

Didactic intervention to foster the oral interaction implementing gamification.

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### **Abstract**

**Title:** Didactic intervention to foster the oral interaction implementing gamification

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**Key Words:** Gamification, oral interaction, didactic intervention, fluency.

**Description:** The present research aims to report a project that encourages oral interaction through gamification in 8th grade students at Colegio de la Presentación de Piedecuesta. To achieve this, a didactic sequence with gamification elements was designed and implemented to promote oral interaction. Methodologically, a mixed approach was used to process and implement previously designed activities and observe them in their natural context, which is considered a descriptive study. As instruments, the use of participant observation stands out, which includes a teacher's journal from which the researcher collected data during the course of the activities; also, two tests, namely pre-test and post-test, and lastly a focus group. In terms of results, gamification demonstrated its potential to significantly improve interaction and oral production in English language learning. The use of gamification, which involves the integration of game elements into familiar gaming contexts, proves to be a promising approach in educational settings and offers a wide range of benefits. In conclusion, it was possible to understand in detail the dynamics of the implementation of activities and the exercise of gamification both with regard to oral production and oral interaction of the students.

## Resumen

**Título:** Intervención didáctica para fomentar la interacción oral implementando la gamificación

**Autor:** Leidy Carolina Rodríguez Moreno

**Palabras clave:** Gamificación, interacción oral, intervención didáctica, fluidez.

**Descripción:** La presente investigación tiene como objetivo reportar un proyecto que fomenta la interacción oral a través de la gamificación en estudiantes de octavo grado del Colegio de la Presentación de Piedecuesta. Para lograrlo, se diseñó e implementó una secuencia didáctica que incluye lingüística y gamificación para promover la interacción oral. Metodológicamente se utilizó un enfoque mixto para procesar e implementar actividades previamente diseñadas y observarlas en su contexto natural, lo que se considera un estudio descriptivo. Como instrumentos se destaca el uso de la observación participante, que incluye un diario del docente del cual el investigador recopiló datos durante el transcurso de las actividades; además, dos pruebas, a saber, pre-test y pos-test, y, por último, un grupo focal. En términos de resultados, la gamificación ha demostrado su potencial para mejorar significativamente la interacción y la producción oral en el aprendizaje del idioma inglés. El uso de la gamificación, que implica la integración de elementos del juego en contextos de juego familiares, demuestra ser un enfoque prometedor en entornos educativos y ofrece una amplia gama de beneficios. En conclusión, se logró comprender en detalle la dinámica de la implementación de actividades y el ejercicio de la gamificación tanto en lo que respecta a la producción oral como a la interacción oral de los estudiantes.

### **Introduction**

In the field of language learning, enhancing English as a Foreign Language (EFL) instruction and promoting oral interaction remains an ongoing endeavor. Language acquisition (LA) is a complex process, requiring a multifaceted approach to effective methodologies. Educational research serves as a cornerstone, guiding educators and institutions toward innovative approaches that can profoundly impact the language learning experience.

The primary aim of this research project was to enrich the language learning journey of 8th graders at Colegio de la Presentación school in Piedecuesta by fostering oral interaction through gamification. As the world becomes increasingly interconnected and linguistic diversity becomes more valuable, equipping students with the ability to communicate effectively in a FL is of paramount importance. In this pursuit, gamification emerges as a powerful tool to make language learning engaging and interactive.

It started by observing and reflecting on the classroom's existing situation and its specific needs. This involved studying the dynamics within the classroom and conducting an analysis of what was required to improve oral interaction among the students. The preliminary stage of the research was to gather essential information through classroom observation and reflection on the classroom's situation and its requirements as part of action research methodology stages. This phase involved establishing parameters for designing and implementing a didactic sequence that would incorporate gamification to enhance the oral interaction skills of the students. A comprehensive literature review was conducted to explore relevant research on gamification in education and pedagogical approaches. The focus was on identifying the best practices and strategies that could be applied to enhance oral communication skills in language education.

The first stage of the research was to design and implement a didactic sequence that integrates gamification principles into the language learning process. This sequence aimed to create an immersive and enjoyable learning environment that encourages active oral interaction among students. By developing a structured approach, it is intended to ensure that gamification effectively supports the learning goals and enhances the students' speaking skills. This involved incorporating gaming elements such as challenges, rewards or badges to maintain student engagement. Collaborative activities and competitions further fostered camaraderie and skill development, while feedback ensured continuous improvement. The integration of gamification extended beyond the classroom to include supplementary resources and online platforms, providing diverse learning opportunities. Overall, this approach aimed to leverage gamification elements to enhance the effectiveness and enjoyment of EFL instruction, fostering the like for language learning among students.

The second stage of this research delves into the depth and breadth of gamification's role in oral interaction. By analyzing the scope and limitations, we aim to provide a comprehensive understanding of how gamification can be integrated into language learning effectively. This analysis will help us identify where gamification can offer the most significant benefits and where alternative approaches might be more suitable. By embracing gamification and conducting in-depth educational research, this project aspires to offer a different opportunity for students to enhance oral interaction in the Foreign Language Learning. This initiative not only contributes to the academic growth of students but also to improve students' speaking skills in English which are essential for them to progress in learning English such as cooperative work, problem solving, engagement among others.

### **1. Research problem**

The speaking skill is a way to communicate anything to someone else. It is a special human quality and “one of the most fundamental and common human behaviors. We speak on a daily basis to communicate and exchange meaningful information” (Villalobos Bula, 2015, p.350). Thus, it becomes an important productive skill to be developed in any context. Florez (as cited in Villalobos, 2015, p.351) states that speaking is “an interactive process of constructing meaning that involves producing, receiving and processing information”. Therefore, speaking is more than pronouncing sentences that are grammatically correct (Kürüm, 2014); it goes beyond since it concerns to develop sub-skills such as interaction, fluency, pronunciation among others like, vocabulary and lexical range that is crucial for effective communication.

In any context, whether it be academic, professional, or personal, the development of speaking skills holds paramount importance. It not only facilitates clear and concise expression of ideas but also fosters meaningful interactions and mutual understanding. Moreover, improving one's speaking abilities in FL can enhance confidence and self-assurance, empowering individuals to navigate diverse social and professional settings with ease.

Therefore, a broad vocabulary significantly improves expressiveness and precision in speech. Effective speaking involves more than just grammatical correctness, but it remains crucial to maintain a basic understanding of grammar and sentence structure. In essence, the ability to use an extensive set of words and phrases enhances communication skills, a foundational grasp of grammar and sentence construction remains crucial for effective expression.

Indeed, a diverse lexicon enables individuals to convey their thoughts and ideas with clarity and nuance. However, without a solid foundation in grammar, even the most extensive vocabulary may fail to facilitate effective communication. Grammar serves as the structural framework that

organizes words and phrases into coherent and meaningful sentences, allowing speakers to convey their intended message accurately.

Therefore, while the emphasis on vocabulary enrichment is warranted, it should not overshadow the significance of grammar proficiency. Both elements are indispensable components of effective speaking, working together to facilitate clear, articulate, and persuasive communication.

Proper grammar ensures clarity and coherence in communication, while intonation and stress patterns are elements that affect the rhythm and tone of speech. Correct intonation and stress patterns can convey meaning, emphasis, and emotions effectively. Cultural awareness is also crucial because understanding norms and practices related to communication is vital, especially in a global context. This includes knowledge of appropriate greetings, gestures, and taboos in different cultures.

Through continuous observation of classes and active participation as a new teacher in this school, it has become evident that, despite the students' prior knowledge of vocabulary, grammar structures, and expressions used in English at their level, as well as their familiarity with the subject matter and many activities proposed to enhance their skills, they faced difficulties expressing their feelings and ideas or engaging in speaking activities that are required at this level.

According to MEN (Ministerio de Educación Nacional de Colombia) in the project named *Colombia Bilingue*, students are supposed to reach specific objectives in the BLR (Basic Learning Rights) in each grade; (MINEDUCACIÓN, 2016) however, some learners of this grade have not reached them. Considering the context of the study, the difficulty of the students to express themselves in English has been evidenced through the low performance of their oral presentations during the first academic period in 2022. It is worth mentioning that this problem is not only

reflected in the presentations but also in the participation during the course in general. Few students make their contribution using a foreign language, and the others, in their mother tongue, Spanish.

Through participant observation, a noticeable lack of interaction in English and a reluctance to engage in speaking exercises were observed. One plausible explanation for this phenomenon is that students refrain from taking chances to speak due to their fear of making errors (Dweck, 2022). Therefore, students and teachers alike must engage in several processes to foster the development of speaking skills. These include regular practice and repetition, broadening vocabulary, improving listening comprehension, and employing a variety of strategies to overcome challenges. It is imperative for both students and teachers to invest significant effort in practicing this skill extensively.

Furthermore, it is crucial to emphasize that speaking skills are not isolated within the learning and teaching process. They are intricately related to integrating activities and topics taught to engage students effectively. It is also related to the integration to activities, topics and other skills taught to involve students. Once the students do not feel engaged, the outcomes will not be the expected as Furrer and Skinner (2003) state: “Students’ engagement is generally understood to be the primary mechanism that enables motivational processes to contribute the learning and development” (p.154). This means that teaching English involves addressing the four skills and the four systems (grammar, lexis, phonology, and discourse), and competences (e.g., intercultural), and also teaching through different strategies that promote effective learning and reduce students’ fear of participating in the foreign language activities; one of those strategies can be found in the implementation of gamification that contributes a lot to language learning and teaching in any context.

Consequently, this project aims to foster speaking skill interaction by using innovative strategies like gamification. Although the speaking skill, in most cases, has many obstacles to be performed such as fear of speaking, lack of confidence, limited vocabulary, pronunciation difficulties, grammar and syntax concerns, it does not mean it cannot be fostered by means of different and appropriate strategies and approaches that can enrich the learning process in the classroom. Due to the interconnections through the world and the technological resources, teachers can reach better outcomes in the classroom. These are some of the reasons why there is a need to implement different strategies such as gamification in order to boost up oral production and reduce students' fear of participation using the foreign language.

## 2. Justification

Learning English has become a crucial process in the educational field as it is necessary for the competent development of the student considering today's world is no longer perceived without global interconnections (Correa and González, 2016). The necessity for communication and an understanding of diverse cultures has positioned English as one of the predominant global foreign languages. This implies that English has been incorporated into the educational curricula of numerous countries (Cha and Ham, 2008; as cited in Norbella and Valencia, 2019) Thus, Colombia makes part of this worldwide processes in the educational field in which students need to fulfill a foreign language requirement, in this case, English.

English levels A1, A2, B1, B2, C1, C2 have been adopted in Colombia from the (CEFR) Common European Framework of Reference (Byram and Parmenter, 2012; as cited in Miranda and Valencia, 2019) based on the assumption that learning English opens frontiers and allows discovering new cultural practices, it is important to mention that dominating a foreign language has become a requirement in nowadays practices. Thus, it is extremely necessary for students to be proficient in practicing English so they can manage various linguistic challenges and contexts effectively (Miranda and Valencia, 2019).

Reaching expertise and becoming proficient in English as a foreign language is not an achievement that will be reached quickly; therefore, it is relevant to mediate through non-traditional methods; as it is well known, education is a process and a "dynamic and not static entity; besides complex by the interactions that exist with the student" (Valencia, 2017, pág.15). This acknowledgment aligns with the understanding that language learning is not a static endeavor but a continuous, evolving process that requires current approaches to effectively engage learners on their path to linguistic proficiency.

This statement underscores the research focus on enhancing the oral production skills of students at Colegio de la Presentación school in Piedecuesta. To achieve such objective, the study advocates a deep dive into contemporary methodologies, particularly emphasizing the relevance of gamification. This approach is deemed essential to not only meet the specific needs of the students but also align with their conceptualization of meaningful learning. The rationale behind incorporating gamification lies in the belief that it provides students with an immersive experience, thereby challenging and transforming traditional educational principles. According to Torres-Toukoumidis and Romero-Rodriguez (2018) further supports this perspective, through which “gamification students face an experience that tends to be immersive, changing the traditional principles of education for new parameters based on motivation and social identification” (p.12).

Gamification in education offers a transformative approach by immersing learners in deeply engaging experiences, contrasting traditional passive learning with active participation. Departing from rigid educational structures, gamification introduces dynamic, personalized frameworks that adapt to individual needs through challenges, rewards, and interactive feedback. By tapping into intrinsic motivators like curiosity and autonomy, gamified environments fuel students' enthusiasm, surpassing the limitations of extrinsic rewards. Moreover, the emphasis on social interaction cultivates a sense of community, fostering collaboration and shared ownership of the learning process.

Gamification is part of the strategies to engage students and keep them motivated since it involves applying elements of game design and mechanics to non-game contexts to engage and motivate individuals. The goal is to make activities more enjoyable, encourage participation, and enhance overall user experience. By incorporating game-like features. Likewise, "through gamification, in most cases students can live simulated experiences that make learning more

meaningful by leading them to experience knowledge, not to describe it" (Valencia, 2017, pag 4). It also facilitates students to be a promoter of their own learning process without the fear of making mistakes or coerce themselves from participating in different learning experiences.

Taking into account the need to help students improve oral interaction skills through the integration of gamification into the English classes, the following general research question and sub questions arise:

- How can oral interaction be fostered using gamification in 8th grade students of Colegio de la Presentación in Piedecuesta?
- To what extent does gamification foster learners' oral interaction?
- What are the scope and limitations of gamification in fostering oral interaction?

### **3. Objectives**

#### **3.1 General Objective**

To foster oral interaction through gamification elements in 8th graders of Colegio de la Presentación in Piedecuesta

#### **3.2 Specific Objectives**

- To design and implement a didactic sequence to foster oral interaction through gamification.
- To establish the scope and limitations of gamification in oral interaction.

## 4. Theoretical framework

### 4.1 Conceptual framework

#### 4.1.1 *Gamification*

Gamification is defined as “the application of typical game elements in contexts that do not properly correspond to games”, with the purpose of stimulating the participation of the subjects before any thematic content, improve their commitment and increase the ability to understand themes more easily (Corchuelo, 2018, p. 30). Simply put, gamification refers to the process of taking something that already exists and integrating game elements into it to increase engagement and improve comprehension skills. Gamification is defined as the use of design elements, rather than game-based technology or other game-related practices, instead of fully-fledged games, characteristic of games in non-game contexts regardless of usage intentions, contexts or specific means of implementation (Deterding et al., 2011).

In light of the preceding, understanding gamification consists of each individual use of a particular game design element, immersed in the process of making activities more game-like. Within this definition, it focuses on the practices that bring about typical gaming user experiences. Consequently, the essence of gamification is considered to be the selection, application, implementation and integration of game design elements, rather than simply their use (Werbach, 2014).

In terms of gamification theories, the Self-Determination Theory (SDT) developed by Ryan and Deci (2020) focuses on intrinsic motivation and emphasizes the roles of autonomy, competence, and relatedness in promoting engagement. It has been widely applied to understand the motivational aspects of gamified learning environments. SDT focuses on understanding human

motivation and the conditions that foster intrinsic motivation, optimal functioning, and well-being. It highlights three fundamental psychological needs, autonomy, competence and relatedness, that drive human motivation: autonomy that refers to the need for individuals to have a sense of control and volition in their actions. In the context of gamification, providing learners with choices, autonomy in decision-making, and the ability to personalize their learning experiences can enhance motivation and engagement. In the context of education and gamification, promoting autonomy involves providing learners with opportunities for decision-making, freedom to choose learning activities or paths, and the ability to personalize their learning experiences. By fostering autonomy, gamification can empower learners to take ownership of their learning, which can lead to increased motivation, engagement, and a sense of responsibility, which refers to the need for individuals to feel effective and capable of mastering their environment.

Gamification can support competence by offering incremental challenges, clear goals, and opportunities for skill development and mastery. Progress tracking and feedback mechanisms in gamified learning environments can foster a sense of competence. Besides, relatedness that refers to the need for individuals to feel connected and supported in their social interactions. Gamification can support the need for competence by offering appropriate challenges and tasks that match learners' skill levels. It provides opportunities for learners to develop and refine their abilities, track their progress, and receive feedback on their performance. By offering clear goals, incremental levels of difficulty, and opportunities for skill development, gamification can enhance learners' sense of competence, leading to increased motivation and a willingness to persist in the learning process.

