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POSTGRADUATE DEPARTMENT.**



**NATIONAL AND FOREIGN LANGUAGE PEDAGOGY  
WITH A SPECIALIZATION IN ENGLISH LANGUAGE  
TEACHING MASTER'S DEGREE.**

Impact of Gamification in the Development of English - Speaking Skills in 6 to  
7 Years Old Children.

Thesis submitted previous to get National and Foreign Languages Pedagogy  
with a Specialization in English Language Teaching Master's Degree.

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**Tulcan, 2025.**

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This work fully complies with the standards and methods outlined in Resolution N ° 171-CSUP- 2023, which codifies the Academic Regime Regulation for students at the Polytechnic State University of Carchi.

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f.....

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## **AUTHORSHIP DECLARATION**

This degree of titulation project is a previous requirement to get NATIONAL AND FOREIGN LANGUAGES PEDAGOGY WITH A SPECIALIZATION IN ENGLISH LANGUAGE TEACHING MASTER'S DEGREE.

I am, Anita Janeth Pinchao Nazate, an ecuadorian cityzen with an identity card number 0401523899, I declare the present research is absolutely, athentic and of my own authorship and the results and conclusions here exposed are from my exclusive responsibility.

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**AUTHOR.**

Tulcan, May 2025.

## **CERTIFICATE OF ASSIGMENT OF DEGREE THESIS RIGHTS**

I, Anita Janeth Pinchao Nazate, declare myself to be the author of the contents and exposed criteria in the degree thesis entitled: “Impact of Gamification in the Development of English – Speaking Skills in 6 to 7 Years Old Children”. I accept all responsibility for the authorship and originality of this, and particularly exempt to Polytechnic State University of Carchi and its legal representatives from any type of claim or legal action related with the content of this work.



Anita Janeth Pinchao Nazate.

Tulcan, May 2025.

## **DEDICATORY**

I dedicate the present work to the search for a more innovative and effective public education, particularly in the English teaching language. I trust that the final results of this research can provide significant elements to strengthen the development of speaking skill using strategies such as the gamification, integrating them into teaching - learning process and generating positive impact in the Ecuadorian classrooms.

## **GRATITUDE**

First all of, I want to communicate my deepest thankfulness to my dear family, a fundamental pillar in my life and a constant support in each stage in this process. To my children, Leslye and Mateo, who have been my greatest source of inspiration and my engine that drove me to never give up. To my husband, Geovanny, for his unconditional support even in the most difficult situations, and for believe in me when I needed it most. To my parents, Luis and Maria, who since my childhood implant in me values such as respect, perseverance and love for knowledge. To my sisters and brothers, for their sincere and continual hold up throughout this period.

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## **ABSTRACT**

Teaching speaking skills in English to children between 6 and 7 years old faces several challenges, especially in public school contexts where methodological resources are limited. Among innovative strategies, gamification, understood as the integration of game elements into the didactic process, has shown great potential. This study, conducted at the Mario Oña Perdomo Educational Unit in San Gabriel, Ecuador, aimed to analyze the impact of gamification on the development of oral English skills in young students. The research employed a mixed-methods approach with a quasi-experimental design. A diagnostic test and semi-structured surveys were administered to both the experimental and control groups. A t-test was used to compare the average scores of the two groups and to determine whether there were significant differences. The results show significant improvements in the group engaged in gamified activities, particularly in terms of participation, oral confidence, and motivation towards language learning. The perceptions collected also support the idea that educational games not only enhance linguistic competencies but also create a safe emotional environment for students. Although the study has some limitations, such as sample size and intervention period, its findings provide evidence of the effectiveness of gamification and open the possibility of its systematic application in English teaching at the school level.

**Keywords:** gamification, English, speaking, children, mixed-methods.

## RESUMEN

La enseñanza del “speaking” en inglés, a niños de 6 a 7 años, enfrenta diversos desafíos, particularmente en contextos escolares públicos donde los recursos metodológicos son limitados. Entre las estrategias innovadoras, la gamificación —entendida como la incorporación de elementos lúdicos en el proceso educativo— ha mostrado ser una herramienta con gran potencial. Este estudio, desarrollado en la Unidad Educativa Mario Oña Perdomo, en San Gabriel, Ecuador, tuvo como objetivo analizar el impacto de la gamificación en el desarrollo de la habilidad oral en inglés en estudiantes de nivel elemental. Se adoptó un enfoque mixto con diseño cuasiexperimental, aplicando instrumentos como pruebas diagnósticas y encuestas semiestructuradas al grupo experimental y al grupo control. Se realizó un análisis con la prueba t para contrastar las puntuaciones medias entre los dos grupos participantes, aportando evidencia estadística de las diferencias obtenidas. Los resultados evidencian mejoras significativas en el grupo que trabajó con actividades gamificadas, especialmente en términos de participación, seguridad al expresarse oralmente y motivación hacia el aprendizaje del idioma. Las percepciones recogidas también refuerzan la idea de que el juego educativo no solo favorece el desarrollo de competencias lingüísticas, sino que crea un ambiente emocionalmente seguro para los estudiantes. Si bien la investigación presenta limitaciones, como el tamaño de la muestra y el periodo de la intervención, sus hallazgos aportan evidencia sobre la efectividad de la gamificación y abren la posibilidad de su aplicación sistemática en procesos de enseñanza del inglés a nivel escolar.

**Palabras clave:** gamificación, inglés, *speaking*, niños, metodología mixta.

## CHAPTER I.

### 1. PROBLEM.

#### 1.1.Statement of the Problem.

Teaching English as a foreign language to children between 6 to 7 years old, faces several challenges, especially in development of oral communication, (speaking skill). Despite efforts innovative methods, the results in this area continue too inadequate. In this context, the gamification, which consist in the using of elements and techniques in non-playful environments has demonstrated to be an effective strategy specially to motivate and improve the learning in different contexts. (Prieto-Andreu et al., 2022)

While gamification has grown in popularity in the field of education at national and international level, its specific application to strengthen English speaking skills in public education continues to be unexplored (Prieto-Andreu et al., 2022; Dichev & Dicheva 2017), they highlight the gamification aims to motivate students and foster meaningful learning behaviours, which is crucial for academic process.

Furthermore, there is a significant lack of literature on the incorporation of these techniques into the curriculum of the Basic General Education sublevel, specifically at level PRE - A1.2 of Common European Framework of Reference for Language (CEFR).

#### 1.2.Research question and hypothesis.

Teaching English to young children involves several challenges, most importantly, focus on speaking the English language with confidence. However, gamification has shown good results in different educational context, even though little is known how it works in Ecuador's public schools, particularly to improve speaking skills.

Faced with this reality the question that drives this research emerges:

**¿What impact does have in the development of English – speaking skills in 6 to 7 years old children at the elementary level at Mario Oña Perdomo Educational Unit, in San Gabriel, Ecuador?**

In this context, and with the goal of finding well founded answers to the research question, it is necessary formulate hypotheses that guide the analysis the impact of gamification on the development of English – speaking skills.

These hypotheses will not only allow us to organize the empirical study, but will also provide a way to explore more depth the educational value of playful strategies in real teaching - learning contexts, like the one offered by Mario Oña Perdomo educational Unit. In this way, we seek to generate evidence that contribute to rethinking teaching practices and enriching the debate on innovative methodologies in the Ecuadorian public education.

**Null Hypothesis (H<sub>0</sub>):**

Implementing gamification strategies dos not produce a statistically significant impact on the development English – speaking skills in children aged 6 to 7 years old, at Elementary Level of Ecuadorian Ministry of Education Curriculum, at Mario Oña Perdomo Educational Unit.

**Alternative Hypothesis (H<sub>1</sub>):**

Implementing gamification strategies produces a statistically significant impact on the development of English-speaking skills in children aged 6 to 7 years old, at Elementary Level of Ecuadorian Ministry of Education Curriculum, at Mario Oña Perdomo Educational Unit.

In order to give an answer to the hypotheses put forward, it is necessary to establish specific objectives that will guide the course of this research. These objectives, both general and specific, will help focus data collecting and analysis, facilitating more accurate understanding of the impact of gamification can have on development of English-speaking skills. This makes sure that each part of the study is assessed in a clear and coherent way.

**1.3. Objectives.**

**General Objective.**

Evaluate the impact of gamification as a teaching method on improving speaking skills in 6 to 7 years old students at the Elementary Level at Mario Oña Perdomo educational Unit.

**Specific Objectives.**

- Diagnose the Initial level of speaking skills in 6 to 7 years old students at the Mario Oña Perdomo Educational Unit.
- Implement a gamification plan specifically designed to improve speaking skills, using interactive activities and games that foster the active participation and language use.

- Compare pretest and posttest scores in speaking skills between the experimental group who were participating in gamified activities and control group following a traditional approach, in order to determine the impact of gamification.
- Evaluate the students and teacher perceptions around the effective use of gamification in learning speaking skills through interviews, to recognize the strong point and areas to improve the method.
- Provide recommendations based on research finding for the implementation of gamification techniques, with the aim of enhancing language learning at elementary level.

#### **1.4.Justification.**

This study is significant due to its innovative methodology, which integrate both qualitative and quantitative methods to examine the effects of gamification on English speaking skills among children aged 6 to 7 at Mario Oña Perdomo Educational Unit. The empirical data generated contributes to the existing theoretical body on use of gamification techniques in language education, which address a significant knowledge gap in Ecuadorian educational context, especially in public education.

In terms of relevance, this research was designed in order to address the need to find innovative and attractive strategies that improve students' behaviours and attitudes towards learning English, particularly in the speaking skills area. With the growing interest and use of gamification in education, this research offers important insights for teachers, school administrators, and the educational system in general who are looking to incorporate gamification in their teaching strategies.

The feasibility and viability of the present study was supported by a mixed methodological approach, which enabled the results to be verified using qualitative and quantitative analysis, supported by specialized computer programs that allowed for detailed and trustworthy analysis. Furthermore, access to information and the availability of resources for conducting research in Ecuadorian educational contexts are generally adequate.

From a personal motivated perspective, this study is having a significant interest to me, it allows me to explore the practical application of gamification techniques, which I consider to be an innovative, effective and promising tool for making better the teaching–learning process, just like in language area, it makes the learning more fun and

really interesting for students. I hope that the outcomes of this study will significantly contribute to improving the quality of the education in my country.

This research uses a mixed approach, using a mix of qualitative and quantitative methods to achieve a thorough understanding of how gamification affects development of English speaking skills in children 6 to 7 years old. The organization and analysis of data, using specific computer programs, according to the approach, validate the results and give a more robust and detailed overview of the variables involved in the phenomenon studied.

The outcomes of this research add to the existing theoretical body on gamification and language teaching by giving an empirical support on how gamification techniques, based on theories *of motivation and constructivism learning*, in the improvement of English-speaking skills in a specific educational environment. This theoretical approach not only enhances the academic understanding of gamification, but also addresses a major knowledge gap in the application of these techniques in basic education in Ecuador, with a specific focus on developing speaking skills in public institutions.

From a practical point of view, the survey results provide teachers with innovative tools and strategies to keep improving their teaching English speaking skills. Additionally, implementing gamification techniques can make learning more attractive and motivational for students, improving their performance and approach to language learning.

As well as, the results of this research offer valuable insights for teachers and school administrators on how to implement gamification effectively in the classroom. Additionally, it is expected that the recommendations resulting from the research can be applied in other educational institutions with similar situations, thereby improve the quality of English language teaching process in Ecuador.

## **CHAPTER II.**

### **2. THEORETICAL FOUNDATIONS.**

The theoretical basis of this work Provides to academic grounds for the study, showing that it is based on well – documented theories, concepts and background information.

#### **2.1. Background to the Research.**

Inside the theoretical foundation, the backgrounds refer to previous studies or research that have addressed similar or related topics to the object of the research. They are used to show what has been researched before, what finds have been made, and what gaps or opportunities remain to be explored. In this sense, the following section presents the background information that gives context, justify the study, and support the pertinence of the research problem from a theoretical point of view.

Gamification is becoming an ever more popular methodology used in different institutions and educational contexts, looking to implement innovative or alternative methodologies. It has great potential to facilitate learning and understanding of subject matter in a creative and enjoyable environment based on experience and play.

In the study conducted by Santos José (2021), was presented a practical gamification project focused on enhancing student’s motivation to participate in Physical Education. To achieve this, contents from other areas of knowledge were integrated, greatly enriching the education experience. The results demonstrated that students felt more motivated and engaged with the subject. This research supports the idea that the gamification, applied in different learning fields, can be an effective strategy for awakening interest and improving student performance through more attractive and dynamic methods.

At the same way, Vargas Gioconda (2022), in her research, she identifies that gamification incorporates several elements typical of games, such as levels, accumulation points, stages, avatars, badges, narratives, progress bars, and immediate feedback, among others. Her study highlights this strategy focuses on learning through the experience, which makes it a flexible tool for different educational areas. In her particular case, she applied gamification in the field of management and entrepreneurship, demonstrating that

how it can be adapted to different context using resources that make it easier to implement.

(Vargas Gioconda, 2022), she highlights the learning value based on the experience, pointing out that the spontaneous nature of the game allows to students discover themselves as a key part of learning process. From this viewpoint, gamification not only promotes knowledge acquisition, but also stimulates personal development. Based on a variety of research, it can be concluded that this educational strategy fosters internal human abilities and enables a more effective use of individual and collective resources in the learning context.

Gómez Parra Alejandro (2022), he agrees with other authors in pointing out that gamification offers an innovative and flexible alternative, not only in the education field, but also in different areas such as marketing and other professional environments. Incorporating game dynamic into non-playful contexts, it is possible to improve the customer's experience, increase satisfaction, and generate competitive advantages. Although this is a relative new approach, it still has a long way to go and plenty of potential to be discovered.

(González Myriam et al., 2022), they were who conducted research based on the gamification as a methodological strategy in university education, whose conclusions emphasizes effectiveness of gamified learning as a valuable teaching tool in context of higher education. This research is focused in the implementation of innovative methodologies to improve motivation and active participation, thereby achieving more engaging and stimulating learning for students at all levels where it is applied.

According to research conducted at Caraballo Padilla (2023), gamification is presented as an effective educational strategy that successfully integrates play and motivation into the classroom. Applying this approach, students not only feel more involved, but also, they participate actively in learning experiences that are dynamic and stimulating. Through challenges, goals, and problem solving they develop essential skills such as teamwork, decision making, and the ability to deal with situations creatively and collaboratively.

The research reviewed reveals that gamification has established itself as innovative educational strategy which promotes more dynamic, participative, and significant learning processes by incorporating playful elements that foster student's motivation and engagement.

## **2.2.Theoretical Framework.**

Below are the conceptual foundations that enable us to understand and analyze the problem from an academic scientific perspective.

According to (Rivera Hernandez Alejandra, 2022), as language teachers with the goal of improving oral communication skills in foreign language, we must plan a variety of activities in which pupils can work on their overall oral communication abilities. At the same time, it is important to create effective learning atmosphere where the students can improve their oral communication skills in a useful manner in different contexts.

Based on research done by (Rivera Hernandez Alejandra, 2022). Learning English involves developing four language abilities: Listening comprehension, speaking, reading comprehension, and writing. The strategies used by teachers should aim effectively develop each of these skills, taking into consideration some factors such as age of students and their individual skills.

However, in our context, in many educational institutions, communication skill (speaking) is the least developed, as pointed out by (López Hernández & Olarte Ramos, 2023) .Oral expression is one of the skills that presents the most barriers for English learners; it is clear that they are afraid to speak when they struggle not to make mistakes and try to speak as fluently as possible, because they believe they may be ridiculed or punished by teachers. Another factor that hinders oral expression is Remembering and finding the appropriate vocabulary, because it is difficult for students to keep in mind all the words they should know, and often they do not have that knowledge, which means that they do not develop their oral production skill, as they cannot find the right vocabulary to express what they feel or really want to say.

These and other difficulties demonstrate the need to seek new teaching methods that are more dynamic, motivating, and interactive, especially to improve English speaking skills, in public education.

