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**SCHOOL OF LANGUAGES AND LINGUISTICS**

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**IN FULFILLMENT OF THE REQUIREMENTS FOR OBTAINING THE**  
**ENGLISH LANGUAGE AND LINGUISTICS DEGREE**

**TOPIC**

**INFLUENCE OF GAMIFICATION IN THE ORAL EXPRESSION DEVELOPMENT OF 8TH**  
**GRADE STUDENTS OF 28 DE MAYO HIGH SCHOOL PERIOD 2017-2018**

**PROPOSAL**

**CREATION OF AN INTERACTIVE SYSTEM OF ACTIVITIES**  
**FOCUSED ON GAMIFICATION**

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De mis consideraciones:

Envío a Ud. el Informe correspondiente a la tutoría realizada al Trabajo de Titulación **"INFLUENCE OF GAMIFICATION IN ORAL EXPRESSION DEVELOPMENT"** Proposal: **"CREATION OF INTERACTIVE SYSTEM OF ACTIVITIES FOCUSED ON GAMIFICATION"** del (los) estudiante (s) **CINTHIA LISSETTE BAJAÑA MORANTE, CI: 0927997304** y **HENRY JOSUÉ MONAR CÓRDOVA, CI: 0925973463**, indicando ha (n) cumplido con todos los parámetros establecidos en la normativa vigente:

- El trabajo es el resultado de una investigación.
- El estudiante demuestra conocimiento profesional integral.
- El trabajo presenta una propuesta en el área de conocimiento.
- El nivel de argumentación es coherente con el campo de conocimiento.

Adicionalmente, se adjunta el certificado de porcentaje de similitud y la valoración del trabajo de titulación con la respectiva calificación.

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. Propuesta: Creation of an interactive system of activities focused on Gamification.

Pertenecen a la Facultad de Filosofía, Letras y Ciencias de la Educación.

Atentamente,

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**UNIVERSIDAD DE GUAYAQUIL**

**Facultad de Filosofía, Letras y Ciencias de la Educación**

**Escuela de Lenguas y Lingüística**

**PROYECTO**

**TEMA:** INFLUENCE OF GAMIFICATION IN THE ORAL EXPRESSION DEVELOPMENT OF 8TH GRADE STUDENTS OF 28 DE MAYO HIGH SCHOOL PERIOD 2017-2018

**PROPUESTA:** CREATION OF AN INTERACTIVE SYSTEM OF ACTIVITIES FOCUS ON GAMIFICATION.

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## **DEDICATION**

I dedicate this study work to God, and my family:

To my dear mother Marvel Morante , this achievement is for you.  
To my Grandmother Edelina Campuzano, for your infinitve love  
To my Father Hugo Bajaña , thank you for always supporting me.

.

Cinthia Bajaña Morante

## GENERAL INDEX

Cover Page.....	i
Board Of Directors .....	ii
Letter Of Approval .....	iii
Intellectual Property Rights .....	iv
Tribunal's Approval .....	v
Tribunal's Grade .....	vi
Dedication.....	vii
General index .....	viii
Tables.....	xi
Figures.....	xi
National Repository.....	xii
Resumen .....	xiv
Abstract.....	xv
Introduction.....	1

### **Chapter 1**

#### **THE PROBLEM**

##### Problem investigation

- Conflict situation.....p.2-3
- Scientific fact
- Causes

- Problem formulation

**Investigation objectives** ..... p.4

- General objectives
- Specific objectives

**Research questions**.....p.4

**Justification** .....p.5-7

## **Chapter II**

### **Theoretical framework**

- Background.....p.7-9

### **Theoretical-conceptual framework**

#### **Gamification**

- Definition.....p.10
- Application.....p.10-14
- Strategies.....p.14-15
- Elements.....p.15-18

#### **Oral expression**

- Importance.....p.18-20
- Components.....p.20-22
- Techniques.....p.22-25

**Pedagogical foundation**.....p.25-27

**Sociological foundation**.....p.27-28

**Philosophical foundation**.....p.28-29

**Contextual framework**.....p.29-30

**Legal framework**.....p.30-32

## **CHAPTER III**

**Methodological design** ..... p.32-33

**Types of research**.....p.33-35

- Descriptive research
- Explanatory research
- Purposeful research

**Operationalization of the variables**.....p.36

**Population and sample** ..... p.37

**Research methods**.....p.37-40

- Analysis-Synthesis method
- Inductive-deductive method
- Historical-logical method
- Systemic-structured-functional method

**Techniques and instruments of investigation**.....p.40-42

- Observation
- Survey
- Interview

**Analysis and interpretation of the results** .....p.42-64

- Analysis and interpretation of the guide
- Analysis and interpretation of the interview
- Analysis and interpretation of the survey

## **Chapter IV**

### **The proposal**

**Justification** .....p.65

<b>Objectives</b> .....	p.65-66
➤ General objectives	
➤ Specific objectives	
<b>Description</b> .....	p.66
<b>Conclusion</b> .....	p.67
<b>Recommendations</b> .....	p.67-68

### Table index

<b>Table #1</b> “Operationalization of the variables” .....	p.36
<b>Table #2</b> “Observation guide” .....	p.42
<b>Table #3- #17</b> “Survey table” .....	p.46-49

### Index of figures

<b>Figure #1- #15</b> “Survey percentage figures” .....	p.50-64
---	---------

### Index of Annexes

<b>Annexe #1</b> Legal documents.....	p.87-90
<b>Annexe #2</b> Urkund similarity.....	p.92
<b>Annexe #3</b> Photographic evidence.....	p.94-97
<b>Annexe #4</b> Instruments of investigation	
➤ Guide of observation.....	p.99
➤ Interview.....	p.100-101
➤ Survey.....	p.102-103



REPOSITORIO NACIONAL EN CIENCIA Y TECNOLOGÍA		
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TÍTULO Y SUBTÍTULO: Influencia de la Gamificación en el desarrollo de la expresión oral de los estudiantes de 8vo año del colegio 28 de Mayo periodo 2017-2018. Creación de un sistema interactivo de actividades enfocado en Gamificación.		
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LANGUAGES AND LINGUISTICS**

**RESUMEN**

El propósito de esta investigación fue analizar y determinar la influencia de nuevos aproximamientos didácticos como la Gamificación en el desarrollo de las habilidades de expresión oral de los estudiantes de 8vo grado “A” del colegio Veintiocho de Mayo. Una investigación de campo con métodos como análisis-síntesis, inductivo-deductivo, lógico-histórico, sistémico-estructural-funcional y técnicas empíricas como la observación, entrevista y un cuestionario fueron llevados a cabo para determinar el valor teórico de cada variable y las deficiencias en las habilidades de expresión oral y sus causas. La Gamificación fue identificada como el uso de mecánicas de juego en contextos no educativos y también como una herramienta didáctica adecuada para trabajar en las deficiencias en la expresión oral señaladas en la investigación. También demostró como la Gamificación puede ser aplicada en clases con falta de recursos tecnológicos, en procesos análogos con tableros, fichas e instructivos. Como propuesta, un sistema interactivo de actividades basado en Gamificación fue diseñado para mejorar el desarrollo de la expresión oral de los estudiantes de 8vo grado del colegio 28 de mayo.

**Palabras claves:** Gamificación Expresión Oral Sistema de Actividades



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**EDUCATION SCIENCES SCHOOL OF LANGUAGES**  
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**ABSTRACT**

The purpose of this research was to analyze and determine the influence of new didactical approaches such as Gamification in the development of oral expression skills from 8th grade “A” students of Veintiocho de mayo High school. A field research with methods such as analysis-synthesis, inductive-deductive, logical-historical, systemic-structural-functional and empirical techniques such as observation, interview and survey were fulfilled to determine the theoretical value of each variable and also deficiencies in oral expression skills and its causes. Gamification was identified as the use of game mechanics into non educative contexts and also a suitable didactic tool to work on the deficiencies in oral expression pointed in the research. It also demonstrated how Gamification could be applied in classrooms with lack of technological resources, in an analogous process with boards, tokens and instructives. As a proposal, an interactive system of activities based on Gamification was designed in order to improve the oral expression development of students from 8th grade of 28 de mayo High school.

**Key words:** Gamification      Oral expression      System of activities

## INTRODUCTION

The following thesis work is mainly focused in analyze and determine the influence of Gamification as a new didactical approach in the development of oral expression skills of 8<sup>th</sup> grade “A” of students from Veintiocho de Mayo High school. As a result of a bibliographical review, field study and statistical analysis, the authors proposed the design of system of activities focused on Gamification adapted to an analogue interaction of games to improve and promote speaking skills among students.

This research is important because it encourages the use of new didactical approaches as a measure to solve didactical problems that can be found in teaching English speaking. The development of the proposal is focused too in the pedagogical needs of students coming from 8<sup>th</sup> grade by taking the objectives to design the system of activities from the English book of the Ecuadorian Educative System. This gave as result a didactical tool correspondent to the pedagogical needs of students.

**Chapter I:** Describes the introduction to the problem, principal causes, context, objectives and questions of this research.

**Chapter II:** Contains the theoretical and conceptual frameworks and their developments. The foundations in this chapter are pedagogical, sociological and philosophical.

**Chapter III:** Displays the applied methodologies; types of investigation, techniques and instruments used during the research.

**Chapter IV:** Develops the proposal with its objectives, theoretical aspects and implications. Also, provides conclusions and recommendations for further researches.

## **CHAPTER I**

### **THE PROBLEM**

#### **Problem investigation**

#### **Conflict situation**

During some class observations conducted at 28 de mayo High school during the academic period 2017-2018, an inadequacy in the development of oral expression was found in the students of 8th grade of this institution. Despite class activities, they are not able to produce simple sentences such as introductory phrases to start conversations, or even the exchange of basic information. Similarly, the lack of proactivity and initiative leads to a standstill of oral expression to express themselves.

In addition, lack of motivation was also identified as another important factor for the development of oral expression problem. Through a class observation, it was found that the teacher does not encourage students to feel comfortable. Oral activities set in class do not take into account students' level or do not focus on creating a familiar environment which encourages students to talk. In addition, some teachers tend to use oral expression activities as a way of punishment because of the fear they know that students have to these kinds of exercises creating frustration on them. This problem was identified through a survey which allowed researchers to measure how motivated students were to engage into their English classes.

Finally, it was found that there was inadequate didactic material with an inaccurate focus on students' needs. For instance, after considering the students are from 8<sup>th</sup> grade, the abuse of idiomatic expressions in their didactic material had led them to confusion in the development of their oral contents because they are not still able to understand and comprehend the ambiguity of language in the way idiomatic expressions demands,

### **Scientific fact**

Insufficiency of oral expression in the students of 8th grade at 28 de mayo High school, zone 8, district 6, province of Guayas, Guayaquil Canton, school year 2017-2018.

### **Causes**

- Inappropriate pedagogical resources for oral expression development.
- Traditional class activities
- Lack of social cohesion between partners
- Poor interchange of information and less action into oral expression activities in class.

### **Problem formulation**

How does Gamification influence in the oral expression development of 8th grade students of 28 de mayo High school during the academic period 2017-2018?

## **Investigation objectives**

### **General objective**

To determine the influence of gamification in oral expression development by a bibliographic, statistical and field research for the creation of an interactive system of activities based on gamification.

### **Specific objectives**

- To value the gamification approach on the development of oral expression by a bibliographic, statistical and field research.
- To characterize oral expression level by a bibliographic, statistics and field research
- To design an interactive system of activities based on gamification to develop student's oral expression by the interpretation of theoretical and empirical data collected.

### **Research questions**

What is the current situation presented by the 8th grade students of 28 de mayo High school during the academic period 2017-2018?

Do gamification resources help the development of oral expression?

Which proposal allows to develop oral expression effectively?

What are the causes of a bad development in oral expression of Eight Year students of 28 de Mayo High School 2017-2018?

Will oral expression be improved if a Gamification approach is used in Eight Year students?

### **Justification**

There is a complex number of new techniques and approaches to educative problems which try to focus on the solutions and the effectiveness that they can have in the class needs to improve learning experience. According to teaching and learning standards, development and acquisition of useful, effective and constantly growing oral expression skills is related to how students use the knowledge they obtain during classes, knowledge which can be grammar structures and vocabulary that needs to be strengthened and shaped in productive ways of expressions. For that reason, Gamification could be researched as a potential approach that complies with learners' current needs.

The objective of the project is also to work according to the needs of students in terms of the Common European Framework of Reference for Languages. According to CEFR, (2018) students from 8th grade should have or be in their way to a level of dexterity in oral expressions equal to A1-A2. This means, at least the basic ability to communicate and exchange information in a simple way

and also a growing one to deal with simple, straightforward information and begin to express oneself in familiar contexts.

The Ecuadorian Constitution, article 344 sets that “ national education system will contain institutions, programs, politics, resources , members of educative process, as well as actions in initial educations levels, basic and baccalaureate and will be articulated to Higher Education system”. This article gives the legal mark to understand how authorities are trying to implement new resources, techniques and approaches which in this case is Gamification that tries to give education a new paradigm to achieve new educative goals.

Likewise, article 343 of legal framework determines that “national education system will have as a goal the development of skills and individual-collective potentialities of population, which allow learning and the creation and use of knowledge, techniques, knowing, arts and culture”. This research project has also as goal the improvement of individual and collective potentialities through Gamification which will try to increase the ease on the handle of oral expression skills of students.

Furthermore, the Organic Law of Intercultural Education (LOEI) ( 2012) in its Article 2 about Principles, topic bb of Multilingualism says that “people will have the right to be educated in their own languages and also in others of international community”(p. 75). Topic II about Pertinence also says that “it is guaranteed to students that their education will answer to the needs of their social, natural and cultural environments in local, national and global fields”. This leads to the point

that Gamification is also looking for: the development of social skills responding to the needs of students in this case in an important skill on English learning: oral expression.

Given this, the direct beneficiaries of this project will be teachers and students who will now be more informed about the newest didactic techniques and approaches to have more effective, social related and fun classes. Similarly, society and citizens in general will become indirect beneficiaries since they will be enriched with the knowledge developed in this research.

## **Chapter II**

### **Theoretical Framework**

#### **Background**

According to the research projects indexation, there have been a concern of teachers in focusing on new didactic approaches of oral expression because of the challenge it represents at the time of making students produce their own oral contents.

One of the first approaches to what can be considered a pre-Gamification into educative environments can be found into the practices of Boy Scouts in the

second decade of the XXth century until our days (Osheim, 2013). Its practices had for goal the constant improvement of skills of its members by using badges, points, practices, etc. One of their learning axis was its philosophy of Learning for Life which was focused on developing the skills of their members by the practice in real-simulated situations skills which could be later used in death-life cases. There are hundreds of testimonies of how the practice of the skills into a simulated – pre-gamified ambient led to a real learning and exhibit of highly effective actions that many times even saved lifes (survivalism in woods, finding food, guiding into harsh places, etc).

Considering Gamification as a recent topic which is still in growth, the study cases are recent and focused on the educational needs of today's world. Hsin, Huey and Somar (2013) state that it is possible to establish that the most effective approach to Gamification is based on having Specific Learning Goals which are broken into stages that allow the teacher to have a sequence of contents more achievable and measureable and transform these sequences into steps, levels or the best item that can be used in the simulated learning experience.

As a second recent study case, Sandusky (2015) states that the mistrust that people still have against Gamification dynamics is because of the idea that it will include tools such as videogames which is not one of the central axis of the practice. Sandusky (2015) also establishes that “the use of Gamification in class can lead to a diminish of boredom from monotonous class activities increasing

internal and external motivation of students” (p. 2). She states also that into Gamification there are many ways to implement it but important ones are:

- Problem based learning
- Quest-based learning
- Learning by doing methodology

Finally, Stott and Neustaedter (2013) warn that just a creation of game based environmental learning experience with badged or prizes which will lead to an effective learning is not enough but the creation of a good game design. To achieve this, it is necessary to include a good pedagogy that focuses on student's needs and the design of game under certain characteristics of topics to be studied. Stoff and Neudstaedter (2013) agree with Hsin, Huey and Somar (2013) in their view that for a good implementation of Gamification there should be a Storytelling. This mean a break of objectives in class into chapters, levels, stages, etc creating a sequence of contents that will allow students to be less confused in sometimes the big amount of contents that they study, as already stated.

This research will focus more on the application of different techniques and skills taken from Gamificated processes of oral expression learning in educational environments without a close bond to online experiences but more on the class dynamics which is the main clue of learning, the classroom experience.

## **THEORETICAL-CONCEPTUAL FRAMEWORK**

### **Gamification**

#### **Definition**

According to Kapp (2012) Gamification is “using game-based mechanics, aesthetics and game thinking to engage people, motivate action, promote learning, and solve problems” (p. 336). The concept of Gamification has always existed, it has been applied without realizing it in our daily life (when we feed children simulating that food is an airplane) and in the educational field (proposing to students challenges or systems of obtaining points). It is therefore about being aware and systematizing a procedure, a new way of teaching our classes, guiding students in the acquisition of knowledge through new methodologies that provide them with more meaningful learning.

According to Kocadere (2016), Gamification can be seen as a series of events which involve the application of techniques from game design elements into non-game contexts such as this one, which is education. This at first non-educative approach which is a current known technique, forces the appliers to establish learning objectives or goals as a first step to Gamificate the educational process. (Gressick & Landon,2017).

#### **Application**

There is a growing interest in Gamification as well as its applications and implications in the field of Education since it provides an alternative to engage and motivate students during the process of learning. The application of Gamification into education can be summarized into three axis which are: Structured experience, Resources and Application of Elements.

This set goals will allow the teacher or the guide to determine what type of activities are more suitable into the educative needs and will also shape the structure of game experience. To know how to structure a useful and enjoyable game experience, we need a science called Game Designs. Game designs studies the correct and more productive strategies to create a game for different purposes. In this case, educational focusing not only on achieving the educational goal but also in making the process gratifying.

### **Structured Experienced**

As a theoretical ground of the use of games as a didactic tool can be shown as an example of vision of Friedrich Fröbel, German pedagogue which in 19th century had stated and introduced the concepts of “free work” and “game” as a valuable tool to teach children and create a more comprehensive education.