Gamification can promote relatedness by incorporating collaborative elements, social interactions, and opportunities for peer feedback and cooperation. It can also facilitate interactions

with teachers and provide a sense of belonging within a learning community. In gamified learning environments, fostering relatedness can be achieved by incorporating social elements, collaborative activities, and opportunities for interaction and cooperation. Gamification can facilitate peer-to-peer interactions, group discussions, team-based challenges, and shared learning experiences. By creating a supportive and inclusive learning community, gamification can enhance learners' sense of relatedness, which contributes to their motivation, engagement, and overall well-being.

According to SDT, when motivation, engagement, and well-being needs are satisfied, individuals experience intrinsic motivation, which is the internal drive to engage in an activity for its inherent enjoyment and personal satisfaction. Intrinsic motivation is considered more sustainable and leads to better learning outcomes compared to extrinsic motivation, which relies on external rewards or punishments. SDT also recognizes the role of external factors in motivation. It distinguishes between autonomous motivation, where individuals engage in activities out of personal interest and choice, and controlled motivation, where individuals feel pressured or coerced to engage in an activity. Gamification can help support autonomous motivation by providing meaningful challenges, opportunities for personal growth, and a sense of ownership in the learning process (Ryan and Deci, 2020).

In the context of gamified learning environments, researchers often draw on SDT to explore how game elements and mechanics can foster intrinsic motivation, promote the satisfaction of psychological needs, and enhance engagement and learning outcomes (Fulton, 2019). By incorporating elements to develop autonomy, competence, and relatedness into the design of gamified learning experiences, educators can create motivating and engaging environments that support learners' intrinsic motivation and overall well-being.

Gamification is a growing phenomenon of interest to both professionals and researchers. Viewed as the process of making activities more game-like focuses on the crucial space between game components and the holistic gaming experience. Such strategy makes it possible to adjust everyday problems that are not easy to focus more closely to reality (Morschheuser et al., 2017). Both in business environments and in education, gamification is being implemented as a successful method to attract audiences by entertaining customers and introducing game mechanics into the design of products or services to minimize adoption times and increase participation. Gamification transforms business models by creating new ways to extend relationships, create longer-term engagement, and drive customer and employee loyalty (Unkelos, 2018).

The simplest definition of gamification is: a process of integrating game mechanics into something that already exists to encourage participation, engagement, and loyalty. This can be just about anything, from your website to social media presence, day-to-day operations, customer engagement, and more. Gamification introduces game design elements into non-game applications to make them more fun and engaging. It uses competition, points, achievements, the rules of the game, status and self-expression to encourage actions through positive comments (Borrás, 2015).

Gamification can facilitate social interactions, collaborative learning, and observational learning. In that perspective, Social Cognitive Theory (SCT), proposed by Bandura (1977), is a widely recognized and influential theory in the field of psychology and education that emphasizes the reciprocal relationship between personal factors, behavior, and the environment, aligning with the principles of gamification. This theory emphasizes the role of observational learning, social interactions, and cognitive processes in shaping human behavior and motivation.

The observational Learning is also known as social learning or vicarious learning. According to Bandura (1977), individuals can learn new behaviors, skills, and attitudes by

observing others and the consequences they experience. This process involves attention, retention, reproduction, and motivation. In the context of gamification and education, observational learning can play a significant role. Gamified learning environments can incorporate role models, demonstrations, and video tutorials that showcase desired behaviors and skills. By observing these models, learners can acquire knowledge, explore strategies, and increase motivation to engage in the learning process.

Self-efficacy is a central construct in SCT, referring to individuals' beliefs in their own capabilities to successfully perform specific tasks and achieve desired outcomes. Bandura suggests that self-efficacy influences motivation, effort, persistence, and the choices individuals make. Gamification can influence self-efficacy by providing learners with opportunities to experience success, receive feedback, and gradually increase the complexity of challenges. By incorporating scaffolding techniques, progress indicators, and rewards, gamified learning environments can enhance learners' self-efficacy beliefs, leading to increased motivation and performance (Agustín, 2021).

Regarding Reciprocal Determinism, SCT emphasizes the concept of reciprocal determinism, which suggests that behavior, environment, and personal factors interact and influence each other. Individuals are not solely shaped by their environment or personal characteristics, but they actively influence and are influenced by their surroundings. In the context of gamification, reciprocal determinism highlights the bidirectional relationship between learners and the gamified learning environment (Bandura, 1977).

Learners' engagement, motivation, and learning outcomes can be influenced by the design and implementation of game elements, as well as the feedback and support provided by the environment. Likewise, learners' actions, choices, and performance can also impact the design and

adaptation of the gamified learning environment (Rottschaef,1984). SCT underscores the importance of self-regulation, which involves setting goals, monitoring progress, self-reflection, and self-control. Self-regulated learners actively manage their own learning processes and behaviors, adapting strategies to achieve desired outcomes. Gamification can support self-regulation by providing clear goals, progress tracking, and feedback mechanisms. By incorporating elements such as point systems, leaderboards, and badges, gamified learning environments can facilitate goal-setting, self-monitoring, and self-reflection. These features can enhance learners' ability to regulate their own learning, leading to improved engagement and achievement. SCT provides a theoretical framework to understand how gamification can impact learners' motivation, behavior, and learning outcomes. By incorporating observational learning, self-efficacy, reciprocal determinism, and self-regulation principles, gamified learning environments can create engaging and supportive contexts for learning and skill development (Fulton, 2019).

#### ***4.1.2 Oral interaction***

Oral interaction refers to verbal communication that takes place between two or more people through speech. It is a form of linguistic exchange in which the participants express themselves orally, be it in a dialogue, a conversation or a discussion (Ramírez, 2002). Oral interaction involves the use of language and communication skills to convey messages, exchange ideas, ask questions, express opinions, solve problems, among others. In addition to the content of the words, aspects such as tone of voice, body language, gestures and intonation are also considered, which can influence the way in which the message is interpreted and understood. Oral interaction is essential in everyday communication and plays an important role in various contexts,

such as personal life, social relationships, educational, professional and business environments. It is an essential tool for establishing human connections, sharing information, and building meaningful relationships (Ramírez, 2002).

To work on the theoretical constructs of oral interaction, it is critical to review the theories around the oral communicational construct, taking into account the fundamental key aspects to understand oral interaction between people. In oral communication, it is important to understand the dynamics and processes involved in effective oral communication. Oral interaction is related to communication theory in various ways. The main communication model refers as a process in which there is a sender (the person who speaks) and a receiver (the person who listens). In this model, the message is transmitted through the oral channel and is interpreted by the receiver. Elements of the model, such as noise (factors that can interfere with communication) and context, also influence oral interaction. Oral interaction involves the use of various elements of communication, such as verbal language (the words and grammar used in speech) and non-verbal language (gestures, facial expression, intonation, etc.). These elements combine to convey the message effectively and understandably (Marcos, 2016).

Communication theory highlights the importance of feedback in the communication process. During the oral interaction, the participants provide mutual feedback through verbal and non-verbal responses, which helps adjust and adapt the message according to the needs and expectations of the receiver. This theory emphasizes the importance of context in the interpretation of the message. Oral interaction is influenced by the context in which it takes place, such as the physical environment, social and cultural relationships, and specific communication norms. In addition, the communicative function of oral interaction can vary depending on the context, whether it is informative, persuasive, expressive, etc. In that way, the Interactionist Theory also

known as Interactionist Sociolinguistics Theory, emphasizes the social nature of language and communication (Goffman & Hymes, 1981). Developed by sociolinguists such as Erving Goffman and Dell Hymes (1981), this theory highlights the importance of context, social norms, and shared understandings in oral interaction. It focuses on how individuals negotiate meaning, engage in turn-taking, and adapt their language use based on the communicative context.

Both, Goffman and Hymes (1981) who are related to Interactionist Theory, emphasize the social nature of communication and the importance of context in shaping interpersonal interactions. While Goffman focuses on the theatrical metaphor and individual impression management, through the Dramaturgical Perspective theory that views social interaction as a theatrical performance, drawing parallels between everyday life and the stage. Goffman suggests that individuals present themselves as actors on a stage, strategically managing their impressions through the use of various "masks" and "front-stage" performances to shape how others perceive them (Goffman and Hymes, 1981).

The preceding argument is related to Face-to-Face Interaction that emphasizes the significance of face-to-face interactions in social life. He explores how individuals engage in impression management, impression formation, and the negotiation of social roles within these interpersonal encounters. Goffman's theory focuses on the micro-level dynamics of social interactions, and that's when Presentation of Self take relevance as the concept of the "presentation of self," suggesting that individuals engage in impression management to create specific impressions and maintain a desired social identity. He examines how individuals use various strategies, such as self-presentation, body language, and verbal cues, to shape how they are perceived by others (Jupri, 2016).

On the other hand, Hymes (1977) emphasizes the cultural and contextual aspects of communication. Hymes' Interactionist Theory incorporates the ethnographic approach, emphasizing the study of communication within specific cultural and social contexts. He argues that understanding communication requires an examination of the cultural rules, norms, and practices that shape how people communicate and interpret messages. Hymes introduces the concept of "communicative competence" as a way to understand individuals' abilities to use language effectively in different social and cultural settings. Communicative competence includes not only linguistic proficiency but also knowledge of appropriate social norms, context, and cultural expectations.

Hymes (1977) proposes the Speaking model, which outlines the key components necessary for effective communication in a given speech community. The model includes the following elements: Setting and Scene, Participants, Ends (goals or outcomes), Act sequence, Key, Instrumentalities (language forms and styles), Norms, and Genre. The Speaking model provides a framework for analyzing and understanding communicative events in specific cultural contexts. Together, these concepts offer valuable insights into how individuals engage in social interaction, construct meaning, and navigate the complexities of communication within social and cultural contexts (Zand-Vakili, Fard, and Tabandeh, 2012).

Another theory of oral interaction is The Social-Pragmatic Communication Theory, also known as the Social-Pragmatic Theory of Language Development, developed by social psychologist and linguist Elizabeth Bates (1974) and her colleagues. This theory provides a framework for understanding language acquisition and development, particularly in children. The Social-Pragmatic Communication Theory highlights the interplay between social interaction, pragmatic skills, joint attention, intention-reading, and contextual factors in language acquisition

and development. By emphasizing the social nature of language learning, this theory provides insights into how children acquire and use language within their social environments. The social interaction emphasizes the role of social interaction in language learning and development. It suggests that children acquire language through engaging in meaningful and interactive exchanges with others. Social interactions provide the context for learning and allow children to make connections between language and its social functions.

Pragmatics refers to the practical use of language in social contexts. The theory highlights the importance of pragmatics in language acquisition and comprehension. Pragmatic skills involve understanding and using language appropriately in different social situations, considering factors such as the listener's perspective, intentions, and shared knowledge. Joint attention refers to the ability to share attention and focus on the same object or event with others. The theory emphasizes the role of joint attention in language development. Through joint attention, children develop an understanding of the link between words and their referents, as well as the communicative intent behind language use. Intention-Reading in this theory suggests that children develop the ability to infer and interpret others' intentions and mental states through communication.

By observing and participating in social interactions, children learn to understand and respond to the intentions and messages conveyed by others. Last, the contextual Factors of the Social-Pragmatic Communication Theory acknowledges the influence of contextual factors on language development. It recognizes that the social and cultural context in which language is used plays a crucial role in shaping children's language learning experiences (Campbell, 1978).

To conclude, this concept is important to this study since, at its core, oral interaction represents the axis of effective communication. Verbal exchange is not confined to the mere transmission of information; it extends to the nuanced expression of ideas, collaborative problem-

solving, and the establishment of meaningful connections. The theoretical framework recognizes oral interaction as a multifaceted process, encompassing linguistic elements, non-verbal cues, and the intricate dynamics of human expression. At the heart of the research lies the recognition that effective communication is foundational to academic success and personal development. Oral interaction, as a subset of communication, is the medium through which students' express ideas, seek clarification, and engage in collaborative learning. The research contends that refining oral communication skills is not a peripheral goal but an integral aspect of preparing students for the complexities of academic and professional environments.

#### ***4.1.3 Assessment tools***

Assessment tools are instruments or methods used to gather information and evaluate various aspects of a person's abilities, skills, knowledge, or performance. They can be used in educational settings, healthcare, psychology, and many other fields to measure and analyze different variables. Some common types of assessment tools include tests, surveys, questionnaires, interviews, observations, and performance tasks. These tools help professionals make informed decisions, identify areas for improvement, and track progress over time (Prasanthi & Vijetha, 2019).

Assessment tools in the context of this research refer to instruments or methods used to evaluate and measure the effectiveness of gamification in enhancing the oral interaction of students. These tools are designed to gather data on various aspects of students' oral communication skills, such as fluency, clarity, engagement, and collaboration. Examples of assessment tools that may be used include rubrics, surveys, observation checklists, and performance assessments tailored to evaluate the specific outcomes of gamified activities. These

tools help researchers and educators assess the impact of gamification on students' oral interaction skills, identify areas for improvement, and make informed decisions about instructional strategies and interventions (Başkan, 2018).

## 4.2 Literature review

### 4.2.1 *Gamification in language teaching*

In the exploration of gamification's impact on education, it is essential to comprehensively investigate research contributions at both national and international levels. This inclusive approach ensures a thorough understanding of how gamification strategies are perceived and applied across diverse educational landscapes, enriching the discourse with a global perspective.

To start, a noteworthy meta-analysis conducted by Garland (2015) brings into focus the positive impact of gamification, extending beyond mere motivation to encompass tangible improvements in learning outcomes. With a substantial participant sample of 2,838 individuals, this comprehensive study sought to identify the crucial aspects of gamification within educational settings. The findings of Garland's meta-analysis yielded three key insights. Firstly, it established the effectiveness of gamification as a valuable practice in the scope of education. Secondly, the study highlighted the variability in results based on different game elements employed. Lastly, Garland's research shed light on the promising applications of gamification in the specific domain of second language acquisition. In essence, this meta-analysis serves as an important foundation, affirming the various benefits of gamification in education and underscoring its potential to positively influence not only motivation but also the overall learning experience.

In a more recent study, Mahbub et al. (2020) delved on Duolingo for English Speaking Proficiency at a rural Islamic Senior High School revealing noteworthy outcomes. The research, involving 10 students and one EFL instructor, employed a mixed-methods approach. Key findings included Duolingo's pivotal role in streamlining classwork and assessments, the promising integration of mobile devices enhancing the overall learning experience, and Duolingo fostering

meaningful teacher-student interaction. Additionally, the gamification mechanism contributed to a collaborative learning environment and collective knowledge building. Despite commendable results, limitations surfaced in the rural context, particularly regarding challenges in internet access, emphasizing the need to consider socio-economic conditions and infrastructure in gamified education implementations. Mahbub et al. study offers valuable insights for future research and refinement of gamification approaches in diverse educational settings. This study offers valuable insights for this research into the efficacy of gamification in enhancing the language learning process and improving communicative competences. Despite inherent limitations, the utilization of gamification appears to be not only successful in fulfilling its primary role of boosting motivation but also in yielding substantial outcomes in terms of enhanced English skills, collaborative learning, and increased student engagement.

According to the previous study, gamification can be applied for teaching any population at any context in any subject or professional concerns as it is also reflected in the Sherman and Yurzhenko's (2020) research, conducted at Kherson State Maritime Academy and its Maritime College, that exemplifies the versatile application of gamification in education. Employing experimental research, the study utilized diverse methods, including literature analysis, surveys, observation, questionnaires, synthesis, modeling, introspection, expert evaluation, and statistical analysis. The research involved 253 cadets aspiring to become future ship engineers. Through the implementation of a gamified e-course on MOODLE, the study demonstrated significant positive outcomes. The gamified approach not only motivated students to actively participate in English language learning but also improved communication skills. Moreover, it fostered a heightened interest in learning English for professional purposes, confirming the success of the gamification model, particularly in enhancing communicative (oral) skills. Overall, Sherman and Yurzhenko's

research highlights gamification's potential to positively impact motivation, communication, and language learning in educational settings.