### **Gamification as a didactic strategy La gamificación como estrategia didáctica.**

The gamification is an important educational tool which combines play and motivation components to encourage learning and teamwork in the classroom. Through the implementation of gamified approaches, students are submerged in fun and interesting practices that stimulate them to an active participation in their learning process. (Caraballo Padilla, 2023).

Some typical elements of gamification are: points or rewards, levels, badges or recognition, leaderboards, and challenges that encourage students to participate and constantly improve themselves. The benefits found in various Studies on gamification in education include:

- Greater motivation and interest in the learning.
- Increased students' participation and engagement.
- Quick feedback that helps to continuously improve.
- Development cognitive and social abilities, for example teamwork and problem solving.
- Additional engaging and collaborative learning environment.

Experiences in countries such as Spain and Colombia have demonstrated that gamification can greatly improve English speaking skills, increasing fluency, accuracy and confidence when expressing oneself orally. (Rizo Martínez, 2021).

#### **Gamified tool and techniques for developing speaking skills.**

Some of the gamified tools and techniques used to strengthen English speaking skills are:

Role-playing games, which simulate real-life situations so that students can practice in different contexts.

Digital platforms such as Kahoot!, Quizlet and Duolingo, that use game dynamics to motivate oral practice.

Simulations of real-life scenarios to encourage interaction in English.

Contests and challenges that encourage oral expression and continuous learning.

Using these strategies in Ecuadorian schools, such as Mario Oña Perdomo Educational Unit, it is a great opportunity to improve communication skills of children aged 6 to 7, especially their speaking ability.

#### **Theoretical foundations of gamification: motivation and constructivist learning.**

Gamification is based on current theories of motivation and constructivist learning. Constructivism is based on the assumption that learning is constructed on personal experiences in the world, drawing on separate events and inside knowledge. The learning is originated on how individuals understand and produce meaning from their experiences. This knowledge is acquired by the student, and since each learner has a

diverse set of experiences and insights, learning is exclusive and different for each person. (Huacón Martha et al., 2022).

From a humanistic point of view, motivation is the drive that leads a person to achieve goals and satisfy their needs, promoting their growth and self-fulfillment (Cabell Rosales & Pérez Azahuanche, 2021; Pineda, 2019).

Gamification takes advantages of this natural motivation by creating playful environments that encourage participation, engagement, and teamwork. (Pérez Gallardo & Gétrudix-Barrio, 2021; Ortiz-Colón et al., 2018).

Constructivist learning emphasizes that learn should take place in real and meaningful contexts, where students can build knowledge based on their own experiences and interactions. (Clemente Parra Xochitl, 2022; Hernández et al., 2014). Therefore, gamification, by combining motivational and participative elements, facilitates active and meaningful learning.

Furthermore, this theory recognizes that each person develops their knowledge in a unique way, so teachers must create an environment that stimulate exploration, creativity and experimentation. (Montesinos Ma Victoria & Navarro Enrique, 2021; Coll, 1990; Leiva, 2005; Serrano & Pons, 2011). It also highlights the Importance of motivation as a driver of learning, connecting what the students already know with what they are learning. (González Castro et al., 2023). From this vantage point, the teacher facilitates the students' evolution prior ideas into new concepts, promoting creativity and autonomy (Rizo Martínez, 2021).

Finally, Piaget and Vygotsky's ideas are key to understanding this approach: Piaget highlight how knowledge is developed through interaction with the physical environment, while Vygotsky emphasizes the fundamental role of social context in learning. (Benítez Vargas, 2023; Chunk, 2012).

### **Legal Framework.**

The legal framework of the present research refers to the set of rules, laws, policies, and regulations that directly the subject of study or methodology to be applied in the research.

The research project is guided by the articles of the Ecuadorian educational context according to the Constitución de la República del Ecuador, Ley Orgánica de Educación Intercultural (LOEI) and the Código de la Niñez y la Adolescencia that govern public education in Ecuador.

### **Constitution of the Republic of Ecuador.**

The Constitution of The Republic of Ecuador establishes that the education is a fundamental human right and an inexcusable responsibility of state, being a priority in public policy and public inversion. It also promotes equality, social integration, and well-being. (Constitución de la República del Ecuador, 2008, Artículos 26 y 27).

The education in Ecuador, with focus on developing human abilities and cultivating fundamental values, goes beyond the transmission of academic content. It promotes gender equality as a pillar of social justice and encourage the progress of critical thinking skill and, seeking to develop competencies and skill necessary to prepare learners for challenges of present and future.

In addition, Article 343 establishes that he national education system aims to develop both the individual and collective skills and potential of the population, allowing the learning and creating, and the use of knowledge, methods, skills, arts, and culture, with students at the center and operating in a flexible, dynamic, inclusive, effective and efficient manner. (Constitución de la República del Ecuador, 2008).

### **Organic Law of Intercultural Education (LOEI).**

It is worth mentioning Article 2. The Organic Law of Intercultural Education (LOEI).

**Article 2. Principles.** Educational activities are guided by specific general principles that serves as the foundational for all decisions and actions within the field of education. These principles are the conceptual and constitutional basis for how the entire educational system operates. (LOEI, 2023).

**Principle b. Education for change.** “Education is a powerful tool for building a better society. It helps shape the nation, support individuals in achieving their life goals, and promotes freedom for all people. This system is founded on constitutional principles and puts human beings – especially children and adolescents – at the heart of the learning process, recognizing their inherent rights. (LOEI, 2023).

**Ministerial Agreement 2016-00020-A.** In 2016 was issued the Ministerial Agreement, which agreed that the implementation the English language Curriculum for second to seventh – grade students of General Basic Education in all educational institutions in the country should be carried out since 2016-2017 school year for the Highland Region and 2017-2018 for the Coastal Region. This Integrative Curriculum for the General Basic Education Sublevel introduces a foundational set of foreign language

material. It establishes the groundwork for level PRE-A1.2 of the Common European Framework of Reference for Languages (CEFR), a level that will be further developed in the Elementary Sublevel. The implementation of this curriculum began in the 2016-2017 academic year for Highland Region and in 2017-2018 for the Coastal Region. (Ministerio de Educación, 2016). See: Figure 1: Levels of English language proficiency: Branching approach).

**Figure 1.**

*English Language Proficiency Level, branching approach.*



According to the figure above, the English level for children aged six to seven generally correspond to PRE-A1.2 level of the Common European Framework of Reference for Language (CEFR). Students at his level are expected to be able to understand and use common, everyday phrases and expressions. They should have the ability to communicate their immediate, basic needs. The English Curriculum is designed for students from Basic General Education to General Unified Baccalaureate, taking into account that their mother tongue is not English. It acknowledges rich cultural and linguistic diversity of Ecuador, recognizing the reality that some students are monolingual and others are multilingual.

This curriculum provides a way to learn English by incorporating authentic and culturally relevant practices. It uses – real word examples and material that connect to the students’ own culture and experiences. Its objective is to develop Ecuadorian citizen able to communicate effectively in a globalized world. Even more, the curriculum encourages

justice, innovation, and solidarity by developing the social and creative skills needed to thrive in both local and global communities in the 21<sup>st</sup> century.(CURRÍCULO DE LOS NIVELES DE EDUCACIÓN OBLIGATORIA, s. f.)

**Agreement No. MINEDUC-MINEDUC-2024-00031-a.** The Agreement establishes the type of assessment for the elementary level according to Article 27 of the General Regulations of the Organic Law on Intercultural Education. This Article defines that "approval" in sublevels of primary childhood education, preparatory education, and basic elementary education is achieved by meeting the specific skills and knowledge students are expected to gain from a unit, subjects or academic area. Students' performance is assessed using a qualitative grading scale, which reflects the degree to whom the objectives set out in the curriculum and learning standards have been met.

**Article 6.** Assessment of students at elementary sublevel: Assessment will be qualitative and will demonstrate the achievement of the learning outcomes described in the current National Curriculum. For this purpose, the following qualitative scale will be used to assess subjects. (See: Figure 2).

**Figure 2.**

*Qualitative scale, its equivalence and description for the Basic General Education Level, Elementary Sublevel.*

Nota Cuantitativa	Referencia Cualitativa	Descripción referencial (Se puede ajustar esta descripción en función de los requerimientos de aprendizaje)	Equivalencia para el Subnivel Elemental según el RGLOEI
10	A+	Demuestra dominio y comprensión de las habilidades, conocimientos y procedimientos desarrollados con capacidad para aplicarlos en situaciones prácticas y de la cotidianidad, simples y complejas, de forma independiente y colectiva.	Destreza o aprendizaje alcanzado
9	A-	Demuestra comprensión de habilidades y conocimientos desarrollados para aplicarlos en situaciones de la cotidianidad, de forma independiente y colectiva.	
8	B+	Aplica sus habilidades en situaciones comunes y predecibles, simples y no complejas de forma independiente. Evidencia habilidades para trabajar en equipo y de manera colaborativa, siguiendo instrucciones.	
7	B-	Realiza tareas y/o actividades de forma independiente y en ciertas ocasiones de forma colaborativa, sobre la base de la comprensión de los aprendizajes desarrollados. Evidencia habilidades para trabajar de manera individual y en equipo con ciertas limitaciones para seguir instrucciones.	Destreza o aprendizaje en proceso de desarrollo
6	C+	Demuestra habilidades, conocimientos y procedimientos de manera integral, predominando el trabajo individual al trabajo en equipo. Requiere apoyo del equipo docente para el aprendizaje mediado.	
5	C-	Resuelve tareas o actividades simples sobre la base de sus habilidades, conocimientos y procedimientos adquiridos. Evidencia habilidades básicas de trabajo en equipo. Requiere apoyo del equipo docente para el aprendizaje mediado.	
4	D+	Resuelve tareas o actividades simples sobre la base de sus habilidades, conocimientos y procedimientos adquiridos guiados con el docente. Evidencia limitaciones para trabajar en equipo.	Destreza o aprendizaje iniciado
3	D-	Realiza tareas simples, demuestra dificultad para seguir instrucciones y completarlas, requiriendo la orientación frecuente del equipo docente.	
2	E+	Demuestra dificultades para desarrollar tareas simples y complejas a partir de las habilidades, conocimientos y procedimientos. Requiere intervención permanente del equipo docente para la culminación de sus tareas.	
1	E-	Expone un desarrollo inicial de conocimientos, habilidades y procedimientos para aplicarlos. Requiere intervención inmediata y apoyo continuo del equipo docente para completar las tareas o actividades asignadas.	

## CHAPTER III.

### 3. METODOLOGY.

#### 3.1. Description of study area and study group.

The present study was done at Mario Oña Perdomo Educational Unit, in “San Gabriel-Carchi”. It belongs to 04D02 “Montufar-Bolivar” Educational District: Zone one, and offers Basic General Education BGE, and Baccalaureate levels in Social Sciences and Technical careers. This institution has three main areas for different educational levels. Our field of study is located in location No. 3, on Montufar and Ibarra Streets, where classes for Elementary and middle levels are developed. (See figure 3).

The study group is a bunch of students who are between 6 to 7 years old, they are part of the GBE from the A and B Courses. English is part of the curriculum in weekly classes of three hours, each one, focused in develop basic communicative skills. These students are part of a big educative community, it is composed by approximately 1350 students and 83 teachers.

The study included 44 students. They are part of the general de population: 1350 students. The sample was divided in two groups. The experimental group and the control group, each group was composed of 22 students. The selection considered variables such as: the same English level and the need. The experimental group was active part of gamification, as educational strategy, while control group continued with the traditional method of learning process. This selection reflected the need to have a uniform group in terms of English level, in order to control external variables and facilitate the implementation of the pedagogical approach.

The sample was thought to reach the scope of the research and the purpose of gamifi-cation when it is active part in English-speaking skill development.

### Figure 3.

*The following is a screen capture of the location, in Google maps, of the focus institution research.*



### 3.2. Research approach and type.

We used a mixed – method to gain a deeper understanding, combining both qualitative and quantitative techniques. It uses, both: quantitative and qualitative techniques, to understand deeply what happens when gamification is considered as apart of learning process. While quantitative collects numerical information to know academic progress, qualitative refers to feelings, ideas and opinions, meanwhile gamification happened, nor only for the sample students but also form the teachers involved in the process.

The research is cuasi-experimental type. It is thought in order to know effects while gamification constructs knowledge. The model allows the researcher to control the independent variable (Gamification) and knowing in what way it modifies the learning process in English-speaking skills. In this specific way the researcher controls speaking developments while gamification is done.

### 3.3. Variables' definition and operationalization.

In every research is fundamental has clear what you will study. Therefore, ones the objectives have been defined, it is necessary to identify the variables. In this study, for example, we seek to understand how integrating gamification helps students practice and enhance their communicative skills in English.

In our research gamification is the independent variable, while speaking is the dependent one. Both are part of the learning process in experimental group.

The definition of variables consists in explain clearly and understandable means each one within the context of the research, it is not just a matter of repeating theoretical definitions, but of adapting them to the specific situation. Gamification is a bunch of concrete activities involved, playful, dynamics and it is thought to influence the English-speaking level of the experimental group, part of the sample. Similarly, speaking is not viewed in general terms, but refers to the basic oral skills that are expected to develop such as greeting, introducing themselves, or expressing simple ideas, in children 6 to 7 years old.

Operationalization is the process where the researcher knows how measure indicators by means of a complete set of data that comes from different qualitative and quantitative instruments. For example, to measure speaking, rubrics can be used to assess pronunciation, fluency or the ability to answer basic questions. In order to study gamification, you can record the frequency which game dynamic are applied, the type of activities used, and the emotional responses of students. A general description of each variable is presented in table No. 1.

**Category conceptual description:**

- **Variable name:** Independant and dependent variable (gamification-Speaking Skill).
- **Definition:** It is the concept involved in each variable of study.
- **Dimension:** It is the concept broken down to understand specific academic details.
- **Indicators:** They are observable and measurable manifestations of the dimensions.
- **Instruments:** They are tools designed to collect information.
- **Measurement type:** It feres o de technique used to measure both quantitative and qualitative data from the employed variables.

**Table 1.**

*Table of Definition and Operationalization of Variables.*

<b>Variable Name</b>	<b>Definition</b>	<b>Dimension</b>	<b>Indicators</b>	<b>Instruments</b>	<b>Measurement type</b>
<b>(Independent Variable)</b> Gamification	Teaching strategy based on the use of game elements to motivate and engage students in learning contexts.	1.Playful elements. 2.Motivation. 3.Participation.	-Use of rewards and levels. -Interac-tion with games me-chanics. -Frecuen-cy of par-ticipation.	Obser-vation guide. Semi structu-red interview with the teacher.	Qualitative and quantitative.
<b>(Dependant Variable)</b> peaking (English oral production oral)	The student's ability to express themselves orally in English in a clear, coherent and understanda-ble way, in accordance with their educational level.	1. Fluency. 2.Pronuncia-tion. 3.Coherence. 4.Oral compre-hen-sion.	- Ability to keep a basic dialogue. -Correct use of simple expres-sions. - Clarity in pronuncia-tion.and intonation.	Oral test with rubric assessment. Observation.	Quantitative (rating scale).

### 3.4. Procedures.

The procedure includes a structure with several stages to implement gamification in the experimental group-learning process. Overall consists in an organized procedure to obtain data to be analyzed. The process comes in the next steps:

#### **Preparation and planning:**

This initial stage aims to reach the theoretical and methodological framework, by means of:

- **Bibliographic review:** It collected theoretical foundations of speaking teaching and learning focused in children between 6 and 7 years old
- **Gamification program design:** It is concerned to: recreational activities, role-playing games, group dynamics, and conversation exercises. All part of experiment designed.
- **Sample selection:** It is the way we took part in the selection of the sample where population is considered to have a bunch of sample students.
  - **Participant identification:** Students between 6 and 7 years, part of the General Basic Education at Mario Oña Perdomo Educational Unit.
  - **Group assignment:** The students in both groups are considered in assignments, roles and participation. Experimental and control group, with gamification and traditional methods of study. Esta etapa inicial tuvo como objetivo establecer las bases teóricas y metodológicas del estudio:

#### **Initial Assessment (Pretest).**

- **Test Design:** A speaking test was developed, which included exercises such as brief descriptions, answers to basic questions, and simple dialogues.
- **Pretest Administration:** Before the intervention began, the test was administered to both groups, in order to establish a starting point of each participant's speaking level.