It cannot be forgotten either that educational processes are linked to the function of mind and emotions which are seem as opposites but are in fact one. The latest psycho-pedagogical trends are focused on the axis motivation-emotion-cognition. This means in other words, that we learn anything more effectively with

didactic processes that involve emotion and one of the easiest ways to create emotions is through socialization which can be found in didactic approaches such as Gamification.

However, it is not only the game context which is important into this didactical approach, it is also the instant gratification aspect of it. Boredom from classes usually comes from the feeling of students that their learning process is not being reassured or having a sense. According to Figueroa Flores (2015), to give sense to the learning process under a Gamificated status , there must be an order of content, the adaptation of it to a game mechanics ambient. Contents should be divided into stages so students can feel the progression of the game and the development of their learning process. In these stages Figueroa Flores, (2015) “the instructor prepares the sequence and quantifies what the student needs to learn and achieve by the end of each stage” (p. 44). This leads to a structure experience because of the narrative that comes from following an order and sequence into the Gamificated content which creates a sense of cohesion to it.

### **Identifying resources**

Figueroa Flores (2015) also states that in any game, resources are needed to play. Simple games with almost no tools, such as flashcards, do not mean they are useless; they can be used as in introductory system to play and practice more

complex activities. Gamification is often confused with the resources it uses to create the process. Applying a flashcard game into oral activities is not necessarily a Gamified educative process. Structuring the learning into a well-divided staged process with goals and set of games and adapting the contents to a game with a educative purpose using flashcards into it, that is Gamification (Kapp, 2014). The main resource in it would be the adaptation of the content into a well-structured educative game process providing a sequence of learning going from simple to complex exercises to create motivation and interest .

### **Applying Gamification**

When applying Gamification, the paradigm of the Game design should be to provide interaction. Games are not meant to be played alone. The lonely game should be a preparation for a bigger play which is the creation of activities called “Social contexts” (Figuerola Flores, 2015). This “Social context” in classroom provides the background to implement the changes that contents might need to structure a Gamified educative process.

As it can be seen, researchers have had a tendency to focus on general aspects of the implementation of Gamification in class but not much on a specific view on how the activities should be developed when applied. One aspect that also was seen from other study cases was the competition issue. The Gamification development as already explained had an origin on enterprise dynamics which have a high and strong competition due to the economical goals and pressure of achieving expectations which if are not accomplished can lead to unemployment

or damage of carriers (Huan & Soman, 2013). The Gamification view of today has a remarked tendency on having fun through games but the games still have prizes , goals and in general qualifications which can even in a low way, create groups of learners in class, falling in the same mistakes that traditional education has done, the focus on those who learn more and faster and the “some sort of social shame” that have those who do not learn fast or effectively due to a diverse source of reasons.

## **Strategies**

Strategies play an important role at the moment of applying Gamification in a classroom. In other words, it could be said that they are the keys that make every step of the gamification applied interesting. According to Kapp (2017), the following strategies can be applied in Gamified environments:

**Mystery.** This element requires a form of inference from learners. Learners use information to complete a task but first they need start point of information. As an example, finding the meaning of a new word by examining its context.

**Action.** Games need to be dynamic, with a constant flow of action. It must be linked to decision making to establish plans, complexity and create a sequence. The flow of it will encourage learners to engage into the activity.

**Challenge.** Learning needs challenges to motivate students so they feel a rapport with the processes when they complete a task. Modules must be challenging

with a balance between complex thinking activities and an adequate level to the content.

**Risk.** Games are about winning or losing. To avoid boredom in gamified processes, a design of activities in which something is at risk when taking an action should be applied. For example, starting over or losing points when making mistakes would stimulate and focus students in order to take more strategic decisions.

**Uncertainty.** The sequence of gamified contents should not be predictable. On the contrary, surprise elements such as unpredictable games dynamics create suspense which engage students into an emotional level. Solving activities in this ways avoids boredom which stalls boredom.

**Progress Visibility.** Learners need a visible sign of their advances in their gaming learning process so they feel engaged and secured about playing and learning. Clear evidence of advance such as levels, indicators of progress or badges allow students to know their current status into the gamified content. This will give students a sense of belonging and self-rapport to the game.

**Emotional Content.** Games involve emotions because of the winning-losing dynamics. In a simple view , advancing or going backwards produces engagement because of the motivation of winning or a need of focusing because of losing. Traditional instruction focuses on just giving information while the feelings on Gamification as a strategy can feedback the process itself.

## **Elements**

According to Oxford Analytica (2016), there are 3 important elements without which Gamification could not be effectively developed.

### **Mechanical elements**

**Incremental progression system:** Increase difficulty can be seen as a challenge to achieve educative goals even though it makes activities more attractive for learners. In general , the sequence of solved games should have a progressive increase of complexity but also being clearly defined and segmented. They need to be difficult enough to promote engagement but not too easy either to avoid apathy. Students should feel the progression as “going up in levels”.

**Onboarding and increasing accessibility.** First student's interaction with games should be a guide or levels which introduce concepts to be later worked on. This first contact introduces students to the mechanism of gamified contents and their objectives. The approach increases security when facing tasks and helps teachers avoiding unrequired explanations stimulating class experience.

**Instant feedback.** Feedback is about interaction, receiving an answer to a decision. The consequence of the action must be displayed as an advance or a setback

into the game. Design of it must take in count the constant feedback or recognition of players status according to their progress. This process normally creates motivation because of the emotions of receiving a reaction to our decision and moreover to our success.

## **Personal elements**

Oxford Analytica,(2016) “Games also increase engagement by attaching to a player’s sense of identity, a technique which can help educators further student engagement in the learning process.” (p.8).

**Visible status: avatars.** Advantages of using avatars are social. The adaptation of roles or identities make Gamification more engaging to students as a meaningful gaming mechanism to explore, experiment and perform characters depending of the context of activity. Avatars are extensions of these probable identities. They can become fun schemes to develop topics in relationship with the outside world.

**Collective responsibility.** Gamification is more designed for group-based activities in order to promote teamwork and cooperation. The system of points can be effective when students accomplish a task as the feeling of well-being increases due to the reward and social recognition that comes out of it. This creates a sense of social responsibility with the group as a collective advance through the work.

**Leaderboards or rankings.** The application of this element is the display of a leaderboard which shows the accumulation of points and results at the end of each

activity. Its application involve two aspects , a positive and negative one. It can promote competition and the improvement and enthusiasm but it can also lead to confidence damage to students which do not have an adequate academic level.

## **Emotional elements**

For the adequate mindset in order to have a quality performance into Gamification Csikszentmihalyi,(1975) in Oxford Analytica (2016) states that there are three necessities conditions to reach a state called “flow” which could be seen as a total focus while doing a task.

- A clear goal, or set of goals. Clear and structured goals help to have effective execution of tasks by a correct guidance and organization.

- Clear and immediate feedback. It boosts the performance as the student realizes there is an interaction where its decisions are being stimulated and rewarded.

- Balance between challenge and skill. The design of the game must consider the level of knowledge and according to it , develop work to avoid apathy or desertion.

These elements of flow are used to keep players engaged in the phases students are going through. On the other hand, creating flow can become hard in crowded classrooms. Gamification can even help into these environments by the novelty it introduces such as new interactive dynamics in game activities.

## **Oral Expression**

### **Importance**

“Communication is a social process. Language and social behavior are related phenomena. Speech is a factor that encompasses the social world. The basic unit of human communication is the act of speaking, a social gesture on an international level and verbally coded, directed from one person to another.” (Ventriglia, 1982, p1).

Oral expression is a communication skill that does not make sense without understanding, without processing and interpretation of what is listening. Oral expression involves interaction and directionality, in a shared context, and in a situation where they must negotiate the meanings. Communication is a process, an action, based on expressive and interpretive skills, so that the oral expression should be understood as such, together with oral comprehension, reading and writing. The development of linguistic theory in the last decades, with the studies on the generative and creative capacity of language, on the aspects contextual and situational aspects of the interlocutors, on the characteristics specific to the oral code versus the written one, gives us a structure rich and subtle conceptual to analyze what this skill consists of communicative. If we understand the complexity of this skill, we can better understand the difficulties of our students and we can design performances more effective and well-founded didactics.

As O'Malley (1990) states, "Oral expression is a person's ability to express wants, thoughts, and ideas meaningfully using appropriate syntactic, semantic, pragmatic, and phonological language structures" (p.1)

In the activities of daily life the use of oral language is suffering changes due to new media and new habits of the society. Instead of the family story and the talk at lunchtime, the voices and television images replace dialogue; the deafening music from the bars and discos makes conversation impossible; the radio and television programs, where all the guests speak at the same time and shouting to impose their speaking turn, are the order of the day. The oral expression becomes gradually poorer, more contaminated by noise of various kinds, replaced by audiovisual media in which the oral text is not the most important.

According to Srivastava (2014), its importance is fundamentally based on accuracy and fluency both factors are necessary for a successful communication.

**Accuracy.** It refers to the ability of the students to produce sentence grammatically correct; it involves the correct use of the grammar, vocabulary and pronunciation.

**Fluency.** It is the ability to express feeling or ideas spontaneously to keep going without pauses or breakdown of communication. Teachers must look for many techniques which may help to improve and increase student's fluency.

## **Components**

From our childhood, human beings are acquiring and developing a capacity related to knowing when to talk or when must keep silent, and also about what to do, with whom, where, for what and in what shape. That is, from children we acquire a knowledge not only of grammar of the mother tongue but we also learn their different registers and its relevance. In other words, a language user needs to use the language not only correctly, but also appropriately with a main factor of oral expression which is called communicative competence. Canale & Swain (1980) state that communicative competence encompasses grammatical competence, discourse competence, sociolinguistic competence, and strategic competence.

The components of oral expression are the fundamental basis for an effective development. According to Hymes (1972), communicative competence is composed of grammatical, psycholinguistic, sociolinguistic, and language components. Communicative competence went under some other modifications by Canale & Swain (1980) who posit that communicative competence encompasses grammatical competence, discourse competence, sociolinguistic competence, and strategic competence. There are also some authors like Derakhshan, Khalili & Beheshti (2016) that corroborate the subdivision of communicative competence with the following study of each one.

**Grammatical Competence.** Start to express thinking or feeling in a correct way and with coherence; it is required a previously knowledge. It is the degree of ability that a student has to interpret and formulate correct sentences in a habitual and convenient

sense. It implies the proper use of grammar rules, vocabulary, pronunciation, intonation and formation of words and sentences.

**Discourse Competence.** It is the ability to organize and use ideas beyond the sentence level, understand the message and produce it. This develops if students are able to use those ideas; a process in which coherence and cohesion play an important role. Coherence and cohesion are closely related in the communication process. To have discursive competence means, to speak not only fluently, but coherently and cohesively, therefore, this presupposes a previous structuring of the ideas that are going to be expressed in a logical ordering of ideas and facts.

**Sociolinguistic Competence.** Language and society are two elements that are closely linked. Therefore, the students of a foreign language need to be in contact with the forms and customs of the native speakers of that language, to know the culture of the people of their mother tongue, to study the cultural values of their mother tongue. This competence consists, essentially, in the ability to know how, when and how to say something, to express an idea in the foreign language, what is appropriate or not according to the situation.

This includes, in addition to non-verbal or extralinguistic elements in communication: eye contact, gestures, mimicry, speech position and distance between this and the ear, facial expression, hand-shaping. The main function of these elements is complementary to that of linguistic structures, especially those that refer to emotional emotions, which guarantees a higher level of information and positively influences the

achievement of a more complex expression through the exchange of thoughts and ideas.

**Strategic competence.** It is the ability to use words strategically depends on the situation it could be said that is when a student knows when and how to initiate, maintain, and terminate the conversation. Brown (1994) adds that it is “the way learners manipulate language in order to meet communicative goals” (p. 228). Strategic competence is very inside of human proposes in daily life when they want perform their intentions.

## **Techniques**

There are different techniques to improve oral expression. The following focus on effectiveness giving a guide and motivation so student can start creating their own oral contents. In this way, they will gain confidence, which is one the main causes of the lack of ease in oral expression skills.

## **Role Play**

As a social and common technique to develop oral expression skills in classroom there are role plays. Role plays can be seen as “simulated games with prescribed roles” (Donoso Carrasco, 2013). The prescribed roles generally use scripts to avoid the fear of talking in public without a guide or just in the own words of students. This leads to what Wheeler (2006) calls “the typically involvement of fewer complex interactions compared to other types of communicative activities.” (p. 24)

An essential pedagogical point of the use of role plays in oral expression techniques is the one that states that this kind of didactical approach. As Ments (1999) confirms, role plays can provide students with meaningful learning of oral expression structures because of the use of skills in scenes of everyday life that can be portrayed in class. By this, students are encouraged to use language in fun, free and interesting ways.

## **Reading**

It is one of the four basic skills to master in order to be proficient in English language (CEFRL, 2018). Reading can be seen as a skill separated of oral production purposes but it can also be used as a technique to improve effectively the oral expression. As stated in the last variable, reading and role plays are activities which focus on the development of oral structures and assessments by following a script or in this case a source of reading avoiding the main fear of students which is speaking out of nothing, like a free topic (Ortega Marin, 2009).

According to Khosravani & Khosravani (2014), it can be seen that “the integration of literature in language teaching has been in the last century an interest subject, especially in 20<sup>th</sup> century” (p. 330). Their study case confirms this approach by demonstrating that “the effect of reading short stories has an impact on learners speaking because of the relationship of texts in the increase of vocabulary, the recognition of syntactic patterns” which allows students to build their first ideas of phrases before performing them orally and “the different resources for speaking

practice, enhance and motivation of oral expression skills that readings allow by selecting the own literary resource” (p. 330) such as the one already seen: role plays or some others such as narrations of the story on the own student's words.

## **Topic management**

It can be seen also as oral reports of a selected topic under different strategies or ways of handling the subjects. According to Kristin Sjo (2015), topic management would fall into the category of activities which are not oriented to communication because of the lack of conversations in them, but more focused and oriented into the structures and the correct forms of use.

Under the view of this approach it can be stated that the Topic management skills would help students and teachers with the use of a given topic's development to identify, correct and perform better oral structures in the classroom. The last is confirmed by Professional Development Service for Teachers (2014), which states that “oral reports give the chance to students to select and organize information that will suit specific purposes, situations and audiences”(p.10). These oral reports for a successful topic management need their own specific structure to be well presented and performed. These structures can be organized under an axis of sequential, chronological or thematic point of view indicating students the strategies to order the ideas of their speech (Wallace, Stariha and Walberg, 2014). The constant use of these oral reports would allow students to feel more confident when the time comes of

speaking of random topics given them the cognitive strategies to develop a presentation structure that will allow a correct and effective oral expression performance.

## **PEDAGOGICAL FOUNDATION**

As Vygotsky states, (1978) "the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem-solving under adult guidance, or in collaboration with more capable peers" (p. 86).

According to Vygotsky, a learning process is more effective when teachers provided necessary steps like general encouragement, specific instructions and direct demonstrations teachers must become a frequent guide. In this way, students may achieve success in an activity that they would previously not have been able to do alone.

Gamification activities is an approach of Vygotsky's concept because these activities students will count on the teacher's help who will be in charge of encouraging them to do the activities with enthusiasm with the necessary tool and techniques to improve their oral expression

Gagne (1965) suggests that the major condition for encouraging the learner to think is to be sure he already has something to think about to keep their mind working Learning by Problem Solving leads to new capabilities for further thinking. Included

among these are not only the “higher-order” principles, but also “sets” and “strategies” that serve to determine the direction of thinking and therefore its productiveness”

These authors affirm that teachers should present different techniques, methods and strategies according to the needs of students. For its correct application, it is required that the teacher assimilate the mental composition of each student of the class.

In conclusion, it could be also said that teachers should be at the forefront of new studies that could help them to develop the class in a success manner where teachers would get the attention of all the involves, Gamification would be an effective tool to develop oral expression in a significant and funny way through different activities where students have the confidence to speak and feel motivated with game.

## **SOCIOLOGICAL FOUNDATION**

Cassany (2000) states that oral expression also implies developing our ability to listen to understand what others are telling us. We have often heard of good readers, excellent speakers and great writers; however, very rarely and perhaps never, we have heard of a good listener.

According to this author, being a good listener could make a good speaker. In the education field, it could be interpreted that if students pay attention carefully to instructions, they would develop oral skill in a better way. Gamification techniques could help students to develop also their interest in listening with attention what is coming next in order to win a game. Students would feel motivated to listen carefully to orally produce what is required in the activity.

National and international research suggest that student voice is of great significance when it involves the active participation for decision making, the opportunity for learning exploration and construction, learning personalization, leadership distribution and authentic real-life situations (Department of Education and Early Childhood Development,2009).

The importance when a student starts to produce the oral skill is that he or she has become more confident and the role of the teacher is to motivate them, look for strategies and techniques where they can share their your thoughts and purposes with their partners. With this, learners become a more social being and sensitive to the difference of individualist or egocentric that is prevailing in the society .

## **PHILOSOPHICAL FOUNDATION**

As Piaget (1991) mentions,

The transformations of action arising from the beginnings of socialization concern not only intelligence and thought, but also affect the affective life with the same depth. As we have seen, there is, from the preverbal period, a close parallel between the development of affectivity and that of intellectual functions, since these are two inseparable aspects of each act. (p. 27)

According to this author, there are no purely intellectual acts; many factors are involved at the moment of developing a skill. Intellectual and affective life are extremely connected; it could be interpreted that a student needs to feel in a environment full of confidence where they could express their ideas or feeling without fear

Westrup, Baker & 2003 claim that

Educators, governments, ministries of education and employers need people who can speak English well. Companies and organizations want staff who can speak English for international marketing. Good English speaking students have a great chance of further education, of finding employment and gaining promotion. It also helps students to access up-to-date information in different fields of sciences. (p.5)

According to this author, the purpose of governments and the role of the teachers is to train professionals who can play successfully in the society. A good development of oral skill could guarantee a better future for them. To this, it can be added that the skills students will acquire through gamification would make them competitive and confident.

## **CONTEXTUAL FRAMEWORK**

The following project was developed in 28 de mayo high school located in Av. Pdte. Carlos Julio Arosemena Tola, city, zone 8, district 6, province of Guayas, Guayaquil city. It was focused on students of 8<sup>th</sup> grade, Room “A” in high school which consist of 38 students in class made up of 12 male adolescents and 26 females adolescents, where it was noticed lack of educative materials and also lack of new techniques to develop oral expression in an effective way.

