions and describe what people is wearing in the images provided.

**Assessment:** T asks Ss to imagine that they have a special occasion and they have to choose an outfit. T asks Ss to design a collage using Canva in which they create different possible combinations. The collage is presented orally. Ss can follow the provided prompt.

To finish Ss to make groups. They choose leader. The rest of the group puts on clothes and accessories in one minute. The group who has more items wins

**2 Practice:** Ss play in Wordwall by matching images and clothing name. Once they finish the activity, Ss follow T's example provided to create a short dialogue.

**3 Production:** Ss play "Fishtopia" Gimkit game. When they lose energy, is a requirement to answer questions and describe what people is wearing in the images given.

**Assessment:** Ss design a collage combining different possible outfits for a special occasion. They present it orally following T's prompt.

**Suggestion:** Ensure the required electronic devices' availability (mobiles, laptops, etc.) along with a stable internet connection to enable effective participation in the activities proposed.

**Image taken from:** <https://thebureauofashionweek.com/wpcontent/uploads/2024/12/How-many-fashion-weeks-are-there.webp>

# Lesson 5: Outline

Phase 1: Presentation

Time: 15 minutes

**Method:** In the first phase of the current lesson, *Direct Method* is used in which translation into Spanish is not allowed so that learners interact using only English Language.

**Procedure 1:** Your teacher presents a Kahoot in which you need to look at the image. First, your teacher describes what a person from the image is wearing, you pay attention and guess who your teacher is talking about. Then, roles change. Try to say what someone from the picture is wearing and choose a classmate to answer. Remember that translation is not allowed.

**Teacher's link:** <https://create.kahoot.it/share/enter-kahoot-title/a12e1ad4-c468-4cf4-8d1d-3e79dc467dc4>

**Students' link:** [www.kahoot.it](http://www.kahoot.it)

The code is provided at the time the game starts.



The image displays four screenshots from a Kahoot! game. The top-left screenshot shows the game lobby with the PIN 730 882 and the 'Empezar' button. The top-right screenshot shows question 18: 'Who is wearing a blue cap?' with a group photo and answer options: Gerald, Sara, Daniel, and None of them. The bottom-left screenshot shows the 'Marcador' (scoreboard) with Loli at 1422 and Miro at 519. The bottom-right screenshot shows question 29: 'What is Daniel wearing? HE'S WEARING...' with a group photo and answer options: 'a blue cap, an orange vest, and a green T-shirt...', 'a blue cap, an orange vest, and a green shirt...', 'an blue cap, an orange vest, and an green T-shirt...', and 'a blue shirt, an a pair of jeans'.

**Procedure 2:** Your teacher introduces vocabulary related to clothing items. You look at the images and practice pronunciation.

**Link:**

[https://www.canva.com/design/DAGrfsvgCSs/qrAgIp8MNMmemxu6vNNJaA/edit?utm\\_content=DAGrfsvgCSs&utm\\_campaign=designshare&utm\\_medium=link2&utm\\_source=sharebutton](https://www.canva.com/design/DAGrfsvgCSs/qrAgIp8MNMmemxu6vNNJaA/edit?utm_content=DAGrfsvgCSs&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton)



**Canva Flashcards**

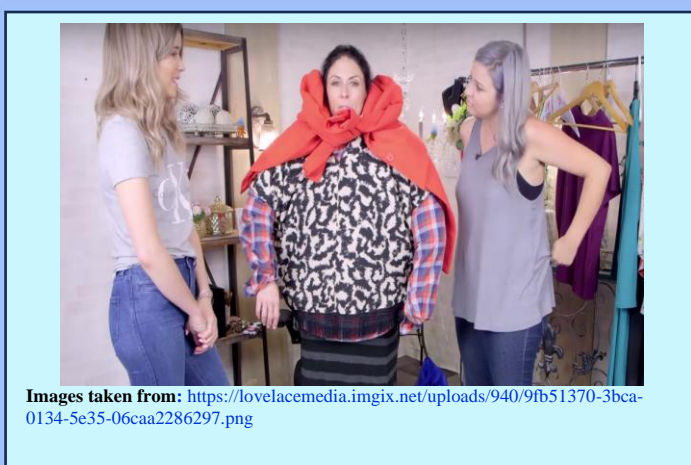
The image displays four flashcards arranged in a 2x2 grid, each with a spiral binding at the top. Each card features a small icon of the clothing item, the word in large bold letters, and a brief definition. The cards are decorated with stars and a small arrow icon.

- Clothing Vocabulary Items**: Includes an icon of yellow pants.
- JACKET**: Includes an icon of a blue jacket and the definition "A short coat".
- COAT**: Includes an icon of a brown coat and the definition "A long thick coat worn in cold weather.".
- SKIRT**: Includes an icon of a floral skirt and the definition "a piece of clothing that hangs from the waist and covers some or all of the legs, usually worn by women or girls.".

**Images taken from:**  
<https://i.ytimg.com/vi/wFwosor2gsE/hq720.jpg?sqp=oaymwEhCK4FEIIDSFryq4qpAxMIARUAAAAAGAEIAADIQj0AgKJD&rs=AOn4CLBPFviJSuxXv5zWadZjkxqFG3hgBw>

**Method:** At this point, *Total Physical Response (TPR)* is used in which learners focus on language as well as movement coordination in order to make up with new examples.

**Procedure 3:** Your teacher asks students to make a group of 4-5 people to play "Clothing Layer Challenge". A leader needs to go to the front. The rest of the group has one minute to put on clothes and accessories. At the end, the teacher counts the total number of items. The group that has more items wins.



**Phase 2:** Practice

**Time:** 10 minutes

**Method:** In the current phase, *Communicative Language Teaching (CLT)* method has been chosen in which real communication, fluency, and interaction is the center of the method instead of memorizing grammar rules.