To conclude, these studies affirm gamification as a pathway in the education field with the potential to enhance motivation, communication skills, and overall learning experience. These findings underscore the need for ongoing exploration and refinement of gamification strategies to ensure their efficacy across diverse populations and educational contexts. Despite the challenges presented by differing circumstances and resource limitations, gamification showcases a remarkable resilience, showcasing its capacity to adapt and evolve gamified activities. As educators and researchers delve deeper into the potential of gamification, it becomes evident that this strategy holds significant promise for the future of dynamic and engaging learning environments.

#### ***4.2.2 Gamification and oral production in EFL with teenagers***

In the dynamic background of language education, the integration of innovative methodologies has become essential in cultivating effective and engaging learning experiences. One such engaging approach that has gained considerable attention is gamification. As an educational strategy, gamification utilizes the initial principles and components inherent in game design to enhance various aspects of the learning process. This includes a notable impact on oral production, a fundamental skill in language teaching and learning process.

For instance, in a recent study conducted by Simbaña-Simbaña et al. (2023), the focus was on exploring the efficacy of gamification as a strategy to enhance oral communication skills in English as a Foreign Language (EFL), specifically targeting grammar, vocabulary, pronunciation, and fluency. The research encompassed the application of various game types, including board games, serious games, and interactive games, with a sample of 50 eighth-grade students.

Employing a quasi-experimental method, the researchers implemented a comprehensive data collection approach that included pre-tests, post-tests, surveys, class observation sheets, and a questionnaire. The study's findings underscored the substantial impact of gamification on the teaching-learning process. Integrating game elements proved to be mutually beneficial for both students and teachers, fostering an engaging and encouraging learning environment. The gamified activities not only captured students' interest but also facilitated collaborative work, thereby contributing to an improvement in their oral productive skills. The results highlighted the multifaceted advantages of incorporating gamification strategies, emphasizing their potential as a valuable tool in language education to promote active participation, collaboration, and skill enhancement among students.

Apart from this research, Loza (2023) investigated the application of gamification to enhance oral communication skills in English at Fé y Alegría school in Riobamba, Chimborazo province. The study employed qualitative and descriptive approaches, incorporating a documentary bibliographical method for a comprehensive review of relevant information to establish theoretical foundations. Information gathering utilized an observation guide. The findings underlined the impact of gamification in fostering motivation and interaction, thereby facilitating the development of oral communication. Additionally, the study highlighted the impact of organizational factors before, during, and after the intervention on the efficacy of oral communication development. Notably, the integration of technological tools proved crucial in executing gamified activities, adding a dynamic dimension to the language learning process.

As a final example of literature review about gamification and oral production, (Cardona, 2022) delved into the effects of gamification on 19 ninth graders at a secondary school in Caldas, Colombia. The research employed a qualitative approach and an action research method, utilizing

five instruments for data collection and analysis: a diagnostic test covering the four language skills, an observation checklist, journals, surveys, rubrics, and a post-test. Through this comprehensive approach, Cardona discovered that students exhibited improvements in lexis and fluency, evident in their interactions. Moreover, the students demonstrated increased activity and engagement during the sessions. Cardona's findings highlighted that gamification not only positively influences language skills but also fosters a conducive and positive learning environment. This environment, in turn, encourages students to actively participate in and enjoy the process of speaking a second language. In essence, gamification emerges as a strong tool in promoting not just linguistic development but also the overall language learning experience.

In conclusion, the collective findings of these researches substantiate gamification as a potential tool in language education. Among its advantages, student engagement, collaborative learning, and improved oral productive skills, underscore its potential as a valuable and dynamic strategy for educators seeking to enrich the language learning experience. As teachers look for new and effective strategies of education, gamification stands out as path for promoting active participation, collaboration, and skill enhancement among students in the realm of language acquisition. Finally, gamification, with its benefits, stands as a promising strategy for educators seeking to create engaging, effective, and inclusive learning environments.

## **5. Research methodology**

### **5.1 Research approach**

This proposal is designed to strengthen the oral interaction through gamification. In order to answer the questions, qualitative research is needed. According to Creswell (2018), the qualitative research is an approach used to delve into the understanding of the significance individuals or groups attach to a social or human problem. The research process involves the emergence of questions and procedures, with data typically gathered in the participant's environment. Analysis of the data follows an inductive path, moving from specific details to general themes, and the researcher interprets the meaning of the data. The final written report has a flexible structure.

### **5.2 Research design**

The present research attempts to reflect throughout the application of it and transform somehow processes of the involved participants such as the own research teacher and students. Thus, the study is guided by the action research method that according to (Kemmis, 1988 as cited in Bisquerra et al, 2009), is a form of self-reflective inquiry carried out by participants (teachers, students or principals, for example) in social situations (including educational ones) to improve the rationality and justice of: a) their own social or educational practices; b) their understanding of them and, c) the situations and institutions in which these practices take place, (d) their understanding of these practices; and (e) the situations and institutions in which these practices take place (classrooms or school for example).

To achieve the aforementioned objectives, it is crucial to use a cyclical framework developed by Lewin (1946, as cited in Bisquerra et al., 2009) and further expanded upon by Kolb, Carr, Kemmis, and others (1986, as cited in Bisquerra et al., 2009). This approach entails cycles of research and action, comprising four stages: planning, action, observation, and reflection. The following paragraphs will delve into how these cycles are integrated into this research.

### ***5.2.1 Stages of action research.***

This project is focused on implementing the stages considering “Kemmis’ model, (1989) which was based on Lewin’s 1946, the model is organized considering two axes: a strategic one, consisting of action and reflection; and an organizational one, constituted by planning and observation” (Bisquerra et al, 2009 p.376). Each phase is in constant interaction with the others and implies carrying out a complete process. Comprising distinct cycles, this model unfolds through four sequential phases. The initial phase involves crafting an action plan to enhance the observed situation, followed by the execution of the plan in the second phase. “The third phase focuses on observing the resulting effects, while the fourth and final phase centers on reflective analysis of the outcomes” (Bisquerra et al, 2009 p.376).

#### **a. Planning**

According to (Kemmis, 1988 as cited in Bisquerra, 2009) Within Kemmis's proposed cycle, the inaugural stage is characterized by the formulation of an action plan. “This stage encompasses the examination of three key elements: (1) identification of the problem or research focus, (2) assessment and diagnosis of the problem or the existing situation, and (3) formulation of hypotheses or strategic actions” (p. 381). This means that, it is necessary to identify a problem in which action could be taken in order to improve it.

b. Action

In the previous stage, the reflection and discourse were considered, this stage allows to put in action what was already diagnosed and reflected. “Reflection primarily centers around action, as the emphasis lies on the execution of tasks rather than extensive research” (Bisquerra et al, 2009 p.384).

c. Observation.

From observing, it is possible to reflect about what has been found in the process. This phase is situated within the domain of action, rigorously overseen and documented through observations derived from the collected information. “The evidence gathered serves as a critical means of discerning whether improvements have been realized or not” (Bisquerra et al, 2009 p.385).

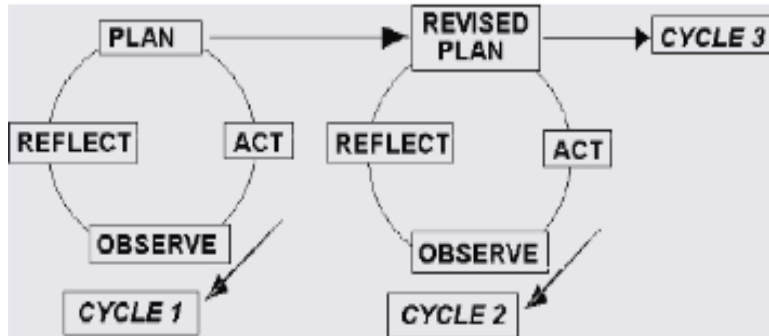
d. Reflection

The closing phase of the cycle is reflection,” setting the stage for report development and, potentially, reconsideration of the problem to initiate a new cycle within the self-reflective spiral” (Bisquerra, 2009 p. 388). Reflection is crucial at various stages of a research project. It involves thinking critically about the research problem, methodology, and findings, and it often leads to adjustments and refinements in the research design. This is an ongoing process that should be applied throughout the research process to enhance the quality and validity of the study.

The following figure shows the action research model proposed by Kemmis.

**Figure 1**

*Model by Kemmis 1988 “Stages of the action research”*



This model proposed by Kemmis is relevant to this proposal since these phases are pertinent to be carried out. First, a problem has been identified in an educational institution that is intended to be improved, from the diagnosis, consequently, an action plan based on gamification was proposed to be carried out. During all the process, the observation and reflection stages played an important role to make changes through the process.

a. Planning

Taking into account that the purpose of the study is to foster oral interaction through gamification in 8th graders of Colegio de la Presentación school in Piedecuesta, the instruments implemented for this stage were: a KET test taken from Cambridge.org. According to the needs analysis results, a literature review was done based on the following referents: Gamification in language teaching and oral production and gamification in the EFL; the didactic sequence was designed, and later, assessed in terms of its scope and limitations.

b. Action

The didactic intervention was implemented to mediate and strengthen the oral production skill through gamification. Three workshops were executed to fulfill the didactic sequence

and to reach the proposal's objective which was to strengthen the oral production in terms of interaction. For achieving the proposal purposes and with the intention of improving the process, the observation was intrinsically executed. During this stage the teacher's journal was implemented to register data from the observation in the execution of the workshops.

c. Observation

In this stage, the implementation of the sequence was applied and reflected. The instruments for this stage were the notes in the teacher's journal and students' performance in the different tasks planned for the didactic intervention. Some of the planned activities were based on evaluative speaking tasks from which the data was collected.

d. Reflection

This stage addresses the researcher's reflection and analysis of the didactic sequence applied regarding the effectiveness of the gamification to foster the oral production. The reflection was based on the data collected through the focus group, the teacher's journal, the participant observation and the pre-test and post-test. These instruments provided information about the scopes and limitations of the didactic sequence.

### **5.3 Context**

This project was carried out in La Presentación school in Piedecuesta, this institution provides preschool, elementary and high school education. The school has technological resources, such as video beam, computers, internet connection, and its infrastructure is wide and adequate for the students' needs. Each class has at least 35 students. The teaching of English has an intensity of 6 hours per week for each group.

#### **5.4 Population and sample**

The population selected for this study was a private school located in the urban area of the department of Santander enrolled in the present year. The institution has three groups of 8<sup>th</sup> grade that add up to 102 students. The sample chosen was grade 8C with 32 students. They were chosen through purposive sampling as the criteria was their level of oral interaction in English. The age of the students ranges from 13 to 14 years old, and most of them come from urban areas.

#### **5.5 Data collection instruments**

Based on the mixed research and on the research questions of this study, the techniques and instruments chosen are: The participant observation with the teacher journals as the instrument, the pre-test and post-test and the focus group. Next, the techniques were defined and linked to each instrument to check the importance for each stage.

##### ***5.5.1 Participant observation***

Cuauro (2014) underscores the significance of participant observation in qualitative research, particularly within participatory action research. This method involves active researcher involvement in social interactions with study participants, aiming to gather truthful and credible information. Participant observation requires the researcher to immerse themselves in the study environment, gaining an in-depth understanding of social dynamics. Additionally, the use of a teacher's journal is highlighted, serving as a valuable tool to systematically record observations, reflections, and insights throughout the research process. The teacher's journal was implemented for this stage to register the information through all the process.

### ***5.5.2 Teacher's journal***

This non-structured instrument is defined by (Cuauro, 2014) as “A technique that consists of visualizing the phenomenon and context to be studied. The researcher must be more than just seeing; he or she must be touching and listening. It is a practical procedure that allows discovering, evaluating and contrasting realities in the field of study” (p.2). That is, the teacher’s journal as an instrument involves the immersive visualization of the phenomenon and its surrounding context for study. This hands-on approach serves as a practical procedure, enabling the exploration, assessment, and comparison of realities within the field of study. Teachers’ journals were used as the instrument for the observation technique in the observing stage with the objective of registering how students react to gamification through the implementation of the workshops (see appendix D).

### ***5.5.3 Test***

A different data collection is the test that according to Johnson and Christensen (2019) is commonly used in quantitative research to measure attitudes, personality, self-perceptions, aptitude, and performance of research participants. This instrument was implemented in the planning and acting stages to gather data from the students’ level of oral production before and after the didactic intervention involving gamification (see appendix F).

### ***5.5.4 Focus group***

The focus group or focus group interview is applied with small groups usually ranging from six to nine participants. The purpose of this group is to collectively delve into their attitudes, perceptions, feelings, and ideas regarding a specific topic (Denscombe, 2017). The instrument to get the information was the anecdotal record. This method involves the recording of observed attitudes or specific behaviors of the participants through keen observation. Moreover, it provides

the means to highlight crucial interaction points and social dynamics within the discussion group. (Cuauro, 2014 p.4) This instrument was used to get the students' attitudes towards the implemented workshops using gamification in the reflection stage.

### **5.6 Ethical considerations**

This study was carried out following rigorous ethical considerations to ensure the integrity and well-being of the participants. Approval was obtained from the University Ethics Committee to carry out the research.

**Informed Consent:** Prior to students' participation in the study, an informed consent form was provided to the students' parents that fully explained the purpose of the research, the nature of the measurements, the use of data, and the procedures involved. The consent was signed by the students' parents voluntarily and the students could withdraw from the study at any time without adverse consequences.

**Confidentiality:** The privacy and confidentiality of participants were strictly respected. The data collected was treated anonymously and stored securely, without revealing the identity of the students.

**Non-discrimination:** No discrimination was made based on gender, race, sexual orientation, religion, or any other personal factor in the selection and treatment of participants.

**Responsible use of data:** The data collected was used exclusively for the purposes of this research and was handled in accordance with current data protection regulations.

**Dissemination of results:** The results of the research were presented in an aggregate manner and without the identification of specific individuals to preserve the confidentiality of the participants.

**No conflict of interest:** It is important to highlight that there was no conflict of interest in this research. The researcher had no financial, personal, or professional ties that could influence the results or conclusions of the study.

All these ethical considerations were rigorously applied throughout the research with the objective of guaranteeing the integrity and respect for the rights of the participants and promoting the validity and reliability of the results obtained.

## 6. Methodological design of the didactic sequence

### 6.1 Didactic sequence rationale

According to Tobón et al. (2013), a didactic sequence can be described as a well-coordinated series of learning and assessment activities designed, with the guidance of a teacher, to attain specific educational objectives, taking into account a range of educational resources. The implementation of this didactic intervention was conducted in the first term of the academic year in 2023, aligning with the school's established timeline. Workshops were seamlessly integrated into lesson plans, linked with the topics outlined in the school's area plan and taught in a contextually relevant manner.

This project aimed to enhance oral communication skills through a task-based approach, recognizing that such a curriculum leverages students' inherent capacities to engage their prior knowledge while actively using the language. Task-Based Language Teaching (TBLT) is an approach to language instruction that places tasks at the center of the learning process. This methodology according to Nunan's framework for TBLT involves several key principles.

In Nunan's model (1989), tasks are considered as the driving force behind language learning. Tasks are composed of various elements, as outlined by Nunan (1989). These components include input, activities, goals, roles, and settings. *Input* can take the form of verbal elements like dialogue or reading passages, as well as nonverbal elements such as picture sequences. *Activities* define what learners are expected to do in response to the input. Additionally, a task inherently possesses a *goal* and *roles* for both teachers and learners, either implicitly or explicitly. The *setting* refers to the physical environment, whether it be a classroom or another learning space.

The TBLT process, typically follows a structured task cycle (Nunan, 1989 as cited in Aliakbari and Jamalvandi, 2010). The design of a task-based lesson involves distinct phases, with the primary stages being the 'pre-task,' 'during task,' and 'post-task' phases.