The history of institution's name is because on May 28, 1944 there was a popular uprising that in some sectors of the country was known as La Gloriosa, and that overthrew President Carlos Arroyo del Río away from power to make way for the

presidency of Velasco Ibarra ". Hence, the institution was at first a school of typing for young ladies named first Manuela Cañizares and later became School of Typing, to be at last named 28 de Mayo in honor to the uprising and those who took part in it.

Nowadays, 28 de Mayo high school has two shifts: one morning and evening section. It has a total of 4.200 students divided in 1200 boys and 3000 girls. Currently it counts with 40 students per classroom. This institution offers 6 specialization such as Baccalaureate in: Accounting, Sales, Secretariat, International, Sciences and Technical Productive.

Currently this institution counts with a library, a laboratory, teacher's room, Technique System Department, Entrepreneur Practice Department, DECE (Student's Councilor Department), Inspection Department, Technical Baccalaureate Department and International Baccalaureate Department.

28 de Mayo high school host students from all social economical class. It is a public high school, whose education is totally free. That is the reason that the majority of the students are from low to medium economical class. Nowadays the registrations could be done online by the students' parents according to the zoning.

Despite social problems, like drugs, which involve current young people of Ecuadorian high schools, this school has known how to properly handle this challenge because of the DECE department which is always alert in facing this kind of situations, first of all by constantly monitoring probable behaviors which indicate addiction problems and coordinating actions with parents and educative community in general.

Through all these conflicts and responses to them, it is until this day one of the most representative and traditional public high schools of the city. \_

## **LEGAL FRAMEWORK**

This research has as legal framework the Code of Childhood and Adolescence, articles 37, point 3 and article 38, point a, Chapter III, section fourth which states :

Article 37.- Right to education. Children have right to a high quality education. This right demands an educative system which:

3. Takes in count flexible and alternative educative proposals to serve the needs of children with priority in handicapped or those who work or live situations which require bigger opportunities to learn.

According to this article, children have the right to receive a high quality education with as possible state of the art teaching techniques could be applied to create a better class process.

Besides, Article 38 speaks about educational objectives:

Art. 38.- Objectives of educational programs. Basic and intermediate education will secure knowledge, values and behaviors to:

a) Develop personality, behaviors, physical and mental capacities to their full potential in an affective and pleasant environment.

The article itself engages educational system as a responsible of the development of student's complete being, both in cognitive and physical aspects. The affective pattern is also mentioned as a key point in the development of social skills which are vital in children's lives.

Furthermore, LOEI on its Article 2 , literal U states principles:

Art 2 : Principles: Educative activity is developed taking in count the following general principles which are philosophical ,conceptual and constitutional bases that sustain , define and rule decisions and activities in educative environments.

u. Permanent research, construction and knowledge development. It is established research, construction and permanent knowledge development as guarantee of creativity promotion, research promotion and experimentation for educative innovation and scientific training.

As seen, another law resource also focuses on the need of innovation that education needs to ensure a high quality standard of teaching process to achieve goals and allow a permanent growth and evolution of educative process.

### **CHAPTER III**

#### **METHODOLOGY, PROCESS, ANALYSIS AND DISCUSSION OF RESULTS**

##### **Methodological design**

The methodology influenced of this research about the influence of gamification in the development of oral expression in the students of 8<sup>th</sup> grade of 28 de mayo high school 2018-2019 will use a mixed method approach as it is a quantitative and qualitative nature. That is to say, there is no dichotomy between the qualitative and quantitative aspects of investigation. One is data transformation, in which qualitative data are transformed to quantitative data or qualitative data are transformed into narrative, and the resulting data are analyzed (Norman, 2008)

This investigation is qualitative because it is based on taking small samples, by the observation of small population groups. It is also of quantitative nature since it uses data collection to test hypotheses with the base of numerical measurement and statistical analysis to establish patterns of behavior and prove theories.

### **Types of research**

In this project the types of investigation used are the following:

#### **Descriptive research**

This research is descriptive, as the name says, to describe the reality of situations, through the observation it could be interpreted the behavior of, people, groups or communities that are being addressed and that are intended to be analyzed. With this research the problem of the student of 8<sup>th</sup> grade “A” will be reflected.

The descriptive method of this project is not only the gathering of data and its tabulation; it is also related to existing states and connections, practices that have validity, opinions and points of view of the subject involved in the study.

Although the description of the data is real, precise and systematic, a descriptive research cannot describe the cause that origin certain situation. Therefore, the descriptive research cannot be used to create a causal relationship, in case one variable affects another.

This research is considered descriptive because of the analysis and description of the gathered data that is related to the two variables. In order to provide this paper, the basis for the problem identified

### **Explanatory research**

Explanatory studies arise from well-identified problems in which the knowledge of cause-effect relationships. In these studies, the formulation is essential of hypotheses that, in one way or another, are intended to explain the causes of the problem or issues intimately related to meetings. Through this method the researcher organizes the observation of data in such a way that also allow to verify or refute hypotheses. (Jimenez Paneque,1988)

This research is explanatory because it seeks to establish the causes behind the facts through the establishment of cause-effect relationships. In this case, it tries to find the main causes of the deficiency in the development of oral expression skill and the influence of gamification.

### **Purposeful research**

The purposeful research is a process of multiple techniques which diagnoses and find solutions. It encourages scientific efforts as elements for the solution of society problems which might need scientific methods to be resolved. It is also a mechanism

to potentiate scientific knowledge which in this research is to facilitate innovative techniques which help a more efficient learning.

This research is purposeful because it is based on a need of students of 8<sup>th</sup> grade “A” of 28 de mayo high school, in which a proposal will benefit the establishment and the students. Once the problem will be identified the authors of this project will look for the best proposal according to their needs; in this case, a proposal to make students improve oral expression.

## OPERATIONALIZATION OF THE VARIABLES

Table#1

VARIABLES	DIMENSION	INDICATORS
<b>Independent Variable:</b>	Application	<ul style="list-style-type: none"> <li>• Structured experience</li> <li>• Identifying resources</li> <li>• Applying gamification</li> </ul>
	Strategies	<ul style="list-style-type: none"> <li>• Action</li> <li>• Challenge</li> <li>• Risk</li> <li>• Progress visibility</li> <li>• Emotional content</li> </ul>
	Elements	<ul style="list-style-type: none"> <li>• Mechanical Elements</li> <li>• Personal elements</li> <li>• Emotional elements</li> </ul>
<b>Dependent Variable</b>	Importance	<ul style="list-style-type: none"> <li>• Accuracy</li> <li>• Fluency</li> </ul>
	Components	<ul style="list-style-type: none"> <li>• Grammatical competence</li> <li>• Discourse competence</li> <li>• Sociolinguistic competence</li> </ul>
	Techniques	<ul style="list-style-type: none"> <li>• Role play</li> <li>• Reading</li> <li>• Topic Management</li> </ul>

**Authors:** Cinthia Bajaña & Josue Monar (2018)

**Source:** Interpretation and Analysis of the variables

## **Population and sample**

This research is focused on the students of the 8<sup>th</sup> grade, room “E” from 28 de mayo high school, located in Guayaquil, Guayas province. Although, the universe population is determined by a total of 4.200 students and 172 teachers, the problem was identified in the one of the groups in room “E”. This means that this group conformed of 36 students and 1 teacher became the sample for this study.

Furthermore, the sample in the study was selected after a revision of the current score analysis performed by the “DECE” of the school regarding the group which presented more problems in the English subject. According to the authority, students of 8<sup>th</sup> grade “A” have the lowest level of English language, compared to the other sections in the same year.

## **Research methods**

MacDonald & Headlam (2009) state that “research methods are the tools by which information is gathered. Without the appropriate design and use of research methods, we are unlikely to gather quality information and as such create a shaky foundation to any review, evaluation or future strategy” (p.3).

In this case research methods will help to discover the main information about the influence of gamification in oral expression development.

## **Analysis–Synthesis method**

The method of analysis and synthesis allows to know more deeply the realities with

which it faces, to simplify its description, to discover apparently hidden relations and to build new knowledge from others that already possessed.

This project will use the analytical because it analyses all the factors through a bibliographical, field and statistical research, which after that made possible to state a conclusion.

### **Inductive-deductive method**

Rodrigues & Perez (2017) state that "Induction and deduction complement each other mutually: through induction, generalizations are established from what is common in several cases. After that generalization, several conclusions are deduced logically, which through induction, translate into enriched generalizations. Then, they form a dialectical unit. In this way, the use of the inductive-deductive method has potential knowledge construction method in a first level, related to regularities external objects of the research object." (p.188). The deductive method works from the most general to the most specific. A person can start thinking about a theory about a topic of interest. Then it is reduced to some specific hypothesis that is wanted to prove. For its part, the inductive method works in an opposite way: it starts from the most specific to the broadest generalizations and theories. In the inductive reasoning, we start with some observations and specific measures to reach some general conclusions.

In this project Inductive-deductive method was necessary. It is inductive because this study work focuses on specific deficiencies in English skills to arrive to a new didactical approach as Gamification techniques to figure out these issues of students of 28 de

mayo High School, room “E”. It is also deductive because through a general study of oral expression techniques, we can find out solutions for the proper development of oral expression skills addressed to a section of the population of the institution.

### **Historical-logical method**

This method refers to the fact that in the Society the various problems or phenomena do not occur in a fortuitous manner but are the result of a Long process that originates, motivates or gives rise to their existence. This evolution is changing according to certain trends or expressions that help to interpret them in a sequential way.

Logic then refers to those predictable results and the historical to the evolutionary question of phenomena.

This method has been applied in the study work since sequential behaviours and information of the variables were studied which are: Gamification and oral expression.

### **Systemic-Structural-Functional method**

This method provides an orientation general for the investigation of the object of study as a reality that is both unique and composed. It can be said that it is the sum of the parts but not only mechanically since it also sees its qualities. It is based on the logic and the succession of procedures, where its purpose is the construction of knowledge (Rodriguez & Perez, 2017).

In this project, this method has been applied because it will be designing a proposal that will be structured in function to create a solution to the problem in study. That is

why to solve the problem of investigation, an interactive system of activities will be designed based on Gamification to effectively develop oral expression.

## **TECHNIQUES AND INSTRUMENTS OF THE INVESTIGATION**

It is necessary to mention that the empirical methods do not apply in this research. However, some empirical techniques do, such as: the observation guide, the interview with the teacher and the survey for the students, which will be described below.

### **Observation**

Observation is a process of collecting data and information that consists of using the senses to observe facts and present social realities and in the people where their activities normally develop (Driscoll, 2011). Through this technique, researchers will see the behaviour, and attitudes of participation of the students after teacher gives instruction to do an activity and the techniques used by the teacher for the development of the English class.

For observation, it was used an observation guide, which contain five criteria for the teacher and five for the students. During this process, researcher did not have contact with the students or teacher. These five criteria are related to the way teacher handles oral expression skills in the class and how students assume the management. It also helped to detect the main problems and how to handle them.

The observation class was performed in the Eighth grade, room "E", of 28 de Mayo High school, in order to know the reality of its development. Researchers had the

opportunity to identify if the criteria was observed or not using an observation sheet consisted of 10 criteria that will be later analysed through observation that will provide a better understanding of the inner class dynamics that students and teacher perform at the time of learning and developing oral expression skills comes.

## **Survey**

A survey is a “research method capable of responding to problems both in descriptive terms and in relation to variables, after the collection of systematic information, according to a previously established design that ensures the rigor of the information obtained” (Buendía et al., 1998, p. 120).

The researchers applied a survey to the students to know the current situation that goes through students in English classes at the moment of oral expression activities development. This survey also helped the researchers to know what are the interests, deficiencies and knowledge of the students in oral skill and the probable acceptance of Gamification activities as a didactic tool, will be collected.

To this it was used a survey with 15 Structured statements by the licker scale. In this study case, survey has been applied to 36 students of 8<sup>th</sup> Grade "E", from 28 de Mayo Highschool.

## **Interview**

The interview is the interpersonal communication established between the researcher and the subject of the study and the answer to the question to the questions

raised about the proposed problem to obtain information required by the specific objectives of a study. During this process, the interviewed is free to express his opinion about the topic questioned.

The interview was applied from a predesigned guide that include 8 questions to the teacher. The interview was orally applied to deepen on opinions, looks, teaching habits and probable positive or negative approaches to new techniques to develop oral expression skill such as Gamification.

## ANALYSIS AND INTERPRETATION OF THE RESULTS

Results obtained from applied instruments to students and teacher of the 8<sup>th</sup> grade, “A” of 28 de Mayo High school were:

## ANALYSIS AND INTERPRETATION OF THE OBSERVATION GUIDE

**Table #2**

<b>Behavior Criteria</b>	<b>Yes</b>	<b>No</b>	<b>Observations</b>
1.the professor effectively manages oral expression activities.			
2.Teacher use only the public text book			
3.Teacher make students interact during oral activities .			
4.Teacher use traditional method for the development oral expression activities			
5.teacher motivate students through the application of new techniques.			
6.Students feel motivated while performing tasks.			

7.Students seem satisfied with textbook			
8.Students organize their ideas before expressing orally			
9.Students feel comfortable with traditional methods applied for the development of oral activities			
10.Students seem to need interactive games to develop oral expression			

### **Comment:**

The observations were performed in the development of one of the English Classes. For this, the observation guide was applied. The following important information was gathered and divided into two aspects:

### **About Teacher's Attitude in the Classroom**

1. It was spottable the effort of the English teacher to focus on oral expression skills of students.
2. The teacher did not provide additional material to students to reinforce learning.
3. Teacher did not applied interactive activities between students for the development of oral expression techniques.
4. Teacher applied traditional techniques of oral expression such closed questions in which students could not express their ideas.
5. It was visible the lack of motivation of teacher at promoting new kind of activities and evaluating student's progress.

### **About Students' Attitude in the Classroom**

6. Lack of motivation and fear in the students was noticed at the moment of performing tasks.
7. The students did not seem to care lack of additional material.
8. Students did not organize their ideas before performing oral expression activities using graphics or lists.
9. Boredom and shame was observed in students when answering closed questions.
10. It was noticed the need of students to have more interactive activities even though they lack an adequate level to perform more complex tasks.

### **ANALYSIS AND INTERPRETATION OF THE INTERVIEW RESULTS**

**University of Guayaquil interview to the English teacher of 8<sup>th</sup> Grade of 28 de mayo high school**

1.-How important do you consider the oral expression skills of your students? Why?

2.-What is on your opinion the best didactical approach when oral expression comes to point?

3.-What techniques do you apply to improve the oral expression skills? Why?

4.-What type of additional material apart from textbooks do you use to work on oral expression skills of your students?

5.-Which are the main obstacles you find in the development on a efficient oral expression?

6.-Have you heard about a gamified educational environment?

7.-Would you adapt your contents in order to create a gamified environment? Why or why not?

8.-Do you consider Gamification as an important tool in the development of oral expression?

**Comment :**

In the interview it was possible to find out how the class process is developed and also the struggles that teacher can have when looking for more efficient teaching techniques. The interviewed teacher stated that she finds oral expression skills as a main skill because of the need in our globalized world of more fluent communicational dynamics. She said that without talking there is barely communication. It was also spottable the wish she manifested to keep a good level on applying strategies to

develop oral contents but she found as a main problem the amount of students by classroom (40 approximately ) and also time (40 minutes per class) which makes hard to focus on individual development and also on long and more complex oral expression activities. She has had heard of Gamification as didactical resource to make more dynamical classes but she also claimed a difficulty on applying it because of the already established scholar plans and contents that as a teacher she has to achieve and complete every year.

## **ANALYSIS AND INTERPRETATION OF THE SURVEY**

### **UNIVERSIDAD DE GUAYAQUIL**

**Educative survey thesis project select the option that best suits your opinion**

**Being 1 the minimun and 5 the maximun .**

1                                      2                                      3                                      4                                      5

Strongly Agree ----Agree -----Undecided -----Disagree ----- Strongly Disagree

- 1. I feel my pedagogical needs are not being satisfied and that I need a new source of didactical approach such as Gamification**

1                                      2                                      3                                      4                                      5

Strongly Agree ----Agree -----Undecided -----Disagree ----- Strongly Disagree

- 2. I need a learning dynamic in class which includes Gamificated processes or contents**

1                      2                      3                      4                      5

Strongly Agree ----Agree -----Undecided -----Disagree ----- Strongly Disagree

- 3. I think Gamification can create a healthy competitive environment which enhances the learning in class.**

1                      2                      3                      4                      5

Strongly Agree ----Agree -----Undecided -----Disagree ----- Strongly Disagree

- 4. Gamification is important for my learning process to be recognized and awarded.**

1                      2                      3                      4                      5

Strongly Agree ----Agree -----Undecided -----Disagree ----- Strongly Disagree

- 5. I think Gamification could help me to boost my confidence and motivation as a student.**

1                      2                      3                      4                      5

Strongly Agree ----Agree -----Undecided -----Disagree ----- Strongly Disagree

- 6. It is important to develop oral expression competences in English language.**

1                      2                      3                      4                      5

Strongly Agree ----Agree -----Undecided -----Disagree ----- Strongly Disagree

- 7. It is easy for me to create basic oral content to develop my oral expression.**

1                      2                      3                      4                      5

Strongly Agree ----Agree -----Undecided -----Disagree ----- Strongly Disagree

**8. I practice regularly oral expression skills in class.**

1                      2                      3                      4                      5

Strongly Agree ----Agree -----Undecided -----Disagree ----- Strongly Disagree

**9. I feel ashamed when practicing of my oral expression skills.**

1                      2                      3                      4                      5

Strongly Agree ----Agree -----Undecided -----Disagree ----- Strongly Disagree

**10. I participate regularly with my partners by my own choice in short oral expression of information in English during class.**

1                      2                      3                      4                      5

Strongly Agree ----Agree -----Undecided -----Disagree ----- Strongly Disagree

**10. I would like that contents of my English class changes into an interactive system of activities based on Gamification.**

1                      2                      3                      4                      5

Strongly Agree ----Agree -----Undecided -----Disagree ----- Strongly Disagree

**11. I would like to have a feedback of my achieved goals and fails while playing activities based on Gamification.**

1                      2                      3                      4                      5

Strongly Agree ----Agree -----Undecided -----Disagree ----- Strongly Disagree

**12. I would like gamificated and interactive oral activities with risks like losing points, lives, levels.**

1                      2                      3                      4                      5

Strongly Agree ----Agree -----Undecided -----Disagree ----- Strongly Disagree

**13. I think a Gamificated interactive system of activities could be a reliable pedagogical tool to improve my oral expression skills.**

1                      2                      3                      4                      5

Strongly Agree ----Agree -----Undecided -----Disagree ----- Strongly Disagree

**15. I would like that a Gamificated interactive system of oral content activities relies on real life situations, help me improving my confidence to express myself.**

1                      2                      3                      4                      5

Strongly Agree ----Agree -----Undecided -----Disagree ----- Strongly Disagree

## ANALYSIS AND INTERPRETATION OF THE RESULTS

### SURVEY TO THE STUDENTS ANALYSIS

**Item 1:** I feel my pedagogical needs are not being satisfied and that I need a new source of didactical approach such as Gamification.