**Procedure:** Your teacher has taken a Wordwall's vocabulary activity. Match the correct word with the image; this becomes a support to form complete sentences depending on the image. Use the following drill.

**Link:**

[https://wordwall.net/es/resource/69914713/ingl%\*c3\*%\*a9\*s/vocabulary-clothes](https://wordwall.net/es/resource/69914713/ingl%c3%a9s/vocabulary-clothes)



Example:



T-shirt

T: What is he/she wearing?

S: She/He is wearing a purple T-shirt.

## Development



## Wordwall Activity

Vocabulary - clothes

INICIAR

1:03

sweater	pants	cardigan	dress	suit	underwear	tracksuit	shorts	socks	jeans
leggings	blouse	tights							

	skirt	pajamas	shirt	T-shirt		
	top		jacket		coat	

**Phase 2:** Production

**Time:** 15 minutes

**Method:** In this phase, *Game-Based Learning (GBL)* is applied in which interactive games are considered as the main tool for learning.

**Procedure:** Your teacher presents “Fishtopia” Gimkit game in which you can get rewards by answering questions. For this activity you teacher divides the class into two groups and learners take turns to play and answer. The group that answers correctly describing the clothing items from the images gets a point. The team who gets more points wins! Good luck!

**Teacher’s link:** <https://www.gimkit.com/me>

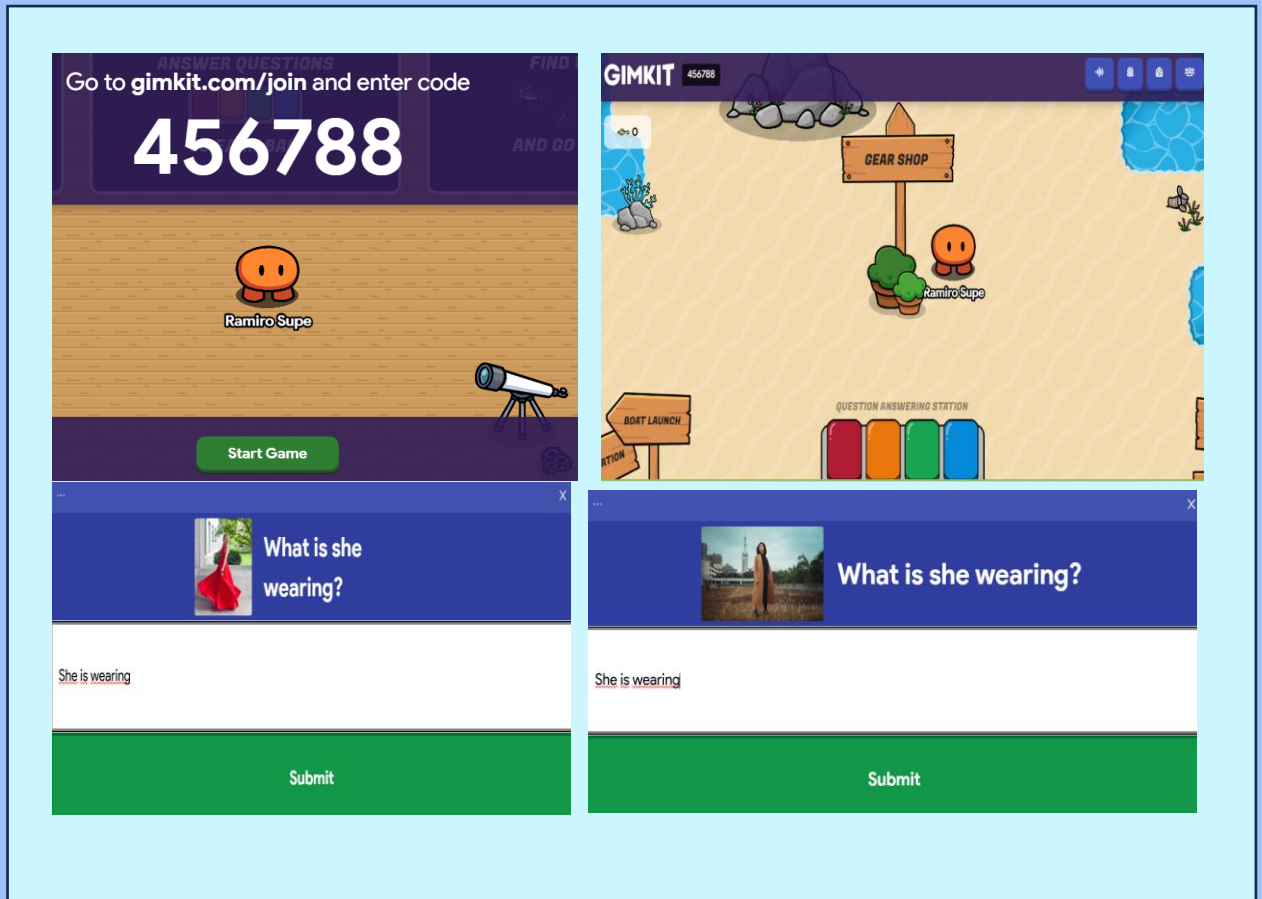
NOTE: The teacher provides the code (or link) that appears on the screen and starts the game.



**Example:**

**T:** What is Betty wearing?

**S:** Betty is wearing a pair of sky-blue jeans, an elegant white blouse and black high-heels.



**Assessment:**

**Method:** For the assessment, *Task-Based Language Teaching* is used in which learners are able to experience real-life contexts to apply all the content acquired.

**Procedure:** What to wear for the occasion?

Imagine that you have a special occasion (a party, a date, a graduation, a work meeting, going out with friends, etc.), you need to choose the best outfit ever.