#### **Intervention Implementation.**

- **Teacher Training:** The teacher of the experimental group received training on the gamified approach, including pedagogical principles, use of materials, and classroom dynamics strategies.

- **Implementation of the Gamification Program:** For a period of six weeks, the experimental group engaged in activities. On the other hand, control group continued with old-style methodology.
- **Observation and Adjustments:** Organized classroom observations were conducted to monitor the progress of the experimental sessions to make adjustments according with their level of participation.

#### **Final Evaluation (Posttest).**

- **Posttest:** Once the intervention was completed, the speaking test was managed again to both groups. This assessment allowed for comparison of results and determination of possible improvements in speaking skills.
- **Data Collection:** We gathered scores from both a pretest and posttest in addition to other data from observations, interviews, and surveys ordered to teachers and students.

#### **Data Analysis.**

- **Quantitative Analysis:** Statistical software (R) was used to process the pretest and posttest data to identify whether there were noteworthy variations between the two groups.
- **Qualitative Analysis:** The interviews and surveys were coded and analyzed using Atlas.ti software. From this, patterns, perceptions, and assessments, significant findings were identified in connection with the use of gamification and its impact on learning.

### **3.5. Bioethical Considerations.**

Concerning the study that examined the influence of gamification on teaching English to children aged 6 to 7 years old at Mario Oña Perdomo Educational Unit, in San Gabriel- Ecuador, the following bioethical considerations will be taken into account:

- **Information for Parents and Guardians** about the nature, objectives, procedures, risks, and benefits of the study. This information was presented in a clear and understandable manner.
- **Children's Assent:** In addition to parental or guardian consent, the assent of participating children was sought. This involved explaining, in an appropriate manner, its participation in the study. It entails and ensuring their agreement to participate.

- **Voluntary Participation**, completely voluntary, where participants and their guardians guaranteed that they can opt out whenever they want without facing any negative consequence.
- **Personal Data Protection:** All personal and academic information of participants will be handled with strict confidentiality. Data was encrypted and stored securely to pre-vent unauthorized access.
- **Data Use:** Data collected was used for the purposes of the study and will not be shared with third parties without the explicit consent of parents or guardians.
- **Risk Minimization:** Potential physical and psychological risks associated with participation in the study will be assessed and minimized. Gamification activities will be ensured to be safe and age-appropriate for children.
- **Psychological Support:** Support and guidance will be provided if any child experiences discomfort or stress during their participation in this research.
- **Benefits of this Research:** This research has the potential to improve English teaching methodology and, consequently, student academic performance and motivation. These benefits are expected to extend beyond the focus group and be applicable to other educational contexts.
- **Equitable Selection of Participants:** Participants will be selected equitably, ensuring that there is no discrimination or unfair exclusion of any child.
- **Distribution of Benefits:** Efforts will be made to ensure that the benefits of the study, such as improvements in English language teaching, are available to all students, not just those in the focus group.
- **Informed Decisions:** The ability of parents, guardians, and students to make knowledgeable choices about their contribution in the study will be respected. This includes providing all necessary information and ensuring they understand their rights.
- **Right to Withdraw:** Participants will have the option to leave the study whenever they want, for any reason, and nothing bad will happen.

## CHAPTER IV.

### 4. RESULTS AND DISCUSSION.

This chapter will present our findings and discuss what they mean, this information was organized according to the research phases, which responds to the specific objectives of the study.

Before presenting the quantitative and qualitative findings, it is necessary to describe the methodological design that supported the research process. In this study, a quasi-experimental approach was selected, considered suitable to assess the impact of gamification as teaching strategy on development of speaking skills in children aged 6 to 7, within the Elementary Level of the Ministry of Education of Ecuador official curriculum.

Unlike a randomized experiment, a quasi-experiment allows studying the results of an intervention without the necessity to randomly assign members. This is especially useful in educational contexts where such randomization is not always feasible, whether for administrative, logistical, or ethical reasons. The specific characteristics of the implemented design are presented below:

#### **Population and Sample.**

The participants of this study were students at the Mario Oña Perdomo Educational Unit. To carry out the intervention, two parallel classes at the same level were selected. These formed the study sample, consisting of 44 students in total (22 per group), ranging in age from 6 to 7 years old.

This sample was chosen by convenience, considering accessibility, similarity in academic conditions, and balance between two groups. The experimental group received the gamification-based intervention, whereas the control group continued with traditional teaching. This distribution allowed for a direct and valid comparison of the effects of the teaching strategy.

#### **Group Assignment.**

Unlike randomized experimental designs, in this quasi-experiment, students were not randomly assigned to groups. Instead, two parallel classes existing at the educational institution were used as study groups. The experimental group received the gamification intervention, while the control group continued with traditional teaching.

#### **Pedagogical Intervention.**

For six weeks, a gamification-based teaching program was implemented, specifically designed to stimulate oral production in English (speaking). Activities included interactive games, group dynamics, language challenges, and the use of engaging visual and audio resources. The control group, in contrast, followed conventional pedagogical practices.

#### **Data Collection.**

To measure the impact of the intervention, pretest and posttest were directed, both with the same level of difficulty and a maximum score of 10 points. Additionally, data from periodic formative assessments were collected throughout the study period, resulting in a total of nine scores per student. The data obtained were organized into the following categories:

- Individual pretest and posttest scores.
- Total number of participants in each group.
- Anonymous identification of students (only for individual comparative analyses).
- Descriptive statistics (mean, median, quartiles, outliers), useful for graphical analysis using boxplots.

#### **Design Limitations.**

Like any quasi-experiment, this design has certain limitations in terms of the ability to establish absolute causal relationships. However, methodological precautions were taken to minimize the effect of potential intervening variables, which were identified based on educational literature, the institutional context, and teaching experience. These variables, being potentially influential, were controlled as follows:

- **Student motivation:** A pre-survey was administered to control the level of interest and motivation for learning English.
- **Prior speaking skills:** Pre-test scores served as an initial indicator of each student's level.
- **Learning styles:** A rapid assessment was conducted to identify predominant styles (visual, auditory, kinesthetic), which allowed certain activities to be adapted to address this diversity.
- **Classroom interactions:** Similar environmental conditions were maintained for both groups, and any factors that could alter the usual dynamics were observed and recorded.

To validate the results, a Student's t-test was applied, which allowed the data from the experimental to be compared with the control group, controlling for initial differences and potential intervening variables.

**Data Collection, Organization, and Coding.**

Tables 2 and 3 (presented below) detail collection, organization and coding. These actions are essential to ensure the validity, confidence and clarity of the quantitative analysis and form the basis on which the conclusions of the study are built.

**Table 2.**

*Pretest scores, formative assessment, posttest scores experimental group.*

	NAMES	CODE	PRETEST SCORES	FORMATIVE ASSESSMENT	POSTTEST SCORES	AVERA-GE
<b>1</b>	Aguirre Mazabuel Abigail Esthela	001E	7.0	8.0	9.0	6.5
<b>2</b>	Aza Mora Analia Guadalupe	002E	7.0	10.0	6.0	7.5
<b>3</b>	Bastidas Escobar Rihanna Stefany	003E	7.0	7.0	9.0	7.0
<b>4</b>	Benavides Castro Nolan David	004E	6.5	9.0	8.0	5.0
<b>5</b>	Celin Delgado Lady Solanshe	005E	8.0	8.5	8.0	7.0
<b>6</b>	Chiriboga Rodriguez	006E	9.0	9.0	10.0	9.5

	Emma					
	Elizabeth					
<b>7</b>	Chunes	007E	9.0	10.0	10.0	10.0
	Chamorro					
	Glenda					
	Dayeny					
<b>8</b>	De La Cruz	008E	7.0	8.5	8.0	8.5
	Cevallos					
	Abigail					
	Valentina					
<b>9</b>	Defas	009E	8.0	8.5	10.0	7.5
	Chulde Mei					
	Ariana					
<b>10</b>	Gelpud	010E	9.0	10.0	10.0	8.0
	Pupiales					
	Alexis					
	Samir					
<b>11</b>	Hernandez	011E	7.0	9.0	10.0	7.0
	Botina					
	Esther					
	Abigail					
<b>12</b>	Lopez	012E	7.5	7.5	7.0	9.5
	Hernandez					
	Angela					
	Valentina					
<b>13</b>	Lopez	013E	8.0	8.0	7.0	7.0
	Zambrano					
	Arelys					
<b>14</b>	Marcillo	014E	9.0	9.0	10.0	10.0
	Cuascota					
	Adrian					
	David					

<b>15</b>	Martinez Martinez Diannys Vlannaly	015E	7.0	7.5	9.0	9.0
<b>16</b>	Obando Pusda Valeri Antonela	016E	6.0	8.5	7.0	6.5
<b>17</b>	Padilla Revelo Evelyn Valentina	017E	8.0	9.5	10.0	9.0
<b>18</b>	Pillajo Narvaez Lindsey Valentina	018E	7.0	9.0	10.0	7.0
<b>19</b>	Quiroz Ortega Brianna Stefany	019E	6.0	8.5	9.0	8.0
<b>20</b>	Reyes Pozo Cristofer Martin	020E	9.0	9.0	10.0	10.0
<b>21</b>	Trejo Alvarez Evan Alexis	021E	9.0	9.0	8.0	10.0
<b>22</b>	Yama Alpala Jhonatan Santiago	022E	8.0	8.5	8.5	7.0

**Table 3.***Pretest scores, formative assessment, posttest scores control group.*

N.º	NAMES			CODE	PRE-TEST SCORES	FORMATIVE ASSESSMENT	POST- TEST SCORES
<b>1</b>	Alpala	Cuastumal		001C	7,00	8,13	8,67
	Abigail Alexandra						
<b>2</b>	Basante	Tarapues		002C	7,67	7,00	8,00
	Sara Belen						
<b>3</b>	Canchala Montenegro			003C	7,00	8,27	7,33
	Arleth Sarahi						
<b>4</b>	Ceron	Orellana	Juan	004C	9,00	8,83	8,50
	Sebastian						
<b>5</b>	Chincha	Pantoja		005C	8,33	7,17	7,67
	Samy Daniela						
<b>6</b>	Cuatin	Chulde		006C	7,83	7,67	7,00
	Maylen Anyuli						
<b>7</b>	Figueroa	Moreno		007C	7,50	8,17	6,83
	Dominic Isabella						
<b>8</b>	Jacome	Torres		008C	9,17	9,50	9,25
	Anneteguadalupe						
<b>9</b>	Laos Cuaran	Nathaly		009C	8,33	9,17	8,50
	Alejandra						
<b>10</b>	Lopez	Cevallos		010C	7,83	8,83	7,33
	Snaider Jhair						
<b>11</b>	Malte	Oña	Mara	011C	8,17	7,13	8,83
	Rafaela						
<b>12</b>	Mejia	Arcos	Bayron	012C	8,67	9,00	8,83
	Andres						
<b>13</b>	Moran Mora	Scarleth		013C	8,00	8,17	7,33
	Yamileth						

<b>14</b>	Moreno Tania Yuletsy	Caicedo	014C	8,50	8,83	7,50
<b>15</b>	Neto Villarreal Jaime Sebastián		015C	7,00	6,00	7,00
<b>16</b>	Peñañiel Dania Yanela	Cardenas	016C	7,67	8,83	6,25
<b>17</b>	Pilacuan Erdogan Gael	Garcia	017C	9,67	9,67	9,83
<b>18</b>	Pinchao Eliana Jamileth	Enriquez	018C	10,00	9,83	9,00
<b>19</b>	Pozo Sandoval Johan Joshua		019C	7,00	9,17	6,75
<b>20</b>	Rodriguez Anderson Yahir	Viana	020C	7,83	8,83	7,25
<b>21</b>	Rosero Eric Shair	Hernandez	021C	7,83	8,17	8,00
<b>22</b>	Rosero Vaca Alexander	Nicolas	022C	8,50	8,00	8,83

### **Data Analysis.**

To analyze the outcomes found from the pretest and posttest scores, two complementary tools were used: The Boxplot and the Student t-test. This combination allows us to understand, from a visual and statistical perspective, the possible impact of gamification on the development of English-speaking skills.

### **Data Visualization with Boxplot.**

The Boxplot is a graphical tool that facilitates the visualization of data distribution. In this study, it was used to represent the scores obtained by students at different assessment points. This graph offers several advantages:

- **Data Distribution:** It allows the median, quartiles, and interquartile range (IQR) to be clearly identified, providing an overview of the group's performance.

- **Median:** Indicates the central value of the data, useful for understanding typical performance without being affected by extreme values.
- **Q1 (First Quartile):** It represents the bottom 25% of the data set.
- **Q3 (Third Quartile):** It represents the top 25%.
- **IQR:** This is the difference among Q3 and Q1, and reflects the dispersion in the middle of the data.
- **Comparison between groups:** Boxplots allow a visual contrast of the distributions of the experimental and control groups, both in the pretest and posttest. This makes it easier to observe possible differences in the evolution of grades.
  - **Identification of outliers:** It is possible to detect individual cases that differ significantly from the rest. These data may indicate students who responded unusually high or low to the intervention, which is relevant for the interpretation of results
  - **Communication of results:** In the educational context, where findings are shared with teachers and administrators, boxplots offer a clear and accessible way to present information.

#### **t-test for comparison of means.**

In addition to the graphical analysis, this study used an independent samples t-test to see if the average posttest scores of experimental and control groups were statistically different from one another.

**Comparison of means:** This test assesses whether the differences observed between the two groups are attributable to the intervention or can be explained by chance.

- **Control of variability:** It assesses whether the differences found are consistent and not due to the natural dispersion of the data.
- **Assumptions of normality:** If the data meet the criteria for normality, the t-test is a robust tool for establishing valid inferences.
- **Sample size:** In this study, groups of 22 students were used, an adequate number to obtain reliable results using this test.

#### **Integration of graphical and statistical analysis.**

The combined use of the Boxplot and the t-test provides a more complete perspective of the phenomenon studied. While the Boxplot allows trends and variability

in the data to be visually identified, the t-test offers a quantitative basis for supporting conclusions. This integration facilitates a more solid interpretation of the impact of gamification on speaking learning.

### **Expected results.**

To begin the analysis, boxplots were created showing the distribution of scores in pretest and posttest for both control and experimental groups.

- **Pretest Boxplot:** This allows us to observe the starting point of both groups, including their median, quartiles, and the presence of outliers. This helps determine if there were initial differences before the intervention was applied.
- **Boxplot del Posttest:** This allows us to visualize changes in performance after the intervention. When compared to the pretest, the potential effect of gamification on the experimental group, in contrast to the control group, can be seen.

### **Procedure performed in R (statistical software).**

R software was used for its versatility and power in creating graphs using the ggplot2 library. The process included:

- **Data entry:** Scores were organized by group and assessment time.
- **Calculation of descriptive statistics:**
  1. **Average:** mean (data).
  2. **Median:** median (data).
  3. **First Quartile (Q1):** quartile (data, 0.25).
  4. **Third Quartile (Q3):** quartile (data, 0.75).
  5. **Interquartile Range (IQR):** IQR (data).