**Sample:** 36 students

**Room:** 8<sup>th</sup> Grade "E"

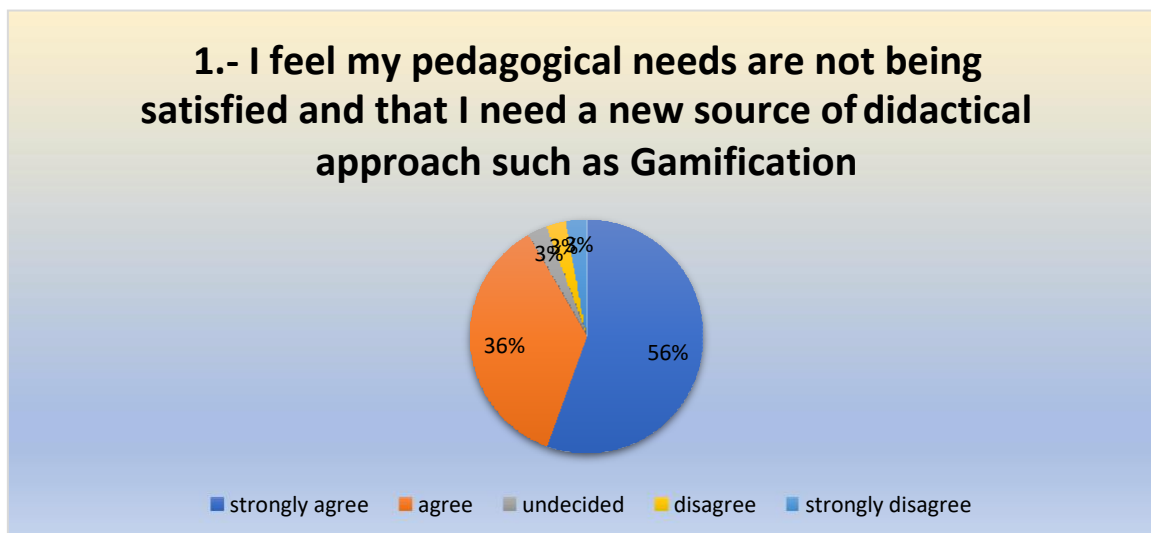
**Table #:3 I feel my pedagogical needs are not being satisfied and that I need a new source of didactical approach such as Gamification.**

**I feel my pedagogical needs are not being satisfied and that I need a new source of didactical approach such as Gamification**

Code	Category	Students	Percentage
<b>Item Nº 1</b>	Strongly agree	20	56%
	Agree	13	36%
	Undecided	1	3%
	Disagree	1	3%
	Strongly disagree	1	3%
	Total	36	100%

**Source:** Survey to students 8<sup>th</sup> grade "E" from "28 de Mayo high School"

**Authors:** Cinthia Bajaña & Josue Monar .



**Source:** Survey to students 8<sup>th</sup> grade "E" from "28 de Mayo high School"

**Authors:** Cinthia Bajaña & Josue Monar .

**Comment:** As seen in the results, a 56% strongly agrees that their pedagogical needs are not being satisfied. A second result of 36% also agrees with this point of the survey. This proves that students feel a need for new didactical strategies in English learning that their current ones are not satisfying. Gamification seems for them, a probable strategy to be applied in their classes.

**Item 2:** I need a learning dynamic in class which includes Gamificated processes or contents.

**Sample:** 36 students

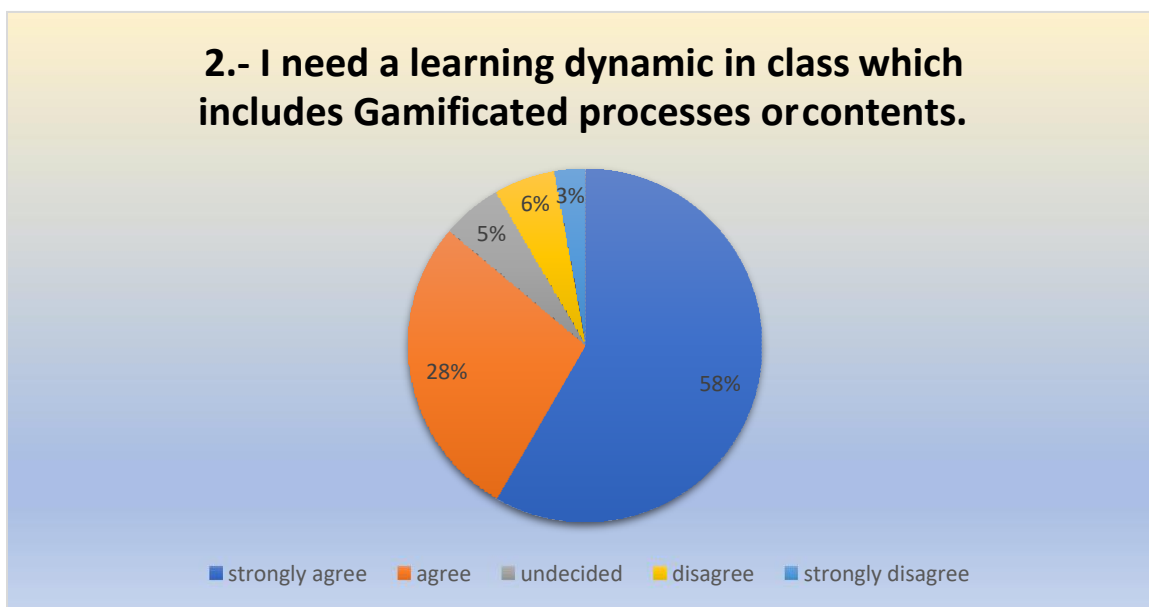
**Room:** 8<sup>th</sup> Grade "E"

**Table #:4 I need a learning dynamic in class which includes Gamificated processes or contents.**

<b>I need a learning dynamic in class which includes Gamificated processes or contents.</b>			
<b>Code</b>	<b>Category</b>	<b>Students</b>	<b>Percentage</b>
<b>Item Nº 2</b>	Strongly agree	21	58%
	Agree	10	28%
	Undecided	2	5%
	Disagree	2	6%
	Strongly disagree	1	3%
	Total	36	100%

**Source:** Survey to students 8<sup>th</sup> grade "E" from "28 de Mayo High School"

**Authors:** Cinthia Bajaña & Josue Monar .



**Source:** Survey to students 8<sup>th</sup> grade "E" from "28 de Mayo high School"

**Authors:** Cinthia Bajaña & Josue Monar .

**Comment:** Students in this item survey reaffirms the need not only of new didactical approaches but also of a new learning dynamic, this means the application of more active and effective techniques. 58% totally agree and a 28% agree with the involvement of contents into these changes.

**Item 3:** I think Gamification can create a healthy competitive environment which enhances the learning in class.

**Sample:** 36 students

**Room:** 8<sup>th</sup> Grade “E”

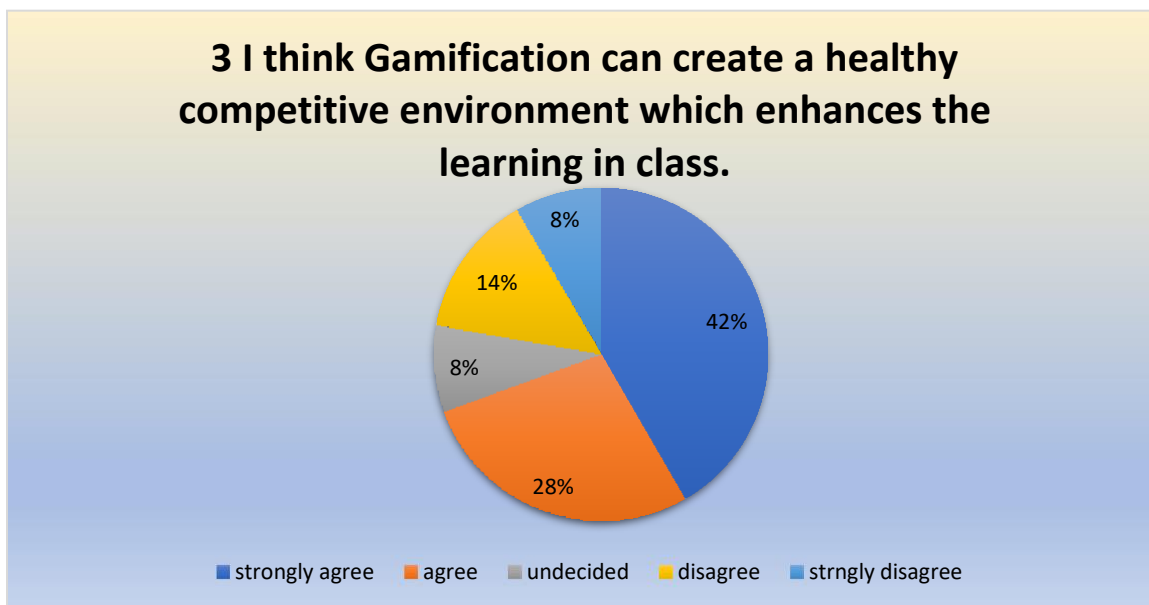
**Table #5** I think Gamification can create a healthy competitive environment which enhances the learning in class.

**I feel my pedagogical needs are not being satisfied and that I need a new source of didactical approach such as Gamification**

Code	Category	Students	Percentage
<b>Item Nº 3</b>	Strongly agree	15	42%
	Agree	10	28%
	Undecided	3	8%
	Disagree	5	14%
	Strongly disagree	3	8%
	Total	36	100%

**Source:** Survey to students 8<sup>th</sup> grade “E” from “28 de Mayo high School”

**Authors:** Cinthia Bajaña & Josue Monar .



**Source:** Survey to students 8<sup>th</sup> grade “E” from “28 de Mayo high School”

**Authors:** Cinthia Bajaña & Josue Monar .

**Comment:** 42% and 28% of students gave positive affirmations about a competitive environment in a gamified classroom. Surprisingly, 12 students which is a 30% of the class did not. This shows that despite a majority wishing a competitive environment, a remarkable percentage of the class fears it or has negative thoughts about it. This can be caused because of the expectations of comparisons of knowledge and learning abilities.

**Item 4:** Gamification is important for my learning process to be recognized and awarded.

**Sample:** 36 students

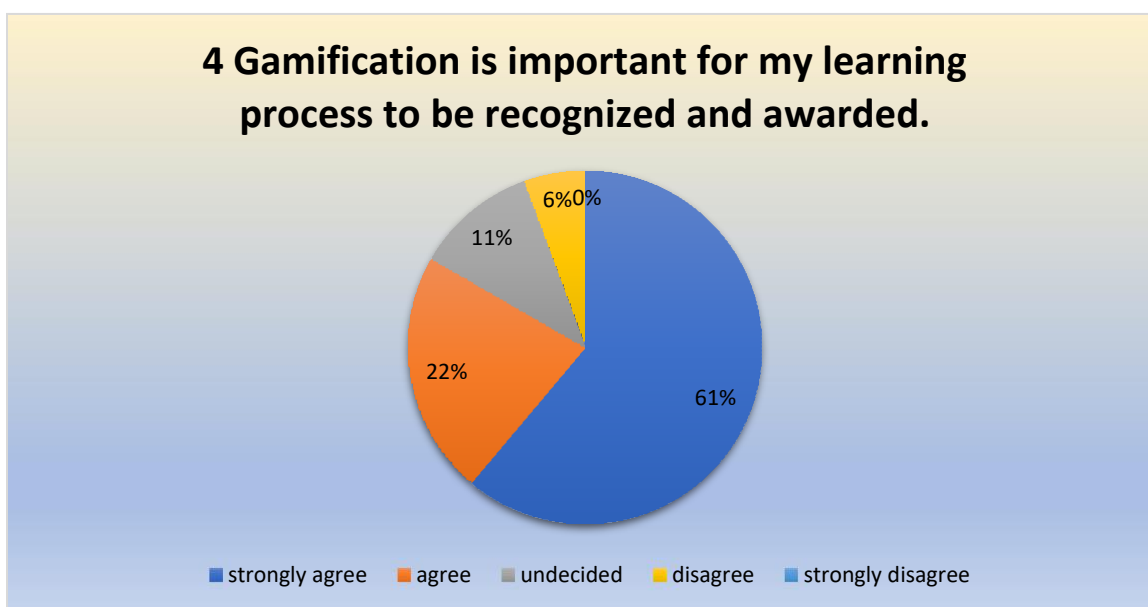
**Room:** 8<sup>th</sup> Grade "E"

**Table #:6 Gamification is important for my learning process to be recognized and awarded.**

<b>Gamification is important for my learning process to be recognized and awarded.</b>			
<b>Code</b>	<b>Category</b>	<b>Students</b>	<b>Percentage</b>
<b>Item Nº 4</b>	Strongly agree	22	61%
	Agree	8	22%
	Undecided	4	11%
	Disagree	2	6%
	Strongly disagree	0	0%
	Total	36	100%

**Source:** Survey to students 8<sup>th</sup> grade "E" from "28 de Mayo high School"

**Authors:** Cinthia Bajaña & Josue Monar .



**Source:** Survey to students 8<sup>th</sup> grade "E" from "28 de Mayo high School"

**Authors:** Cinthia Bajaña & Josue Monar .

**Comment:** 61% of students which means and amount of 22 from a total of 36 agreed with the need of recognition and award of their learning process. This is a form of feedback which creates motivation giving student fulfillment to the activity. Students in this item of the survey are telling the need of sense that current education needs, an attachment to the activity they are performing with recognition that in Gamification process can come as badges , prizes or new games dynamics.

**Item 5:** I think Gamification could help me to boost my confidence and motivation as a student.

**Sample:** 36 students

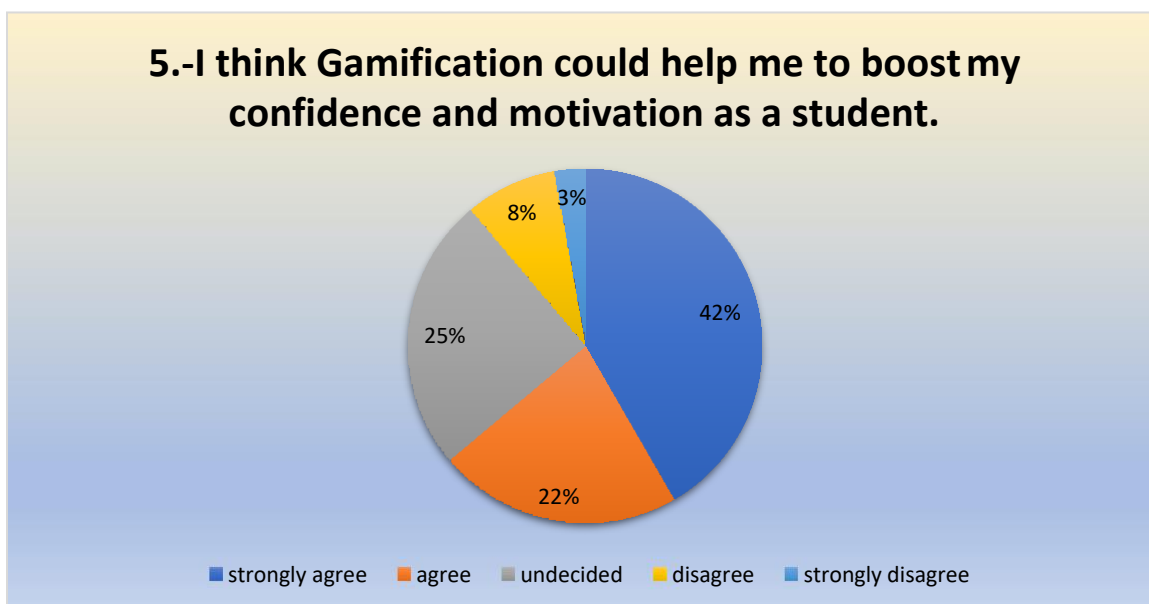
**Room:** 8<sup>th</sup> Grade “E”

**Table #7 : I think Gamification could help me to boost my confidence and motivation as a student.**

I think Gamification could help me to boost my confidence and motivation as a student.			
Code	Category	Students	Percentage
<b>Item Nº 5</b>	Strongly agree	15	42%
	Agree	8	22%
	Undecided	9	25%
	Disagree	3	8%
	Strongly disagree	1	3%
	Total	36	100%

**Source:** Survey to students 8<sup>th</sup> grade “E” from “28 de Mayo high School”

**Authors:** Cinthia Bajaña & Josue Monar .



**Source:** Survey to students 8<sup>th</sup> grade “E” from “28 de Mayo high School”

**Authors:** Cinthia Bajaña & Josue Monar .

**Comment:** In this item a 42% of students agree with Gamification as a didactic tool to boost their confidence and motivation as students. A 22% of students also gave a positive response. This means a 64% of students gave a positive feedback to the item , on the other hand a 25% was not sure. This could be a result of mistrust of students to new techniques specially because of the fear of change that can be caused in the classroom due to to approaches to new didactical tools.