Design a collage using Canva and show the whole class possible combination you have in mind. Get ready to present your collage orally to your classmates. Try

to apply all you have learn during this lesson. You can use the following prompt.

Link to create your own Canva collage: <https://www.canva.com/>

Hello! I am Ramiro. Today I want to present my collage.

I have a party with my friends. For this occasion, I decided to combine some clothing items. The first combination is a grey jacket, a comfortable sweater, with a pair of jeans. The second combination is a white T-shirt, a black jacket, with blue jeans. The third combination is a blue shirt and a beige pair of pants. The last combination is a pink shirt, an elegant watch, and a pair of jeans. I'm not sure what to wear! I think I want to share the third combination.

Thank you!





Canva Collage

**Ramiro's Collage**  
OCCASION: PARTY WITH MY FRIENDS

Images taken from:  
[https://www.google.com/search?q=informal+men+outfit+for+a+party+&sca\\_esv=319a8605ed997738&rlz=1C1CHBF\\_esEC1060EC1060&udm=2&biw=1366&bih=633&sxsrf=AE3TifNU5eY99cXLM4-PWwd\\_9S8KG4LwiQ%3A1750986992441&ei=8PBdaILXGvuEwbkPhOKFiQ0&ved=0ahUKEwiCj8PtpCOAxV7QjABHQRxIdEQ4dUDCBE&uact=5&oq=informal+men+outfit+for+a+party+&gs\\_lp=EgNpbWciIGluZm9ybWFsIG1lbiBvdXRmaXQgZm9yIGEgcGFydHkgSIg5UOkFWJs3cAF4AJABAJgBjAGgAaoIqgEDMC44uAEDyAEA-AEBmAICoAKUAsICBxAjGCcYyQLCagQQABgemAMAIAYBkgeDMC4yoAesB7IHazAuMrgHIALCBwUwLjEuMcgHCQ&sclient=img#imgrc=4udht0iFy-MBNM&imgdii=8LN--hyA37JMeM](https://www.google.com/search?q=informal+men+outfit+for+a+party+&sca_esv=319a8605ed997738&rlz=1C1CHBF_esEC1060EC1060&udm=2&biw=1366&bih=633&sxsrf=AE3TifNU5eY99cXLM4-PWwd_9S8KG4LwiQ%3A1750986992441&ei=8PBdaILXGvuEwbkPhOKFiQ0&ved=0ahUKEwiCj8PtpCOAxV7QjABHQRxIdEQ4dUDCBE&uact=5&oq=informal+men+outfit+for+a+party+&gs_lp=EgNpbWciIGluZm9ybWFsIG1lbiBvdXRmaXQgZm9yIGEgcGFydHkgSIg5UOkFWJs3cAF4AJABAJgBjAGgAaoIqgEDMC44uAEDyAEA-AEBmAICoAKUAsICBxAjGCcYyQLCagQQABgemAMAIAYBkgeDMC4yoAesB7IHazAuMrgHIALCBwUwLjEuMcgHCQ&sclient=img#imgrc=4udht0iFy-MBNM&imgdii=8LN--hyA37JMeM)