Below are the statistical results obtained with R for the control group:

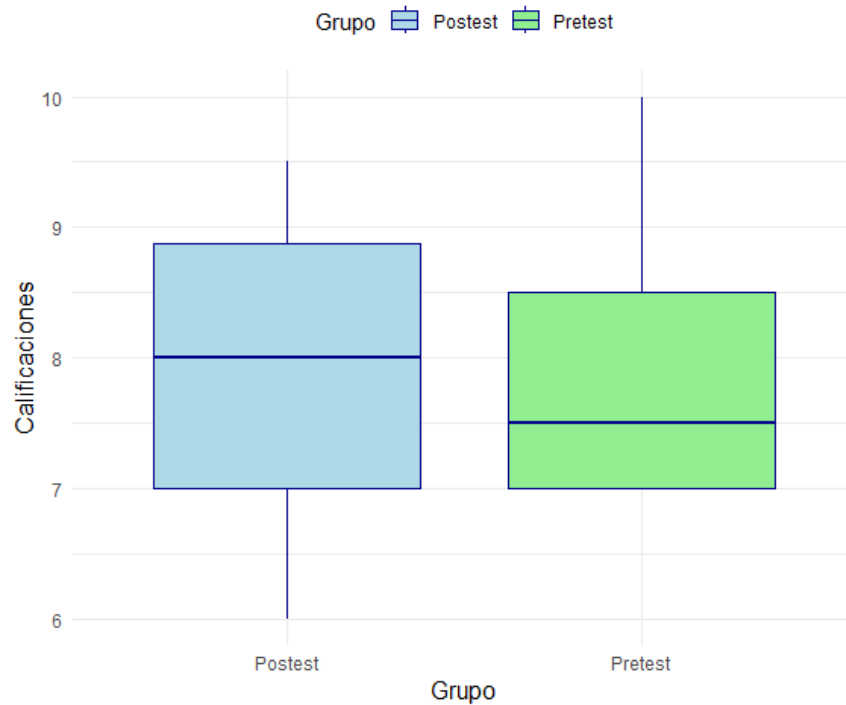
### **Control Group.**

- Pretest:
  1. Median: 7,5
  2. Q1: 7,0
  3. Q3: 8,5
  4. IQR: 1,5
- Posttest:
  1. Median: 8,0

2. Q1: 7,0
3. Q3: 9,0
4. IQR: 2,0

**Figure 4:**

*Data visualization with Boxplot Control Group.*



The generated boxplot shows the distribution of pretest and posttest scores for the control group. Key findings are detailed below:

**Pretest Scores:**

- The median pretest score is 7.5, indicating that the half of the students scored above this value.
- The quartiles (Q1 and Q3) are 7.0 and 8.5, respectively. This income that 25% of the students scored below 7.0 and 25% scored above 8.5.
- The interquartile range (IQR) of 1.5 suggests moderate variability in the pretest scores, with most students concentrated around the median.

**Posttest Scores:**

- The median posttest score is 8.0, showing an improvement compared to the pretest. This suggests that, on average, students improved their speaking skills after the intervention.
- The quartiles (Q1 and Q3) of the post-test are 7.0 and 9.0. This indicates that, as in the pre-test, 25% of students scored below 7.0, but the top 25% now exceed 9.0, reflecting significant progress.
- The IQR of 2.0 indicates that there is more dispersion in the posttest scores compared to the pretest. This may be the result of some students significantly improving their scores.

**Comparison Between Data Groups:**

- Comparing both boxplots, an increase in the median is observed for the posttest compared to the pretest. This is a positive indication that the intervention (gamification) had a satisfactory impact on student performance.
- However, it is also important to note that there are outliers in both assessments, which may represent some students who, for various reasons, performed significantly differently.

Below are the results obtained with R for the pretest and posttest datasets of the experimental group:

- **Pretest:**

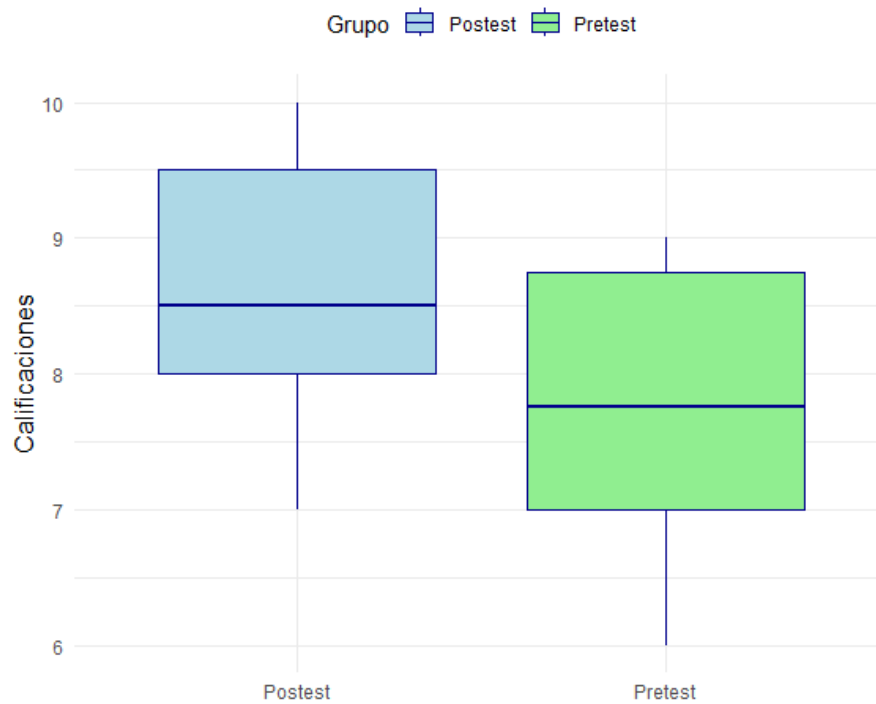
- Median: 7.0
- Q1 (First Quartile): 7.0
- Q3 (Third Quartile): 9.0
- IQR (Interquartile Range): 2.0

- **Posttest:**

- Median: 8.0
- Q1 (First Quartile): 7.5
- Q3 (Third Quartile): 9.0
- IQR (Interquartile Range): 1.5

**Figure 5.**

*Data visualization with Boxplot Experimental Group.*



The boxplot we generated shows the experimental group's scores at two time points: pretest and posttest. Key observations are presented below:

**Score Distribution:**

- **Pretest:** Scores are distributed primarily between 6.5 and 9.0, with a median of 7.0. This indicates that most students obtained relatively low to moderate scores before the intervention.
- **Posttest:** Scores in the posttest span a wider range, from 7.0 to 10.0, with a median rising to 8.0. This suggests that students achieved better performance after the intervention.

**Overall Improvement:**

- The median score for the posttest is higher than the pretest score, indicating an improvement in student performance. This is a positive result and recommends that the intervention had a positive effect on the skills assessed.

**Variability:**

- In the pretest, the interquartile range (IQR) is 2.0, while in the posttest it is 1.5. Although the median has increased, the reduction in variability (IQR) indicates that scores have clustered closer to the median in the posttest, suggesting that a greater number of students achieved more consistent performance.

**Outliers:**

- In both boxplots, some outliers can be observed, especially in the pretest. These represent scores that deviate significantly from the rest. These students could have had previous experiences that influenced their performance, or they could be cases of error in the assessment.

**t- test.**

Before performing a t-test to compare the means of the two groups, it is essential to verify certain conditions that ensure the validity of the results. Each of the steps mentioned is explained below:

**Verification of the Normal Distribution.****Shapiro-Wilk Test:**

- **Purpose:** This test is used to regulate whether the information for each group follow a ordinary distribution. Normality is a key assumption of the t-test, as it relies on the hypothesis that the samples come from populations with a usual distribution.
- **Interpretation:** If the p-value obtained in Shapiro-Wilk test is superior than a significance level (usually 0.05), the null hypothesis of normality is not excluded, representing that the data can be considered normally dispersed. If it is lower, it recommends that the data do not follow a normal distribution.

**Checking Homogeneity of Variances.****Levene's Test:**

- **Purpose:** This test evaluates whether the variances of the two groups are equivalent (homogeneity of variances). Homogeneity of variances is another important assumption for the t-test, as the test can be sensitive to differences in group variances.

- **Interpretation:** Similar to the Shapiro-Wilk test, if the p-value in the Levene test is greater than 0.05, the null hypothesis of homogeneity of variances is not rejected, demonstrating that the variances are parallel. If the p-value is lower, it suggests a significant difference in variances.

### Application of the t-Test

#### t-Test:

- **Purpose:** Once the assumptions of normality and homogeneity of variances have been verified, the t-test is applied. Depending on the results of the Levene test, the appropriate version of the t-test is chosen (e.g., the t-test for autonomous samples with equal or unequal variances).
- **Interpretation:** The t-test compares the means of two groups and determines whether there is a significant difference between them. A p-value is obtained, which indicates whether the null hypothesis of equal means ought to be rejected or not.

The process described above is essential to ensure that the necessary conditions for applying the t-test are met. Checking for normality and homogeneity of variance helps confirm that the test results are valid and consistent. If any of these conditions are not met, alternative methods for data analysis may be necessary.

#### Results of statistical analysis in R (Group Data).

##### ○ Control Group:

1. Pre-Test: 7.5, 7.0, 7.0, 9.0, 8.0, 7.5, 7.0, 9.0, 8.5, 7.0, 8.0, 9.0, 8.5, 7.5, 7.0, 7.0, 10.0, 10.0, 7.0, 7.5, 7.5, 8.0
2. Post-Test: 8.0, 8.0, 7.0, 9.0, 6.8, 6.0, 6.0, 9.5, 9.0, 7.0, 8.5, 8.5, 8.0, 7.5, 7.0, 7.5, 9.5, 9.0, 6.5, 7.0, 8.0, 9.0

##### Experimental Group:

1. Pre-Test: 7.0, 7.0, 7.0, 6.5, 8.0, 9.0, 9.0, 7.0, 8.0, 9.0, 7.0, 7.5, 8.0, 9.0, 7.0, 6.0, 8.0, 7.0, 6.0, 9.0, 9.0, 8.0
2. Post-Test: 7.0, 7.0, 8.5, 7.0, 8.0, 9.5, 9.0, 8.0, 9.5, 10.0, 8.5, 7.5, 8.5, 10.0, 8.0, 8.0, 9.0, 8.0, 7.5, 10.0, 10.0, 9.5

#### Test Results Shapiro-Wilk test.

The Shapiro-Wilk test was performed to evaluate the normality of the data. The results are:

- **Pretest Control Group:**  $W = 0.85487$ ,  $p\text{-value} = 0.004144$  (non-normal).

- **Posttest Control Group:**  $W = 0.94423$ ,  $p\text{-value} = 0.2418$  (normal).
- **Pretest Experimental Group:**  $W = 0.88528$ ,  $p\text{-value} = 0.01526$  (non-normal).
- **Posttest Experimental Group:**  $W = 0.91572$ ,  $p\text{-value} = 0.06201$  (approximately normal).

**Interpretation:** The pretest statistics for the control and experimental group do not following a normal distribution. Nevertheless, the posttest data for the control group is approximately normal, and those for the experimental group show a tendency towards normality.

**The Levene test results.**

The Levene test was used to assess the equality of variances:

- Pre-Test:  $F = 0.3651$ ,  $p\text{-value} = 0.5489$  (equal variances)
- Post-Test:  $F = 0.0343$ ,  $p\text{-value} = 0.854$  (equal variances)

**Interpretation:** Both tests indicate that the variances are homogeneous, which is necessary assumption for the application of t-test.

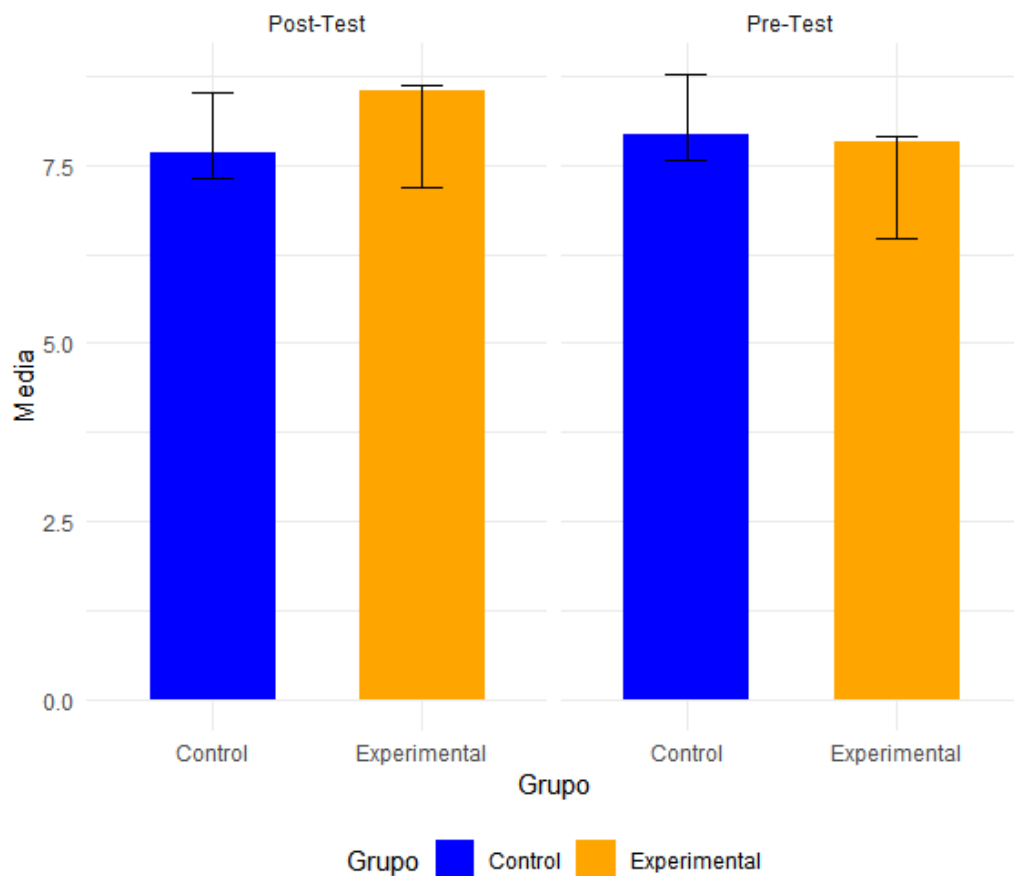
**t-test Results.**

t-test was performed to compare the means of the groups:

- **Pre-Test:**
  - $t = 0.84002$ ,  $df$  (Grados de Libertad) = 41.934,  $p\text{-value}$  (p Value) = 0.4057
  - Control Group Mean: 7.93
  - Experimental Group Mean: 7.68
  - Confidence Interval (95%): [-0.3506, 0.8506]
- Post-Test:
  - $t = -2.2369$ ,  $df = 41.915$ ,  $p\text{-value} = 0.03067$
  - Mean Control Group: 7.83
  - Mean Experimental Group: 8.55
  - Confidence Interval (95%): [-1.3575, -0.0698]

**Figure 6 .**

*Comparative study between groups.*



The graph presents the outcomes of a comparative study between two groups (Control and Experimental) at two time points: Pretest and Posttest. The key findings are detailed here:

**Overall Performance:**

In the Posttest, the experimental group showed a meaningfully higher mean score (8.55) related to the control group (7.83). This suggests that the intervention applied to the experimental group had a positive effect on their performance.

**Variability of Results:**

- The error bars in the Post-Test are relatively short for both groups, indicating low variability and consistency in the results. This suggests that most participants in each group obtained similar results, increasing the reliability of the data.

- In the Pre-Test, the error bars are longer, especially in the Experimental group. This indicates greater variability in the results, which may suggest that participants in that group had less homogeneous performance before the intervention.

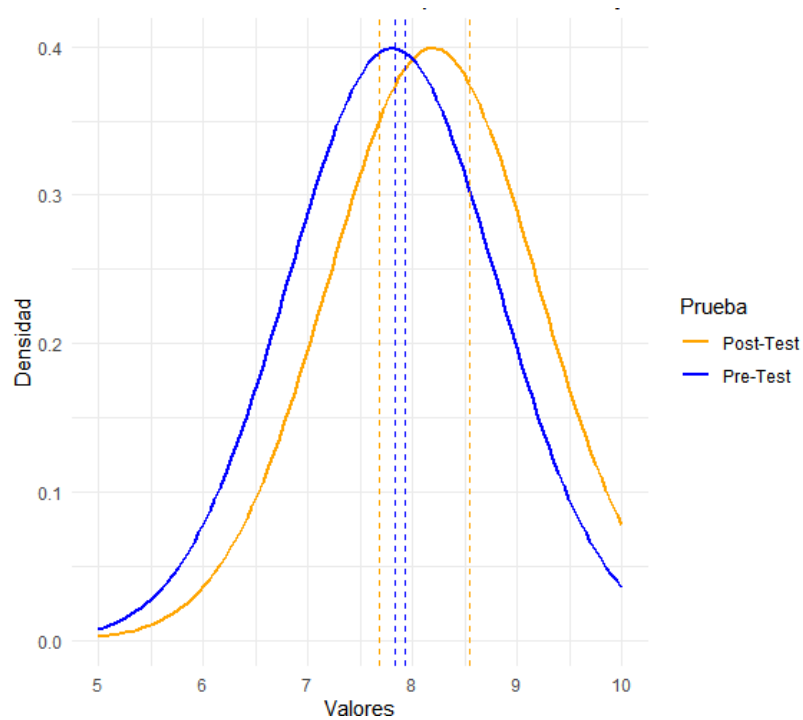
**Comparison Between Groups at Different Time Points:**

- In the Pretest, the means of both groups are closer (7.93 for the Control group and 7.68 for the Experimental group), and the error bars overlap. This proposes that there are no relevant differences in performance between the groups before the intervention.
- The difference in the Posttest, where the error bars do not overlap, shows that the intervention had a perceptible impact on the Experimental group.