**Item 6:** It is important to develop oral expression competences in English language.

**Sample:** 36 students

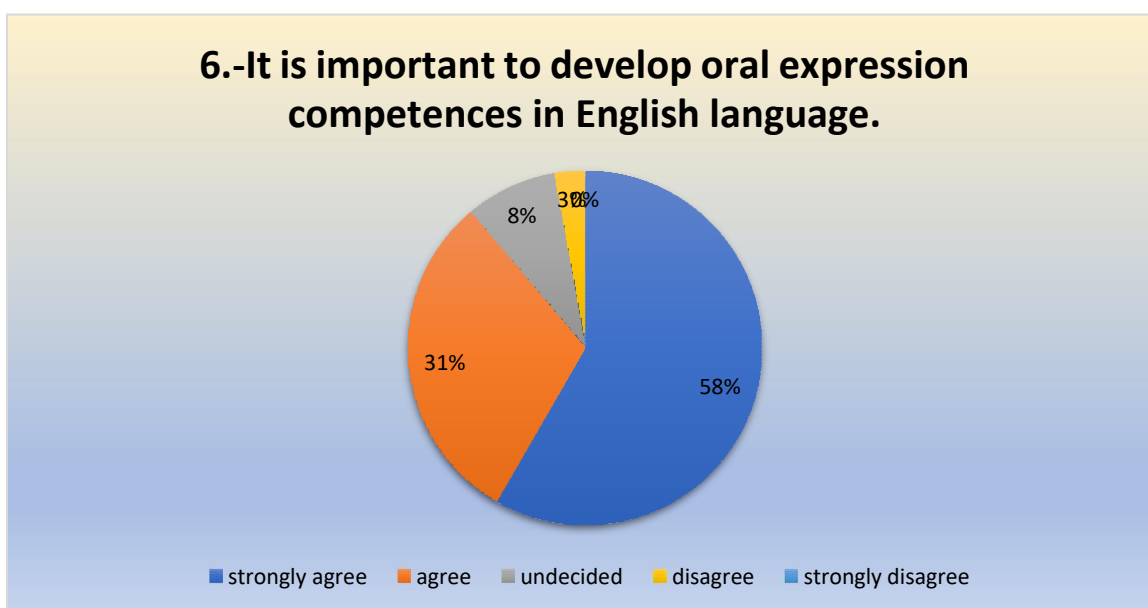
**Room:** 8<sup>th</sup> Grade "E"

**Table #8:** It is important to develop oral expression competences in English language.

It is important to develop oral expression competences in English language.			
Code	Category	Students	Percentage
Item Nº 6	Strongly agree	21	58%
	Agree	11	31%
	Undecided	3	8%
	Disagree	1	3%
	Strongly disagree	0	0%
	Total	36	100%

**Source:** Survey to students 8<sup>th</sup> grade "E" from "28 de Mayo high School"

**Authors:** Cinthia Bajaña & Josue Monar .



**Source:** Survey to students 8<sup>th</sup> grade "E" from "28 de Mayo high School"

**Authors:** Cinthia Bajaña & Josue Monar .

**Comment:** This item of survey had in general a positive trend with a 58% of students which Strongly agree and 31% which Agree. As a total 89% of students agreed and had a positive view of oral expression competences in English language. The item makes visible the focus that students give now a days to oral competences because of the need of a more efficient language management to accomplish goals.

**Item 7:** It is easy for me to create basic oral content to develop my oral expression.

**Sample:** 36 students

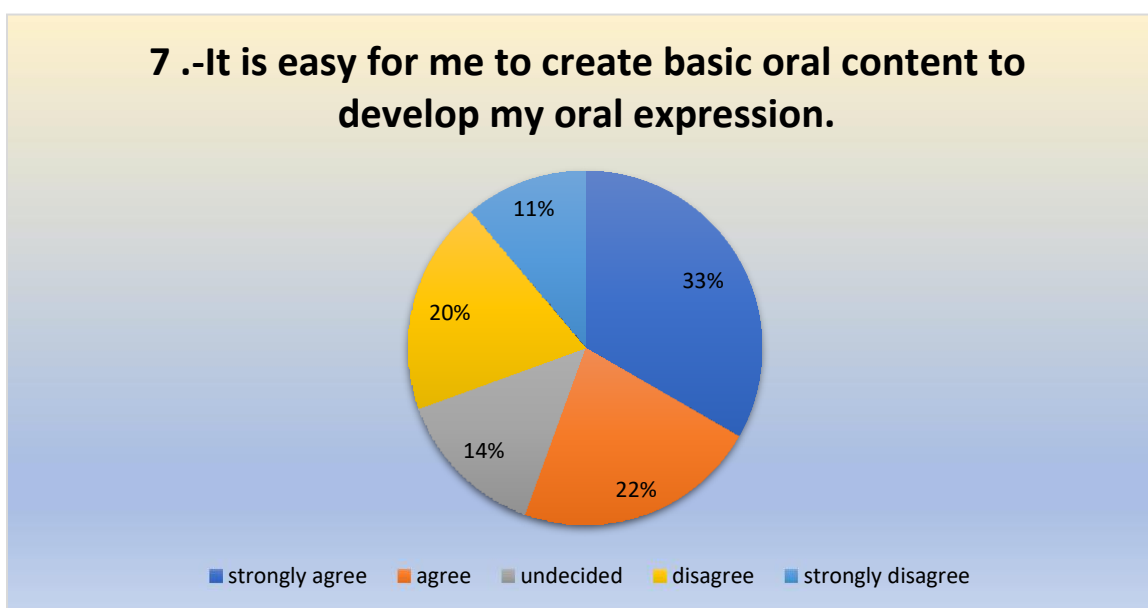
**Room:** 8<sup>th</sup> Grade "E"

**Table #9:** It is easy for me to create basic oral content to develop my oral expression.

It is easy for me to create basic oral content to develop my oral expression.			
Code	Category	Students	Percentage
Item N°7	Strongly agree	12	33%
	Agree	8	22%
	Undecided	5	14%
	Disagree	7	20%
	Strongly disagree	4	11%
	Total	36	100%

**Source:** Survey to students 8<sup>th</sup> grade "E" from "28 de Mayo high School"

**Authors:** Cinthia Bajaña & Josue Monar .



**Source:** Survey to students 8<sup>th</sup> grade "E" from "28 de Mayo high School"

**Authors:** Cinthia Bajaña & Josue Monar .

**Comment:** In this item there are polarized opinions about the ease on the develop of oral expression contents. A33% finds it easy but a 20% disagree plus a 11% Strongly disagree, creating an unbalance into the opinions. Such division in class can be caused because 8<sup>th</sup> grade is the first year of high school and most of students come from other different schools in which they had different kind of teaching. When students arrive to high schools they find themselves struggling with different levels of language expertise, and such it is the challenge for teachers too.

**Item 8:** I practice regularly oral expression skills in class.

**Sample:** 36 students

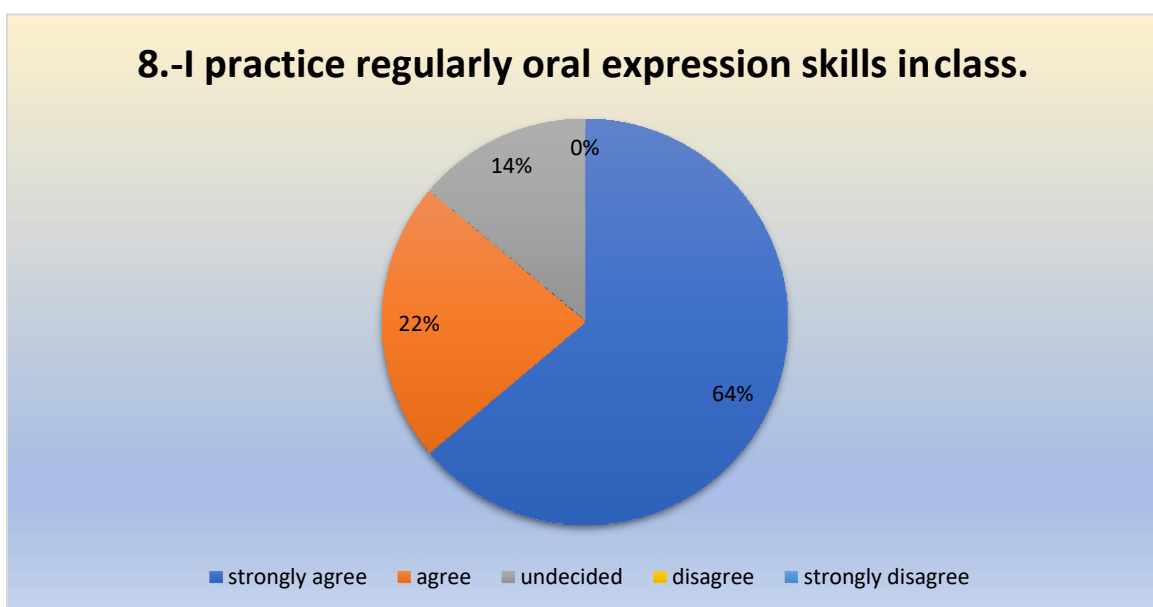
**Room:** 8<sup>th</sup> Grade “E”

**Table #10:** I practice regularly oral expression skills in class.

I practice regularly oral expression skills in class.			
Code	Category	Students	Percentage
Item Nº 8	Strongly agree	23	64%
	Agree	8	22%
	Undecided	5	14%
	Disagree	0	0%
	Strongly disagree	0	0%
	Total	36	100%

**Source:** Survey to students 8<sup>th</sup> grade “E” from “28 de Mayo high School”

**Authors:** Cinthia Bajaña & Josue Monar .



**Source:** Survey to students 8<sup>th</sup> grade “E” from “28 de Mayo high School”

**Authors:** Cinthia Bajaña & Josue Monar .

**Comment:** In this item of the survey, it is possible to see balanced opinions with a total of 86% of positive answers between 64% which Strongly agree and a 22% who Agree. A 14% are not decided whether or not they practice oral expression skills in class. This can be caused because they activities they practice are not generally dynamical ones but more closed questions from readings.

**Item 9:** I feel ashamed when practicing of my oral expression skills.

**Sample:** 36 students

**Room:** 8<sup>th</sup> Grade "E"

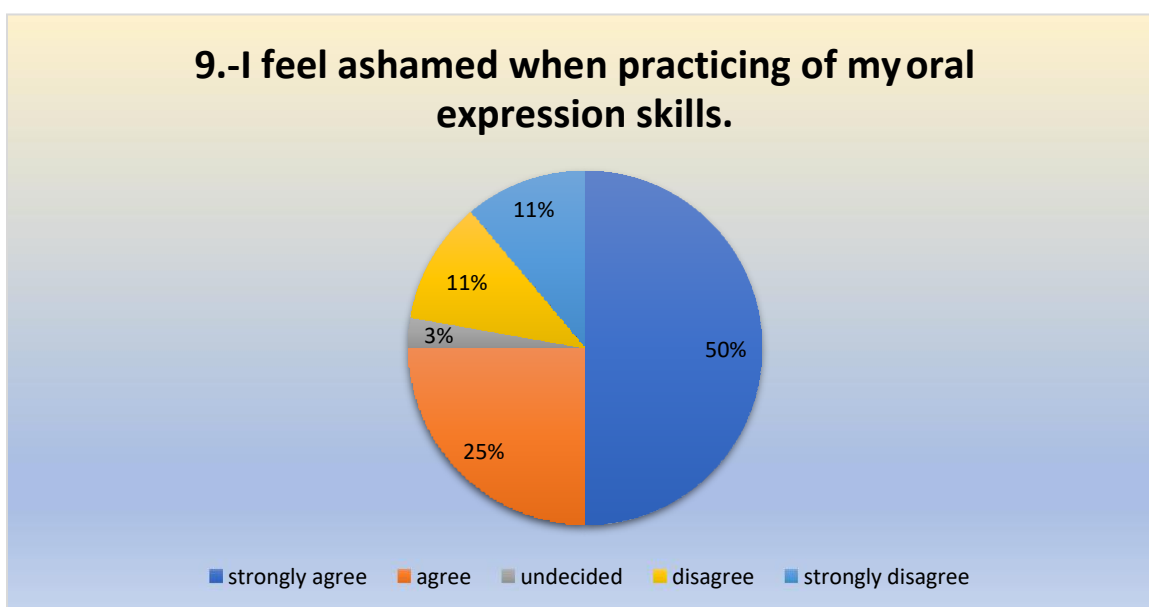
**Table #11: I feel ashamed when practicing of my oral expression skills.**

**I feel ashamed when practicing of my oral expression skills.**

Code	Category	Students	Percentage
<b>Item Nº 9</b>	Strongly agree	18	50%
	Agree	9	25%
	Undecided	1	3%
	Disagree	4	11%
	Strongly disagree	4	11%
	Total	36	100%

**Source:** Survey to students 8<sup>th</sup> grade "E" from "28 de Mayo high School"

**Authors:** Cinthia Bajaña & Josue Monar .



**Source:** Survey to students 8<sup>th</sup> grade "E" from "28 de Mayo high School"

**Authors:** Cinthia Bajaña & Josue Monar .

**Comment:** More than half of the class (18 students, 50% of population plus other 25% which Agree too) manifests fear when practicing oral expressions skills against a total of 22% of students which not. Fears are caused because of the lack of skills to create own oral content. A way to resolve this kind of pedagogical problem is to give students didactical tools so they feel motivation, security and ease to begin to produce no matter if they fail at first or not, which is one of the main reasons of fear: failure and mockery. An environment which targets more the playfulness of process more than the achievement of goals can help students relaxing when practicing their skills.

**Item 10:** I participate regularly with my partners by my own choice in short oral expression of information in English during class.

**Sample:** 36 students

**Room:** 8<sup>th</sup> Grade “E”

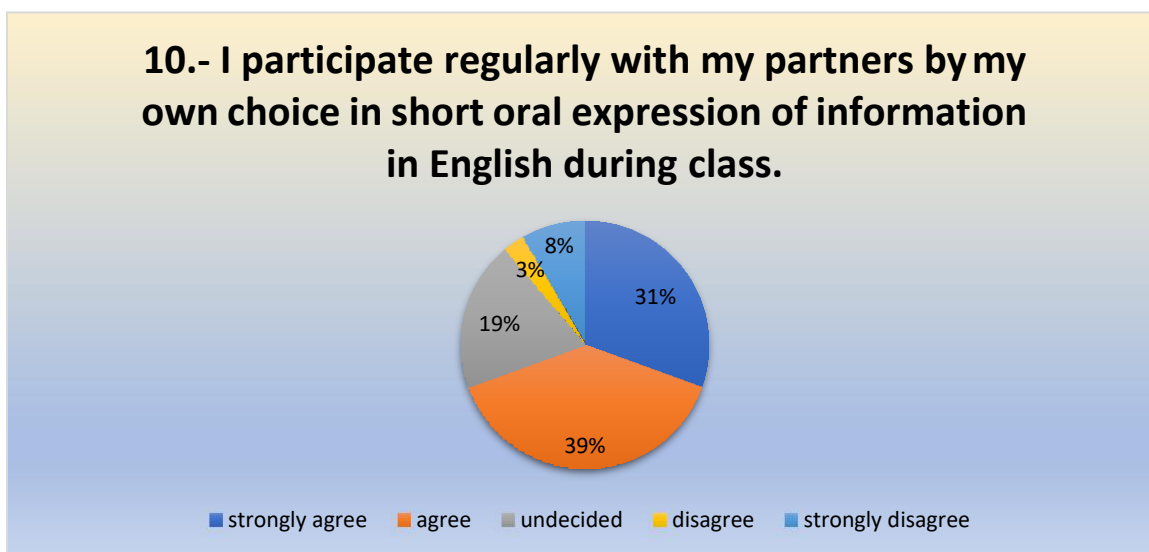
**Table #12:** I participate regularly with my partners by my own choice in short oral expression of information in English during class.

**I participate regularly with my partners by my own choice in short oral expression of information in English during class.**

Code	Category	Students	Percentage
<b>Item Nº 10</b>	Strongly agree	11	31%
	Agree	14	39%
	Undecided	7	19%
	Disagree	1	3%
	Strongly disagree	3	8%
	Total	36	100%

**Source:** Survey to students 8<sup>th</sup> grade “E” from “28 de Mayo high School”

**Authors:** Cinthia Bajaña & Josue Monar .



**Source:** Survey to students 8<sup>th</sup> grade “E” from “28 de Mayo high School”

**Authors:** Cinthia Bajaña & Josue Monar .

**Comment:** A 70% of class confirms that they practice their oral contents by their own choice making short exchanges of information with their partners. This means that by curiosity or fun they decide to talk in English which demonstrates that no matter their level or inner fears when playing in more complex oral expression activities they are willing to talk. A reason because they talk to close partners and a reason because of fear in more open oral expression skills is because of the trust they feel talking generally with friends which they feel pleased. This gives us again that the environment in which they practice is important when approaching a more effective learning style.

**Item 11:** I would like that contents of my English class changes into an interactive system of activities based on Gamification.

**Sample:** 36 students

**Room:** 8<sup>th</sup> Grade "E"

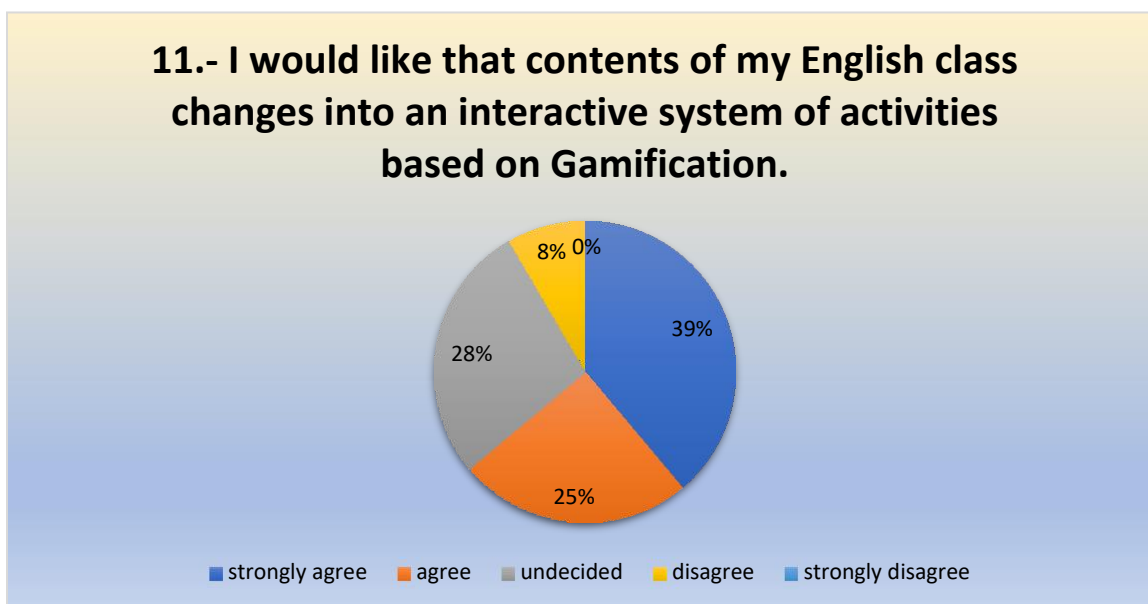
**Table #13:** 11 I would like that contents of my English class changes into an interactive system of activities based on Gamification.