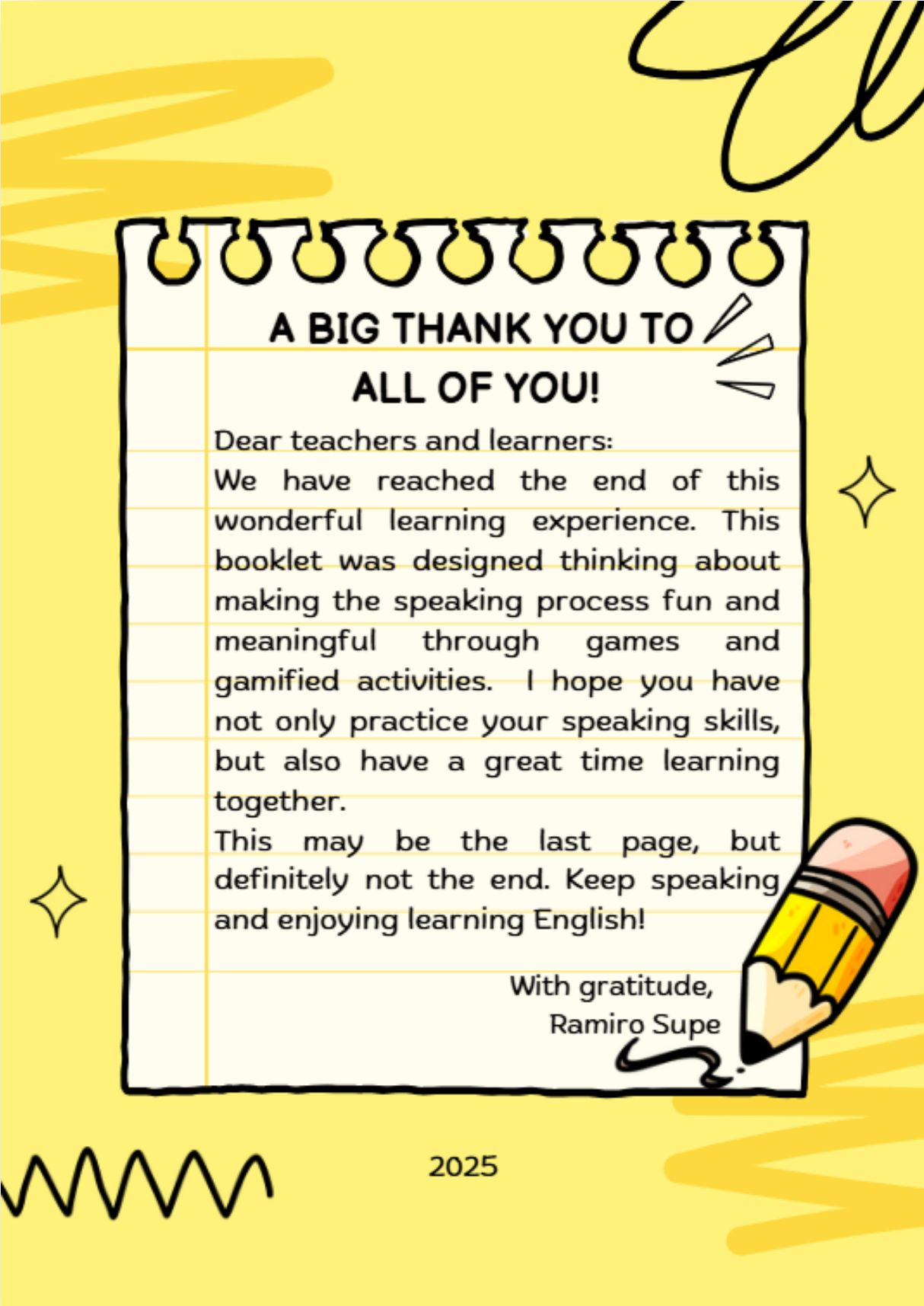


## A2 Speaking Production Rubric

**Lesson 5 learning outcomes:** Talking about activities clothing items combinations.

A2 Level Speaking Rubric					
Level of performance		Criteria			
Qualitative Criteria	Quantitative Criteria	Vocabulary-Grammar	Pronunciation	Support	Interaction
Satisfactory	9-10	Adequate language production and structures with few mistakes.	Correct pronunciation used	Able to understand everything	Speaks with confidence using body language to help other understand.
Elementary	7-8	Several mistakes are evident. However, it is comprehensible	Makes several pronunciation mistakes.	Needs support	Uses more body language rather than communication
Need improvement	0-6	Single words are used with mistakes. Not able to produce speech.	Not able to produce clear words. Pronounces words as they are written.	Not able to respond despite the given support.	Not able to communicate even with body language support.
<b>Comments:</b>					/10

Taken from: English Language Center UTC



**A BIG THANK YOU TO  
ALL OF YOU!**

Dear teachers and learners:

We have reached the end of this wonderful learning experience. This booklet was designed thinking about making the speaking process fun and meaningful through games and gamified activities. I hope you have not only practice your speaking skills, but also have a great time learning together.

This may be the last page, but definitely not the end. Keep speaking and enjoying learning English!

With gratitude,  
Ramiro Supe

2025

## **VALIDATION OF THE PROPOSAL**

According to Elangovan & Subaravel (2021), an essential step in the research process is the validation of survey instruments. Although face validity and content validity are qualitative techniques, they play a crucial role in confirming the extent to which a survey instrument effectively measures the objectives for which it was designed. These strategies are commonly employed in the development of both scales and questionnaires, which may include multiple scales. Typically, the appearance and content of a survey instrument are reviewed and verified by academic specialists as well as professionals from relevant industries or sectors. In this context, the authors propose a template that can be applied to facilitate and standardize the validation of survey instruments.

Every item in the proposal is strongly in line with the learner's level of knowledge, which is A2, according to the results of the three expert validations. It is also tailored to the learner's needs so that they can comprehend the importance of the material they are studying. Furthermore, the recommended activities are very interactive, promoting student involvement.

The utilization of suitable interactive technology tools such as Kahoot, Wordwall, Educaplay, Mentimeter, Canva, Gimkit, Edupuzzle, Padlet, Genially, Flippity, Voki, ESL videos, is relevant because these tools enhance the learning process and highlight how the recommended activities have been thoughtfully designed for use in technologically equipped classrooms.

Moreover, the proposal's goals are clearly stated, allowing both educators and learners to understand its purpose and objectives.

Finally, experts' validation concludes that the proposal not only successfully engages students but also connects learning to real-world applications, thereby increasing learners' motivation to acquire a new language through games. This positive impact is attributed to the variety of activities provided, which enable students to thrive and effectively demonstrate their English-speaking skills.

According to the UTI Style Manual (2020), the proposal will be validated by method 1, as outlined in the booklet, see annex N°5. When this method is selected, the process shifts from evaluating the proposal to validating it in practice. The following alternatives are available for this validation process.

The results of the practical application can also be demonstrated by obtaining acceptance from the highest authority or the collegiate body of the organization where the practice was implemented.

## **CONCLUSIONS AND RECOMMENDATIONS**

### CONCLUSIONS:

- The implementation of gamification strategies within the proposed study effectively contributed to the practice of dynamic and interactive activities, fostering a more engaging and stimulating environment in authentic and simulated contexts.
- The theoretical foundation of the study, grounded in constructivism and student-centered learning, provided a solid justification for the use of gamification as a pedagogical approach, which encouraged students to actively engage in communication to develop their speaking skills.
- The design of the interactive booklet based on gamification strategies proved to be a valuable resource for fostering the development of speaking skills in higher education students, offering a practical contribution to the teaching and learning of English in higher education.
- The evaluation of gamification applied in higher education students showed clear improvements in the development of their speaking skills, which fostered greater participation, reduced anxiety in oral interaction, and enhanced their confidence when communicating in English.

### RECOMMENDATIONS:

- It is recommended that teachers continue to explore and integrate gamification strategies into their language teaching practices, by designing dynamic and interactive activities that are more engaging and motivating in order to encourage students to actively participate in speaking tasks, both in real-life and simulated contexts.