## Normal distribution of groups in the pretest and posttest.

**Figure 7.**

*Normal distribution of both groups in the pretest and posttest*



### **Interpretation:**

The analysis of the graph representing the normal distributions of the groups in the Pretest and Posttest exams, significant differences were observed in the means of the Control and Experimental groups.

For the Pretest, the distribution showed that the mean of Control group was 7.93 and the mean for Experimental group was 7.68. Both means were close to the normal distribution, but the analysis exposed that there was no statistically noteworthy variance between the groups, given that the p-value was 0.4057. This was reflected in the graph, where the distributions of both groups largely overlapped.

In contrast, in the Post-Test, the means changed to 7.83 for the Control group and 8.55 for the Experimental group. In this circumstance, the p-value of 0.03067 indicated a important difference between the means, signifying that the intervention had a positive impact on the Experimental group. In the graph, this change was evident in the separation of the distributions, with the experimental group's mean shifting to the right, indicating an increase in performance

The graph illustrated how the group means varied between test phases, highlighting that the experimental group achieved better performance in the posttest, suggesting the effectiveness of the evaluated intervention. These findings are relevant for understanding the intervention's impact on participants' learning outcomes.

**Qualitative analysis.**

**Content analysis for students in the experimental group.**

The content analysis applied to the children's responses provides in-depth insight into their experiences and perceptions of gamification in speaking learning. This qualitative approach not only enriches the research but also offers valuable information for improving classroom teaching practices, ensuring that teaching strategies are effective and motivating for students. The following table represents the data collection instrument.

**Table 4.**

*Students answers to learning English with gamification.*

<b>Stude nt</b>	<b>What do you think about learnin g English throug h games?</b>	<b>Which Activity did you like best and why?</b>	<b>Have you noticed d you can speak better in Englis h? Why?</b>	<b>Did you feel more motivat ed to particip ate in the activitie s?</b>	<b>What would you like to do more in class to learn English?</b>	<b>Do you prefer to work in team or alone? Why?</b>	<b>What would you like to tell your teacher about the gamificat ion activities ?</b>
<b>001E</b>	It is fun to learn.	Play to the store, because I had fun.	Yes, because I know new words.	Yes, because the games are fun.	Keep learning with games.	In group, because we have a lot of fun.	Let's keep learning with games.

<b>002E</b>	I like to learn with games.	Riddles in English.	Yes, because I can say more words.	Yes, because it is easier when playing.	Earn more points for participating.	In group, because we can help each other.	That I love her very much, she is the best teacher, and she should teach us with more games.
<b>003E</b>	I like to play and learn new words.	The Little store, because it is nice.	No, because I feel shy.	Yes, want to learn more with games.	I Play words bingo.	Alone and in group, that way I learn better.	That she keeps teaching me more games.
<b>004E</b>	I had fun and learned more.	Playing store, it is very nice.	Yes, because I learned more words.	Yes, because I can learn more.	Singing songs.	In a group, because we help and correct each other.	The activities were fun.
<b>005E</b>	It is nice, because it is fun to talk with others.	Participating to earn points with the eggs.	Yes, because I play and learn better.	Yes, the games give me confidence.	Telling stories with pictures.	In a group, because they help me.	The games help me to learn.

<b>006E</b>	It is nice to learn with games.	Earning points by saying words.	Yes, because I like to learn.	Yes, playing and learning is better.	Playing store.	Individually, because my classmates do not help me.	The games were very fun.
<b>007E</b>	It is easier to learn English.	Playing store was my favorite.	Yes, I learned better.	Yes, it makes me feel happy.	Learn more games to practice speaking.	In a group, because help me to improve.	I also learned by playing.
<b>008E</b>	I have a lot of fun.	The eggs that add points when we speak.	Yes, but I want to learn more.	Yes, I feel good playing and learning.	Learn stories in English.	In a group, because we can help each other.	The activities helped me to learn.
<b>009E</b>	I learn better with games.	Earning points for speaking is fun.	Yes, because I say more words.	Yes, I have fun and learn.	Speaking Contests.	In a group because they correct me.	I learned many words.
<b>010E</b>	You get more speaking practice.	Describing picture is fun.	Yes, because I can say more words.	Yes, speaking with games is better.	Learning more vocabulary.	Individually, I like to learn on my own.	I learned many words.

<b>011E</b>	I can learn more by playing.	The riddles were fun.	Yes, because I practice more.	Yes, I help with learning.	Learn new songs.	In a group, it is better to work as a team.	Playing helped me to improve.
<b>012E</b>	It is easier to learn this way.	The memory game is fun.	Yes, I know more words.	Yes, it is fun to learn by speaking.	Watch videos in English.	In a group, we all help each other.	Games make me have fun and learn.
<b>013E</b>	I can learn and play.	The store, because I had fun.	Yes, already I know new words.	Yes, I help me learn better.	Learning more vocabulary.	Group and individually, I learn better that way.	That she continues teaching us with games.
<b>014E</b>	It is fun because I can learn.	Riddles, because I learned a lot.	Yes, now I can speak better.	Yes, I do not get bored with games.	Create a new game.	Sometimes in groups, because they help me.	Teacher, let's keep playing games.
<b>015E</b>	I had fun and learned new words.	Riddles, because I participated more.	Yes, I liked playing and learning.	Yes, they helped me to improve.	Spelling with classmates.	Individually, others do not study.	I like playing and learning English.
<b>016E</b>	It is good to learn	The store is very fun.	Yes, I learned	Yes, practicing with	Playing with puppets.	Groups, because we help	With games, I

	with games.		d new words.	games good.	is	each other.	practice more.
<b>017E</b>	I felt sad for losing a game.	Memory game.	Yes, I learned new words.	Yes, I want to keep learning.	Riddles in English.	I do not like group work, they get distracted	The games are fun and I can learn.
<b>018E</b>	It is fun.	The store, because I participat ed.	Yes, I learn a lot.	Yes, I feel Happy when I play.	Playing to restaurant	In a group, because we can correct each other.	I learned many words.
<b>019E</b>	It is very fun.	Riddles are fun.	Yes, I learned better.	Yes, I have fun and learned.	Sing songs.	Group, I have fun with my friends.	I learned new words.
<b>020E</b>	Someti mes I cannot say words.	The store, because I speak English.	Yes, speaki ng is easier with games.	Yes, games help me.	Singing and dancing.	Group, my classmate s help me.	Teacher, keep bringing more games.
<b>021E</b>	I can learn and speak more.	Riddles, I liked these a lot.	Yes, I learned more words.	Yes, I want to learn more playing.	Words bingo.	Group, they help me correct myself.	With games, class is not boring.

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<b>022E</b>	It is fun to speak English.	The store, I could say more words.	Yes, I know new words.	Yes, I want to improve .	Riddles.	Group, I can help and learn at the same time.	Playing makes classes entertaining.
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Below, using Atlas ti (a specialized software for qualitative data analysis), a breakdown of the information by category is presented, along with examples of relevant responses and an interpretation of the findings.

### **1. Opinion on learning through games.**

**Category:** Perception of Gamification.

- **Codes:** "fun," "effective," "interactive."

**Sample Responses:**

- "It is fun to learn."
- "It is nice because it is fun to talk to my classmates."
- "I can learn more by playing in English."

**Interpretation:** Students generally have a positive perception of learning through games. They describe the experience as "fun," suggesting they enjoy the learning process. The reference to interactivity indicates they value the dynamics that allow for their active participation.

### **2. Favorite Activity and Reasons.**

**Category:** Interests and Preferences.

- **Codes:** "games," "group activities," "skills."

**Sample Responses:**

- "I liked playing store because I had fun."
- "Playing riddles in English because I learned a lot."

**Interpretation:** Activities that involve games and competition, such as "playing store" and "riddles," are especially engaging for students. This suggests that activities that incorporate playful elements foster interest and motivation.

### **3. Perceived improvement in speaking skills.**

**Category:** Self-Assessment of Skills.

- **Codes:** "I speak better," "more confident," "new words."

### **Sample Responses:**

- "Yes, because I know new words."
- "Yes, because I learned more words."
- "The games helped me improve my English."

**Interpretation:** Students report improvements in their speaking skills, reflecting a positive self-assessment. Confidence and the acquisition of new words are recurring aspects, suggesting that the use of gamification has a positive impact on their English learning.

### **4. Motivation to Participate.**

**Category:** Motivation and Participation.

- **Codes:** "more motivated," "desire to participate," "increased interest."

### **Sample Responses:**

- "Yes, I want to learn more by playing."
- "I feel good playing and learning."
- "The games made me have fun and learn."

**Interpretation:** Gamification appears to increase students' motivation to participate in activities. Most responses indicate a desire to be more involved, highlighting the positive role of games in language learning.

### **5. Suggestions for Future Activities.**

**Category:** Suggestions for Improvement.

- **Codes:** "more games," "more group work," "new activities."

### **Sample Responses:**

- "I would like to earn more points for participating."
- "I want you to continue teaching us more games."
- "Create a new game to speak English more."

**Interpretation:** Students express a clear desire to include more games and group activities in the future. This indicates their interest in continuing with methodologies that maintain a playful and collaborative approach to learning.

### **6. Group vs. Individual Work.**

**Category:** Learning Dynamics.

- **Codes:** "group work," "work preferences."

### **Example of Responses:**

- "In a group because we have a lot of fun."

- "I prefer individual work because other classmates do not study."

**Interpretation:** Opinions about group work are mixed. Many students prefer working in groups because of the collaboration and mutual support, while others opt for individual work due to the lack of commitment of some classmates. This duality suggests the need to properly structure groups to maximize learning effectiveness.

### **7. Feedback on Gamification Activities.**

**Category:** Satisfaction.

- **Codes:** "satisfaction," "constructive criticism," "wishes."

#### **Example of Responses:**

- "The activities were fun."
- "Teacher, please continue teaching me with more games."

**Interpretation:** Most students are satisfied with the gamification activities and would like to see this approach continued. Constructive criticism is minimal, suggesting that the activities are generally well received.

The results are graphed below using a word cloud. The word cloud is a visual tool that allows for the identification of the most frequently used words in a set of texts, in this case, from children's responses as part of the intervention. In the context of this study about the impact of the gamification on the development of speaking skills in 6- to 7-year-old children, this cloud provides valuable information on the themes and concepts that emerge from the students' responses.

**Figure 7.**

*Qualitative Data. (Word Cloud).*



### **What Does the Word Cloud Mean?**

#### **1. Term Frequency:**

- The words that appear larger in the word cloud are those that students used most frequently in their responses. This indicates that these terms are important in their perception of the game-based learning experience.

#### **2. Key Themes:**

- The word cloud highlights key themes related to gamification, such as “fun,” “learn,” “play,” “words,” and “group.” These terms suggest that students associate gamification primarily with fun and active learning.

#### **3. Emotional Aspects:**

- Words that reflect positive emotions, such as “happy” or “interesting,” indicate that games not only improve language skills but also create an enjoyable and motivating learning environment.

#### **4. Self-Assessment and Confidence:**

- Terms such as “better” or “confidence” indicate that students feel their ability to communicate in English has improved, which is a critical feature in the development of communicative skills.

### **5. Learning Preferences:**

- The presence of words like “group” or “teamwork” suggests that many students prefer group dynamics, which may be an important factor to consider when implementing future activities.

### **Implications for Research.**

- Gamification Evaluation:
- The word cloud allows us to see at a glance which aspects of gamification students value most. This can guide future pedagogical practices and activity selection.
- Activity Design:
- By identifying the most relevant words and themes, educators can design activities that better align with students' preferences and motivations.
- Reinforcing Self-Assessment:  
Positive perceptions of speaking improvement can be an indication that the methodologies used are effective. This can reinforce the importance of continuing to use gamification in every classroom.

The word cloud is a powerful resource in qualitative analysis, as it provides a clear visual representation of students' voices. In the context of this research, it reflects how gamification has influenced students' speaking learning, highlighting both their positive experiences and preferences. This type of analysis not only enriches the research but is also useful for making informed decisions about teaching at the Mario Oña Perdomo Educational Unit.

The content analysis reveals that students have a very positive perception of learning English through games. They feel motivated, have noticed improvements in their speaking skills, and are interested in continuing to participate in playful activities. Suggestions for future activities point to a desire for more games and group work, highlighting the importance of collaboration and interactivity in their learning process.

### **Thematic analysis of the teacher's responses.**

Thematic analysis in the context of this research consisted of a systematic process that allowed the identification, analysis, and reporting of patterns (themes) within the data collected through semi-structured interviews with the children. Through this approach, the researcher coded the responses, organizing the information into meaningful categories that reflected the students' experiences and perceptions of gamification in speaking learning. This analysis not only facilitated an understanding of the children's motivation and engagement dynamics, but also highlighted the most relevant aspects of gamification that positively impacted their language development. Ultimately, the thematic analysis offered a rich and nuanced view of the children's responses, guiding potential improvements in educational strategies.

To conduct a thematic analysis of the teachers' responses regarding the implementation of gamification in speaking learning, we first identified the main themes that emerged from their responses. These themes were then used to create a data set that can be visualized in a Sankey diagram.

### **Thematic Analysis of Responses.**

#### **1. Positive Experience:**

- Theme: Positive impact of gamification.
- Quote: "The experiences were positive... the children actively participated in their learning."

#### **2. Activities Used:**

- **Theme:** Diversity of gamified activities.
- **Quote:** "Riddles and role-playing games were used... where the children earned points."

#### **3. Improvement in Speaking Skills.**

- **Theme:** Progress in vocabulary and pronunciation.
- **Quote:** "If there was an improvement... they have acquired more vocabulary and better pronunciation."

#### **4. Challenges Encountered:**

- **Theme:** Resistance from some students.
- **Quote:** "There were cases of children who refused to participate voluntarily."

#### **5. Additional Strategies:**

- **Theme:** Proposals to improve speaking.

- **Quote:** "I could implement board games, tongue twisters, and technological tools."

**6. Motivation and Interest:**

- **Theme:** Increased motivation for English.
- **Quote:** "Children are motivated to attend English classes and feel happy."

**7. Suggestions for Other Teachers:**

- **Theme:** Importance of adapting activities.
- **Quote:** "Select gamified activities according to age and English level."

Next, we will use the identified themes to create a dataset that reflects the relationship between the themes and their subthemes (categories and nodes).

**Figure 8.**

*Sankey Diagram.*



**Meaning of the Sankey Diagram.**

The Sankey diagram we created visually represents the relationship between different themes and subthemes related to gamification in children's speaking learning. Here is a breakdown of what each component of the diagram means:

**Components of the Diagram.**

### 1. **Categories:**

- These are the main areas of focus that emerged from the teacher's responses. In our case, they include:
  - Positive Experience
  - Activities Used
  - Skill Improvement
  - Challenges Encountered
  - Additional Strategies
  - Motivation and Interest
  - Suggestions for Teachers

### 2. **Nodes:**

- The nodes represent subthemes or related concepts that derive from the categories. For example:
  - Impact
  - Diversity
  - Progress
  - Resistance
  - Proposals
  - Increase
  - Adequacy

### 3. **Flows:**

- The lines connecting categories to nodes are flows, which indicate the frequency or weight of the relationship between themes and subthemes. A thicker flow represents a stronger or more frequent relationship.