I would like that contents of my English class changes into an interactive system of activities based on Gamification.

Code	Category	Students	Percentage
<b>Item Nº 11</b>	Strongly agree	14	39%
	Agree	9	25%
	Undecided	10	28%
	Disagree	3	8%
	Strongly disagree	0	0%
	Total	36	100%

**Source:** Survey to students 8<sup>th</sup> grade "E" from "28 de Mayo high School"

**Authors:** Cinthia Bajaña & Josue Monar .



**Source:** Survey to students 8<sup>th</sup> grade "E" from "28 de Mayo high School"

**Authors:** Cinthia Bajaña & Josue Monar .

**Comment:** In this item ,it is visible an slight unbalance in opinions too. In general a 64% gives positive answers about Gamificating contents while a 28% is not decided. A big amount of students as seen in previous item are willing to experience new didactical approaches but this does not mean that this does not come with uncertainty. Main uncertainties from students are generally based in grades. They do not want didactical approaches which come with a grade or rating system that make hardener their learning attempt.

**Item 12: I would like to have a feedback of my achieved goals and fails while playing activities based on Gamification.**

**Sample:** 36 students

**Room:** 8<sup>th</sup> Grade "E"

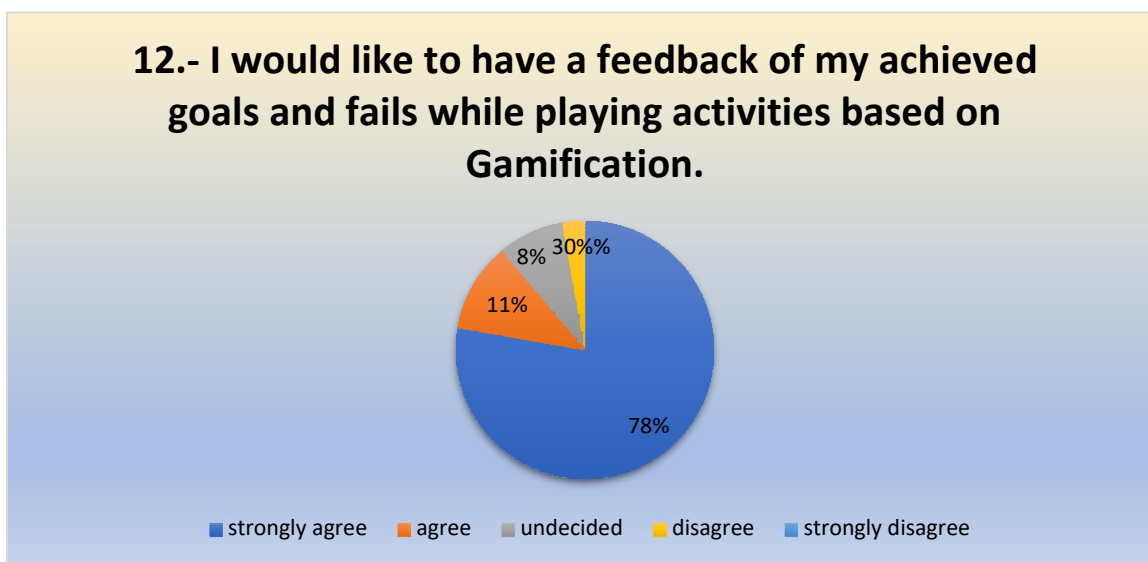
**Table #14: I would like to have a feedback of my achieved goals and fails while playing activities based on Gamification..**

**I would like to have a feedback of my achieved goals and fails while playing activities based on Gamification.**

Code	Category	Students	Percentage
<b>Item Nº 12</b>	Strongly agree	28	78%
	Agree	4	11%
	Undecided	3	8%
	Disagree	1	3%
	Strongly disagree	0	0%
	Total	36	100%

**Source:** Survey to students 8<sup>th</sup> grade "E" from "28 de Mayo high School"

**Authors:** Cinthia Bajaña & Josue Monar .



**Source:** Survey to students 8<sup>th</sup> grade "E" from "28 de Mayo high School"

**Authors:** Cinthia Bajaña & Josue Monar .

**Comment:** 89% of population gave positive answers about the wish for feedback in their activities. This comes from a need of interaction, a need of acknowledgment when studying. New students because of current technology mechanisms are involved into more stimulated environments. They get feedback almost from anything they do in such places as Internet or videogames. They would like also that these feedback dynamics boost their inner motivation of realizing that there is an interaction , like if they were playing with a living game.

**Item 13:** I would like gamificated and interactive oral activities with risks like losing points, lives, levels.

**Sample:** 36 students

**Room:** 8<sup>th</sup> Grade "E"

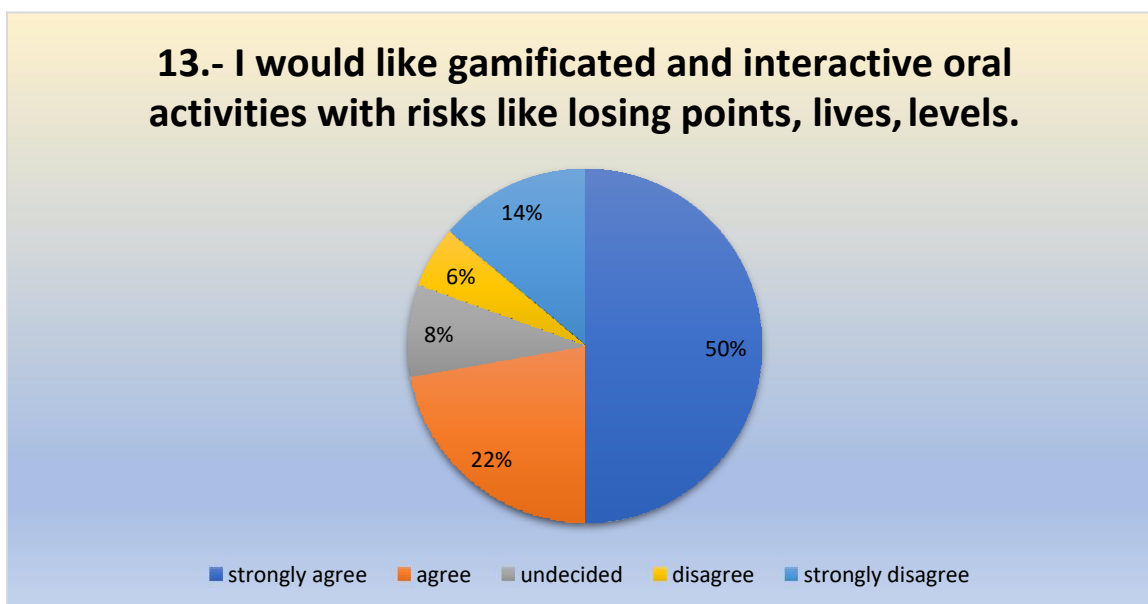
**Table #15:** I would like gamificated and interactive oral activities with risks like losing points, lives, levels..

I feel my pedagogical needs are not being satisfied and that I need a new source of didactical approach such as Gamification

Code	Category	Students	Percentage
<b>Item Nº 13</b>	Strongly agree	18	50%
	Agree	8	22%
	Undecided	3	8%
	Disagree	2	6%
	Strongly disagree	5	14%
	Total	36	100%

**Source:** Survey to students 8<sup>th</sup> grade "E" from "28 de Mayo high School"

**Authors:** Cinthia Bajaña & Josue Monar .



**Source:** Survey to students 8<sup>th</sup> grade "E" from "28 de Mayo high School"

**Authors:** Cinthia Bajaña & Josue Monar .

**Comment:** This item is linked to the previous one and to feedback issues. 72% responded positively to if they would like game elements such points, lives or levels in the interaction. This is a manifestation of feedback as a more tangible element in the Gamification of contents. Students when practicing their oral expression skills by the interaction with game elements will have a more fluid learning experience having not only feedback but also fun, a motivated, agile and effective development of competences.

**Item 14:** I think a Gamificated interactive system of activities could be a reliable pedagogical tool to improve my oral expression skills.

**Sample:** 36 students

**Room:** 8<sup>th</sup> Grade "E"

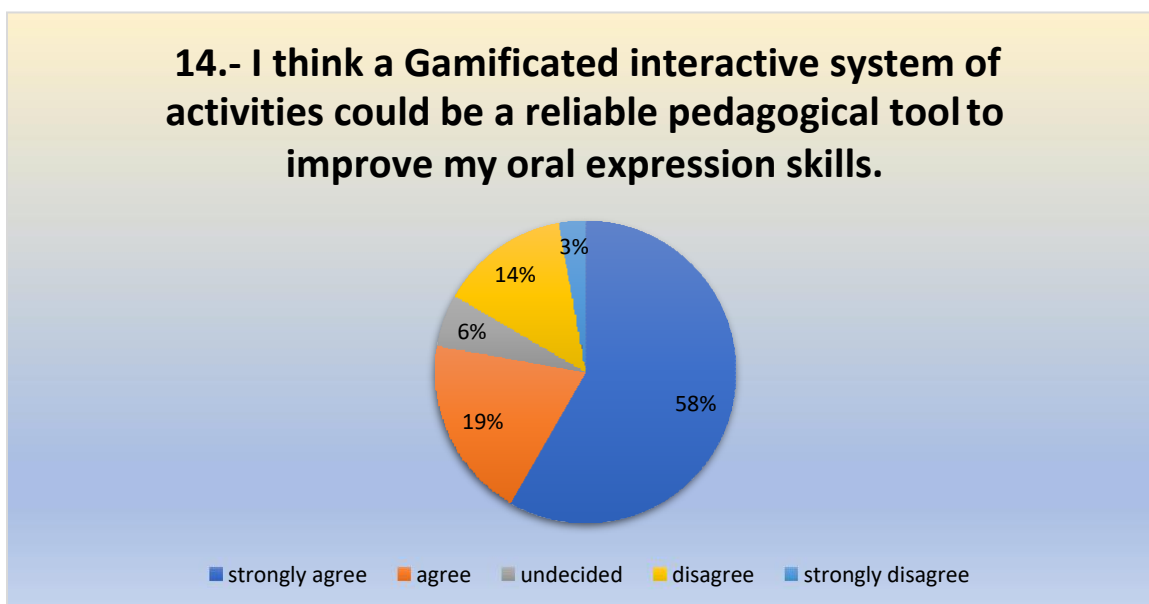
**Table #:16:** I think a Gamificated interactive system of activities could be a reliable pedagogical tool to improve my oral expression skills.

I think a Gamificated interactive system of activities could be a reliable pedagogical tool to improve my oral expression skills.

Code	Category	Students	Percentage
<b>Item Nº 14</b>	Strongly agree	21	58%
	Agree	7	19%
	Undecided	2	6%
	Disagree	5	14%
	Strongly disagree	1	3%
	Total	36	100%

**Source:** Survey to students 8<sup>th</sup> grade "E" from "28 de Mayo high School"

**Authors:** Cinthia Bajaña & Josue Monar .



**Source:** Survey to students 8<sup>th</sup> grade "E" from "28 de Mayo high School"

**Authors:** Cinthia Bajaña & Josue Monar .

**Comment:** This item shows a visible positive response of students to Gamification. 77% answered positively to if they consider Gamificated interactive system a reliable pedagogical tool. Though in the latest items, there was indecision about Gamificating contents because a probable impact on grades, this shows that they are willing to experience and that they find trustworthy this new approach at least as an additional classroom tool.

**Item 15:** I would like that a Gamificated interactive system of oral content activities relies on real life situations, help me improving my confidence to express myself.

**Sample:** 36 students

**Room:** 8<sup>th</sup> Grade “E”

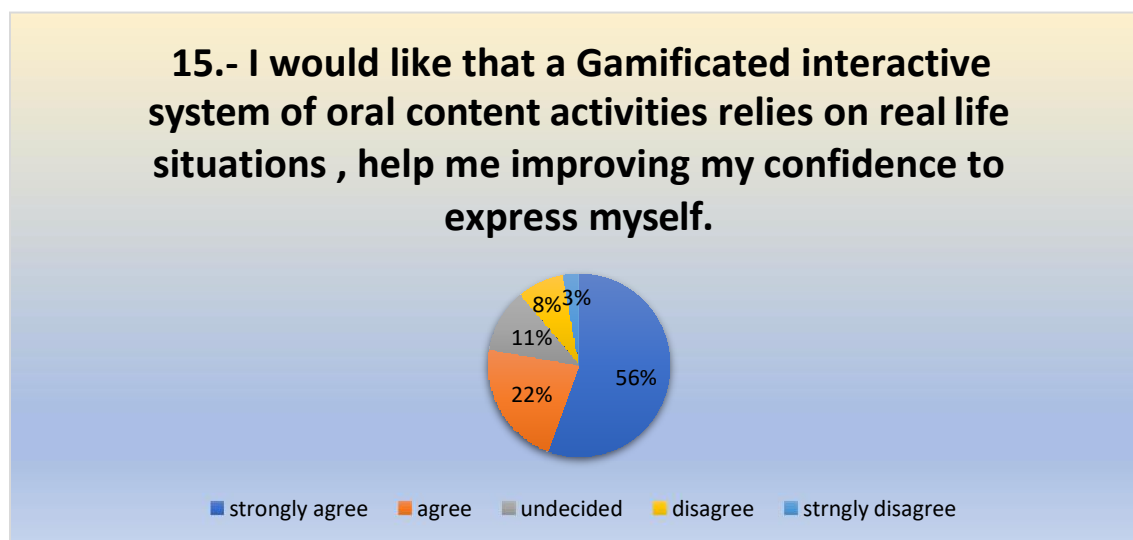
**Table #17** I would like that a Gamificated interactive system of oral content activities relies on real life situations , help me improving my confidence to express myself.

I would like that a Gamificated interactive system of oral content activities relies on real life situations , help me improving my confidence to express myself.

Code	Category	Students	Percentage
<b>Item Nº 15</b>	Strongly agree	20	56%
	Agree	8	22%
	Undecided	4	11%
	Disagree	3	8%
	Strongly disagree	1	3%
	Total	36	100%

**Source:** Survey to students 8<sup>th</sup> grade “E” from “28 de Mayo high School”

**Authors:** Cinthia Bajaña & Josue Monar .



**Source:** Survey to students 8<sup>th</sup> grade “E” from “28 de Mayo high School”

**Authors:** Cinthia Bajaña & Josue Monar .

**Comment:** This item shows new demands and desires of students when facing new didactical approaches. 78% of students wish for Gamificated system of oral contents which activities rely on real life situations. The link into this real life situation when practicing oral contents creates a simulation with less anxiety from facing real social ones. This helps students producing their own contents in a more relaxing action.

## **CHAPTER IV**

### **THE PROPOSAL**

#### **TITLE**

Interactive system of activities based on Gamification

#### **Justification**

This proposal is the result of a study work elaborated using different methods and techniques such as bibliographical and statistical. Those were applied on students in 8<sup>th</sup> grade room “E” of 28 de Mayo High School during the 2018-2019 period. For better results and analysis of information, empirical techniques like observation guide, interview and survey questionnaire were applied.

After application of statistical instruments, it could be found that students had needs for new educative approaches when facing the challenge of developing their oral expression skills. In order to create a better approach to speaking and improvement of it, an interactive system of activities based on Gamification was established as a tool for this progress.

This proposal is a contribution to the educational development of students. Because of the new system of activities, they will have to practice, evaluate, and face their oral expression skills challenges within a new didactical approach.

#### **OBJECTIVES**

##### **GENERAL OBJECTIVE**

To improve oral expression skills through an interactive system of activities based on Gamification.

### **SPECIFIC OBJECTIVES**

- To apply Gamification as a didactical approach within the use of an interactive system of activities focused on oral expression.
- To evaluate the development of oral expression skills of students on the advance of each unit of 8<sup>th</sup> grade English book.
- To improve the ability to produce own oral content related to the Common European Reference for Languages and the English book curriculum.

### **DESCRIPTION**

This proposal is based on the 8<sup>th</sup> grade English book of Ecuadorian National Educative System. It will include a board divided into categories of Gamification elements with different tokens to be stucked on them according to students' progression.

The tokens will include avatars (small faces of Animal Crossing videogame characters), Score (coins with the design of Mario Bros game), Levels: happy and sad smileys to mark the success or failure on each activity, badges to award different achievements such as speed on answer, accuracy, fluency and a final ranking that which will show the position of the Avatars. For the development of this, 25 cards with prompts will be used on the first stage for unit 1 and 2, 25 flashcards with visual elements to create short stories for the second stage for units 3 and 4, and a small

roulette for the third one that will designate a short list of questions related to the units 5 and 6.

There will also be an instructive for the teacher in order to know the rules and steps to apply it properly.

For a better use of contents, the six units from the book will be compressed into three stages or levels each one with its characteristics, activities and difficulty progression. Each stage or level will also introduce contents only from the specific already studied units for students to perform better during the activities of the system. Each level will also include a sequence of oral production exercises based on prompts, images or questions of books contents with a progressive increase of difficulty and an interaction based on the correct or incorrect perform of each one of them. This will lead to the accumulation or loss of points or lives and the advance into the activity.

## **Conclusion**

The authors of this proposal may conclude that:

- Gamification was properly valued as a didactical approach for oral expression skills development by a bibliographic, statistics and field research.
- Gamification elements have a direct relationship with its proper implementation and development in the classroom.
- Oral expression skills views and ideas were properly characterized by a bibliographic , statistics and field research.