- It is recommended that future studies and practical applications in higher education continue to incorporate the theoretical foundations of gamification strategies grounded in constructivist and student-centered approaches to foster learners' motivation, confidence, and sustained participation in the learning process.
- It is recommended that teachers consider incorporating the interactive booklet proposed with gamified tools to provide a dynamic and motivating learning environment into their English language classes, as these resources can enhance students' speaking skills and provide meaningful opportunities for speaking development.
- It is recommended that teachers continuously evaluate using a systematic process when applying gamification strategies to assess learners' speaking skills, participation, and confidence levels to ensure that the interventions effectively contribute to meaningful improvements in English communication.

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## ANNEX1.- ENGLISH INTERVIEW GUIDE



**Greeting:** Dear students thank you for participating in this interview.

**Objective:** The aim of this interview is to understand your experiences and opinions about learning English through games, especially regarding the development of speaking skills.

**Time:** This interview will take approximately 15–20 minutes.

**Instructions:** You will answer each question in a spoken format. With your permission, your responses will be recorded for research purposes. Please answer each question honestly and in detail, based on your personal experiences. There are no right or wrong answers.

- 
1. Tell me about your experience learning English through the use of games.
  2. How important do you think games are in learning English to develop communicative skills?
  3. How do you think games influence your motivation and the development of your oral expression in English?
  4. In what way do you think gamification can enhance your English-speaking skills?
  5. When learning with games, which platforms do you prefer for developing your English-speaking skills? Please explain why.
  6. What game activities make you feel more confident when speaking English with your classmates? Which ones?
  7. What do you like and dislike about using games to learn to speak English?
  8. What do you prefer for learning English and developing your speaking responses: using physical books or digital and interactive games? Why?
  9. How often does your teacher use gamified exercises or activities to help you

improve your English-speaking skills? Please describe what those activities are usually like and how they affect you.

10. How do you think gamification can help reduce anxiety or fear when speaking English, and how does this affect your performance when practicing speaking?

## ANNEX2.-SPANISH INTERVIEW - GUÍA DE ENTREVISTA



### **Guía de entrevista.**

**Saludo:** Estimados estudiantes, gracias por participar en esta entrevista.

**Objetivo:** El objetivo de esta entrevista es comprender sus experiencias y opiniones sobre el aprendizaje del inglés a través del juego, especialmente en lo que respecta al desarrollo de la expresión oral.

**Tiempo:** Esta entrevista durará aproximadamente de 15 a 20 minutos.

**Instrucciones:** Responderá a cada pregunta oralmente. Con su permiso, sus respuestas se grabarán con fines de investigación. Por favor, responda cada pregunta con honestidad y detalle, basándose en su experiencia personal. No hay respuestas correctas ni incorrectas.

1. ¿Cuéntame tu experiencia aprendiendo inglés a través del uso de juegos?
- 2.- ¿Qué importancia crees que tienen los juegos en el aprendizaje del inglés para desarrollar las habilidades comunicativas?
3. ¿Cómo consideras que los juegos influyen en tu motivación y en el desarrollo de la expresión oral en inglés?
4. ¿De qué manera piensas que la gamificación puede potenciar tus habilidades para hablar en inglés?
- 5.- Cuando aprendes con juegos, ¿cuáles plataformas te gustan más para desarrollar la habilidad de expresión oral en inglés? Por favor, explica por qué.
- 6.- ¿Qué actividades con juegos te hacen sentir más seguro al hablar inglés con tus compañeros? Cuales.

7.- ¿Qué cosas te gustan y qué cosas no te gustan de usar juegos para aprender a hablar inglés?

8 ¿Qué prefieres para aprender inglés y desarrollar las repuestas de speaking: usar libros físicos o juegos digitales e interactivos? ¿Por qué?

9.- ¿Con qué frecuencia el docente utiliza ejercicios o actividades gamificadas para ayudarte a mejorar tus habilidades de expresión oral en inglés? Por favor, describe cómo suelen ser esas actividades y cómo te afectan.

10.- ¿Cómo crees que la gamificación puede ayudar a reducir la ansiedad o el miedo al hablar en inglés, y de qué manera esto influye en tu desempeño al practicar la expresión oral?

### ANNEX3.-LINK TO THE INTERVIEWS



#### **INSTRUMENTO PARA RECOPIACIÓN DE INFORMACIÓN PARA EL TRABAJO DE INVESTIGACIÓN CON EL TÍTULO:**

“The use of gamification strategies to develop speaking skills in EFL students in higher education”

The use of its design is justified by the desire to gather pertinent and valid data that can be used to analyze the effect of gamification strategies on the enhancement of speaking skills of students focusing on learning English as a foreign language at higher-level students. This questionnaire helped collect perceptions, experiences, and opinions with a view to greater insights as to how these innovative methodologies can shape the learning. Data received will be the core of the analysis and discussion of the results, which will be a source of evidence enhancing the theoretical framework and the research proposal.

<https://1drv.ms/w/c/e53693d991a42c82/EQHJTYXBujhGkm05yDKyFWcBaKW8zcJ5FRwMeZyw9hg9FQ?e=wuLsP5>

## ANNEX4.-VALIDATION BY EXPERTS' AUTHORIZATION



Estimada,

**Lic. Daniel Bonilla, Mg.**

Tutora de trabajo de titulación

De mis consideraciones,

Yo Ramiro Supe con CI 1802671063 solicito muy comedidamente se sirva en verificar el perfil de los docentes encargados de validar la propuesta con el nombre **“Speak Up! A gamified booklet to boost Oral Skill for Higher Education”** de mi Trabajo de Investigación como requisito para optar al grado de **Magister en Pedagogía de los Idiomas Nacionales y Extranjeros con Mención del Inglés** con el fin de garantizar la experiencia de los expertos que colaboran en la validación de la misma.