Firstly, the 'pre-task' stage serves the purpose of incorporating various activities before the beginning of the task. These activities are crucial in providing necessary support to learners as they tackle complex and challenging tasks. In some instances, new vocabulary, grammar, or language functions are introduced during the pre-activities to ensure learners are adequately prepared for the upcoming task. Secondly, in the 'during task' stage the focus shifts to the task itself, learners perform the task, allowing for implicit error correction by the teacher, thus enabling the natural flow of student production. Thirdly, the post-task stage creates an opportunity to follow up on the performance of the task.

In essence, TBLT offers a holistic and dynamic paradigm for language instruction, where tasks not only serve as educational tools but as vehicles for meaningful language acquisition. This approach, embedded in Nunan's comprehensive model, transcends traditional teaching methods, creating an immersive and engaging language learning experience that aligns with the evolving needs of diverse learners in varied educational settings. The following table indicates the stages for the task-based learning approach which are: pre-task, during task and post-task.

**Table 1***Task Based Learning Approach stages*

<b>Stages</b>		
<b>1. Pre-task</b>	<b>2. During-task</b>	<b>3. Post-task</b>
<p>Oral interaction: Presentation of the language points established.</p> <p>Gamification: Preparation to use the proposed gamification resource.</p> <p>Topics: Conversation about the generalities of the topic proposed.</p>	<p>Oral interaction: Activities aimed to practice the structures proposed.</p> <p>Gamification: Manipulation of the gamification resource to foster the speaking skill.</p> <p>Topics: Interaction with the selected topic through activities implementing gamification.</p>	<p>Oral interaction: First attempt at early oral production.</p> <p>Gamification: Acknowledgment of gamification resources given and its impact.</p> <p>Topics: Post- oral interaction activity.</p>

**6.2 Didactic sequence implementation**

The didactic sequences were created as a guide just for the teacher. They were divided into three units; each unit was linked to the topic from the first lesson and based on the stages proposed in TBL. Digital and handmade resources, a diverse range of gamification were designed to enhance speaking interactions, integrating gamification elements alongside assessment tasks. Each activity is presented in a distinct format, aligning with the different stages of the Task-Based Language (TBL) approach. (See Appendix A)- Before the implementation of the sequence students were asked to sign a parental consent, then, the adventure started with the first unit named “Excited about flicks” in which they had to enroll in the platform known as “Fantasy Class” which is a platform focused on gamification and role-playing elements, in this, they had to create their avatar and look for the treasure in an interactive map in which the gamified activities were proposed;

each level required to overcome previous activities with specific gamification elements. Pupils got rewards, badges, points and a pet depending on their performance and the effort made to complete the different tasks. They were bound to win or lose a different quantity of gold, life and experience according to their performance since teacher could give the points manually. Each lesson took about 6 hours to be carried out because of the different resources and platforms; besides, each had a different context in which students could get involved, so, in the first lesson, they became pirates looking for a treasure. In the next lesson, they were entrepreneurs and finally, in the last one, they were professionals.

It is worth mentioning that not all the lessons were planned to be solved in “fantasy class”. Instead, after finishing the first lesson a different one surprised students since the execution of the activities required different scenarios and resources. Engaging participants with non-electronic resources presented as interactive games to be solved, enhanced their involvement in the process. This way, the second and third lessons allowed students to interact cooperatively with more of their classmates, in different interaction patterns and also develop gamified activities such as: find someone who, bingo, guessing games, oral presentations, cards description among others.

The three lessons were carried out in the first scholar term which went from the end of march to the end of May in 12 guided hours. As the TBL proposed, various tasks were designed in each stage with the purpose of having a completed set of tasks at the end of the lesson. Each lesson started with a warm up expected to engage pupils with the topic, then, in the pre-task students understand the topic by solving a task, then, the during task in which they had to use their knowledge and vocabulary learned to interact orally about their emotions. In the post-task, students had to record an audio following some prompts to produce their speaking task. The following is a

summary of the lessons developed with the students in the technology lab and other scenario like the theatre, classroom or in the field as it was necessary to execute the proposed tasks.

### ***6.2.1 Unit 1: Excited about flicks!***

The lesson combined linguistic and pragmatic competence with gamification elements such as badges, rewards, points represented in the platform “Fantasy Class” as attributes (experience, gold and life) and time; they were implemented to engage students in a creative and interactive learning process, promoting not only language skills but also cooperative learning and motivation (see appendix A). Students improved vocabulary and oral production skills while participating in an exciting treasure hunt, all within the framework of a structured and comprehensive lesson plan.

In Unit 1, "Excited about flicks!" the learning outcomes were successfully achieved. The students demonstrated their ability to understand spoken language when delivered slowly and clearly, recognized adjectives ending in "ing" and "ed," and confidently asked and answered questions using these adjectives. Throughout the lesson, the communicative competences of students were enhanced. Linguistically, they could distinguish between adjectives based on their spelling, such as "amazing" and "amazed" In terms of pragmatics, students were able to effectively use adjectives ending in "ing" and "ed" in conversations. Moreover, sociolinguistic competence was fostered as students actively participated in activities designed to strengthen their understanding of these adjectives and interacted respectfully with their peers.

The gamification elements already mentioned and employed in this lesson played a significant role in engaging the students. They had the opportunity to create personalized avatars and embark on a treasure hunt narrative. Individual badges were awarded based on their performance, and a digital stopwatch added an element of urgency to certain tasks. The attributes,

including Experience, Gold, and Life, provided points to students, reflecting their achievements in various aspects, from task completion to punctuality and attendance. The procedure for this lesson was carefully structured. It began with an exciting warm-up, introducing the students to the adventure. They then tackled challenge number one on Volaris Island, which involved matching sentences to corresponding flashcards. Subsequently, the pre-task stage focused on instructing students about adjectives ending in "ing" and "ed," allowing them to explore the Hoodwink Island for information. Additionally, the Nova Island segment involved reading a conversation, completing it, and noting down unfamiliar words.

During the task, students discussed their emotions concerning movies while being rewarded for their performance. The writing component prompted students to name emotions and construct sentences using adjectives ending in "ing" and "ed." Post-task activities on Greenland Island saw students working together to complete puzzles and identify emotions. They were then asked to record audio responses based on their feelings, with a competitive element added via a leaderboard.

The assessment at the end of the lesson was comprehensive. Students described images related to emotions, recorded videos describing these emotions using adjectives ending in "ing" and "ed," and uploaded them to the EDUCA institutional platform. Furthermore, students assessed their peers' production, contributing to a valuable feedback process. From the teacher's perspective, this implementation was a valuable contribution to Lesson 1. It allowed for the achievement of learning outcomes within an engaging and interactive framework. The integration of gamification elements successfully motivated the students to participate actively and provided clear incentives for their performance. The combination of linguistic, pragmatics, and sociolinguistic competence development with gamification created a well-rounded and effective learning experience. Students

not only enhanced their language skills but also learned how to collaborate, problem-solve, and communicate effectively. Overall, Unit 1 proved to be an exciting and enriching experience for both students and the researcher/teacher.

### ***6.2.2 Unit 2: Comparatives and superlatives***

The lesson focused on linguistic and pragmatic competence while engaging students in an exciting pirate adventure. This comprehensive and structured lesson plan not only enhances language skills but also promotes creativity, cooperative learning, and motivation (see appendix B). The use of comparative and superlative forms within the engaging pirate narrative adds depth to the learning experience, making it both educational and fun.

In unit 2, titled "Comparatives and Superlatives," the learning outcomes aimed to equip students with the ability to comprehend short recorded passages dealing with everyday matters when spoken slowly and clearly. They were expected to provide basic descriptions of past events and activities implementing the comparative and superlative adjectives. Within this lesson, students developed key communicative competences. Linguistically, they learned to use expressions like "I'm taller than/ This is the most beautiful place". In terms of pragmatics, students effectively employed the comparative and superlative adjectives to share descriptions about their lives and others. The sociolinguistic component encouraged student participation in activities designed to strengthen their knowledge of target expressions and interact respectfully with their classmates.

The integration of gamification elements such as badges, timing, collaborative work, rewards and point represented by dollar that were given to students for completed tasks or other attributes enhanced the learning experience. Students had the opportunity to create personalized

avatars and embark on a pirate treasure hunt narrative, making the lesson engaging and exciting. Individual badges were awarded based on their accomplishments and the number of positive interactions, adding an element of competition to motivate students. A digital stopwatch introduced a time limit for specific tasks, keeping students on their toes. Attributes, including Experience, Gold, and Life, allowed students to accumulate points, reflecting their achievements and behaviors, both positive and negative.

The procedure for unit 2 was carefully designed to ensure an effective learning experience. The warm-up involved collaborative work and introduced the concept of "dollars" as rewards. The initial challenge was presented on a map, and students formed teams of four, engaging in an exciting game to earn dollars and badges. The pre-task phase included activities such as "find someone who" and paired work to complete a chart with information. Students also formulated questions and provided grammatical and meaning responses. The top-performing groups were rewarded with badges, recognizing their efforts and achievements.

The during-task stage emphasized collaborative work and timing. Students received cards with adjectives and scenarios and formed teams of four to engage in comparative and superlative sentence construction. This interactive approach fostered engagement and learning. In the writing phase, students worked in pairs to compose a short comparative text about pirates using a digital tool. The post-task activities were creative and engaging. Students selected partners of interest and created short presentations. They also recorded a video using images to formulate superlative and comparative sentences.

The assessment process encouraged hands-on learning, as students created pirate costumes from newspapers and dressed up one another. They also crafted badges for their teams and spontaneously described their pirates and badges, utilizing adjectives ending in "ed" and "ing" as

well as comparative and superlative sentences. Unit 2 combined linguistic, pragmatic, and sociolinguistic competences with gamification elements to create an enriching and interactive learning experience. Students not only learned language skills but also developed collaborative and creative abilities, contributing to a well-rounded learning process. The researcher/teacher viewed this lesson as a valuable addition to the curriculum, making language learning enjoyable and effective.

### ***6.2.3 Unit 3: A futuristic job for everyone!***

Unit 3 had the engaging narrative and gamification elements needed to encourage linguistic competence while fostering creativity, cooperative learning, and motivation. These elements were the rewards, collaborative work, badges and points. Students not only learn to describe various jobs but also use language to envision and present futuristic professions (see appendix C). This lesson continues to provide a structured and engaging learning experience for students, where they practice language skills in a fun and interactive way.

In unit 3, the aim was to engage students in using language to describe various types of jobs, delve into their dream jobs, and even create advertisements for futuristic professions. The learning outcomes focused on improving students' descriptive and conversational abilities, promoting the use of the modal verbs “will” and “be going to” and strengthening their sociolinguistic skills in an environment characterized by respect and collaboration. This lesson continued the gamification elements, badges, and time management, to maintain student motivation and involvement.

Gamification elements had already captured the students' interest and motivation, creating a positive atmosphere for learning. As students embarked on their "brainstorming" and predictions

chain activities during the warm-up, it was clear that they were excited about discussing unusual jobs. Their enthusiasm and curiosity were evident throughout this stage.

The "dancer pirate" challenge added a new layer of engagement by incentivizing participation and collaboration. Watching students making their peers dance while earning gold points was a rewarding experience as a teacher. The matching activity on the EDUCA platform encouraged students to practice their vocabulary and language skills while providing a sense of achievement and competition. The time limits added a sense of urgency and time management, and it was satisfying to see students actively participating.

The bottle game was a particular highlight, promoting spontaneous conversations and helping students practice the future tense with ease. Students were creative in asking and answering questions about future job scenarios, and the candy rewards were a delightful surprise. The post-task activities, where students dressed up as futuristic job candidates and presented their creations, demonstrated their ability to use language in a creative context. The diorama projects showcased their storytelling skills and creativity.

In conclusion, unit 3 was a successful continuation of the gamified learning journey. It provided students with opportunities to practice linguistic and sociolinguistic competence while encouraging creative thinking and collaboration. The implementation gamification elements remained effective in maintaining student engagement and motivation throughout the lesson. This lesson contributed to the students' language proficiency while fostering a positive and respectful classroom atmosphere.

### **6.3 Implementation process**

Gamification elements were integrated into the learning process. These elements included points, rewards, challenges, and cooperation, all aimed at enhancing student motivation and

engagement. The use of a points system, in particular, appeared to have motivated students to actively participate in the activities. Collaborative learning was encouraged as students worked together in groups, fostering teamwork and introducing an element of competition as groups earned points and rewards based on their performance.

### Figure 1

*Collaborative learning evidence*



The inclusion of time constraints added a sense of urgency and excitement to the activities, motivating students to complete tasks within the allotted time and boosting their focus and productivity. Students actively engaged in creative tasks, such as dressing up as pirates and recording themselves, which was believed to enhance language learning and make it more enjoyable. A system of rewards and recognition was in place, with students receiving badges and the opportunity to exchange low grades for high grades based on their performance. This system appeared to encourage discipline and commitment to the activities.

**Figure 2**

*Students actively engaged in creative tasks evidence*



Overall, students displayed happiness, motivation, and active involvement in the activities. Their proactive approach and enthusiasm for participating in the challenges contributed to a positive learning atmosphere.

**Figure 3**

*Integration of technological tools evidence*



The integration of technological tools improved students' willingness to participate in the activities and likely made the learning experience more interactive and enjoyable. This data would

have provided valuable insights into whether the increased engagement and motivation translated into improved language skills. Additionally, it might have been considered to collect feedback from students to further refine the gamification approach and tailor it to their preferences and learning styles.

## 7. Results

### 7.1 Analysis of the data collection instruments

#### 7.1.1 Categories

This section is pivotal within this research study, serving as the gateway to understanding the complex interplay of factors that influence the development of oral communication skills and the integration of gamification strategies. In this section, is delved into the concept of "categories" and their role in the empirical investigation of the research objectives. It elucidates the rationale for categorizing and examining various dimensions of oral production as analysis categories. Also, linguistic aspects encompassing accuracy of pronunciation, fluency, vocabulary usage, pragmatics, grammar, and syntax was explored. Each of these categories offers a unique lens through which can assess the intricacies of oral communication among students, shedding light on their language proficiency and competence (see table 2).

**Table 2**

Analysis Categories

Main concept	Category	Sub-category	Description
Oral production	Linguistic	Accuracy of Pronunciation	Assess the correctness of students' pronunciation in terms of sounds, stress, and intonation patterns, using a rating scale or checklist.
		Fluency	Measure how smoothly and naturally students can speak in the target language without frequent pauses or hesitations using measures like words per minute or a subjective rating scale.

<b>Main concept</b>	<b>Category</b>	<b>Sub-category</b>	<b>Description</b>
		Vocabulary Usage	Assess the range and appropriateness of vocabulary words used by students in oral communication, quantified by counting unique vocabulary words or evaluating their relevance to the context.
		Pragmatics	Evaluate students' ability to use proper grammar and sentence structure during oral communication. This involves identifying errors or using a rating scale to gauge correctness.
	Sociolinguistics	Content Relevance	Determine whether students' oral contributions are relevant to the topic or task at hand. Filling the teacher's journal checklist to assess the alignment of their responses with the context.
		Engagement and Interaction	Observation of the level of engagement and interaction between students during oral activities. Tracking turn-taking, responding to peers, and engaging in meaningful dialogue.
Gamification	Use of Gamification	Gamification elements	Use of points earned, rewards obtained, or participation in game-related activities during oral interactions

Note: Adapted from Zhang (2009), Ellis (2003), González-Robaina & Díaz-Larenas (2020) and Housen & Kuiken (2009).

Furthermore, sociolinguistic categories are further explored which evaluate the relevance of students' oral contributions to the context and the level of engagement and interaction they exhibit during oral activities. These categories illuminate the social and communicative dimensions of language learning, providing insights into the dynamics of classroom interactions.

Finally, the focus is shifted to the realm of gamification. Here, it is intended to explore how gamification elements themselves can be considered categories. By examining the use of points, rewards, and participation in game-related activities during oral interactions, the aim is to understand the impact of gamification on student engagement and performance.

## **7.2 Interpretation of the data**

### ***7.2.1 Unit 1: Implementation findings***

#### **7.2.1.1 Unit 1 part 1.**

The objective of this teaching session was to introduce students to the topic of "Adjectives ending in ING and ED" using game elements and the assistance of the "Fantasy Class" app. The goal was not only to teach the grammatical concept but also to engage and excite students by incorporating gamification elements into the learning process.