### **Interpretation of the Results of a Sankey Diagram**

The Sankey Diagram illustrates the connections between categories of topics and subtopics connected to the gamification and the impact of this on learning speaking skills.

#### **1. Significant Flows:**

- Improvement in Skills shows a notable flow toward Progress, suggesting that children perceived a clear improvement in their language skills as a result of the gamified activities. This indicates that gamification has been effective in fostering the development of speaking skills.

## **2. Motivation and Engagement:**

- Motivation and Interest strongly connect with Growth, suggesting that gamified strategies were able to increase students' interest in learning, which in turn may have contributed to greater participation in classroom activities.

## **3. Challenges Encountered:**

- The flow toward Resistance from Challenges Encountered indicates that, despite positive experiences, some children faced obstacles that may have affected their willingness to participate. This highlights the importance about addressing these challenges to expand the educational experience.

## **4. Activities Used:**

- The Activities Used category presents varied connections with several subthemes, such as Diversity and Impact. This suggests that the diversity of activities implemented has a positive effect and that children value the different learning methods offered.

## **5. Suggestions for Teachers:**

- The relationship between Suggestions for Teachers and other subthemes, such as appropriateness, suggests that students are aware of which strategies could be most effective, providing valuable information for the continuous improvement of teaching practices.

## **Applications in Research.**

- **Strategy Improvement:**  
Understanding these flows allows educators and researchers to formulate more effective strategies for implementing gamification in the classroom.
- **Informed Decision-Making:**  
The diagram provides a visual basis for discussion and decision-making on how to improve speaking learning through gamification.

In the context of this research, it was observed that:

- 15.15% of the responses relate to the impact of gamification on the positive teacher experience.
- 12.12% refer to the diversity of activities used.
- 22.73% is associated with progress in speaking skills.
- 7.58% mention some students' resistance to participating.
- 10.61% relates to additional proposals to improve learning.
- 18.18% refers to increased motivation for English.
- 13.64% corresponds to the suitability of activities for the group.

These percentages provide a clearer understanding of the relative importance of each topic, allowing educators and researchers to formulate more effective strategies and make informed decisions about implementing gamification in the classroom. Let's take a look:

### **Results Analysis.**

**Impact (15.15%):** This percentage indicates that a significant portion of students recognize the positive influence of gamification on their learning experience. This suggests that teachers are successfully generating more engaging and effective educational environments.

- **Diversity (12.12%):** Students value the diversity of the activities used, implying that a varied approach to teaching strategies can maintain interest and engagement. This highlights the importance of not limiting oneself to a single teaching method.
- **Progress (22.73%):** This is the highest percentage, suggesting that most students experience improvements in their speaking skills. This is critical,

as it indicates that gamification is not only entertaining but also effective for developing language skills.

- **Resistance (7.58%):** Although a lower percentage, the resistance mentioned by some students indicates that not all children are equally motivated or willing to participate. This is a warning to educators, who should pay attention to individual needs and potential obstacles that certain students may face.
- **Suggestions (10.61%):** Additional suggestions for improving learning indicate that students are reflecting on their experience and have ideas on how to make it even more effective. This feedback is valuable for teachers when designing future activities.
- **Increase (18.18%):** This percentage reflects that gamification has had a notable effect on motivation toward learning English. An increase in motivation is crucial, as it can lead to greater engagement and academic performance.
- **Appropriateness (13.64%):** The appropriateness of the activities for the group suggests that the strategies implemented are aligned with the needs and characteristics of the students, which might help to a more productive and rewarding learning experiences.

## **CONCLUSIONS AND RECOMMENDATIONS.**

### **Conclusions.**

The comparison between the pretest and posttest scores of the control group indicates that, without the gamification intervention, changes in performance are not very marked. The slight development detected in the median posttest recommends that, despite not having received the intervention, the students may have progressed naturally or due to other external factors. However, this improvement is modest and cannot be directly attributed to gamification, as the group did not participate in it. The results show that the control group, not receiving the gamification intervention, showed limited changes in their speaking skills, reinforcing the importance of the intervention in learning and skill development

Overall, the posttest outcomes indicate that both groups improved their speaking scores between the pre- and post-tests. However, the variability in the control group's scores suggests that some students benefited more from the intervention than others. On the other hand, the experimental group showed more consistent performance, which could indicate that the intervention helped to level out skills among students. This analysis highlights the importance of considering both median improvements and variability in performance when evaluating the effectiveness of educational interventions

The results suggest that the intervention was successful for the experimental group, evidenced by the higher posttest mean and the consistency of the results.

The findings indicate that the gamification strategy improved the speaking skills of the students in the experimental group compared to the control group.

Although the pretest scores has showed no differences, the posttest revealed a considerable improvement in the experimental group, supporting the hypothesis that the gamification can be an effective tool in teaching speaking skills.

These results provide a clear view of the most and least effective aspects of gamification in learning speaking skills. The strong correlation with progress and motivation suggests that gamified strategies are promising and should be continued and expanded. Despite this, the resistance noted indicates the need to pay special attention to those students who may not be as engaged, seeking ways to further engage them. Overall, the findings underscore the importance of a diverse and adaptable approach to teaching, which can enhance the educational experience for all students involved.

## **Recomendations.**

Adapt gamification to the group. This means that gamification works, but not the same for everyone. It's better to adapt it to each group, offering options in the activities, varying the difficulty, or using topics that interest them. Instead of a rigid system, create something that evolves with them.

Individualized motivation is key, but some resist it. You need to monitor those who participate less closely, give them personalized feedback, see why they aren't interested, and find ways to better engage them. Talking to them helps a lot.

Combine games with other techniques, since games alone aren't enough. Combine gamification with other things that work, such as guided conversations, presentations, or using videos. This way, all learning styles are catered to and it doesn't become so monotonous.

Constantly evaluate and adjust to see both overall improvement and whether everyone is improving equally. Therefore, you need to evaluate frequently and, based on what you see, adjust how gamification is used. Use different assessment methods, such as observing in class or asking students to self-assess.

Continue research in other contexts: This study is useful, but we still need to continue researching gamification in other settings, with other groups, and with other types of games. This way, we can better understand what works and develop more specific strategies.

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## ANNEXES.

### Annex A.

Abstract Evaluation Sheet.



### UNIVERSIDAD POLITÉCNICA ESTATAL DEL CARCHI FOREIGN AND NATIVE LANGUAGE CENTER

<b>ABSTRACT- EVALUATION SHEET</b>				
<b>NAME:</b> Pinchao Nazate Anita Janeth				
<b>DATE:</b> Viernes, 19 de septiembre de 2025.				
<b>Topic:</b> "Impacto de la gamificación en el desarrollo del speaking en inglés niños de 6 a 7 años "				
MARKS AWARDED		QUANTITATIVE AND QUALITATIVE		
VOCABULARY AND WORD USE	Use new learnt vocabulary and precise words related to the topic	Use a little new vocabulary and some appropriate words related to the topic	Use basic vocabulary and simplistic words related to the topic	Limited vocabulary and inadequate words related to the topic
	EXCELLENT: 2 <input type="checkbox"/>	GOOD: 1,5 <input checked="" type="checkbox"/>	AVERAGE: 1 <input type="checkbox"/>	LIMITED: 0,5 <input type="checkbox"/>
WRITING COHESION	Clear and logical progression of ideas and supporting paragraphs.	Adequate progression of ideas and supporting paragraphs.	Some progression of ideas and supporting paragraphs.	Inadequate ideas and supporting paragraphs.
	EXCELLENT: 2 <input checked="" type="checkbox"/>	GOOD: 1,5 <input type="checkbox"/>	AVERAGE: 1 <input type="checkbox"/>	LIMITED: 0,5 <input type="checkbox"/>
ARGUMENT	The message has been communicated very well and identify the type of text	The message has been communicated appropriately and identify the type of text	Some of the message has been communicated and the type of text is little confusing	The message hasn't been communicated and the type of text is inadequate
	EXCELLENT: 2 <input checked="" type="checkbox"/>	GOOD: 1,5 <input type="checkbox"/>	AVERAGE: 1 <input type="checkbox"/>	LIMITED: 0,5 <input type="checkbox"/>
CREATIVITY	Outstanding flow of ideas and events	Good flow of ideas and events	Average flow of ideas and events	Poor flow of ideas and events
	EXCELLENT: 2 <input type="checkbox"/>	GOOD: 1,5 <input checked="" type="checkbox"/>	AVERAGE: 1 <input type="checkbox"/>	LIMITED: 0,5 <input type="checkbox"/>
SCIENTIFIC SUSTAINABILITY	Reasonable, specific and supportable opinion or thesis statement	Minor errors when supporting the thesis statement	Some errors when supporting the thesis statement	Lots of errors when supporting the thesis statement
	EXCELLENT: 2 <input checked="" type="checkbox"/>	GOOD: 1,5 <input type="checkbox"/>	AVERAGE: 1 <input type="checkbox"/>	LIMITED: 0,5 <input type="checkbox"/>
<b>TOTAL/AVERAGE</b>	9 - 10: EXCELLENT 7 - 8,9: GOOD 5 - 6,9: AVERAGE 0 - 4,9: LIMITED	<b>TOTAL 9</b>		



**UNIVERSIDAD POLITÉCNICA ESTATAL DEL  
CARCHI FOREIGN AND NATIVE LANGUAGE  
CENTER**

**Informe sobre el Abstract de Artículo Científico  
o Investigación.**

**Autoras:** Pinchao Nazate Anita Janeth

**Fecha de recepción del abstract:** Martes, 16 de septiembre de 2025

**Fecha de entrega del informe:** Viernes, 19 de septiembre de 2025.

El presente informe validará la traducción del idioma español al inglés si alcanza un porcentaje de: 9 – 10 Excelente.

Si la traducción no está dentro de los parámetros de 9 – 10, el autor deberá realizar las observaciones presentadas en el ABSTRACT, para su posterior presentación y aprobación.

**Observaciones:**

Después de realizar la revisión del presente abstract, éste presenta una apropiada traducción sobre el tema planteado en el idioma Inglés. Según la rúbrica de evaluación de la traducción en Inglés, ésta alcanza un valor de 9; por lo cual se valida dicho trabajo.

Atentamente



**MA. Martha Viveros**  
Docente responsable del  
CIDFN

**Annex B.**

Request for authorization to develop the project.

**MSC. Gandy Enriquez**

**Rector de la Unidad Educativa Mario Oña Perdomo**

Estimados señores,

Por medio de la presente, me permito se me autorice la implementación, en el proceso de enseñanza-aprendizaje, especialmente en el área de inglés "Speaking"; la utilización de la gamificación como estrategia para mejorar dicha habilidad.

Como docente de esta institución, considero que la gamificación es una herramienta efectiva para motivar y fortalecer el aprendizaje del idioma inglés, específicamente en la habilidad de expresión oral. Este enfoque no solo fomenta la participación activa de los estudiantes, sino que también promueve un ambiente educativo, dinámico y colaborativo. Por otra parte, como maestrante del programa EN PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS, estoy profundamente interesada estudiar cuál es la influencia de la gamificación en niños de 6 a 7 años año lectivo 2024-2025 y cuáles podrían ser sus aplicaciones teóricas y prácticas en el currículo integrador del subnivel de Educación General Básica, específicamente en el nivel PRE A1.1 de acuerdo al Marco Común Europeo de Referencia para las Lenguas (MCER).

Me comprometo a implementar todas las medidas de bioéticas necesarias y a obtener las autorizaciones correspondientes de los padres/representantes de los estudiantes.

Agradezco de antemano su atención a esta solicitud y quedo a disposición para cualquier requerimiento adicional que puedan necesitar.

Atentamente,



Lda. Anita Janeth Pinchao Nazate.

CI. 0401523899

Recibido  
20-08-2024  
  
10:00

## **Annex C.**

Project Profile.

### **RESEARCH TOPIC.**

**Impact of the Gamification on the Development of Speaking Skills in Children aged 6 to 7 at Elementary Level of Education at Mario Oña Perdomo Educational Unit in San Gabriel, Ecuador, during 2024-2025 School year.**

### **PROBLEM STATEMENT.**

Teaching English as a foreign language to children aged 6 to 7 present several challenges, particularly in developing speaking skills. Despite efforts to implement innovative methods, the results in this area continue unsatisfactory. Gamification, well-defined as the use of game elements and techniques in non-game contexts, has shown in many researches to be an effective tool in education field.

### **RESEARCH OBJECTIVES.**

#### **General Objective.**

Evaluate the impact of the gamification as a teaching technique on improving speaking skills in 6 to 7 years old students at the Elementary Level at Mario Oña Perdomo educational Unit.

#### **Specific Objectives.**

- Diagnose the Initial level of speaking skills in 6 to 7 years old students at the Mario Oña Perdomo Educational Unit.
- Implement a gamification plan specifically designed to improve speaking skills, using interactive activities and games that foster the active participation and language use.
- Compare pretest and posttest scores in speaking skills between the experimental group who were participating gamified activities and control group following a traditional approach, to evaluate the effects of the gamification.
- Evaluate the perception of students and teacher about the effective usage of gamification in learning speaking skills through interviews, to determine the effectiveness and identify for optimization in the method.

- Provide recommendations based on research finding for the implementation of gamification techniques, with the aim of enhancing language learning at elementary level.

## **METODOLOGY.**

The methodology in this research involves the collection, organization, analysis, and presentation of results using a quasi-experimental research model in its quantitative aspect. This approach integrates different methods, beginning with the graphic processing and representation of data through box plots and t-tests. The use of box plots and t-tests in a quasi-experimental study is an effective strategy in analyzing and communicating the results achieved. Box plots allow a clear overview of data distributions and facilitate the identification of patterns, while t-tests provide a strong evaluation of the effects in the interventions.

These tools not only allow researchers to understand better data, but also facilitate effective reporting of findings, which is crucial in order to make better decisions in educational and research contexts. Moreover, these methodologies reinforce the credibility of results and support the development of evidence-based knowledge.

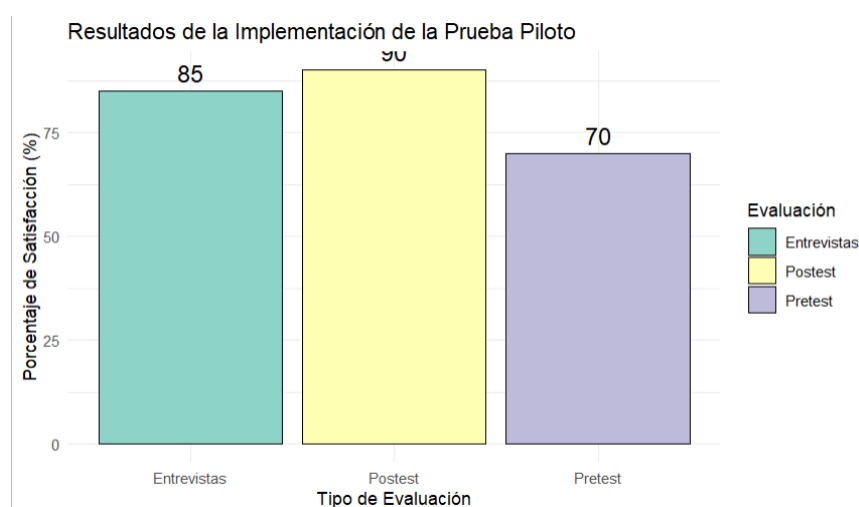
For this research project, instruments for gathering data have been developed in the quasi-experimental context, these are known as pretests and posttests. These tools will be used to collect data and evaluate the academic achievement for both, control and experimental groups.

On the other hand, this research also includes a qualitative aspect in the collection, organization, analysis, and presentation of data. For this purpose, semi-structured interviews have been prepared, aimed at analyzing the discourse, feelings, and experiences of both, students and teacher immerses in the gamified program.

Both the pretest and posttest, as well as the semi-structured interviews, were previously subjected to a pilot test (see Graph No. 1), with the aim of better adapting the questions to the study variables and the information expected to be collected. During the process, the questions underwent several modifications to better align with these objectives. The results of the pilot test are presented below.