A continuación, detallo cada uno de los perfiles:

***Mg. Balseca Acosta Adriana Cecilia***

**Teléfono:** 0996424317

**Email:** [adrianabalseca@uti.edu.ec](mailto:adrianabalseca@uti.edu.ec)

**Educación:**

- Magister en Lingüística y Didáctica en la Enseñanza de Idiomas extranjeros, Universidad Central del Ecuador -2017.
- First Certificate in English (FCE), Cambridge English Assessment-2017.
- Diploma Superior de la Enseñanza de Inglés como segunda lengua, Escuela Superior del Ejército ESPE – 2010
- Licenciatura en Ciencias de la Educación mención Inglés, Universidad Técnica de Ambato- 2007

**Experiencia del Docente:**

- Docente Actual, Universidad Tecnológica Indoamérica
- Docente, Universidad Autónoma de los Andes (CTT), 2016-2017
- Docente, Escuela de Formación de Soldados, 2010-2015
- Traductore, Industrias Catedral, 2010-2011.

**Capacitación del Docente:**

- Formación Perito Traductor, LIDERAZGO, CAPACITACIÓN & EVENTOS, QUITO-2024.
- Integración de Tecnologías en Procesos de Enseñanza, UNIVERSIDAD TECNOLÓGICA INDOAMÉRICA, Ambato - 2024.
- Teaching English for Diverse Audiences, CONSULADO DE ESTADOS UNIDOS EN EL ECUADOR – UNIVERSIDAD INDOAMÉRICA, Ambato-2024

Agradezco de antemano su valiosa colaboración.  
Atentamente,



Ramiro Supe  
Maestrante

**Mg.** *Diego Isaias Granja Peñaherrera*

**Teléfono:** 099 7214733

**Email:** [isaiasgranja@uti.edu.ec](mailto:isaiasgranja@uti.edu.ec)

**Educación:**

- Magister en Lingüística Aplicada a la Enseñanza Bilingüe Español Inglés - 2018
- Diploma Superior de la Enseñanza de Inglés como Segunda Lengua - 2011
- Licenciado en Ciencias de la Educación Mención Inglés - 2006
- licenciado en Administración Turística - 2017

**Experiencia del Docente:**

- Docente, Universidad Tecnológica Indoamérica, 2019 - Actualidad
- Docente, Instituto Tecnológico Superior Vicente León, 2017 - 2019
- Docente, Universidad Fuerzas Armadas ESPE, 2012-2017
- Docente, Unidad Educativa “CERIT” 2007-2011

### **Capacitación del Docente:**

- Formación de formadores (2022) - 40 horas
- Diseño Universal del Aprendizaje (2022) - 40 horas
- Seminario Internacional de Innovación Educativa (2023) - 40 horas
- Tercer Congreso Internacional from Theory to Practice: Revitalizing the Language Teaching Classroom (2023) - 40 horas
- English Improvement (2023) - 40 horas
- Teaching English for Diverse Audiences (2024) - 40 horas
- Diplomado en Docencia Universitaria (2025) - 140 horas
- La Inteligencia Artificial llega a las Aulas: Reinventando otra Educación (2025) - 120 horas

Agradezco de antemano su valiosa colaboración.  
Atentamente,



Ramiro Supe  
Maestrante

***Mg. Paola Soraya Albán Andocilla, Lic.***

**Teléfono:** 0987755505

**Email:** paolas.alban@educacion.gob.ec

### **Educación:**

- International Certificate of English Proficiency iTEP Academic Plus Exam- Advanced level (C1)- 2022
- Magíster en Pedagogía de los Idiomas Nacionales y Extranjeros Mención en Inglés- Número de Registro Senescyt: 1010-2021-2290531- Año: 2021
- Licenciada en Ciencias de la Educación Mención Inglés- Número de Registro

Senescyt: 1010-14-1282755- Año: 2014

**Experiencia del Docente:**

- Unidad Educativa “Tarcila Albornoz de Gross”- 1 de septiembre de 2020 – actualidad (Nombramiento definitivo en el sector público)
- Instituto Superior Tecnológico España ISTE - Julio de 2023 – Noviembre 2024
- Unidad Educativa “Gral. Eloy Alfaro Delgado”- 1 de abril de 2019 – 28 de agosto de 2020
- Unidad Educativa “Nuevo Mundo”- 12 de agosto de 2013 – 29 de marzo de 2019.

**Capacitación del Docente:**

- Reconoce, oportunidades curriculares de educación integral de la Sexualidad (40h) – Ministerio de Educación– 2025-07-23
- Fortalecimiento de la habilidad Listening Curso en Inglés (150h)– Ministerio de Educación– 2025-06-06
- Fortalecimiento de la habilidad Speaking (150h)- Curso en Inglés – Ministerio de Educación–2025-04-09
- Implementación Eficaz del Aprendizaje Basado en Proyectos (IEAP) (40h)– Ministerio de Educación–2025-04-06
- Curso Sanamente- Universidad San Francisco de Quito (40h) 2025-03-05 - Innovación educativa en el Siglo XXI (45h)- Profuturo- 2025-01-21

Agradezco de antemano su valiosa colaboración.

Atentamente,



Ramiro Supe

Maestrante

## ANNEX5.-VALIDATION MATRIX ASSESSMENT TEMPLATE



### UNIVERSIDAD TECNOLÓGICA INDOAMÉRICA (UTI) MAESTRIA EN PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS CON MENCION INGLÉS

#### Validation of the Proposal by Experts

**Validator's Name:** .....

**Specialty:** .....

**Institutional e-mail:** .....

**Academic degree:** .....

#### Academic Technical Sheet of the Proposal Validator.

**Title of the Proposal: Speak Up! A gamified booklet to boost Oral Skill for Higher**

##### Education

##### Introduction:

Dear evaluator, this validation matrix is designed to assess a proposed Booklet focused on gamification for promoting communication skills among A2 English students. The primary objective of this unit is to create interactive and engaging activities that utilize gamified digital resources to enhance speaking skills.