Game Elements Used: To achieve this objective, the following game elements were employed:

1. Collaborative Work: Students were encouraged to work together in teams to complete challenges and tasks, fostering a sense of teamwork and cooperation.
2. Rewards for Behaviors and Completed Tasks: A system of rewards was implemented to motivate students, not only for their overall behavior but also for successfully completing tasks and challenges.

*Sequence of Events Observed:*

- a. Introduction of "Fantasy Class": The lesson began with an explanation of the "Fantasy Class" app by the teacher. Students paid careful attention and appeared excited about the prospect of using this technology-based tool. The anticipation was heightened because the lesson was going to take place in the technology lab, allowing students to interact with devices, which they found particularly interesting.

- b. **Thematic Context:** The lesson was set in the context of the world of pirates, a theme that clearly resonated with the students. The idea of becoming pirates by the end of the lesson added an element of excitement and enthusiasm to the learning experience.
- c. **Initial Challenge:** The class transitioned to the technology lab and started working on the first challenge. This challenge was designed to assess students' prior knowledge about the topic. Students were visibly excited about this initial encounter, as it involved a "fight" against a virtual monster. Most of students found this aspect of the lesson thrilling, and they were eager to participate.
- d. **Creation of Avatars:** Following the completion of the initial challenge, students began creating avatars within the app. This activity was met with great enthusiasm, and students were impatient to proceed with the next stages of the lesson. Some students required additional assistance to navigate the app successfully.
- e. **Ongoing Engagement:** Throughout the lesson, students remained consistently interested in solving the various activities and challenges presented to them. The collaborative nature of the tasks kept them engaged, as they worked together in teams while also striving to earn rewards and prizes.
- f. **Excitement and Prize-Seeking:** The first two challenges were particularly exciting for students. Their collaborative work and the prospect of earning prizes fueled their motivation and enthusiasm.

In summary, the lesson successfully used gamification elements, including collaborative work and rewards, to engage students in the topic of adjectives ending in ING and ED. The incorporation of the "Fantasy Class" app and the thematic context of pirates added to the students'

excitement and overall positive learning experience. This approach not only introduced the grammatical concept effectively but also fostered a sense of enthusiasm and participation among the students.

### **7.2.1.2 Unit 1 part 2.**

Objectives: The primary objectives of this teaching session were twofold:

1. To introduce students to the concept of "Adjectives ending in ING and ED."
2. To employ game elements, specifically using the "Fantasy Class" app, to facilitate the development of post-task challenges and assessments related to the topic.

Game Elements Used: In pursuit of these objectives, the following game elements were incorporated into the teaching methodology:

1. Collaborative Work: Students were encouraged to work in teams, fostering a collaborative learning environment where they could pool their efforts and insights.
2. Rewards for Behaviors and Completed Tasks: A system of rewards was established to incentivize students based on their behavior and successful completion of tasks.

Sequence of Events Observed:

- a. Class Start and Activity Continuation: The session commenced at 6:15, with the teacher instructing students to continue working on the activities introduced in the previous "Fantasy Class" session. It was noted that the majority of student groups had successfully completed the activities from the previous session. However, there were some groups that did not achieve the intended objectives.
- b. Points and Rewards: Each group received points based on their performance in three categories: life points, behavior, and task development. This system of point allocation

served to motivate students and reinforce positive behavior. The anticipation of earning points and rewards played a pivotal role in sustaining student engagement throughout the session.

- c. **Progression to Later Phases:** Following the assessment of each group's performance and the distribution of points, the teacher permitted students to advance to subsequent phases of the lesson. Students awaited these activities with eager anticipation, reflecting their enthusiasm for the challenges that lay ahead.
- d. **Technological Tools' Impact:** It was noted that the use of technological tools was of significant importance in enhancing students' willingness and enthusiasm to engage in the activities. The integration of technology seemed to have a positive impact on students' disposition to participate actively.
- e. **Teamwork and Partner Selection:** The aspect of collaborative work, in which students were able to choose their partners, contributed to their comfort and relaxation in reaching the objectives of each challenge. The freedom to select partners created an environment in which students felt at ease and encouraged to collaborate effectively.
- f. **Emotional Response to Points:** Students displayed emotional reactions in response to their point gains and losses. The prospect of receiving or losing life points generated excitement and concern among the students. They actively expressed their desire not to lose life points, demonstrating the motivating effect of this game element.
- g. **Internet Connectivity Issues:** Some technical challenges arose during the session, as mishaps with the school's internet connection disrupted the flow of activities. This incident underscored the students' concern regarding their ability to complete the next activity, as they were both excited and anxious due to the time-sensitive nature of the task.

- h. **Audio Recording and Rewards:** The group audio recording activity served as a source of excitement for students. They received meaningful rewards for their participation, further underscoring the positive impact of rewards on their engagement. This was particularly notable in the context of their first quiz of the period.
- i. **Session Conclusion:** The session concluded at 12:10 pm, marking the end of the period dedicated to these gamified activities.

In summary, this teaching session successfully leveraged game elements, collaborative work, and rewards to engage students in the topic of adjectives ending in ING and ED. The "Fantasy Class" app and the gamification approach not only facilitated the learning of the grammatical concept but also created a motivating and interactive learning environment. Despite occasional technical challenges, the session demonstrated the power of gamification in maintaining student engagement and fostering enthusiasm for the learning process.

### ***7.2.2 Unit 2: Implementation findings***

**Objective:** The primary objective of this teaching session was to introduce students to the topic of "Comparatives and Superlatives adjectives" through the development of activities designed to progress through the stages of warm-up, pre-task, while-task, post task and assessment. The goal was to engage students actively in the learning process while focusing on comparative and superlative forms.

**Game Elements Used:** In this teaching session, the following game elements were effectively employed to enhance engagement and participation:

1. **Collaborative Work:** Students were encouraged to work collaboratively in teams, fostering teamwork and cooperation among classmates.

2. Rewards for Behaviors and Completed Tasks: A reward system was established to motivate and recognize students for their behavior and successful completion of tasks.
3. Timing: The element of time was introduced as a factor to add urgency and excitement to the activities.
4. Badges: Badges were awarded to select groups as a form of recognition for their achievements.

Sequence of Events Observed:

- a. Session Start and Venue Change: The session commenced at 11:05 a.m. Due to limited space in the classroom, it was decided to conduct the activities in the school's theater to facilitate different interactions among students. The change in venue was met with enthusiasm, as students appreciated the opportunity to engage with their peers in a different environment.
- b. Collaborative Work Activity: The session began with a collaborative work activity that involved students recalling vocabulary related to feelings, specifically those ending in "-ed" and "-ing." The subsequent Pictionary activity, in which students earned 1 dollar for each correctly guessed adjective, heightened their interest and motivation.
- c. Proactive Student Engagement: Throughout the session, students demonstrated proactive and enthusiastic engagement with the proposed activities. The element of time was effectively integrated, and students responded positively by working diligently within the specified time limits.
- d. Challenge with Comparative and Superlative Sentences: While some students faced challenges in completing comparative and superlative sentences, they persisted in their efforts until the assigned time expired. Only five groups received badges for successfully

completing the activity within the stipulated time frame and producing grammatically correct sentences for the most part.

- e. **Badge System and Rewards:** The badge system served as a measure of recognition and reward for disciplined and committed groups. These badges allowed students to exchange a low grade for a higher one, with the grade varying based on the number of correct sentences produced. This system encouraged students to strive for excellence and motivated disciplined behavior too.
- f. **Adjustments for Group Behavior:** As a measure to maintain discipline and commitment among groups, those that exhibited scattered or less disciplined behavior were delayed by 5 minutes before starting the next activity. This approach aimed to reinforce the importance of group dynamics and discipline.
- g. **Transition to the Next Activity:** Once the first activities were completed, students transitioned to the next ones with enthusiasm and motivation. The proposed activities, which involved interacting with handmade materials, further engaged students as they dressed up their partners with magazines and newspapers to become them pirates. Students displayed heightened creativity and collaborative work, resulting in well-structured comparative and superlative sentences.
- h. **Overcoming Fear and Positive Engagement:** Even students who initially felt fear or hesitation, such as recording themselves, actively participated because they recognized the importance of contributing to the success of their group. Overall, all students appeared happy, engaged, motivated, and deeply involved in the proposed activities.

In summary, this teaching sessions effectively utilized game elements such as collaborative work, rewards, timing, and badges to engage students in the topic of comparatives and superlatives. The change in venue to the school's theater, combined with the engaging activities, further enhanced the students' enthusiasm for learning. The integration of timing as an element of urgency, along with creative and collaborative tasks, contributed to a successful and engaging learning experience.

### ***7.2.3 Unit 3: Implementation findings***

**Objective:** The main objective of this session was to introduce students to the topic of "modal verbs be going to and will" through the development of activities designed to progress through the stages of warm-up, pre-task, while-task, post task and assessment. The goal was to engage students actively in the learning process while focusing on comparative and superlative forms.

**Game Elements Used:** In this teaching session, the following game elements were effectively employed to enhance engagement and participation:

1. **Collaborative Work:** Students were encouraged to work collaboratively in teams, fostering teamwork and cooperation among classmates.
2. **Rewards for Behaviors and Completed Tasks:** A reward system (coupons, dollars, points) was established to motivate and recognize students for their successful completion of tasks.
3. **Timing:** The element of time was introduced as a factor to add urgency and excitement to the activities.
4. **Badges:** Badges were awarded to select groups as a form of recognition for their achievements.

**Sequence of Events Observed:**

- a. Session: This time the activities were developed in the classroom to allow students to interact with different resources and scenarios. Students were in expectation of new activities that involved game elements.
- b. Collaborative Work Activity: The session began with a collaborative work activity that involved students' attention to continue with the predictions while creating the story. The activity in which learners earned 1 dollar that represented some extra points to be exchanged or added to a low grade for the participation in the chain story encouraged students and engaged them to contribute to their team.
- c. Challenge with the Offbeat Jobs: For some students it was always a challenge to record themselves because they felt fear to be listened by their classmates or to make mistakes. Even though, students overcame that fear and they participated because they knew they were important for the team success. Learners seemed engaged, motivated and involved in the development of the activity.
- d. Proactive Student Engagement: Timing was an important element for the development of the activities because students seemed to be more engaged and motivated even if the activity was challenging to do. During the sessions learners faced a variety of different tasks and elements like the badges, points (dollars) and collaborative work which highlighted their interest in developing them.
- e. Rewards: It worked as part of the motivation to maintain the students' engagement, participation and interest for learning. Helping students who correctly finished the pre task activity (matching activity) kept them actively engaged in the following activities. This system of reward encouraged students to work harder in order to reach the objective of the activities by working in teams.

- f. **Transition to the Next Activity:** After finishing the pre task and during task, students moved to the following stages with motivation, overall because they had to dress up one of their team to become him a professional according to the selected offbeat job. Students worked highly motivated in each team because they wanted to win the big prize.
- g. **Oral Presentation, Creativity and Rewards:** The creation and presentation of the Diorama was an activity that rapidly engaged students because they had to create something with their hands, they liked making crafts and creating stories. As it was different from the previous tasks, students put effort to make their best and present orally their story to their classmates. Students had fun by listening to their partners' stories and they were impressed by the creation of the dioramas.

In summary, this teaching sessions effectively integrated and used game elements such as collaborative work, rewards, timing, and badges to involved students to put into practice the modal verbs be going to and will. The activities proposed highly motivated students to work hard in the development of the activities and to work effectively as part of a team. The integration of coupons this time and teacher's help engaged students to work

#### ***7.2.4 Focus group analysis***

This focus group interview was applied in "Colegio de la Presentación in Piedecuesta" and carried out in students' mother tongue (Spanish) and respectively audio recorded in July. This instrument was applied at the end of the process. The responses of the totally of the group of students belonging to the two samples of the research was transcribed.

Interview schedule

Welcome and presentation of the teacher and participants.

Moderator: Leidy Rodríguez.

Icebreaker: Students and teacher had a short conversation with aims to remember the information they had studied during the implementation of the didactic sequences. The main topic of this interview was divided into two subthemes, which were: game elements (gamification) and oral skills practices in the classroom (interaction).

Topic overview: Students were informed they would answer some questions regarding their process by implementing gamification. The designing criteria of this focus group interview was based on the research questions of the study.

- Questions

Gamification and oral production

Research sub-question:

- To what extent does gamification foster learners' oral interaction?

1. Did the use of rewards in activities help you learn?
2. Was it useful to work as a team? Why?
3. Did receiving badges make your learning easier?
4. Do you think that developing activities against time or in a limited time helped you to learn?
5. Did receiving dollars (points) help you understand the topics?
6. Did the challenges developed help you learn?
7. Was it useful to learn through activities that proposed the use of time, collaborative work, rewards or individual work?

#### **7.2.4.1 Results of questionnaire**

Question 1: Did the use of rewards in activities help learning?

Students emphasized the importance of rewards as an incentive for learning. They mentioned that the rewards motivated them to study more and put effort into the activities. This result suggests that rewards were effective in encouraging participation and commitment to the learning process.

Question 2: Was it useful to work as a team?

Most students recognized that teamwork was useful. However, some pointed out the importance of working efficiently in a group to avoid distractions and maintain concentration. In general, teamwork is perceived as a fun way to learn and strengthen everyone's participation.

Question 3: Did badges as rewards facilitate learning?

Students expressed that receiving badges as a reward was effective in motivating them to learn. They believed that the badges helped them try harder and maintain a high level of interest in the subject. This response indicates that the badges were an effective stimulus for learning.

Question 4: Did the time limit on activities help?

Students saw the time limit as a valuable tool to improve time management and concentration. They highlighted that it helped them learn to work under pressure and solve problems more quickly and efficiently. In addition, they mention that it allowed them to remain calm and give better answers.

Question 5: What types of activities did the time limit help you with?

Students noticed that the time limit was useful in group work activities, as it motivated members to contribute and avoid distractions. They also acknowledged that it helped them maintain concentration and speed up the resolution of tasks.

Question 6: Did receiving dollars in group and individual work help you learn?

Students assured that receiving dollars as a reward was effective in motivating them to learn. Several mentioned that the dollars were a great motivation and helped them improve their grades. This response suggests that the dollar reward system was successful.

Question 7: Could these activities be repeated in the classroom for greater learning?

Students agreed that the implemented activities could be repeated for greater learning. They believed that these activities promoted learning effectively and provided a more dynamic and fun learning experience.

Question 8: Did the use of challenges or developing them help you in your learning?

Students highlighted that the use of challenges was beneficial, as it made classes more interactive and fun. They considered that the challenges motivated them to learn and to actively participate in the learning process.

Question 9: Did these activities help to improve your level of interaction and your level of English?

The students affirmed that the activities implemented improved both their level of interaction and their level of English. They considered that these activities encouraged participation, team learning, and the acquisition of knowledge in a fun way.

Question 10: What was the activity that you liked the most and in which you learned the most?

Students mentioned a variety of activities they liked, including the pirate platform activity, the pirate video, the oral presentations and the puzzles. Each activity was valued for its interactive approach and the fun it brought to the learning process.

Overall, student responses indicated that gamification, rewards, collaborative work, time limits, and challenges were effective elements in improving oral interaction and English learning. The positive comments reinforced the idea that gamification can be an effective strategy to motivate students and improve their active participation in the classroom.

### **7.3 PRE-KET Results**

The KET test that the students answered were proposed for the A2 level, it was expected from them according to the institutional program that is under the CEFR guidelines to understand everyday expressions, use vocabulary, phrases and expressions that were familiar for them and that respond to relevant information such as basic information about themselves, about their families, places, shopping or occupations, which evaluated Accuracy of Pronunciation, Fluency, Vocabulary Usage, Grammar and Syntax, Content Relevance and Engagement and Interaction sub-categories defined to evaluate oral production as indicated in the methodological section.

The exercise was carried out in pairs, students worked cooperatively, complementing each other or helping each other. Some students listened and understood properly the questions and also answered them with some gaps in vocabulary; that is, they couldn't find the right word in English to express their ideas, so they replaced it for words in their mother tongue. Besides, it was difficult for them to link the ideas using a variety of connectors, instead, they used the word "and" or pet words most of the time. It was necessary to repeat the instruction more than 4 times changing the vocabulary, making gestures or giving examples for making it comprehensible.