## Annex D.

### Results of the Pilot Test Implementation.



The graph shows the results of the implementation of a pilot test through three types of evaluations: the pretest, the posttest, and the semi-structured interviews. Each bar represents the percentage of student satisfaction regarding the English learning experience through gamification.

1. **Pretest (70%):** This value reflects student satisfaction before the implementation of gamification strategies. A 70% indicates that, although there was a reasonable level of acceptance, there was room for improvement.

2. **Posttest (90%):** After implementing the gamified activities, satisfaction increased significantly to 90%. This positive change suggests that students found more value and enjoyment in learning after the intervention.

3. **Interviews (85%):** The semi-structured interviews revealed a satisfaction level of 85%. This percentage indicates that students not only enjoyed the activities but also perceived improvements in their ability to communicate in English, especially in speaking skills.

Finally, the data from both qualitative and quantitative analysis will be triangulated to offer a more thorough of how the gamification affects the development of English-speaking skills. This triangulation will help validate the findings, identify patterns and discrepancies between the different approaches, strengthen the robustness of the conclusions, and facilitate the interpretation of the results in the educational context. Below, you will find the variable operationalization chart (Table No. 1).

## Annex E.

Cuadro de operacionalización de las variables.

<b>Variable Name</b>	<b>Definition</b>	<b>Dimension</b>	<b>Indicators</b>	<b>Instruments</b>	<b>Measurement type</b>
<b>(Independent Variable)</b> Gamification	Teaching strategy based on the use of game elements to motivate and engage students in learning contexts.	1.Playful elements. 2.Motivation. 3.Participation.	- Use of rewards and levels.  - Interaction with games mechanics.  - Frecuency of participation.	Observation guide.  Semi structured interview with the teacher.	Qualitative and quantitative.
<b>(Dependant Variable)</b> Speaking (English oral production oral)	The student's ability to express themselves orally in English in a clear, coherent and understandable way, in accordance with their educational level.	1. Fluency. 2.Pronunciation. 3.Coherence. 4.Oral comprehension.	- Ability to keep a basic dialogue.  -Correct use of simple expressions.  - Clarity in pronunciation.and intonation.	Oral test with rubric assessment.  Observation.	Quantitative (rating scale).

The following pretest and posttest questionnaires were designed to match the study variables, with a focus on speaking skills and how gamification affects them. These questions help measure students' language proficiency and aim to build their confidence in using English in everyday situations. The questions are based on language proficiency standards established in the Ministry of Education. The analysis explains how data will be collected and why each item matters, highlighting key aspects of communicative competence.

## **Annex F.**

Pre-Test.

### **1. What is your name?**

**Reference:** I.EFL.2.3.1. Learners can use basic personal information and expressions of politeness in short dialogues or conversations. (J.2, J.3)

**Análisis:** Esta pregunta busca evaluar la capacidad del estudiante para utilizar información personal básica y expresiones de cortesía, fundamentales para el desarrollo de las habilidades comunicativas inaugurales.

**Relevancia:** La habilidad de presentarse es esencial en la comunicación y establece la base para interacciones posteriores, lo que refleja la fluidez y la coherencia en el uso del idioma.

### **2. Can you describe your house?**

**Referencia:** I.EFL.2.8.1. Learners can pronounce most familiar vocabulary items accurately. They can also produce some phrases and short sentences clearly.

**Análisis:** Se busca evaluar la capacidad del estudiante para pronunciar vocabulario familiar y formar oraciones cortas.

**Relevancia:** Describir su entorno inmediato es concluyente para el desarrollo del vocabulario y la expresión, concediendo a los estudiantes practicar la estructura de oraciones simples.

### **3. What is your favorite fruit? Why?**

**Referencia:** I.EFL.2.8.1. Learners can pronounce most familiar vocabulary items accurately. They can also produce some phrases and short sentences clearly.

**Análisis:** Esta pregunta busca que los estudiantes utilicen vocabulario familiar y expresen opiniones, lo que refleja su capacidad para construir frases y oraciones.

**Relevancia:** La habilidad de expresar preferencias personaliza la comunicación y fomenta el diálogo, esencial para la interacción efectiva.

### **4. What day is today?**

**Referencia:** I.EFL.2.8.1. Learners can pronounce most familiar vocabulary items accurately. They can also produce some phrases and short sentences

clearly.

**Análisis:** Se evalúa la precisión en la pronunciación de vocabulario relacionado con los días de la semana.

**Relevancia:** Esta pregunta ayuda a los estudiantes a familiarizarse con la terminología cotidiana, lo que es fundamental para la fluidez en las conversaciones diarias.

5. **What is your favorite day of the week?**

**Referencia:** I.EFL.2.8.1. Learners can pronounce most familiar vocabulary items accurately. They can also produce some phrases and short sentences clearly.

**Análisis:** Similar a la pregunta anterior, se busca que los alumnos utilicen el vocabulario y expresen preferencias.

**Relevancia:** Fomenta el perfeccionamiento del vocabulario y la capacidad de articulación de pensamientos, lo que es clave para una comunicación efectiva.

6. **Can you tell me the days of the week in order?**

**Referencia:** I.EFL.2.8.1. Learners can pronounce most familiar vocabulary items accurately. They can also produce some phrases and short sentences clearly.

**Análisis:** Esta pregunta evalúa la habilidad para pronunciar y recordar secuencias de vocabulario.

**Relevancia:** La capacidad de enumerar días de la semana es esencial para la fluidez y la organización del discurso en inglés.

7. **What is your favorite subject?**

**Referencia:** I.EFL.2.10.1. (I.3). Learners can interact effectively using a range of basic functional exponents for interpersonal conversations in everyday contexts, providing speech is slow and clear. Learners can request repetition or clarification.

**Análisis:** Busca evaluar la interacción del estudiante utilizando exponentes funcionales básicos.

**Relevancia:** Expresar preferencias académicas ayuda a los estudiantes a conectarse con el contenido de aprendizaje, facilitando una comunicación más rica.

8. **What do you like to do in your free time?**

**Referencia:** I.EFL.2.10.1. (I.3) Learners can interact effectively using a range of basic functional exponents for interpersonal conversations in everyday contexts, providing speech is slow and clear. Learners can request repetition or clarification.

**Análisis:** Esta pregunta permite evaluar la capacidad del estudiante para interactuar y compartir experiencias personales.

**Relevancia:** Fomenta el uso del inglés en contextos cotidianos, lo que es fundamental para desarrollar habilidades de conversación.

9. **Can you tell me the numbers from 1 to 50?**

**Referencia:** I.EFL.2.8.1. Learners can pronounce most familiar vocabulary items accurately. They can also produce some phrases and short sentences clearly.

**Análisis:** Evaluación de la pronunciación y la memorización de números.

**Relevancia:** La habilidad de contar es un componente básico en cualquier idioma y es fundamental para la fluidez en situaciones prácticas.

10. **Can you describe your clothes?**

**Referencia:** I.EFL.2.11.1. (I.4). Learners can understand familiar words, phrases, and short simple sentences and can successfully complete the simple accompanying task.

**Análisis:** Esta pregunta analiza la comprensión del estudiante sobre vocabulario relacionado con la vestimenta.

**Relevancia:** Describir prendas fomenta el uso del inglés en contextos reales de su vida diaria y de esta manera ayudar a los estudiantes a comunicar lo que llevan puesto.

## **Annex G.**

Post-Test.

### **1. Can you tell me five colors you see in our classroom?**

**Referencia:** I.EFL.2.11.1. Learners can understand familiar words, phrases, and short simple sentences and can successfully complete the simple accompanying task. (I.4)

**Análisis:** Esta pregunta busca evaluar la comprensión del vocabulario relacionado con colores y la capacidad de los estudiantes para identificar y nombrar elementos en su entorno inmediato.

**Relevancia:** La habilidad de reconocer y nombrar colores es esencial para el desarrollo del vocabulario básico y constituye una parte fundamental de la comunicación cotidiana.

### **2. Can you draw and describe your favorite fruit?**

**Referencia:** I.EFL.2.9.1. Learners can express basic ideas, initiate conversations, possibly with slow and/or hesitant delivery.

**Análisis:** Se valora la capacidad de los estudiantes para expresar ideas básicas y participar en una conversación, aunque sea de manera lenta o vacilante.

**Relevancia:** Esta pregunta fomenta la creatividad y permite a los estudiantes articular sus pensamientos, contribuyendo a su confianza en el uso del idioma.

### **3. What kind of clothes do you wear on weekends?**

**Referencia:** I.EFL.2.9.1. Learners can express basic ideas, initiate conversations, possibly with slow and/or hesitant delivery.

**Análisis:** Aquí se busca que los estudiantes describan sus preferencias de vestimenta, lo que implica el uso de vocabulario relacionado con la ropa.

**Relevancia:** Esta pregunta ayuda a los estudiantes a practicar el uso del idioma en contextos personales, lo que es fundamental para su desenvolvimiento en conversaciones cotidianas.

### **4. Can you tell me two green fruits?**

**Referencia:** I.EFL.2.8.1. Learners can pronounce most familiar vocabulary items accurately. They can also produce some phrases and short sentences clearly.

**Análisis:** Se evalúa la pronunciación y el uso del vocabulario familiar relacionado con frutas.

**Relevancia:** Identificar y nombrar frutas no solo permite a los estudiantes ampliar su vocabulario, sino que también les permite participar en conversaciones sobre alimentos, un tema común.

5. **What are the colors of our Ecuadorian flag?**

**Referencia:** I.EFL.2.8.1. Learners can pronounce most familiar vocabulary items accurately. They can also produce some phrases and short sentences clearly.

**Análisis:** Esta pregunta busca evaluar la precisión en la pronunciación de vocabulario específico y contextual.

**Relevancia:** Conocer los colores de la bandera nacional fomenta un sentido de identidad y pertenencia, al tiempo que refuerza la capacidad de comunicación sobre temas culturales.

6. **How many classmates do you have and who is your best friend?**

**Referencia:** I.EFL.2.10.1. (I.3). Learners can interact effectively using a range of basic functional exponents for interpersonal conversations in everyday contexts, providing speech is slow and clear. Learners can request repetition or clarification.

**Análisis:** Se evalúa la habilidad de interacción del estudiante utilizando expresiones funcionales básicas para mantener una conversación.

**Relevancia:** Esta pregunta permite que los estudiantes practiquen la conversación interpersonal, una habilidad clave en el aprendizaje de idiomas.

7. **What subjects do you study at school?**

**Referencia:** I.EFL.2.8.1. Learners can pronounce most familiar vocabulary items accurately. They can also produce some phrases and short sentences clearly.

**Análisis:** Esta pregunta trata de evaluar la habilidad de los estudiantes para pronunciar y utilizar vocabulario relacionado con materias escolares.

**Relevancia:** Hablar sobre las materias que estudian puede ayudar a los estudiantes a implementar el inglés en su vida académica, lo que es esencial para su aprendizaje.

8. **Can you describe your favorite clothes?**

**Referencia:** I.EFL.2.9.1. Learners can express basic ideas, initiate conversations, possibly with slow and/or hesitant delivery.

**Análisis:** Aquí se busca que los estudiantes expresen ideas sobre sus preferencias de vestimenta, promoviendo la conversación.

**Relevancia:** Describir prendas de vestir ayuda a los estudiantes a utilizar la correcta estructura de las oraciones y a sentirse más cómodos al hablar sobre sí mismos.

9. **What is the best weather for you? Why?**

**Referencia:** I.EFL.2.9.1. Learners can express basic ideas, initiate conversations, possibly with slow and/or hesitant delivery.

**Análisis:** Esta pregunta permite a los estudiantes expresar opiniones y justificar sus preferencias, lo que es primordial para el desarrollo de las habilidades argumentativas.

**Relevancia:** Discutir sobre el clima fomenta el uso del inglés en conversaciones cotidianas y ayuda a los estudiantes a articular sus pensamientos.

10. **What days are on the weekend?**

**Referencia:** I.EFL.2.8.1. Learners can pronounce most familiar vocabulary items accurately. They can also produce some phrases and short sentences clearly.

**Análisis:** Aquí se valora la capacidad de los estudiantes para pronunciar y recordar vocabulario relacionado con los días de la semana.

**Relevancia:** Conocer los días del fin de semana es fundamental para la fluidez y la organización del discurso, permitiendo conversaciones coherentes.

Below are the semi-structured interviews, which were created to increase a deeper understanding of the experiences and perceptions of both students and teacher and students concerning the implementation of gamification in the classroom. These interviews enable the exploration of not only the effectiveness of the strategies employed but also the challenges encountered and recommendations for future interventions. Through open-ended questions, the aim is to capture participants' opinions and reflections, which will enrich the investigation results' obtained from the pretest and posttest.

## **Annex H.**

Semi-Structured Interview (Teacher).

1. **¿Cómo describiría su experiencia al implementar la gamificación en el aula?**

**Análisis:** Esta pregunta invita a una reflexión cualitativa sobre la experiencia del docente. El análisis del discurso puede revelar actitudes, creencias y contextos que influyeron en la implementación de la gamificación.

**Relevancia:** Comprender cómo fue percibida la gamificación es esencial para evaluar su efectividad y su impacto en el aprendizaje.

2. **¿Qué actividades gamificadas utilizaron y cómo fueron recibidas por los estudiantes?**

**Análisis:** Esta pregunta permite al docente detallar las actividades específicas que se llevaron a cabo, lo cual es crucial para analizar cómo estas actividades afectaron las habilidades de "Speaking".

**Relevancia:** Proporciona ejemplos concretos que pueden ser evaluados en términos de su efectividad y su influencia en el aprendizaje.

3. **¿Observó algún progreso en las destrezas de "Speaking" de los estudiantes durante la intervención?**

**Análisis:** Esta pregunta es fundamental, ya que permite al docente compartir observaciones directas sobre la mejora de los estudiantes, lo que puede ser analizado para identificar patrones de mejora.

**Relevancia:** Está directamente relacionada con la variable de habilidades de "Speaking", ayudando a medir el impacto de la gamificación en esta área.

4. **¿Cuáles fueron los desafíos que enfrentó al implementar estas estrategias?**

**Análisis:** Identificar los obstáculos proporciona contexto sobre las experiencias del docente y puede influir en la efectividad de la gamificación.

**Relevancia:** Esta información contribuye a una comprensión más completa sobre los factores que influyen la implementación y el éxito de la gamificación en el aula.

5. **¿Qué estrategias adicionales considera importantes para mejorar las habilidades de "Speaking"?**

**Análisis:** Esta pregunta permite explorar las recomendaciones del docente y su visión sobre la enseñanza del "Speaking", lo que puede enriquecer la investigación con nuevas ideas y enfoques.

**Relevancia:** Puede ofrecer perspectivas valiosas sobre la intervención y sugerir mejoras en la práctica docente.

6. **¿Cómo percibe el interés y la motivación de los estudiantes hacia el aprendizaje del inglés después de la gamificación?**

**Análisis:** Conocer la apreciación del docente sobre la motivación de los estudiantes es concluyente para evaluar la efectividad de la gamificación en el aula.

**Relevancia:** Está relacionada con la variable de efectividad de la gamificación, proporcionando información sobre su impacto en la actitud de los estudiantes hacia el aprendizaje.

7. **¿Qué sugerencias tendría para otros docentes que deseen implementar la gamificación?**

**Análisis:** Las sugerencias del docente pueden ofrecer información valiosa sobre buenas prácticas y enfoques exitosos que podrían ser replicados por otros educadores.

**Relevancia:** Esta información ayuda a entender cómo se puede optimizar la implementación de la gamificación, beneficiando a la comunidad educativa en general.

## **Annex I.**

Semi-Structured Interview (children).

### **1. ¿Qué te parece aprender inglés a través de juegos?**

**Análisis:** Esta pregunta permite a los niños expresar sus opiniones sobre la gamificación, brindando información sobre su experiencia.

**Relevancia:** Refleja la percepción de efectividad de la gamificación en su aprendizaje, lo que puede ayudar en su motivación y compromiso.

### **2. ¿Qué actividad te gustó más y por qué?**

**Análisis:** Identificar las actividades preferidas ayuda a entender qué aspectos de la gamificación resultaron más atractivos y efectivos para los estudiantes.