Your insights and feedback will be invaluable in refining this proposal and enhancing its impact on student learning outcomes.

##### Instructions:

- Once you have read the proposal, please provide reliable responses for each question based on your observation.
- Each criterion should be evaluated on a scale from 1 to 5, where:

**1= low:** The proposal does not meet the criteria

**2= fair:** The proposal partially meets the criteria but requires significant improvement.

**3= Good:** The proposal meets the criteria adequately but could benefit enhancements.

**4= Very Good:** The proposal meets most criteria effectively with minor improvements needed.

**5 = Excellent:** The proposal fully meets and exceeds the criteria.

After evaluating each criterion, summarize the overall strengths and weaknesses of the proposal in the comments section, and provide specific recommendations for improvement.

This validation matrix will ensure that the didactic unit is well-structured, effective, and aligned with educational objectives for promoting vocabulary learning through gamification.

Criteria	Indicators	Evaluation Scale: 1 (Low) - 5 (High)					Comments
		1	2	3	4	5	
Relevance	The material provided corresponds to the A2 level, it is appropriate for the target students to enhance their speaking skills.	1	2	3	4	5	
Engagement	Gamified digital resources are integrated into interactive activities to enhance student participation.	1	2	3	4	5	
Effectiveness	It helps improve speaking skills	1	2	3	4	5	
Variety of Activities	A balance of digital activities is maintained, ensuring a diverse range of gamified activities.	1	2	3	4	5	
Assessment Methods	It incorporates assessment tools to measure learning outcomes	1	2	3	4	5	
Technology Integration	Digital tools and platforms are utilized effectively.	1	2	3	4	5	
Teacher Support	Resources are readily accessible for teachers.	1	2	3	4	5	
Clarity of Objectives	Clear and measurable goals are established.	1	2	3	4	5	

VALIDITY			
Validated by:	Signature:	ID:	Phone number:

**Thank you for your time and expertise in this evaluation process.**

## ANNEX 6.- VALIDATION BY EXPERT 1



Universidad  
Indoamérica

### UNIVERSIDAD TECNOLÓGICA INDOAMÉRICA (UTI) MAESTRIA EN PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS CON MENCION INGLÉS

#### Validation of the proposal by Experts

Validator's Name: Mg. Adriana Cecilia Balseca Acosta

Speciality: Language teaching

Institutional e-mail: adrianabalseca@uti.edu.ec

Academic degree: Magister

#### Academic Technical Sheet of the Proposal Validator.

**Title of the Proposal: Speak Up! A gamified booklet to boost Oral Skill for Higher**

**Education**

**Introduction:**

Dear evaluator, this validation matrix is designed to assess a proposed Booklet focused on gamification for promoting communication skills among A2 English students. The primary objective of this unit is to create interactive and engaging activities that utilize gamified digital resources to enhance speaking skills.

Your insights and feedback will be invaluable in refining this proposal and enhancing its impact on student learning outcomes.

**Instructions:**

- Once you have read the proposal, please provide reliable responses for each question based on your observation.
- Each criterion should be evaluated on a scale from 1 to 5, where:
  - 1= **low**: The proposal does not meet the criteria
  - 2= **fair**: The proposal partially meets the criteria but requires significant improvement.
  - 3= **Good**: The proposal meets the criteria adequately but could benefit enhancements.
  - 4= **Very Good**: The proposal meets most criteria effectively with minor improvements needed.
  - 5 = **Excellent**: The proposal fully meets and exceeds the criteria.

After evaluating each criterion, summarize the overall strengths and weaknesses of the proposal in the comments section, and provide specific recommendations for improvement.

This validation matrix will ensure that the didactic unit is well-structured, effective, and aligned with educational objectives for promoting vocabulary learning through gamification.

Criteria	Indicators	Evaluation Scale:					Comments
		1	2	3	4	5	
Relevance	The material provided corresponds to the A2 level, it is appropriate for the target students to enhance their speaking skills.	1	2	3	4	5	
						X	
Engagement	Gamified digital resources are integrated into interactive activities to enhance student participation.	1	2	3	4	5	
						X	
Effectiveness	It helps improve speaking skills	1	2	3	4	5	Try to add real-life speaking scenarios to improve pronunciation.
					X		
Variety of Activities	A balance of digital activities is maintained, ensuring a diverse range of gamified activities.	1	2	3	4	5	
						X	
Assessment Methods	It incorporates assessment tools to measure learning outcomes	1	2	3	4	5	
						X	
Technology Integration	Digital tools and platforms are utilized effectively.	1	2	3	4	5	
						X	
Teacher Support	Resources are readily accessible for teachers.	1	2	3	4	5	
						X	
Clarity of Objectives	Clear and measurable goals are established.	1	2	3	4	5	
						X	

VALIDITY			
Validated by:	Signature:	ID:	Phone number:
Adriana Butsca, Mg.		1803789582	0996424317

Thank you for your time and expertise in this evaluation process.

## ANNEX 7.- VALIDATION BY EXPERT 2



### UNIVERSIDAD TECNOLÓGICA INDOAMÉRICA (UTI) MAESTRIA EN PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS CON MENCION INGLÉS

#### Validation of the proposal by Experts

<b>Validator's Name:</b>	Diego Granja Peñaherrera
<b>Speciality:</b>	English teacher
<b>Institutional e-mail:</b>	isaiasgranja@uti.edu.ec
<b>Academic degree:</b>	Master's Degree in Teaching English as a Foreign Language

#### Academic Technical Sheet of the Proposal Validator.

**Title of the Proposal:** Speak Up! A gamified booklet to boost Oral Skill for Higher

#### Education

#### Introduction:

Dear evaluator, this validation matrix is designed to assess a proposed Booklet focused on gamification for promoting communication skills among A2 English students. The primary objective of this unit is to create interactive and engaging activities that utilize gamified digital resources to enhance speaking skills.