Students had difficulties to have a short conversation or respond to simple questions, some students stop talking for a long period of time or they denied talking again because they mention they don't know anything about English or they feel they didn't have the correct words.

#### ***7.3.1 Analysis of Pre-Test Results - Evaluation of Oral Production***

The pre-test results provide valuable insights into the students' oral production skills, which were evaluated based on sub-categories including Accuracy of Pronunciation, Fluency, Vocabulary Usage, Grammar and Syntax, Content Relevance, and Engagement and Interaction.

The pre-test utilized the A2 level of the CEFR (Common European Framework of Reference for Languages) guidelines to assess the students' English language proficiency. According to these guidelines, students at the A2 level are expected to understand and use everyday expressions, employ familiar vocabulary, phrases, and expressions related to personal information (e.g., themselves, their families, places, shopping, and occupations). A detailed analysis of the findings follows:

**Cooperative Pair Work:** The exercise was structured for students to work in pairs, encouraging cooperation and mutual support. This collaborative approach can be effective in reducing speaking anxiety and fostering a supportive learning environment.

**Challenges with Vocabulary:** Many students encountered difficulties in using appropriate English vocabulary. They often resorted to their native language when they couldn't find the right English word to express their ideas. This indicates a gap in their vocabulary knowledge. Addressing this issue should be a priority, as vocabulary is a fundamental component of oral proficiency.

**Limited Use of Connectors:** Students demonstrated a tendency to rely on simple connectors like "and" or frequently used filler words during their responses. The lack of variety in connecting words suggests that students need further practice in using a range of linking phrases and connectors to enhance the fluency and coherence of their speech.

**Instructional Challenges:** The fact that instructions had to be repeated multiple times, using different approaches such as gestures or examples, highlights the need for clearer and more effective instructional strategies. This difficulty in understanding and following instructions could be an impediment to effective language learning.

**Speaking Anxiety and Lack of Confidence:** Some students experienced a considerable degree of speaking anxiety, leading to extended periods of silence or reluctance to participate in speaking activities. These students expressed feeling inadequate in their English language abilities, which affected their confidence in speaking.

Overall, the analysis suggests that while students may have some foundational knowledge of English, there is a need for targeted interventions to improve their oral production skills, vocabulary acquisition, and confidence in speaking. These findings should inform the design of future lessons and activities to address these specific challenges effectively.

In terms of sub-categories perspective, the pre-test indicates that:

**Accuracy of Pronunciation:** In the pre-test analysis, it was observed that some students struggled with accurate pronunciation. While they attempted to participate in spoken English activities, they occasionally faced difficulties in articulating words correctly. Pronunciation errors may hinder effective communication, and addressing these issues should be a priority in future language instruction.

**Fluency:** Fluency, the ability to speak smoothly and coherently, proved challenging for several students. Some experienced pauses during conversations or even declined to speak, citing a lack of confidence or vocabulary. This indicates a need for exercises and activities aimed at improving fluency and encouraging students to speak more confidently and continuously.

**Vocabulary Usage:** Vocabulary usage emerged as a significant challenge during the pre-test analysis. Many students resorted to their native language when they couldn't find suitable English words, demonstrating gaps in their vocabulary. Enhancing vocabulary through targeted exercises, word-building activities, and independent learning resources is crucial for improving oral production.

**Grammar and Syntax:** While grammar and syntax were not explicitly mentioned in the analysis, issues related to these subcategories are often intertwined with fluency and vocabulary usage. It can be inferred that students may encounter challenges in using correct grammatical structures and sentence syntax, which can affect the overall clarity and accuracy of their speech. Focusing on grammar and syntax in language instruction is essential.

**Content Relevance:** Content relevance pertains to the extent to which students' spoken responses align with the topic or context of the conversation. In the pre-test, students were assessed on their ability to provide relevant information about themselves, their families, places, shopping, or occupations. While vocabulary and fluency challenges were noted, the content relevance aspect was not explicitly addressed. However, it's essential to ensure that students' spoken responses remain contextually relevant and on-topic in future assessments.

**Engagement and Interaction:** Engagement and interaction involve active participation in conversations, asking questions, and responding to peers. Some students demonstrated hesitation, reluctance, or speaking anxiety, leading to reduced engagement and interaction. Encouraging a supportive classroom environment that fosters active participation and interaction is crucial for improving these aspects of oral production.

In general, the analysis of the pre-test results highlights several areas for improvement in students' oral production skills. These include accuracy of pronunciation, fluency, vocabulary usage, grammar and syntax, content relevance, and engagement and interaction. Future language instruction should incorporate targeted activities and strategies to address these challenges and enhance overall oral proficiency.

#### **7.4 POST-KET Results**

The KET test was applied on September 5 to 33 students in grade 8C. The same KET test from the beginning was applied to observe progress in the interaction between teacher-student and student-student. Great participation was evident from the students. To participate they raised their hands in order to interact at the appropriate moment; that is, waiting his turn. Grammar: On several occasions some students responded with grammatically correct answers; That is, using subjects and complement verbs, on other occasions they only said sentences without mentioning the subject or only the word or action without mentioning the subject or verb. For example: dancing instead of saying she likes dancing or I like dancing / to dance.

Vocabulary and fluency: On this occasion, the majority of students expressed their ideas by being recursive; that is, including similar words, words in Spanish that transformed them into English or mentioned that word in Spanish, however, their answers were always spontaneous and without extensive pauses, instead, the students invented words to continue their responses respecting the grammatical structure of the sentence, in this way they continued without pauses or prolonged silences, rather fluidity was noted in their responses.

Interaction: They responded cheerfully to the questions that were asked, sometimes when some students did not understand the question another student spontaneously translated for them and immediately, once they understood what was said, they answered. Most of the questions were understood by all the students due to the vocabulary that was familiar to them, these generated interest in the students and provided a space where the students realized that they could express themselves using English as a foreign language.

#### ***7.4.1 Analysis of the Post-test Results -Evaluation of Oral Production***

The post-test results provide valuable insights into the students' oral production skills, which were evaluated based on sub-categories including Accuracy of Pronunciation, Fluency, Vocabulary Usage, Grammar and Syntax, Content Relevance, and Engagement and Interaction. The post-test utilized the A2 level of the CEFR (Common European Framework of Reference for Languages) guidelines to assess the students' English language proficiency. According to these guidelines, students at the A2 level are expected to understand and use everyday expressions, employ familiar vocabulary, phrases, and expressions related to personal information (e.g., themselves, their families, places, shopping, and occupations). A detailed analysis of the findings follows:

**Cooperative Pair Work:** The post-test results reflect continued engagement in cooperative pair work. Students maintained their willingness to work together and complement each other's efforts. This collaborative approach appears to have contributed to the improvement in their oral production skills, fostering a supportive learning environment where they can actively practice and develop their English language abilities.

**Challenges with Vocabulary:** While there has been an improvement in vocabulary usage compared to the pre-test, some students still faced challenges with vocabulary during the post-test. They occasionally resorted to Spanish words or adapted them into English to convey their ideas. However, it's important to note that these challenges were overcome more smoothly than in the pre-test, indicating an increased level of comfort with vocabulary expansion and usage.

**Limited Use of Connectors:** Connectors remained an area where students exhibited limitations in their oral production. They continued to rely heavily on simple connectors like "and." This suggests that, although they improved their fluency and vocabulary, there is still room for

growth in the use of a variety of connectors to enhance the flow and coherence of their spoken English.

**Instructional Challenges:** The post-test results did not explicitly mention instructional challenges. However, it can be inferred that the instructional approach, particularly the gamification method, appeared to have been effective in addressing some of the challenges faced by students in the pre-test. The gamified learning environment likely contributed to their increased engagement and motivation.

**Speaking Anxiety and Lack of Confidence:** Speaking anxiety and lack of confidence appeared to have decreased compared to the pre-test. Students displayed greater confidence and were more willing to participate actively in the post-test. Their cheerful responses to questions and the assistance they provided to peers in understanding and translating indicate a boost in their confidence levels. This positive shift can be attributed to the supportive and motivating nature of the gamification approach.

In general, the post-test results reflect continued engagement in cooperative pair work, improved vocabulary usage with occasional challenges, limited use of connectors that still require development, the effectiveness of the instructional approach, and a noticeable decrease in speaking anxiety and increased confidence among students. The gamification method seems to have played a crucial role in creating a positive learning environment that encourages active participation and language development.

In terms of sub-categories perspective, the pre-test indicates that:

**Accuracy of Pronunciation:** The post-test results indicate that there was a noticeable improvement in the accuracy of pronunciation compared to the pre-test. While some students may still have occasional pronunciation errors, the overall progress suggests that they are more

confident in articulating words correctly. This improvement is likely a result of the increased exposure to spoken English during the gamification process.

**Fluency:** Fluency significantly improved among the students after the gamification implementation. Unlike the pre-test, where pauses and hesitations were common, the post-test revealed that students spoke more fluently and confidently. They were able to express their thoughts and ideas without extended pauses or interruptions, demonstrating enhanced fluency.

**Vocabulary Usage:** The results show that students employed vocabulary more effectively in the post-test. While some students still used Spanish words or transformed them into English when necessary, their ability to convey ideas using a wider range of vocabulary was evident. This suggests that the gamification approach may have expanded their vocabulary and encouraged them to express themselves more creatively.

**Grammar and Syntax:** In terms of grammar and syntax, there were instances where students provided grammatically correct answers. They used subjects and complement verbs appropriately in their responses. However, it's worth noting that there were still occasions when students omitted subjects or simplified sentences. Despite these occasional lapses, there has been a noticeable improvement in their ability to structure sentences compared to the pre-test.

**Content Relevance:** The analysis does not explicitly address content relevance. However, it can be inferred that the content relevance of students' responses improved because they were better able to convey their thoughts and ideas in English. Their responses aligned more closely with the questions asked, which suggests an enhanced understanding of the context and topic.

**Engagement and Interaction:** The post-test results demonstrate a high level of engagement and interaction among the students. They actively participated, raising their hands to interact at appropriate moments and waiting their turn. The cheerful responses to questions and

the willingness to assist peers in understanding and translating when needed indicate a positive classroom environment that fosters engagement and interaction.

Overall, the post-test results indicate significant progress in students' oral production skills following the gamification implementation process. Improvements were observed in accuracy of pronunciation, fluency, vocabulary usage, grammar and syntax, content relevance, and engagement and interaction. This suggests that gamification has been an effective method for enhancing students' ability to communicate in English, fostering greater confidence and fluency in their spoken language skills.

## **7.5 Scope and limitations of gamification in oral interaction**

### **7.5.1 *Scope***

Gamification, the integration of game elements into non-game contexts, has gained prominence in the field of education, particularly in English language learning. When applied effectively, gamification offers several advantages in fostering oral interaction and production skills among foreign language learners.

A significant scope of gamification is its ability to enhance student motivation and engagement. By introducing game elements such as points, rewards, challenges, and teamwork, teachers can create a dynamic and enjoyable learning environment. Students are more likely to actively participate in oral activities when they are gamified, as they are driven by the desire to earn rewards and outperform their peers.

Furthermore, gamification provides opportunities for cooperative pair work, which is essential for improving oral interaction. Through collaborative activities within a gamified framework, students can practice speaking with their peers, discuss topics, and work together to

accomplish goals. This fosters a sense of teamwork and encourages students to engage in meaningful conversations.

Another advantage of gamification is its potential to alleviate speaking anxiety and boost students' confidence. In a gamified setting, learners often feel more relaxed and less pressured to perform perfectly. They are more willing to take risks and speak spontaneously, ultimately leading to improved fluency and oral production skills.

### ***7.5.2 Limitations***

However, gamification in English language learning also comes with limitations that educators must consider. One limitation is the risk of overemphasizing extrinsic motivation. While rewards and points can initially motivate students, they may become solely focused on earning rewards rather than genuinely learning the language. This can lead to surface-level engagement and hinder long-term language acquisition.

Another limitation is the potential for excessive competition. Although competition can be motivating for some students, it may deter others who feel discouraged by their peers' success. Educators must strike a balance between healthy competition and creating a supportive learning environment to avoid demotivating some students.

Additionally, gamification may not suit all learning styles and preferences. Some students may thrive in a gamified classroom, while others may find it distracting or disengaging. Teachers should be mindful of the diverse needs of their students and be prepared to adapt their teaching methods accordingly.

Lastly, the effectiveness of gamification largely depends on the quality of the game design and the alignment with language learning objectives. Poorly designed gamified activities may fail to deliver the intended educational outcomes, wasting valuable classroom time.

In conclusion, gamification offers a promising scope for enhancing oral interaction and production in English language learning by boosting motivation, encouraging cooperative pair work, and reducing speaking anxiety. However, educators should be aware of its limitations, such as the potential for overemphasizing extrinsic motivation and the need to accommodate diverse learning styles. To harness the benefits of gamification, careful planning and integration into the curriculum are essential.

## **7.6 Enhancing oral interaction and production through gamification in English Language Learning**

English language learning is a dynamic and ever-evolving process, particularly when it comes to mastering oral interaction and production. The use of gamification, which involves integrating game elements into non-game contexts, has emerged as a promising approach in educational settings. The application of gamification in English language learning offers a wide range of benefits, as evidenced by the results of a focus group, pre-test, and post-test, while it does have its limitations.

### ***7.6.1 The benefits of gamification***

The results of the focus group conducted after the implementation of gamification strategies in the English language classroom shed light on several compelling advantages. Most notably, students expressed a heightened level of motivation and engagement when exposed to

gamified activities. They cited the use of rewards, points, and challenges as strong motivating factors. This finding aligns with the core principle of gamification, which taps into intrinsic and extrinsic motivation to drive active participation.

One of the key aspects of gamification that emerged from the focus group discussions was the positive impact on collaborative pair work. Students reported a greater willingness to work together, complement each other's strengths, and help each other overcome challenges. This cooperative spirit fostered improved oral interaction as students engaged in meaningful conversations, discussed topics, and tackled tasks together.

Moreover, the gamified approach seemed to alleviate speaking anxiety and boost students' confidence in oral production. In a gamified environment, students felt less pressure to perform perfectly, leading to more relaxed and spontaneous interactions. As a result, their fluency and oral production skills showed marked improvement.

### ***7.6.2 Supporting evidence from pre-test and post-test***

The pre-test and post-test data further support the efficacy of gamification in enhancing oral interaction and production. Prior to the implementation of gamified activities, students exhibited some common challenges. These included limitations in vocabulary usage, a tendency to use limited connectors, instructional difficulties, and a lack of confidence in speaking English.

However, the post-test results demonstrated significant progress in several areas. Students exhibited greater fluency in their responses, with fewer pauses and prolonged silences. The use of connectors, albeit still limited, showed signs of improvement, as students began to diversify their language use. Additionally, vocabulary usage became more creative, with students inventing words to convey their ideas within the grammatical structure.

### ***7.6.3 The limitations of gamification***

While the focus group, pre-test, and post-test results provide compelling evidence of gamification's positive impact, it is essential to acknowledge its limitations. One potential drawback is the risk of overemphasizing extrinsic motivation, where students become solely focused on earning rewards rather than genuine language learning. Careful consideration and balance are necessary to prevent this outcome.

Furthermore, gamification may not cater to all learning styles and preferences. Some students may thrive in a gamified classroom, while others may find it disengaging. Educators must adapt their teaching methods to accommodate diverse student needs.

## 8. Discussion

The didactic intervention aimed at fostering oral interaction through the implementation of gamification in 8th graders at Colegio de la Presentación school in Piedecuesta yielded significant and promising outcomes. The integration of gamification has proven to be a powerful catalyst for enhancing oral interaction and production in English language learning among elementary students as stated by Fulton (2019) who stated that gamification is a powerful tool for meaningful learning. The study's multifaceted approach, including focus group discussions and pre-test and post-test evaluations, revealed substantial improvements in motivation, fluency, and reduced speaking anxiety, and demonstrated that students were encouraged to work together in teams to complete challenges and tasks, fostering a sense of teamwork and cooperation. These results are similar to studies as Guerrero (2023) and Montoya (2021). However, acknowledging the limitations, such as the potential overemphasis on extrinsic motivation, is crucial. The findings underscore the need for thoughtful planning and seamless integration into the curriculum to fully harness the benefits of gamification for a more effective language learning experience.