- The interactive system of activities takes on account the diverse oral expression techniques and elements for the social and cognitive development of students.
- The application of Gamification within an interactive system of activities contributes to a better development of oral expression skills of students and boost collective work.

## **Recommendations**

The limitation of this project is the application of Gamification processes in certain technological context. Generally, Gamification is more focused into online devices experiences. Due to economical and material limitations of schools, its application at least in this research and proposal has been targeted into an analogical kind of experience with boards, cards, tokens and group work. This obviously leads to limitations in the design of the system of activities to make it viable and performable. Such limitations come into the form of the length and duration of activities (this is the reason of this project to be based on Gamification and not the total implementation of it in classes and 8<sup>th</sup> grade contents due to the technical and didactical difficulties that this would imply such as a new specialized curriculum), the need of tutorials and a listening feedback for a better oral production which in this proposal is designed as a progressive increase of difficulty into the creation of phrases and as an oral feedback given by the teacher at the start of each exercise.

Another recommendation for further projects is the need for a more specialized pronunciation feedback, in the case of analogical systems of activities or when there is

a lack of listening resources to assure the proper oral production. This could be as theorization, the creation of a pronunciation guide less complex than the IPA chart and more suitable for younger learners.

As an ending, this interactive system of activities based on Gamification should be seen as a resource for formative assessment with the criteria of National Curriculum Guidelin

Teacher's instructive

## **Make me talk!**

### **An instructive for application of an interactive system of activities based on Gamification**

The following interactive system of activities based on Gamification has as purposes:

#### **Objectives**

- 1 The enhancement of oral expression skills of students from 8<sup>th</sup> grade- level A1 based on criteria from Common European Framework of Reference for Languages and EFL subnivel Medio
- 2 The use of Gamification elements into the application of a system of activities to develop oral expression skills.

#### **For considerations**

This resource will be considered as a system for formative assessment and monitoring of students' progress to be better applied after the fulfillment of each unit of 8<sup>th</sup> grade English book from National Ecuadorian Educative System.

#### **Board instruction**


**Board will have 5 categories divided into:**

##### **Avatar badges score level ranking**

- **Avatar:** It represents the pet or totem that the group would choose to identify itself during the activity.
- **Badges:** They will be rewards groups get into the accomplishment of certain treats of assessment.
- **Score:** It marks the points groups get by each correct accomplishment of exercise.
- **Level:** It marks the current stage the group is. It works also as a progression mark.
- **Ranking:** It is used to show winners and the current best scores.

#### **To start:**

- Make students form groups of 6.
- Set the board on a wall (suitable).
- Students select the avatar they want for their groups.
- Before giving the cards and tasks teacher explains the activity and gives a very short audio feedback by reading the card content or so depending on the stage

AVATAR	BADGES	SCORE	LEVELS			RANKING
			Speakin g Carts	Tell me story	Lucky roulet te	
KIRBY 	  	 	     	 		
 PIKACHU						
 JERRY						
 MARIO				 		
 HANZEL						
 LINK				 		

**Stage 1 “Speaking cards” = Unit 1 and 2**

**Stage 2 “Tell me a story”= Unit 3 and 4**

**Stage 3 “Lucky Roulette” = Unit 5 and 6**

**Stage 1 “Speaking cards” = Unit 1 and 2**

This stage will be divided into two phases of cards which are numbered, for the first phase it will use the fifteen first cards representing the unit 1. In the second phase, it will be used the last fifteen representing the unit 2.

For the development of this activity teacher would guide the game by taking the cards in his hand and make the students pick one by one turn per group until each member of the group had talked-participated at least one time. Help between students is not allowed under the punishment of losing points.

### **Unit 1 Objectives**

- Greet formally and informally
- Ask and answer personal information questions
- Introduce someone

### **Unit 2 Objectives**







- Describe people's physical appearance
- Ask and answer questions about physical description




### **Points management**

By each correct answer, teacher will place a point (Mario coin) into the Score category of the board. A happy face if done right or a sad one if wrong will be placed into the stage category to mark the groups progression.

Here, will be considered for the earning of points: fluency, accuracy, pronunciation and coherence. The assessment for this activity and the point would be if not a short story at least the construction of well structured sentences with coherence, if the student does better he gets badges. If the student does not accomplish the minimal elements of the assessment he does not earn the point. A happy face if done right or a sad one if wrong will be placed into the stage category to mark the groups progression.

<p><b>1.-Ask your partner the following questions.</b></p> <p><b>-What is your name ?</b></p> <p><b>-where are you from?</b></p>	<p><b>2.-How old are you?</b></p>	<p><b>3.-what is your phone number ?</b></p>	<p><b>4.-Where is this flag from?</b></p> 	<p><b>5.-Where is this flag from?</b></p> 
<p><b>6.-Where is this flag from?</b></p> 	<p><b>7.-Tell your class who is this celebrity and where is she from.</b></p> 	<p><b>8.-Tell your class who is this footballer and what is his nationality.</b></p> 	<p><b>9.-Tell your class who is this girl and what is her profession .</b></p> 	<p><b>10.-Tell your class who is this man and what is his profession.</b></p> 

<p>11.-Tell your class who is this man and what is his profession.</p> 	<p>12.- In what continent is Holland located ?</p>	<p>13.- In which continent is china located ?</p>	<p>14.-how does this emoji feels?</p> 	<p>15.-how does this emoji feels?</p> 
<p>16.-Describe MARIA'S physical appearance.</p> 	<p>17.- Describe Hugo's physical appearance.</p> 	<p>18.- Describe luis' physical apperance.</p> 	<p>19.- Describe your physical appearanc e in front of the class.</p>	<p>20.-What is your height ?</p>

<p><b>21.-What is your weight</b></p>	<p><b>22.- Describe your father physical appearance in front of the class</b></p>	<p><b>23.-Name 4 parts of your face.</b></p>	<p><b>24.- Describe the type of hair of your partner?</b></p>	<p><b>25.- Describe your teacher hair ?</b></p>
<p><b>26.- Describe rocio's hair.</b></p> 	<p><b>27.- What is a scrapbook?</b></p>	<p><b>28.- How does your mother look like ?</b></p>	<p><b>29.- Describe Antonio's eyes .</b></p> 	<p><b>30.- Describe Sammy's eyes.</b></p> 

## **Stage 2 “Tell me a story”= Unit 3 and 4**

This activity will contain 25 story flashcards based on units 3 and 4 contents. For the development of this activity , teacher would have the flashcards in the hands which can be shuffled and will pass by each group making one student per group picking one. The exercise consists on looking at the images and creating a short story or at least a long sentence with the given elements on the picture. For the development of this activity , each member of the group should had talked or-participated at least one time. Help between students is not allowed under the punishment of losing points.

### **Unit 3 Objectives**

- Ask and answer questions about schedules.
- Ask for and give dates.
- Ask for and give the time.

### **Unit 4 Objectives**

- Express what people are doing at the moment of speaking.
- Describe what people are wearing.

### **Points management**

Here, will be considered for the earning of points: fluency, accuracy, pronunciation and coherence. The assessment for this activity and the point would be if not a short story at least the construction of well-structured sentences with coherence, if the student does better he get badges. If the student does not accomplish the minimal elements of the assessment he does not earn the point.

A happy face if done right or a sad one if wrong will be placed into the stage category to mark the group's progression.

Flashcard #1



What type of movies are these?

Flashcard #2



What type of movies are these?

Flashcard #3



What type of movies are these?

Flashcard #4



What type of movies are these?

Flashcard #5



Flashcard #6



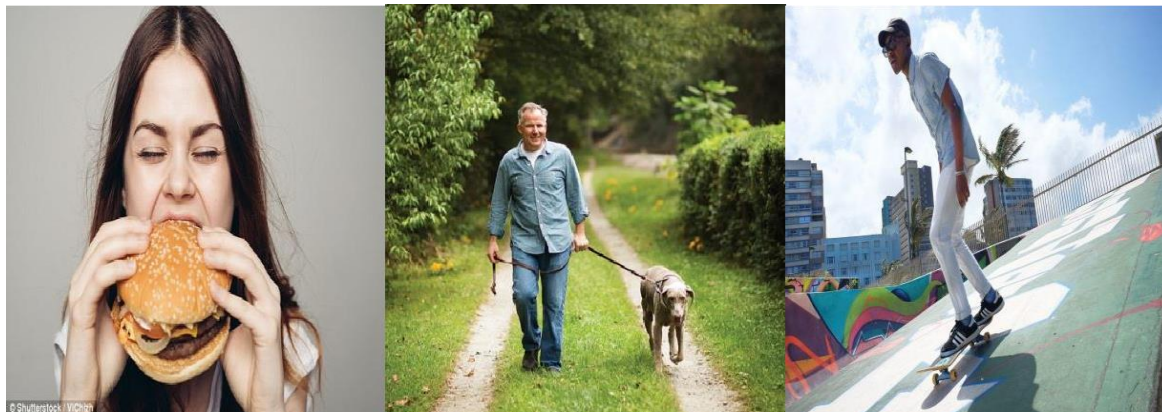
Flashcard #7



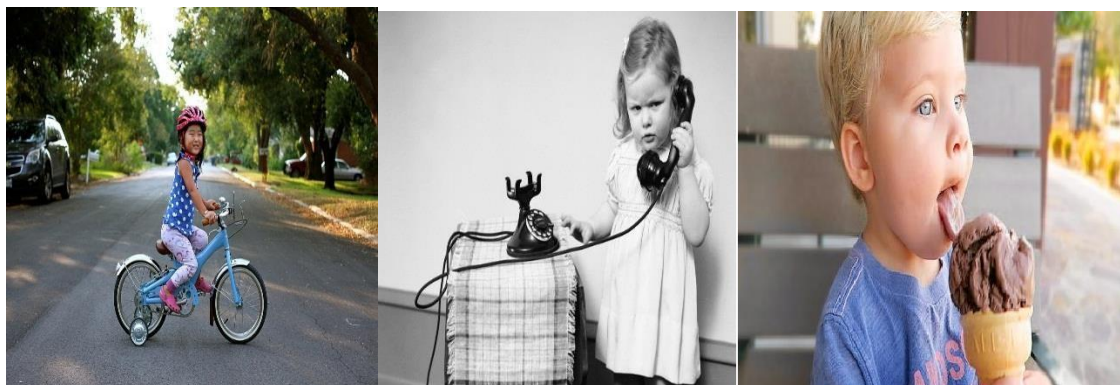
Flashcard #8



## Flashcard #9



## Flashcard #10



### Flashcard #11



### Flashcard #12



### Flashcard #13



### Flashcard #14



**Flashcard #15**



**Flashcard #16**



### **Stage 3 “Lucky Roulette” = Unit 5 and 6**

This activity will be completed with a roulette included in the proposal which will come with small tasks and questions that students would have to perform and answer. Per turns each member of groups would come to make the roulette spin and perform or answer what the roulette throws. Help between students is not allowed under the punishment of losing points.

#### **Objectives Unit 5**

- Identify places in the city.
- Ask for and give information about location.
- Give and follow instructions to get to a place.

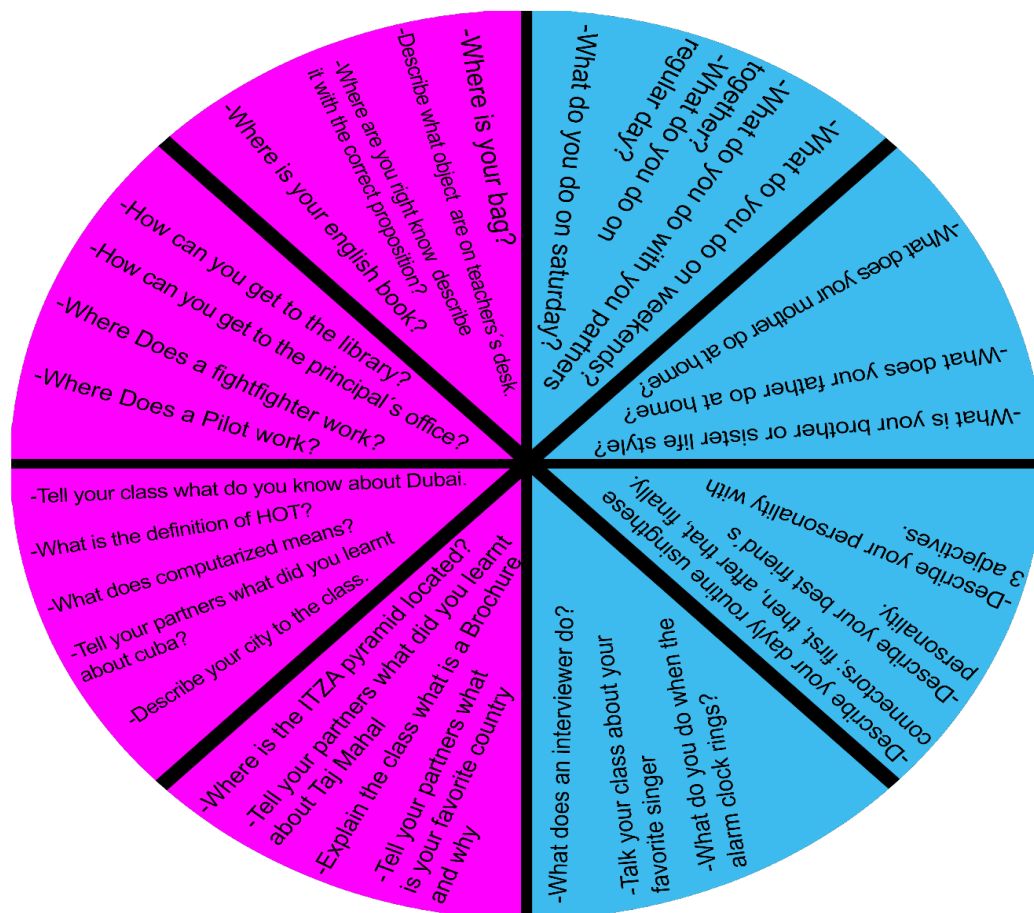
#### **Objectives Unit 6**

- Talk about routines and lifestyles.

#### **Points management**

As the stages before , point will be given to the answers which accomplish with the minimal assessment treats, this means short sentences but at least with coherence. If student performs better badges are allowed.

A happy face if done right or a sad one if wrong will be placed into the stage category to mark the groups progression.



## Conclusion

When finishing the three stages or stopping the game for x reason, teacher will sum up the score and will place the definitive or momentary winner avatar into the ranking position.

When finishing the game the winner avatar will get a chest (award) included in the proposal.

## Behavioral guide

To avoid misbehavior teacher should warn before starting that all tantrums would have a punishment by points or the lose of a turn.

## ASSESSMENT GUIDE FOR BADGES

FLUENCY (BADGE)  
 ACCURACY TO THE TASK (BADGE)  
 PROPER PRONUNCIATION (BADGE)  
 COHERENCE (BADGE)  
 FOUR ANSWERS IN ROW (BADGE)

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# **ANNEXES**

# **ANNEX I**

- **LEGAL DOCUMENTS**



# UNIVERSIDAD DE GUAYAQUIL

ESPECIE UNIVERSITARIA

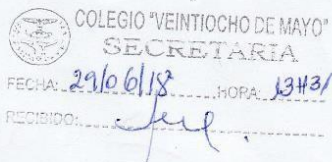
Guayaquil, 28 Junio del 2018

MSc.

Kleber Zapata

Rector del Colegio "28 de Mayo"

Ciudad.-



De mis consideraciones :

Me dirijo a usted con el fin de solicitarle , se sirva otorgar la autorización pertinente para los estudiantes : Cinthia Lissette Bajaña Morante , con CC- 092799730-4 y Henry Josue Monar Cordova , con CC-092597346-3, de la Escuela de Lenguas y Linguistica sistema presencial pueda aplicar el Proyecto de Investigación para la Elaboración del trabajo de Investigación previo a la obtención del Título de Licenciado (a) , en Ciencias de la Educación mención de Lengua Inglesa y Linguistica .

TOPIC : INFLUENCE OF GAMIFICATION IN ORAL EXPRESSION DEVELOPMENT

Proposal: Creation of an interactive system of activities focused on gamification .

Por considerar , que el Proyecto a realizar tendra la repercusión en beneficio de la Institución que usted acertadamente dirige , aspiro que nuestro petición tenga la acogida favorable de su parte .

Le anticipo mis reconocimiento

Atentamente ,

MSc. Alfonso Sánchez

Director de la Escuela de Lenguas y Linguistica

*anteproyecto educativo*  
*28/Jun/2018*



Universidad de Guayaquil

**FACULTAD DE FILOSOFÍA  
ESCUELA DE LENGUAS Y LINGÜÍSTICA  
UNIDAD DE TITULACIÓN**

ANEXO 5

**RÚBRICA DE EVALUACIÓN TRABAJO DE TITULACIÓN**

<b>Título del Trabajo: INFLUENCE OF GAMIFICATION IN ORAL EXPRESSION DEVELOPMENT</b>		
<b>Autor(s): CINTIA LISSETTE BAJAÑA MORANTE – HENRY JOSUÉ MONAR CÓRDOVA</b>		
<b>ASPECTOS EVALUADOS</b>	<b>PUNTAJE MÁXIMO</b>	<b>CALF.</b>
<b>ESTRUCTURA ACADÉMICA Y PEDAGÓGICA</b>	<b>4.5</b>	
Propuesta integrada a Dominios, Misión y Visión de la Universidad de Guayaquil.	0.3	0.3
Relación de pertinencia con las líneas y sublíneas de investigación Universidad / Facultad/ Carrera	0.4	0.4
Base conceptual que cumple con las fases de comprensión, interpretación, explicación y sistematización en la resolución de un problema.	1	1
Coherencia en relación a los modelos de actuación profesional, problemática, tensiones y tendencias de la profesión, problemas a encarar, prevenir o solucionar de acuerdo al PND-BV	1	1
Evidencia el logro de capacidades cognitivas relacionadas al modelo educativo como resultados de aprendizaje que fortalecen el perfil de la profesión	1	1
Responde como propuesta innovadora de investigación al desarrollo social o tecnológico.	0.4	0.4
Responde a un proceso de investigación – acción, como parte de la propia experiencia educativa y de los aprendizajes adquiridos durante la carrera.	0.4	0.4
<b>RIGOR CIENTÍFICO</b>	<b>4.5</b>	
El título identifica de forma correcta los objetivos de la investigación	1	1
El trabajo expresa los antecedentes del tema, su importancia dentro del contexto general, del conocimiento y de la sociedad, así como del campo al que pertenece, aportando significativamente a la investigación.	1	1
El objetivo general, los objetivos específicos y el marco metodológico están en correspondencia.	1	1
El análisis de la información se relaciona con datos obtenidos y permite expresar las conclusiones en correspondencia a los objetivos específicos.	0.8	0.8
Actualización y correspondencia con el tema, de las citas y referencia bibliográfica	0.7	0.7
<b>PERTINENCIA E IMPACTO SOCIAL</b>	<b>1</b>	
Pertinencia de la investigación	0.5	0.5
Innovación de la propuesta proponiendo una solución a un problema relacionado con el perfil de egreso profesional	0.5	0.5
<b>CALIFICACIÓN TOTAL *</b>	<b>10</b>	<b>10</b>
* El resultado será promediado con la calificación del Tutor Revisor y con la calificación de obtenida en la Sustentación oral.		