Your insights and feedback will be invaluable in refining this proposal and enhancing its impact on student learning outcomes.


#### Instructions:

- Once you have read the proposal, please provide reliable responses for each question based on your observation.
- Each criterion should be evaluated on a scale from 1 to 5, where:
  - 1= **low**: The proposal does not meet the criteria
  - 2= **fair**: The proposal partially meets the criteria but requires significant improvement.
  - 3= **Good**: The proposal meets the criteria adequately but could benefit enhancements.
  - 4= **Very Good**: The proposal meets most criteria effectively with minor improvements needed.
  - 5 = **Excellent**: The proposal fully meets and exceeds the criteria.

After evaluating each criterion, summarize the overall strengths and weaknesses of the proposal in the comments section, and provide specific recommendations for improvement.

This validation matrix will ensure that the didactic unit is well-structured, effective, and aligned with educational objectives for promoting vocabulary learning through gamification.

Criteria	Indicators	Evaluation Scale: 1 (Low) - 5 (High)					Comments
Relevance	The material provided corresponds to the A2 level, it is appropriate for the target students to enhance their speaking skills.	1	2	3	4	5	I consider the Booklet is very well organized.
						X	
Engagement	Gamified digital resources are integrated into interactive activities to enhance student participation.	1	2	3	4	5	
						X	
Effectiveness	It helps improve speaking skills	1	2	3	4	5	
						X	
Variety of Activities	A balance of digital activities is maintained, ensuring a diverse range of gamified activities.	1	2	3	4	5	
						X	
Assessment Methods	It incorporates assessment tools to measure learning outcomes	1	2	3	4	5	
						X	
Technology Integration	Digital tools and platforms are utilized effectively.	1	2	3	4	5	
						X	
Teacher Support	Resources are readily accessible for teachers.	1	2	3	4	5	
						X	
Clarity of Objectives	Clear and measurable goals are established.	1	2	3	4	5	
						X	

VALIDITY			
Validated by: Diego Granja Peñaherrera	Signature: 	ID: 0502777063	Phone number: 099 7214733

Thank you for your time and expertise in this evaluation process.

## ANNEX 8: VALIDATION BY EXPERT 3



### UNIVERSIDAD TECNOLÓGICA INDOAMÉRICA (UTI) MAESTRIA EN PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS CON MENCIÓN INGLÉS

#### Validation of the Proposal by Experts

**Validator's Name:** Paola Soraya Albán Andocilla

**Specialty:** English Language teacher

**Institutional e-mail:** paolas.alban@educacion.gob.ec

**Academic degree:** Maestría en Pedagogía de los Idiomas Nacionales y Extranjeros mención Inglés

#### Academic Technical Sheet of the Proposal Validator.

**Title of the Proposal:** Speak Up! A gamified booklet to boost Oral Skill for Higher

#### Education

#### Introduction:

Dear evaluator, this validation matrix is designed to assess a proposed Booklet focused on gamification for promoting communication skills among A2 English students. The primary objective of this unit is to create interactive and engaging activities that utilize gamified digital resources to enhance speaking skills.

Your insights and feedback will be invaluable in refining this proposal and enhancing its impact on student learning outcomes.

#### Instructions:

- Once you have read the proposal, please provide reliable responses for each question based on your observation.
- Each criterion should be evaluated on a scale from 1 to 5, where:

**1= low:** The proposal does not meet the criteria

**2= fair:** The proposal partially meets the criteria but requires significant improvement.

**3= Good:** The proposal meets the criteria adequately but could benefit enhancements.

**4= Very Good:** The proposal meets most criteria effectively with minor improvements needed.


**5 = Excellent:** The proposal fully meets and exceeds the criteria.

After evaluating each criterion, summarize the overall strengths and weaknesses of the proposal in the comments section, and provide specific recommendations for improvement.

This validation matrix will ensure that the didactic unit is well-structured, effective, and aligned with educational objectives for promoting vocabulary learning through gamification.



Criteria	Indicators	Evaluation Scale:					Comments
		1	2	3	4	5	
Relevance	The material provided corresponds to the A2 level, it is appropriate for the target students to enhance their speaking skills.	1	2	3	4	5	Contents and material are relevant and appropriate to the level and context.
						✓	
Engagement	Gamified digital resources are integrated into interactive activities to enhance student participation.	1	2	3	4	5	Digital tools used in the study were engaging and involve participants actively.
						✓	
Effectiveness	It helps improve speaking skills	1	2	3	4	5	Speaking practice was developed.
						✓	
Variety of Activities	A balance of digital activities is maintained, ensuring a diverse range of gamified activities.	1	2	3	4	5	There was a variety of gamified activities.
						✓	
Assessment Methods	It incorporates assessment tools to measure learning outcomes.	1	2	3	4	5	Assessment was appropriate.
						✓	
Technology Integration	Digital tools and platforms are utilized effectively.	1	2	3	4	5	Gamified digital tools and webpages showed a real result.
						✓	
Teacher Support	Resources are readily accessible for teachers.	1	2	3	4	5	Free use of digital tools was mostly the main advantage that supported class innovation.
						✓	
Clarity of Objectives	Clear and measurable goals are established.	1	2	3	4	5	The study demonstrates goals are measurable and accurate, thereby making it feasible and effective monitoring.
						✓	

VALIDITY			
<b>Validated by:</b> Paola Soraya Albán Andocilla	<b>Signature:</b> 	<b>ID:</b> 1803271657	<b>Phone number:</b> 0987755505

Thank you for your time and expertise in this evaluation process.