**Relevancia:** Está relacionada con el interés y la motivación por el aprendizaje, proporcionando insights sobre cómo las actividades pueden ser mejoradas.

### **3. ¿Has notado que puedes hablar mejor en inglés? ¿Por qué?**

**Análisis:** Esta pregunta permite a los niños reflexionar sobre su progreso en habilidades de "Speaking", ofreciendo un espacio para la autoevaluación.

**Relevancia:** Está directamente vinculada a la variable de habilidades de "Speaking", permitiendo medir la percepción de mejora entre los estudiantes.

### **4. ¿Te sentiste más motivado para participar en las actividades?**

**Análisis:** Permite evaluar cómo la gamificación afectó la disposición hacia el aprendizaje por parte de ellos estudiantes.

**Relevancia:** Relacionada con la efectividad de la gamificación, esta pregunta puede indicar si las estrategias utilizadas fueron efectivas para aumentar la participación.

### **5. ¿Qué cosas te gustaría hacer más en clase para aprender inglés?**

**Análisis:** Esta pregunta permite a los niños ofrecer sugerencias que pueden enriquecer futuras intervenciones y adaptar las actividades a sus intereses.

**Relevancia:** Refleja su percepción del aprendizaje y la enseñanza, proporcionando información valiosa para futuras planificaciones.

6. **¿Te gustó trabajar en grupo o prefieres hacerlo solo? ¿Por qué?**

**Análisis:** Esta pregunta ayuda a comprender el papel de las actividades grupales en el proceso de aprendizaje.

**Relevancia:** Contribuye a entender cómo el trabajo en grupo afecta las habilidades de "Speaking", lo que es esencial para la mejora de las destrezas comunicativas.

7. **¿Qué te gustaría decirle a tu profesor sobre las actividades de gamificación?**

**Análisis:** Permite a los niños exteriorizar sus ideas y sentimientos sobre la intervención, facilitando una retroalimentación directa.

**Relevancia:** Ayuda a entender la percepción general de la gamificación, lo que puede ser útil para ajustar y mejorar futuras implementaciones.

## **Annex J.**

Request for First Expert Review of Instruments.

Anita Janeth Pinchao Nazate

C.I. N.º 0401523899

Estudiante del Programa de Maestría en Pedagogía de los Idiomas Nacionales y Extranjeros Mención en Enseñanza del Inglés

Primera Cohorte, Universidad Politécnica Estatal del Carchi

22 de octubre 2024.

Msc. Nataly Salome Proaño Boada

Docente de Inglés

Unidad Educativa Antonio Nariño

Estimada Nataly:

Espero que este mensaje le encuentre bien. Me permito dirigirme a usted con el deseo de expresarle mis más cordiales saludos y desearle éxito en las importantes tareas que lleva a cabo en beneficio de la educación.

El propósito de la presente comunicación es solicitar su valiosa asistencia, dada su vasta experiencia en el área temática, para la revisión, evaluación y validación de los instrumentos que se aplicará tanto para la recolección, como para la organización, análisis y presentación de resultados. Estos hallazgos serán presentados como parte del proceso de titulación para la obtención del Título de Magíster en: Pedagogía de los Idiomas Nacionales y Extranjeros, Mención en la Enseñanza del Inglés.

A continuación, se muestra el argumento de la investigación, seguido de la enunciación del problema, el objetivo general y los objetivos específicos. Asimismo, se describe la metodología empleada en el estudio, como también los resultados de la prueba piloto realizada. Se incluye el cuadro de operacionalización de las variables, así como las pruebas de pretest, postest y las entrevistas semiestructuradas que se llevarán a cabo en el marco de esta investigación.

Al final del documento encontrará la matriz de evaluación para cada uno de los instrumentos. Se solicita que, para cada criterio, se considere la siguiente escala de puntuación: 1 indica "Nada aceptable", 2 significa "Poco aceptable", 3 corresponde a

"Regular", 4 representa "Aceptable" y 5 se refiere a "Muy aceptable". La validación deberá realizarse por cada del instrumento de investigación.

Agradezco de antemano su atención y quedo atenta a su respuesta.

**Cordialmente,**

**Anita Janeth Pinchao Nazate.**

## Annex K.

### First Expert Evaluation Matrix.

#### MATRIZ DE EVALUACIÓN PARA CADA UNO DE LOS INSTRUMENTOS.

##### Escala de Evaluación

Para cada criterio, se debe considerar la siguiente escala de puntuación:

Puntuación	Descripción
1	Nada aceptable
2	Poco aceptable
3	Regular
4	Aceptable
5	Muy aceptable

##### Criterios de Validez Pretest

Criterio de Validez	Puntuación	Argumento	Observaciones y/o Sugerencias
Validez de contenido	5		
Validez de criterio metodológico	5		
Validez de intención y objetividad de medición y/o observación	5		
Las preguntas responden a los objetivos de investigación	5		
Total, parcial			
TOTAL	20		

##### Criterios de Validez Postest

Criterio de Validez	Puntuación	Argumento	Observaciones y/o Sugerencias
Validez de contenido	5		
Validez de criterio metodológico	5		

Las preguntas responden a los objetivos de investigación	5		
Total, parcial			
TOTAL	20		

**Puntuación General**

- De 4 a 11: No válida, reformular.
- De 12 a 14: No válida, modificar.
- De 15 a 17: Válida, mejorar.
- De 18 a 20: Válida, aplicar.

Nombres y Apellidos:	Nataly Salome Araño Boada
Grado Académico:	Master en Educación Especial
Fecha:	30- OCT - 2024

*Nataly SB*  
1715292486

## **Annex L.**

Request for Second Expert Review of Instruments.

Anita Janeth Pinchao Nazate

C.I. N.º 0401523899

Estudiante del Programa de Maestría en Pedagogía de los Idiomas Nacionales y Extranjeros Mención en Enseñanza del Inglés

Primera Cohorte, Universidad Politécnica Estatal del Carchi

22 de octubre 2024.

Msc. Eliana Alexandra Freire Villacis.

Docente de Inglés

Unidad Educativa Mario Oña Perdomo

Estimada Eliana:

Espero que este mensaje le encuentre bien. Me permito dirigirme a usted con el deseo de expresarle mis más cordiales saludos y desearle éxito en las importantes tareas que lleva a cabo en beneficio de la educación.

El propósito de la presente comunicación es solicitar su valiosa asistencia, dada su vasta experiencia en el área temática, para la revisión, evaluación y validación de los instrumentos que se aplicará tanto para la recolección, como para la organización, análisis y presentación de resultados. Estos hallazgos serán presentados como parte del proceso de titulación para la obtención del Título de Magíster en: Pedagogía de los Idiomas Nacionales y Extranjeros, Mención en la Enseñanza del Inglés.

A continuación, se muestra el argumento de la investigación, seguido de la enunciación del problema, el objetivo general y los objetivos específicos. Asimismo, se describe la metodología empleada en el estudio, como también los resultados de la prueba piloto realizada. Se incluye el cuadro de operacionalización de las variables, así como las pruebas de pretest, postest y las entrevistas semiestructuradas que se llevarán a cabo en el marco de esta investigación.

Al final del documento encontrará la matriz de evaluación para cada uno de los instrumentos. Se solicita que, para cada criterio, se considere la siguiente escala de puntuación: 1 indica "Nada aceptable", 2 significa "Poco aceptable", 3 corresponde a

"Regular", 4 representa "Aceptable" y 5 se refiere a "Muy aceptable". La validación deberá realizarse por cada del instrumento de investigación.

Agradezco de antemano su atención y quedo atenta a su respuesta.

**Cordialmente,**

**Anita Janeth Pinchao Nazate.**

## **Annex M.**

Second Expert Evaluation Matrix.

### **MATRIZ DE EVALUACIÓN PARA CADA UNO DE LOS INSTRUMENTOS.**

#### **Escala de Evaluación**

Para cada criterio, se debe considerar la siguiente escala de puntuación:

<b>Puntuación</b>	<b>Descripción</b>
1	Nada aceptable
2	Poco aceptable
3	Regular
4	Aceptable
5	Muy aceptable

#### **Criterios de Validez Pretest**

<b>Criterio de Validez</b>	<b>Puntuación</b>	<b>Argumento</b>	<b>Observaciones y/o Sugerencias</b>
Validez de contenido	5	Cubre aspectos relevantes.	
Validez de criterio metodológico	5	Metodología usada sólida.	
Validez de intención y objetividad de medición y/o observación	4	Debe fortalecer la objetividad.	
Las preguntas responden a los objetivos de investigación	5	Los instrumentos se basan en el marco teórico.	
<b>Total, parcial</b>	19		
<b>TOTAL</b>			

### Criterios de Validez Posttest

<b>Criterio de Validez</b>	<b>Puntuación</b>	<b>Argumento</b>	<b>Observaciones y/o Sugerencias</b>
Validez de contenido	5	Domina el contenido de estudio.	
Validez de criterio metodológico	5	Metodología muy acertada.	
Validez de intención y objetividad de medición y/o observación	5	Muestra los datos adecuadamente.	
Las preguntas responden a los objetivos de investigación	5	Las preguntas están bien direccionadas y estructuradas.	
<b>Total, parcial</b>	20		
<b>TOTAL</b>			

### Criterios de Validez entrevista semiestructurada (niños)

<b>Criterio de Validez</b>	<b>Puntuación</b>	<b>Argumento</b>	<b>Observaciones y/o Sugerencias</b>
Validez de contenido	5	Basado en el contenido de estudio.	
Validez de criterio metodológico	5	Metodología acorde al tema.	
Validez de intención y objetividad de medición y/o observación	5	Objetividad bien direccionada.	


Las preguntas responden a los objetivos de investigación	5	Preguntas responden a los objetivos.	
<b>Total, parcial</b>	20		
<b>TOTAL</b>			

**Criterios de Validez entrevista semiestructurada (docentes)**

<b>Criterio de Validez</b>	<b>Puntuación</b>	<b>Argumento</b>	<b>Observaciones y/o Sugerencias</b>
Validez de contenido	5	Se basa en el contenido de estudio.	
Validez de criterio metodológico	5	Método acertado.	
Validez de intención y objetividad de medición y/o observación	5	Objetividad clara.	
Las preguntas responden a los objetivos de investigación	5	Preguntas claras y bien direccionadas.	
<b>Total, parcial</b>	20		
<b>TOTAL</b>	19.75		Válida para aplicar.

**Puntuación General**

- **De 4 a 11:** No válida, reformular.
- **De 12 a 14:** No válida, modificar.
- **De 15 a 17:** Válida, mejorar.
- **De 18 a 20:** Válida, aplicar.

<b>Nombres y Apellidos:</b>	Eliana Alexandra Freire Villacis. 
<b>Grado Académico:</b>	Msc. Aprendizaje Mediado por Tics
<b>Fecha:</b>	25/10/2024.

## **Annex N.**

Request for Third Expert Review of Instruments.

Anita Janeth Pinchao Nazate

C.I. N.º 0401523899

Estudiante del Programa de Maestría en Pedagogía de los Idiomas Nacionales y Extranjeros Mención en Enseñanza del Inglés

Primera Cohorte, Universidad Politécnica Estatal del Carchi

22 de octubre 2024.

Msc. Ruth Elizabeth Potosi Argoti.

Docente de Educación Básica.

Unidad Educativa Mario Oña Perdomo

Estimada Ruth:

Espero que este mensaje le encuentre bien. Me permito dirigirme a usted con el deseo de expresarle mis más cordiales saludos y desearle éxito en las importantes tareas que lleva a cabo en beneficio de la educación.

El propósito de la presente comunicación es solicitar su valiosa asistencia, dada su vasta experiencia en el área temática, para la revisión, evaluación y validación de los instrumentos que se aplicará tanto para la recolección, como para la organización, análisis y presentación de resultados. Estos hallazgos serán presentados como parte del proceso de titulación para la obtención del Título de Magíster en: Pedagogía de los Idiomas Nacionales y Extranjeros, Mención en la Enseñanza del Inglés.

A continuación, se muestra el argumento de la investigación, seguido de la enunciación del problema, el objetivo general y los objetivos específicos. Asimismo, se describe la metodología empleada en el estudio, como también los resultados de la prueba piloto realizada. Se incluye el cuadro de operacionalización de las variables, así como las pruebas de pretest, postest y las entrevistas semiestructuradas que se llevarán a cabo en el marco de esta investigación.

Al final del documento encontrará la matriz de evaluación para cada uno de los instrumentos. Se solicita que, para cada criterio, se considere la siguiente escala de puntuación: 1 indica "Nada aceptable", 2 significa "Poco aceptable", 3 corresponde a

"Regular", 4 representa "Aceptable" y 5 se refiere a "Muy aceptable". La validación deberá realizarse por cada del instrumento de investigación.

Agradezco de antemano su atención y quedo atenta a su respuesta.

**Cordialmente,**

**Anita Janeth Pinchao Nazate.**

## Annex O.

Third Expert Evaluation Matrix.

### **MATRIZ DE EVALUACIÓN PARA CADA UNO DE LOS INSTRUMENTOS.**

#### **Escala de Evaluación**

Para cada criterio, se debe considerar la siguiente escala de puntuación:

<b>Puntuación</b>	<b>Descripción</b>
1	Nada aceptable
2	Poco aceptable
3	Regular
4	Aceptable
5	Muy aceptable

#### **Criterios de Validez Pretest**

<b>Criterio de Validez</b>	<b>Puntuación</b>	<b>Argumento</b>	<b>Observaciones y/o Sugerencias</b>
Validez de contenido	5	Cubre aspectos relevantes.	
Validez de criterio metodológico	5	Metodología usada sólida.	
Validez de intención y objetividad de medición y/o observación	4	Debe fortalecer la objetividad.	
Las preguntas responden a los objetivos de investigación	5	Los instrumentos se basan en el marco teórico.	
<b>Total, parcial</b>	19		
<b>TOTAL</b>			

### Criterios de Validez Posttest

<b>Criterio de Validez</b>	<b>Puntuación</b>	<b>Argumento</b>	<b>Observaciones y/o Sugerencias</b>
Validez de contenido	5	Domina el contenido de estudio.	
Validez de criterio metodológico	5	Metodología muy acertada.	
Validez de intención y objetividad de medición y/o observación	5	Muestra los datos adecuadamente.	
Las preguntas responden a los objetivos de investigación	5	Las preguntas están bien direccionadas y estructuradas.	
<b>Total, parcial</b>	20		
<b>TOTAL</b>			

### Criterios de Validez entrevista semiestructurada (niños)

<b>Criterio de Validez</b>	<b>Puntuación</b>	<b>Argumento</b>	<b>Observaciones y/o Sugerencias</b>
Validez de contenido	5	Basado en el contenido de estudio.	
Validez de criterio metodológico	5	Metodología acorde al tema.	
Validez de intención y objetividad de medición y/o observación	5	Objetividad bien direccionada.	
Las preguntas responden a los objetivos de investigación	5	Preguntas responden a los objetivos.	


<b>Total, parcial</b>	20		
<b>TOTAL</b>			

**Criterios de Validez entrevista semiestructurada (docentes)**

<b>Criterio de Validez</b>	<b>Puntuación</b>	<b>Argumento</b>	<b>Observaciones y/o Sugerencias</b>
Validez de contenido	5	Se basa en el contenido de estudio.	
Validez de criterio metodológico	5	Método acertado.	
Validez de intención y objetividad de medición y/o observación	5	Objetividad clara.	
Las preguntas responden a los objetivos de investigación	5	Preguntas claras y bien direccionadas.	
<b>Total, parcial</b>	20		
<b>TOTAL</b>	19.75		Válida para aplicar.

**Puntuación General**

- **De 4 a 11:** No válida, reformular.
- **De 12 a 14:** No válida, modificar.
- **De 15 a 17:** Válida, mejorar.
- **De 18 a 20:** Válida, aplicar.

<b>Nombres y Apellidos:</b>	Ruth Elizabeth Potosi Argoti. 
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<b>Grado Académico:</b>	Magister en Educación Inicial.
<b>Fecha:</b>	29/10/2024.