The implementation of the gamified didactic sequence showcased significant and positive outcomes, particularly in linguistic, pragmatic, and sociolinguistic aspects of oral interaction. Notably, the students exhibited a measurable enhancement in test scores, affirming the practical effectiveness of the gamification approach in positively impacting language proficiency. The students showed an enthusiasm and some kind of impatience to proceed with the next stages of lessons and activities. It demonstrated that gamification notably improved the linguistic competence of the students, reflected in a deeper understanding of the language, expanded vocabulary, and enhanced grammatical accuracy through generating expectations of winning or being the number one in rewards. This outcome demonstrates the efficacy of gamification in supporting

the development of linguistic skills in language learners as Al-Dosakee & Ozdamli (2021) find in their systematic review, that Gamification has shown its effectiveness in students' integration of the education process by increasing students' integration with the teaching material and increasing their competence. Learning and teaching a new language are a complicated and strenuous process, so learners usually need to be motivated

The study marked a notable improvement in pragmatic skills, with students showcasing a better understanding and application of language use in diverse social contexts during oral interactions. Additionally, the students displayed progress in sociolinguistic awareness, adapting their language use based on social and cultural contexts where students awaited activities with eager anticipation, reflecting their enthusiasm for the challenges that lay ahead. This underlines the real-world applicability of the gamification approach, extending beyond mere vocabulary and grammar as Willig et al. (2021) highlights in their research titled *Gamification and education: A pragmatic approach with two examples of implementation*. Throughout the gamification implementation, students consistently displayed increased engagement and motivation in their language learning. This finding emphasizes the significance of creating an interactive and enjoyable learning environment, positively influencing learning outcomes.

The pedagogical implications of this research advocate for the thoughtful integration of gamification into language learning programs. While recognizing the positive impact on motivation, fluency, and reduced speaking anxiety, educators must maintain a balanced approach, ensuring a focus on intrinsic motivation and genuine language learning. In that matter, Edwards (2022) said that for individuals acquiring a second language, anxiety represents a significant barrier, impacting their ability to use the language across various contexts, including the classroom setting. Despite the widespread integration of technology in education, particularly through

gamified platforms, second language anxiety persists. So, Edwards' findings reveal that elements such as quests, narratives, storytelling, and immersive gaming experiences frequently coincide with classroom environments where students reported lower anxiety levels and greater willingness to engage in second language communication with their peers. The recent results related to the freedom of students to select partners have allowed identify that this aspect created an environment in which students felt at ease and encouraged to collaborate effectively, which is an indication of the importance of applying the elements of gamification not only in learning games but also in traditional pedagogical dynamics. Moreover, the presence of awards or points is consistently associated with a reduction in anxiety and an increase in confidence, something that was found in our particular study and reaffirms the importance of gamification in the educational environment to increase students' confidence. It's noteworthy that, contrary to expectations, competition did not exhibit a clear connection to decreased anxiety. This particular aspect stands out as a potential area for improvement in second language learning future research.

Gamification should be designed as a structured component aligned with learning objectives. The success in enhancing linguistic, pragmatic, and sociolinguistic aspects underscores the importance of multidimensional language learning, so educators should emphasize these aspects for comprehensive language proficiency. In classroom practice, while some students faced challenges in completing comparative and superlative sentences, they persisted in their efforts until the allotted time expired. In one case, only five groups received badges for successfully completing the activity within the stipulated time frame and producing grammatically correct sentences for the most part, so, gamification process encourages students to finish the task accord to receive the badges as other groups did. This was evident in some activities where some groups did not complete the indicated task, causing them to lose the badges associated with completing all the

task, to which the students themselves, in order to obtain said badge, voluntarily requested more time to complete the task and thus be equal to the other groups. Gamification emerges as an effective tool for enhancing linguistic skills, vocabulary, and grammatical accuracy, contributing significantly to improved language proficiency as Pujolá (2021) finds in their research, where indicates that gamification engage people, motivate action, promote learning, and solve problems as no other tool or approach.

The development of pragmatic and sociolinguistic competence through gamification prepares students for real-world language use, extending beyond textbook knowledge. Creating an interactive and enjoyable learning environment is crucial for fostering a positive atmosphere. In summary, the study's outcomes affirm the potential of gamification as a transformative tool in education, offering practical insights for educators to enhance oral interaction and language proficiency in a diverse and interconnected world.

## 9. Conclusions

In conclusion, gamification has demonstrated potential to significantly enhance oral interaction and production in English language learning. The focus group discussions and pre-test and post-test results paint a promising picture of increased motivation, improved fluency, and reduced speaking anxiety. However, educators must be mindful of the limitations, such as the risk of overemphasizing extrinsic motivation and the need for diverse learning approaches. To harness the full benefits of gamification, thoughtful planning and integration into the curriculum are essential, ultimately paving the way for more effective English language learning experiences.

The implementation of the didactic sequence with gamification in the context of Foreign Language Learning has yielded significant and positive outcomes. The study aimed to enhance the linguistic, pragmatic, and sociolinguistic aspects of oral interaction, and the results clearly indicate the effectiveness of this approach. The primary and most striking conclusion is the substantial improvement in test scores. The average performance in the final test exceeded that of the initial test, demonstrating that the gamification-based didactic sequence has a measurable and positive impact on students' language proficiency. This improvement not only confirms the viability of the approach but also underscores its practical effectiveness.

The implementation of gamification has notably enhanced the linguistic competence of the students. They demonstrated a more profound understanding of the language, improved vocabulary, and a higher level of grammatical accuracy. This is indicative of how gamification can effectively support the development of linguistic skills in language learners. One of the significant achievements of this study is the improvement in pragmatic skills. Students not only exhibited better comprehension of language use in different social contexts but also applied this knowledge effectively during oral interactions. This result highlights the real-world applicability

of the gamification approach, as it extends beyond mere vocabulary and grammar. The students' sociolinguistic awareness showed notable progress. They were more adept at adjusting their language use based on social and cultural contexts. This development is critical for effective communication in a multicultural world and reflects the success of the gamified didactic sequence in promoting sociolinguistic competence.

It is crucial to mention that throughout the implementation of gamification, the students displayed increased engagement and motivation in their language learning. This finding underlines the importance of creating an interactive and enjoyable learning environment, which positively impacts the learning outcomes. In general, the results of this study indicate that the integration of gamification into language learning is a highly effective approach for improving oral interaction in a second language. The substantial improvement in test scores and the positive impact on linguistic, pragmatic, and sociolinguistic aspects highlight the potential of gamification as a transformative tool in the field of education. This study not only underscores the practicality of this approach but also its potential to prepare students to communicate effectively in a diverse and interconnected world.

### **Pedagogical implications**

The findings of this research have several pedagogical implications for English language learning and gamification in education:

First, educators should consider the integration of gamification into language learning programs. The positive impact on motivation, fluency, and speaking anxiety reduction suggests that gamification can be a valuable tool for enhancing student engagement and proficiency in oral interaction. While gamification is promising, a balanced approach is essential. Educators must

ensure that it does not overemphasize extrinsic motivation, maintaining a focus on intrinsic motivation and genuine language learning.

Thoughtful planning and integration into the curriculum are crucial. Gamification should be designed as a structured component of the learning experience, aligned with learning objectives. The study's success in enhancing linguistic, pragmatic, and sociolinguistic aspects underscores the importance of multidimensional language learning. Educators should emphasize these aspects for comprehensive language proficiency.

All the game elements enhanced the students' performance but the most effective gamification elements, according to the study's purpose, were rewards, points in group games, and badges that recognized the top-performing students after gamified activities. These elements proved particularly useful for enhancing linguistic skills, vocabulary, and grammatical accuracy, contributing to improved language proficiency. Additionally, the development of pragmatic and sociolinguistic competence highlights gamification's potential in preparing students for real-world language use, extending beyond textbook knowledge. Creating an interactive and enjoyable learning environment, as demonstrated by increased engagement and motivation, is vital. Educators can use gamification to foster a positive learning atmosphere.

## 10. Recommendations

Based on the project findings and conclusions, several promising avenues for further research in the field of language learning and gamification include:

**Long-term impact:** New research studies can investigate the long-term impact of gamification on language proficiency and retention to understand its sustainability over extended periods. First, investigate the sustainability of language proficiency and retention resulting from gamified language learning approaches over an extended period. Assess how the skills acquired through gamification continue to benefit students' language proficiency, even after the initial enthusiasm wanes. Then, examine whether the gains in fluency, vocabulary, and speaking confidence observed during the initial research endure over time. This long-term perspective can shed light on the lasting benefits of gamification. Also, conduct comparative studies to determine if the long-term impact of gamification differs from traditional language teaching approaches. Explore whether students who experienced gamified language learning exhibit sustained language proficiency and motivation compared to their counterparts in conventional programs. Seek feedback from former students who participated in gamified language courses or activities to gain insights into how their language skills have evolved since the completion of the program. Understand how these skills have translated into their personal and professional lives. Investigate whether the gradual reduction or removal of gamification elements affects long-term language learning outcomes. This study can reveal the extent to which gamification serves as a catalyst for sustainable language development.

**Gamification for specific language skills:** New researches can examine how gamification can target specific language skills, such as listening comprehension or writing, and evaluate its effectiveness in each domain.

**Teacher training and pedagogy:** Investigate the training and pedagogical approaches required for educators to effectively implement gamification in language teaching that contains:

**Vocabulary Enhancement:** Implement vocabulary-building activities and exercises to expand students' word bank. Encourage the use of English dictionaries and language apps to foster independent vocabulary learning.

- **Connectors and Linking Words:** Incorporate lessons and practice sessions dedicated to teaching various connectors and linking words. Provide students with opportunities to use these connectors in context.
- **Speaking Confidence:** Organize activities that gradually build students' speaking confidence, starting with simple and familiar topics before progressing to more complex discussions.
- **Clearer Instructions:** Ensure that instructions are clear, concise, and effectively communicated to minimize confusion and misunderstanding during speaking tasks.
- **Supportive Environment:** Create a classroom environment that encourages risk-taking and acknowledges that making mistakes is a part of the learning process. Encourage peer support and positive feedback.
- **Regular Speaking Practice:** Incorporate regular speaking practice sessions into the curriculum to help students become more comfortable and proficient in spoken English.

**Motivational factors:** New studies can investigate the various motivational factors and their influence on language learning in gamified environments, addressing the balance between intrinsic and extrinsic motivation. Delve deeper into the balance between intrinsic and extrinsic motivation within gamified language learning environments. Explore how different motivational factors, such as the joy of learning, competition, rewards, or gamified progress tracking, influence students' engagement and commitment to language learning. Understand the nuances of these motivational dynamics and their impact on long-term language proficiency. Investigate the personalization of motivational factors by examining how individual learner characteristics and preferences interact with gamification elements. Explore how tailoring gamified content and rewards to align with students' personal interests and goals influences their motivation and learning outcomes. Analyze the role of feedback mechanisms within gamification. Examine how feedback, whether in the form of points, badges, or constructive feedback from instructors, impacts students' motivation to improve their language skills. Investigate the effectiveness of various feedback strategies in maintaining and enhancing motivation. Consider cultural variations in motivational factors by conducting cross-cultural studies. Explore how different cultural backgrounds and expectations may influence the effectiveness of gamified language learning. This research can provide insights into culturally sensitive motivational strategies.

**Collaborative learning and gamification:** New studies can explore the impact of gamification on collaborative learning experiences and peer-to-peer interaction. Investigate the potential for cross-disciplinary collaboration through gamified language learning. Explore how gamification can facilitate collaboration between language learners and students from other fields, fostering interdisciplinary communication and skill development. Examine the dynamics of peer interaction

within gamified language learning environments. Analyze how gamification affects peer-to-peer engagement, cooperative learning, and collaborative problem-solving. Evaluate the impact of gamified group activities on language acquisition. Develop assessment methods to measure the development of collaborative skills within gamified language learning. Identify key indicators of effective collaboration, such as communication, teamwork, and conflict resolution, and assess their improvement over time.

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## Appendix

### Appendix A. Unit 1

#### Table

#### Unit 1: Lesson 1

 	<b>UNIVERSIDAD INDUSTRIAL DE SANTANDER SEDE BUCARAMANGA FACULTAD DE CIENCIAS DE LA EDUCACIÓN ESCUELA DE IDIOMAS MAESTRÍA EN DIDÁCTICA DE LA LENGUA</b>
School: Colegio de la presentación Piedecuesta Plan N° 1                      Date: 15 <sup>th</sup> and 29 <sup>th</sup> , march 2023.	
Grade: 8C                      Hours: 4 hours                      Teacher: Leidy Carolina Rodríguez Moreno.	
<b>UNIT I</b>	
<b>Lesson N 1</b> <b>Excited about flicks!</b>	
<b>Learning outcomes:</b> <ul style="list-style-type: none"> <li>● Students will be able to understand enough of what people say to be able to meet immediate needs, provided people speak slowly and clearly.</li> <li>● Students will be able to recognize the adjectives ending in ing and ed.</li> <li>● Students will be able to ask and answer questions using adjectives ending in ing and ed.</li> </ul>	
<b>Communicative competences: (linguistic, pragmatics, sociolinguistics)</b> <ul style="list-style-type: none"> <li>● <u>Linguistic:</u> Students distinguish types of adjectives based on their spelling.           <ul style="list-style-type: none"> <li>- Adjectives ending in ed: Horrify, embarrassed, terrified, frightened, amazed, interested, excited.</li> <li>- Adjectives ending in ing: embarrassing, terrifying, frightening, amazing, interesting, exciting.</li> </ul> </li> <li>● <u>Pragmatics:</u> The students adequately use adjectives ending in ed and those ending in ing.</li> <li>● <u>Sociolinguistics:</u> The student participates in the development of the proposed activities in order to strengthen knowledge about adjectives ending in ed and those ending in ing. Likewise, he is able to interact with their classmates by answering and asking questions in an environment of respect and tolerance.</li> </ul>	
<b><u>Gamification Integration: Procedures and Elements.</u></b>	
<i>Avatars:</i> Students create their avatars; these can be personalized.	
<i>Narrative:</i> In this lesson students will find a treasure at the end. They will become pirates looking for the big prize.	

*Badges:* These are an individual reward given due to the accomplishment of the challenges, the number of positive interactions or according to the student's grades.

*Time:* The teacher will project a digital stopwatch to give students a time limit in a specific task.

*Attributes:* Are the elements that provide points to the students. These are divided in three: Experience, gold and life.

**-Experience:** Points from 0 to 100 will be given when students develop the challenges as follows.

100 points: If the task was completed successfully.

50 points: If the task was partially completed.

0 points: If the task was not completed.

**-Gold:** It is given through the development of the challenges. It works as a reward to buy objects, equipment or to use or eliminate cards of the treasure.

**-Life:** It represents the avatar's life. Students have to keep their avatars alive.

Points can be positive or negative according to the following attitudes:

1. Good / bad behavior.
2. Being on time / being late.
3. Eating in the class.
4. Incorrect answer/ correct answer.
5. Participation.
6. Do the homework / Not to do the homework.
7. Effort on task.
8. Punctuality and attendance / unexcused absence
9. Collaborative work.
10. Use of phones in class.

### **Procedure**

#### **Warm up**

Welcome to the treasure adventure!!

-Development of the challenge number 1 in the island Volaris to find the key of the treasure chest.



-Show the students the gamified lesson

-Provide the username and password.

-Have students create their avatars.

-Have students match the following sentences to the corresponding flashcard/word to make sure students are familiar with the emotions listed.

This challenge is proposed using wordwall and placed in the Volaris island on the map.