Msc. José Miguel Campuzano  
No. C.I. 0924941297

FECHA: 07 Agosto 2018

iv



Universidad de Guayaquil

**FACULTAD DE FILOSOFÍA  
ESCUELA DE LENGUAS Y LINGÜÍSTICA  
UNIDAD DE TITULACIÓN**

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Guayaquil, 07 de agosto del 2018

**ANEXO 4**

**Sr. /Sra.  
Msc. Alfonso Sánchez  
DIRECTOR DE ESCUELA  
FACULTAD DE FILOSOFÍA, ESCUELA DE LENGUAS Y LINGÜÍSTICA  
UNIVERSIDAD DE GUAYAQUIL  
Ciudad.- Guayaquil**

De mis consideraciones:

Envío a Ud. el Informe correspondiente a la tutoría realizada al Trabajo de Titulación **"INFLUENCE OF GAMIFICATION IN ORAL EXPRESSION DEVELOPMENT"** Proposal: **"CREATION OF INTERACTIVE SYSTEM OF ACTIVITIES FOCUSED ON GAMIFICATION"** del (los) estudiante (s) **CINTHIA LISSETTE BAJAÑA MORANTE, CI: 0927997304** y **HENRY JOSUÉ MONAR CÓRDOVA, CI: 0925973463**, indicando ha (n) cumplido con todos los parámetros establecidos en la normativa vigente:

- El trabajo es el resultado de una investigación.
- El estudiante demuestra conocimiento profesional integral.
- El trabajo presenta una propuesta en el área de conocimiento.
- El nivel de argumentación es coherente con el campo de conocimiento.

Adicionalmente, se adjunta el certificado de porcentaje de similitud y la valoración del trabajo de titulación con la respectiva calificación.

Dando por concluida esta tutoría de trabajo de titulación, **CERTIFICO**, para los fines pertinentes, que el (los) estudiante (s) está (n) apto (s) para continuar con el proceso de revisión final.

Atentamente,

Msc. JOSE MIGUEL CAMPUZANO

C.I. 0924941297

**FAACULTAD FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN**  
**ESCUELA LENGUAS Y LINGÜÍSTICA**  
**UNIDAD DE TITULACIÓN**

**RUBRICA DE EVALUACIÓN MEMORIA ESCRITA TRABAJO DE TITULACIÓN**

Título del Trabajo: El trabajo de titulación en la educación superior

Autor(s): Dr. Carlos A. Rodríguez

ASPECTOS EVALUADOS	PUNTAJE MÁXIMO	COEF.	COMENTARIOS
<b>ESTRUCTURA Y REDACCIÓN DE LA MEMORIA</b>	5		
Formato de presentación acorde a lo solicitado	1.0		
Tabla de contenidos, índice de tablas y figuras	0.5		
Redacción y ortografía	1.5		
Correspondencia con la normativa del trabajo de titulación	0.5		
Adecuada presentación de tablas y figuras	0.5		
<b>RIGOR CIENTÍFICO</b>	40		
El título identifica de forma correcta los objetivos de la investigación	1.0		
La introducción expresa los antecedentes del tema, su importancia dentro del contexto general del conocimiento y de la sociedad, así como del grupo al que pertenece	8.0		
El objetivo general está expresado en términos del trabajo a investigar	1.0		
Los objetivos específicos contribuyen al cumplimiento del objetivo general	1.0		
Los antecedentes teóricos y conceptuales complementan y aportan significatividad al desarrollo de la investigación	10.0		
Los métodos y herramientas se corresponden con los objetivos de la investigación	1.0		
El análisis de la información se relaciona con datos obtenidos	10.0		
Factibilidad de la propuesta	0.5		
Las conclusiones expresan el cumplimiento de los objetivos específicos	0.5		
Las recomendaciones son pertinentes, factibles y válidas	0.5		
Acreditación y correspondencia entre temas de las citas y referencias bibliográficas	0.5		
<b>PERTINENCIA E IMPACTO SOCIAL</b>	5		
Pertinencia de la investigación/innovación de la propuesta	1.0		
La investigación propone una solución a un problema legitimado por el perfil de egreso profesional	1.0		
Contribuye con las líneas / sublíneas de investigación de la Universidad	1.0		
<b>CALIFICACIÓN TOTAL*</b>	<b>10</b>		

\* El resultado será promediado con la calificación del Tutor y con la calificación de obtención en la sustentación oral.

MSc. Sara Anagracio Pérez  
 DOCENTE TUTOR RESPONSABLE  
 No. C.I. 8916351729

FELIPE

Escuela de Lenguas y Lingüística

Unidad de Titulación



ANEXO 7

FACULTAD FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN  
ESCUELA LENGUAS Y LINGÜÍSTICA  
UNIDAD DE TITULACIÓN

Guayaquil, 20 de Julio de 2017.

Sr. /Sra.  
MSc. Alfonso Sánchez  
DIRECTOR (A) DE LA CARRERA/ESCUELA  
FACULTAD FILOSOFÍA  
UNIVERSIDAD DE GUAYAQUIL  
Ciudad:-

De mis consideraciones,

Envío a Ud. el Informe correspondiente a la REVISIÓN FINAL del Trabajo de Grado de El uso del lenguaje en la comunicación del estudiante Alfonso Sánchez.  
Las gestiones realizadas me permiten indicar que el trabajo fue revisado considerando todos los parámetros establecidos en las normativas vigentes en el cumplimiento de los siguientes aspectos:

Cumplimiento de requisitos de forma:

- El trabajo tiene un máximo de 100 palabras.
- La memoria escrita se ajusta a la estructura establecida.
- El documento se ajusta a las normas de escritura científica y ortografía.
- La investigación es pertinente con la línea y sublínea de investigación del estudiante.
- Los soportes técnicos son de máximo 10 años.
- La propuesta presentada es pertinente.

Cumplimiento con el reglamento de Régimen Académico:

- El trabajo es el resultado de una investigación.
- El estudiante demuestra conocimiento profesional integral.
- El trabajo presenta una propuesta en el área de conocimiento.
- El nivel de argumentación es coherente con el campo de conocimiento.

Adicionalmente, se indica que fue revisado el certificado de porcentaje de entrega de páginas del tutor, así como de las páginas preliminares solicitadas, lo cual indica el que el trabajo de investigación cumple con los requisitos exigidos.

Una vez concluida esta revisión considero que el estudiante Alfonso Sánchez está apto para defender el trabajo de titulación. Particular que comunicamos a usted para los fines pertinentes.

Atentamente,

MSc. Sara Anaguano Pérez  
DOCENTE TUTOR REVISOR  
C.I. 0916351729

# ANNEX

## II

- **SIMILARITY CERTIFICATION URKUND**



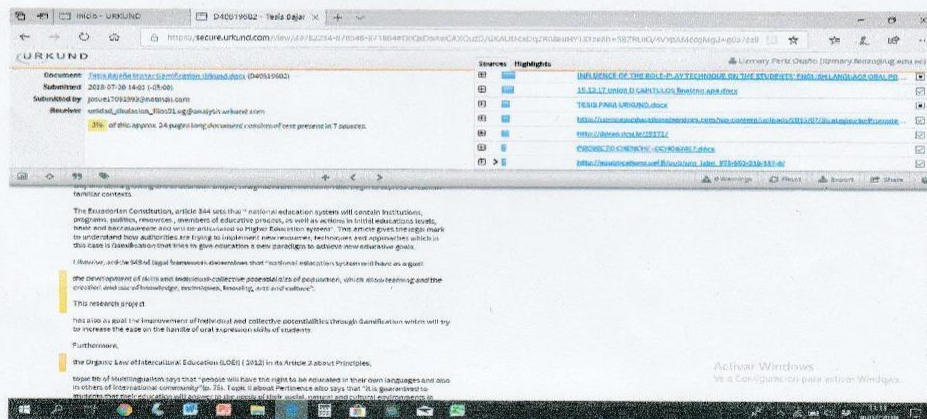
Universidad de Guayaquil

**FACULTAD DE FILOSOFIA LETRAS Y CIENCIAS DE LA EDUCACIÓN  
ESCUELA DE LENGUAS Y LINGÜÍSTICA  
UNIDAD DE TITULACIÓN**

**CERTIFICADO PORCENTAJE DE SIMILITUD**

Habiendo sido nombrado Msc.JOSE MIGUEL CAMPUZANO, tutor del trabajo de titulacion certifico que el presente trabajo de titulacion ha sido elaborado por CINTHIA LISSETTE BAJAÑA MORANTE, C.C:0927997304 ; HENRY JOSUE MONAR CORDOVA, C.C:0925973463, con mi respectiva supervision como requerimiento parcial para la obtencion del titulo de licenciatura en ciencias de la educacion mencion leguna inglesa y lingüística.

Se informa que el trabajo de titulacion: "INFLUENCE OF GAMIFICATION IN ORAL EXPRESION DEVELOPMENT",PROPOSAL:CREATION OF AN INTERACTIVE SYSTEM OF ACTIVITIES FOCUSED ON GAMIFICATION.ha sido orientado durante odo el periodo de ejecucion en el programa antiplagio URKUND quedando el 3% de coincidencia.

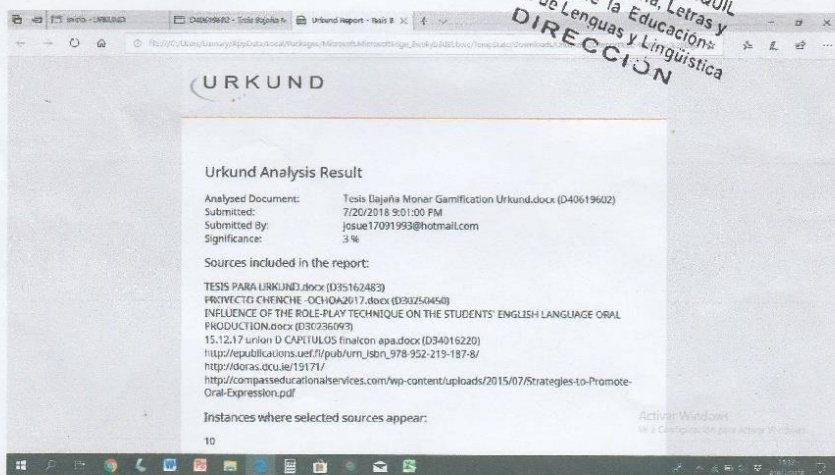
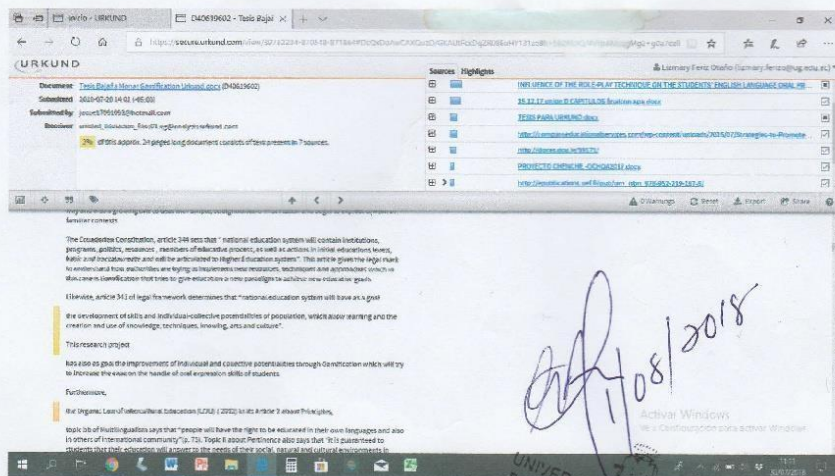


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JOSE MIGUEL CAMPUZANO, MSC.

C.C. 0924941297

UNIVERSIDAD DE GUAYAQUIL  
Facultad de Filosofia, Letras y  
Ciencias de la Educacion  
Escuela de Lenguas y Lingüística  
DIRECCIÓN



# ANNEX

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## III

- PHOTOGRAPHIC EVIDENCE

**28 De Mayo High School grade “E”**







# **ANNEX**

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## **IV**

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- **INSTRUMENTS OF INVESTIGATION**

## **ANALYSIS AND INTERPRETATION OF THE OBSERVATION GUIDE**

<b>Behavior Criteria</b>	<b>Yes</b>	<b>No</b>	<b>Observations</b>
1.the professor effectively manages oral expression activities.		<b>x</b>	
2.Teacher use only the public text book	<b>x</b>		
3.Teacher make students interact during oral activities .		<b>x</b>	
4.Teacher use traditional method for the development oral expression activities	<b>x</b>		
5.teacher motivate students through the application of new techniques.		<b>x</b>	
6.Students feel motivated while performing tasks.		<b>x</b>	
7.Students seem satisfied with textbook		<b>x</b>	
8.Students organize their ideas before expressing orally		<b>x</b>	
9.Students feel comfortable with traditional methods applied for the development of oral activities		<b>x</b>	
10.Students seem to need interactive games to develop oral expression	<b>x</b>		

## **THE INTERVIEW**

**Teacher's name:** Lcda.Amelia Recalde

**1. How important do you consider the oral expression skills of your students? Why?**

I consider them fairly important because of the current need of a more useful approach to English, as we know talking is a basic skill and if students can not talk , there is no sense in the learning process.

**2. What is on your opinion the best didactical approach when oral expression comes to point?**

I try to focus on the creation of their own contents at oral level , though it is sometimes hard because by the number of students by classroom performing more interactive activities takes time to pay attention on the development of each student in them.

**3. What techniques do you apply to improve the oral expression skills? Why?**

As a technique I prefer students to answer and ask questions from readings from the textbook as a strategy for them to get familiar with the language considering their ages.

**4. What type of additional material apart of textbooks do you use to work on oral expression skills of your students?**

I work mostly on the textbook activities and guide because of the law so sometimes it is hard for me to apply more resources but when I do I prefer short readings of classic child stories to develop basic oral expression skills.

**5. Which are the main obstacles you find in the development on a efficient oral expression?**

Numbers of students, time of class, the fear of students to be ashamed of the pronunciation creates a cycle of inactivity.

**6. Have you heard about a gamified educational environment?**

Yes , I have an idea, I have heard of it and it sounds interesting as a need didactical tool.

**7. Would you adapt your contents in order to create a gamified environment? Why or why not?**

I would like to experiment it as a new didactical approach but I think it would be hard because there are already established plans to achieve during the scholar year.

**8. Do you consider Gamification as an important tool in the development of oral expression?**

Yes , I do specially in the help of oral expression activities because it deeply works on interaction which is in my opinion the main key to develop oral content.

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ENCUESTA EDUCATIVA DE PROYECTO DE TESIS

SIENDO 1 LO MÍNIMO Y 5 LO MÁXIMO ESCOJA LA OPCIÓN QUE MÁS SE AJUSTE A SU OPINIÓN.

1 2 3 4 5  
Strongly Agree — Agree — Undecided — Disagree — Strongly Disagree

1 I feel my pedagogical needs are being satisfied with the current English course

1 2 3 4 5  
Strongly Agree — Agree — Undecided — Disagree — Strongly Disagree

2 I am satisfied with the learning dynamics of my English class

1 2 3 4 5  
Strongly Agree — Agree — Undecided — Disagree — Strongly Disagree

3 I feel I learn better when engaging in games in the classroom

1 2 3 4 5  
Strongly Agree — Agree — Undecided — Disagree — Strongly Disagree

4 It is important that my learning process is recognized and awarded

1 2 3 4 5  
Very Important — Important — Moderately Important — Of Little Importance — Unimportant

5 It is easy for me to create basic content to communicate orally

1 2 3 4 5  
Strongly Agree — Agree — Undecided — Disagree — Strongly Disagree

6 It is important to develop oral expression competences in English Language

1 2 3 4 5  
Very Important — Important — Moderately Important — Of Little Importance — Unimportant

7 I practice regularly oral expression skills in class

1 2 3 4 5  
Very Frequently — Frequently — Occasionally — Rarely — Never

**8 I fear oral expression activities**

1 2 3 4 5

Strongly Agree — Agree — Undecided — Disagree — Strongly Disagree

**9 I participate regularly with my partners by my own choice in short oral interchange of information in English during class.**

1 2 3 4 5

Very Frequently — Frequently — Occasionally — Rarely — Never

**10 My teacher uses regularly a different set of activities or resources to make us practice our oral expression skills**

1 2 3 4 5

Very Frequently — Frequently — Occasionally — Rarely — Never

**11 I feel I can engage into basic real interchange of information with my current English expression skills.**

1 2 3 4 5

Strongly Agree — Agree — Undecided — Disagree — Strongly Disagree

**12 I would not mind if the content of my English class was changed into a gamified, sequential and ranked set of activities.**

1 2 3 4 5

Strongly Agree — Agree — Undecided — Disagree — Strongly Disagree

**13 I like to have a feedback of my achieved goals and fails while playing**

1 2 3 4 5

Strongly Agree — Agree — Undecided — Disagree — Strongly Disagree

**14 I don't mind taking risks like losing points , lives or levels when playing an educative game.**

1 2 3 4 5

Strongly Agree — Agree — Undecided — Disagree — Strongly Disagree

**15 I think Gamification could be a reliable pedagogical tool to improve my oral expression skills.**

1 2 3 4 5

Strongly Agree — Agree — Undecided — Disagree — Strongly Disagree