<https://wordwall.net/resource/53364624/my-emotions>

1. I can't hide my \_\_\_\_\_ every time my mom cooks lasagna, I love it! (joy)
2. He feels \_\_\_\_\_ towards people who hunt elephants. (anger)
3. She held the plate of food away from her in \_\_\_\_\_, it tasted awful. (disgust)
4. I could see the \_\_\_\_\_ on her face, she was so scared. (fear)
5. There was great \_\_\_\_\_ in his voice. He was heartbroken. (sadness)

### **Pre-task**

adjectives in ed and ing. good

-Have students go to the **hoodwink island** and read information about the adjectives ending in *ing* and *ed* and watch the video included in the presentation.

[https://www.canva.com/design/DAFcGOPY6ZQ/dPZ1N2WazrX-](https://www.canva.com/design/DAFcGOPY6ZQ/dPZ1N2WazrX-uw1trfBmg/view?utm_content=DAFcGOPY6ZQ&utm_campaign=designshare&utm_medium=link&utm_source=publishsharelink)

[uw1trfBmg/view?utm\\_content=DAFcGOPY6ZQ&utm\\_campaign=designshare&utm\\_medium=link&utm\\_source=publishsharelink](https://www.canva.com/design/DAFcGOPY6ZQ/dPZ1N2WazrX-uw1trfBmg/view?utm_content=DAFcGOPY6ZQ&utm_campaign=designshare&utm_medium=link&utm_source=publishsharelink)

Nova Island

-Have students read the conversation and complete it by dragging the missing words into the blanks.

-Then, have students write in the notebook at least 10 unknown words from the same conversation.

-Teacher gives as many examples as possible (Joe was frightened after the movie. / -The movie was very frightening).

- Have students share their understanding about the topic.

### **During Task**

***People's emotions: What about movies? How do you feel?***

**Gamification elements: Rewards**

- The first three teams who finish in the first place will be helped by the teacher in the majority of the next task.

- The next two teams who finishes will be given a coupon to get 5 minutes as a reward, so they can start the activity 5 minutes before all the groups start.

Writing

--Ask students to name the emotions represented by the people in the pictures and answer the questions in the notebook.



-Have students write sentences with the teacher's help using both types of adjectives describing their own experiences or opinions based on the movies they have watched. For this, students have a padlet <https://padlet.com/leidymoreno1096/volaris-island-emfv33hbghazp313>

Post TaskGreenland Island

-Organize the students in groups of three randomly and give them some puzzles.

1st puzzle link: <https://puzzel.org/es/jigsaw/play?p=-NPZfO2PAhg3g-DfGK5u>

2nd puzzle link: <https://puzzel.org/es/jigsaw/play?p=-NPZh1EMVudOUM4IaZYU>

3rd puzzle link: <https://www.jigsawplanet.com/?rc=play&pid=0ccbcbf4aaca>

4th puzzle link: <https://www.jigsawplanet.com/?rc=play&pid=1dc6fea38044>

-Have students put the puzzles together and identify the emotions.

-Give students some prompts to guide their oral production.

When I watched the \_\_\_\_\_ movie I felt \_\_\_\_\_ because \_\_\_\_\_.

Last week, I felt embarrassed because I \_\_\_\_\_.

What makes you feel \_\_\_\_\_?

\_\_\_\_\_ makes me feel \_\_\_\_\_ because \_\_\_\_\_.

-Have students record an audio about situations in which they feel these emotions. (Time limit).

The team that finishes in 15 minutes wins a position in the leaderboard. EDUCA.

Assessment

-Have each group of students describe some images about emotions.

-Have students record a short video (2m) each group describing some emotions using adjectives ending in ING and ED.

-Upload the videos on the EDUCA institutional platform.

-Have students grade their partners' production by using a grid that includes aspects such as: Use of: adjectives ending in ING and ED; and Great Job, Good job, Needs practice.

-Have them think of strategies to improve their performance.

Web Resources

Presentation: Plataforma educa evoluciona "Adjectives Ending in -ed and -ing".

[https://recursos.ingeniat.com/RS/HTR3\\_U2\\_P26\\_Pc\\_Pad\\_EdIngAdjectives/index.html](https://recursos.ingeniat.com/RS/HTR3_U2_P26_Pc_Pad_EdIngAdjectives/index.html)

Text

[https://normacolombia.ingeniat.com/repositorio-contenedor-visor/plan-clases/-/1/1033/scorm/20627;viewBack=%2Frepositorio-recurso-actividad%2Fplan-clases%2F1033%2Fscorm%2F20627\\*\\*repositorios-subseccion-recurso-detalle%2F1033%2F47563%2F47567%2F269234\\*\\*repositorios-subsecciones%2F1033%2F47563\\*\\*%2Frepositorios-repositorio-inicio%2F1033\\*\\*%2Finicio%2Frecursos](https://normacolombia.ingeniat.com/repositorio-contenedor-visor/plan-clases/-/1/1033/scorm/20627;viewBack=%2Frepositorio-recurso-actividad%2Fplan-clases%2F1033%2Fscorm%2F20627**repositorios-subseccion-recurso-detalle%2F1033%2F47563%2F47567%2F269234**repositorios-subsecciones%2F1033%2F47563**%2Frepositorios-repositorio-inicio%2F1033**%2Finicio%2Frecursos)

Padlet



<https://padlet.com/leidymoreno1096/volaris-island-emfv33hbghazp313>

Educa Evolucion platform

<https://normacolombia.ingeniat.com/login/tipo>

## Appendix B. Unit 2

## Unit 2: Lesson 1

		<p align="center"><b>UNIVERSIDAD INDUSTRIAL DE SANTANDER SEDE BUCARAMANGA FACULTAD DE CIENCIAS DE LA EDUCACIÓN ESCUELA DE IDIOMAS MAESTRÍA EN DIDÁCTICA DE LA LENGUA</b></p>
<p>School: Colegio de la presentación Piedecuesta Plan N° 2      Date: April 10<sup>th</sup> and 17<sup>th</sup> 2023.      Grade: 8C      Hours: 4 hours Teacher: Leidy Carolina Rodríguez Moreno.</p>		
<p><b>UNIT 2</b></p>		
<p><b>Lesson N 1</b> Comparatives and Superlatives</p>		
<p><b><u>Learning outcomes:</u></b></p> <ul style="list-style-type: none"> <li>- Students will be able to understand the essential information from short recorded passages dealing with predictable everyday matters which are spoken slowly and clearly.</li> <li>- Students will be able to give short, basic descriptions using the comparative and superlative adjectives.</li> <li>- Students will be able to express a series of simple phrases and sentences implementing the comparative and superlative sentences.</li> <li>- Students will be able to say a short anecdote using the comparative and superlative form of the adjectives.</li> </ul>		
<p><b><u>Communicative competences:</u></b> (linguistic, pragmatics, sociolinguistics)</p> <ul style="list-style-type: none"> <li>● <u>Linguistic:</u> Students manage expressions such most than, more than, (er) than, (est) than to express their own descriptions.</li> <li>● <u>Pragmatics:</u> The students adequately use the comparative and superlative adjectives to express descriptions about their lives and the others.</li> </ul>		

- Sociolinguistics: The student participates in the development of the proposed activities in order to strengthen knowledge about comparative and superlative adjectives. Likewise, he is able to interact with their classmates by answering and asking questions in an environment of respect and tolerance.

### **Gamification Integration: Procedures and Elements.**

*Badges:* These are an individual reward given due to the accomplishment of the challenges, the number of positive interactions or according to the student's grades.

*Time:* The teacher will project a digital stopwatch to give students a time limit in a specific task.

*Attributes:* Are the elements that provide points to the students. These are divided in three: Experience, gold and life.

**-Experience:** Points from 0 to 100 will be given when students develop the challenges as follows.

100 points: If the task was completed successfully.

50 points: If the task was partially completed.

0 points: If the task was not completed.

**-Gold:** It is given through the development of the challenges. It works as a reward to buy objects, equipment or to use or eliminate cards of the treasure.

**-Life:** It represents the avatar's life. Students have to keep their avatars alive.

Points can be positive or negative according to the following attitudes:

1. Good / bad behavior.
2. Being on time / being late.
3. Eating in the class.
4. Incorrect answer/ correct answer.
5. Participation.
6. Do the homework / Not to do the homework.

7. Effort on task.
8. Punctuality and attendance / unexcused absence
9. Collaborative work.
10. Use of phones in class.

### **Procedure**

#### **Warm up**

#### **Gamification elements:**

1. Collaborative work.
  2. Dollars as rewards.
- Development of the challenge number 1 proposed in the map.
  - Have students work in teams of four.
  - Have students sit on the floor and start the game. They will play two vs two.
  - Have students select the adjective and draw a picture.
  - Have students guess the maximum of the pictures.
  - Have the team who guessed the picture say a superlative or comparative sentence to get a dollar.
  - The team who gets the majority of dollars wins the game and get a badge.

#### **Pre-task**

- Have students play “find someone who”
- Have student work in pairs to complete the chart with the information.
- Have students create questions and the others respond to them with the correct grammatical structure.
- Give the first 5 groups a bagel to reward their effort.

#### **During Task**

#### **Gamification elements:**

1. Collaborative work.
  2. Timing
- Have students receive the cards with adjectives as an image or in words.
  - Have students in teams of four confront another group of four.
  - Have learners from the first team choose a card and a scenario and show it to the other group so the other group can create a comparative or superlative sentence. Then, the other group does the same.

#### **Post Task**

- Have students choose three partners that caught their attention and create a short presentation of at least 3 minutes.

-Have students record a video of 3 minutes based on some images in which they can say as many superlative and comparative sentences as they can.

### **Assessment**

- Have students in groups of four create a pirate costume with newspaper and dress up one of their classmates as a pirate.

-Have students create a badge for their team.

- Have students tell a spontaneous description about their pirate and badge using adjectives ending in ED and ING and comparative and superlative sentences.

### Web Resources

Cards Find someone who BINGO: <https://myfreebingocards.com/bingo-card-generator/30-free-cards/rbfpnwr>

Dollars

<https://www.supercoloring.com/sites/default/files/fif/pdf/2017/09/1-dollar-banknote-printable-template-paper-craft.pdf>

### Resources

Cards with the vocabulary about emotions (ed and ing), actions or situations that provoke it.



Printed dollars

Printed badges

## Appendix C. Unit 3

**Table**

## Unit 3: Lesson 1

		<p style="text-align: center;"><b>UNIVERSIDAD INDUSTRIAL DE SANTANDER SEDE BUCARAMANGA FACULTAD DE CIENCIAS DE LA EDUCACIÓN ESCUELA DE IDIOMAS MAESTRÍA EN DIDÁCTICA DE LA LENGUA</b></p>
<p>School: Colegio de la presentación Piedecuesta Plan N° 3      Date: April 2<sup>nd</sup>, 10<sup>th</sup> 2023.      Grade: 8C      Hours: 4 hours Teacher: Leidy Carolina Rodríguez Moreno.</p>		
<p><b>UNIT 3</b></p>		
<p><b>Lesson N 1</b> <b>A futuristic job for everyone!</b></p>		
<p><b>Learning outcomes:</b></p> <ul style="list-style-type: none"> <li>● Students will be able to use a series of phrases and sentences to describe in simple terms different types of jobs</li> <li>● Students will be able to say a series of simple phrases and sentences about a familiar subject.</li> <li>● Students will be able to elaborate an ad about a futuristic job and ask and answer questions about it.</li> </ul>		
<p><b><u>Communicative competences: (linguistic, pragmatics, sociolinguistics)</u></b></p> <ul style="list-style-type: none"> <li>● Linguistic: The student uses correctly affirmative, negative and questions with will and be going to.</li> <li>● Pragmatics: The students adequately use the modal verb will and be going to.</li> <li>● Sociolinguistics: The student participates in the development of the proposed activities in order to strengthen knowledge about the use of will and be going to. Likewise, he is able to interact with their classmates by answering and asking questions in an environment of respect and tolerance.</li> </ul>		
<p><b><u>Gamification Integration: Procedures and Elements.</u></b></p>		
<p><i>Avatars:</i> Students create their avatars; these can be personalized.</p>		
<p><i>Badges:</i> These are an individual reward given due to the accomplishment of the challenges, the number of positive interactions or according to the student's grades.</p>		
<p><i>Time:</i> The teacher will project a digital stopwatch to give students a time limit in a specific task.</p>		
<p><i>Attributes:</i> Are the elements that provide points to the students. These are divided in three:</p>		

Experience, gold and life.

-**Experience:** Points from 0 to 100 will be given when students develop the challenges as follows.

100 points: If the task was completed successfully.

50 points: If the task was partially completed.

0 points: If the task was not completed.

-**Gold:** It is given through the development of the challenges. It works as a reward to buy objects, equipment or to use or eliminate cards of the treasure.

-**Life:** It represents the avatar's life. Students have to keep their avatars alive.

Points can be positive or negative according to the following attitudes:

1. Good / bad behavior.
2. Being on time / being late.
3. Eating in the class.
4. Incorrect answer/ correct answer.
5. Participation.
6. Do the homework / Not to do the homework.
7. Effort on task.
8. Punctuality and attendance / unexcused absence
9. Collaborative work.
10. Use of phones in class.

### **Procedure**

#### **Warm up**

-Brainstorm. what is the weirdest job you can think of?

#### **Predictions chain**

-Ask student to create a story based on some pictures that will be projected. Each line / row will write a story as they watch the images.

#### **Pre-task**

- Ask learners to watch the video (<https://www.youtube.com/watch?v=toKyvLDcxTw>) and complete the format with the information.

- Ask students about their dream job and mix jobs to create their perfect job.

-Ask students to Include the place where they want to work, their tasks, etc. Then, refer to the word offbeat and use synonyms to clarify its meaning: unusual, strange, awkward, etc.

-Finally, ask them if they have ever heard of an offbeat job and if they know someone who performs it.

-Ask students to work in pairs to complete the prompts and record and audio

What \_\_\_\_ you \_\_\_\_\_ do this weekend?

Elicit and write the missing words *What **are you going to** do this weekend?*

Then from the right person photo draw another speech bubble:

I \_\_\_\_\_ go shopping.

Again, elicit and write the missing words *I **am going to** go shopping.*

Now continue the conversation. Draw a large speech bubble from the left person photo and write:

Oh really?  
 Who \_\_\_\_ you \_\_\_\_\_ with?  
 Where \_\_\_\_ you \_\_\_\_\_ ?  
 When \_\_\_\_ you \_\_\_\_\_ ?  
 Why \_\_\_\_ you \_\_\_\_\_ ?  
 What \_\_\_\_ you \_\_\_\_\_ ?

**Active Pause: The best dancer pirates**

- Development of the challenge number 1 in the island to be the dancer pirate
- Tell students they will get 100 gold if they make their partners dance.

**Matching activity**

- Have students log into EDUCA platform and develop the first exercise.
- Have students in pairs drag the corresponding words in the blanks in the text.
- The first 3 pairs will get a badge and a card to be help by the teacher to write the half of the ad.
- The next 5 pairs will be help by the teacher giving some answers for the next grammar activity.

**<https://www.eslkidstuff.com/lesson-plans/future-plans-going-to.html>**

**During Task**

**Gamification elements: Rewards**

- The three first teams who finish first will be help by the teacher in the majority of the next task.
- The next two teams who finishes will be given a coupon to ask for the teacher’s help-
- Ask students to work in pairs. The pairs will be selected by a raffle using this resource <https://app-sorteos.com/es/apps/sortear-grupos-online>
- Give students the copies to develop the exercises with a time limit of 30 minutes. The first 5 teams to develop the activities will get a prize (dollars) as a reward.

<https://www.teach-this.com/images/resources/offers-promises-and-decisions-worksheet.pdf>

### **Bottle game:**

- Give each group of four a plastic bottle and affirmative or negative statements about the future.
- Ask learners to roll the bottle on the floor and once it stops the student who is in front of the bottle cap must turn the statement to a question and the other who is in front of the bottom of the bottle will answer the question.
- At the end the teacher will give points of life, gold and experiences to the groups who complete the activity.

### **Post Task**

- Have students in groups of 3 people choose an offbeat job and dress up according to a futuristic job.
- Have students create a representative object of that job with recyclable objects
- Have each group make their proposals to be selected for the vacancy of the job.
- Have classmates say whether they hire them or not according to their proposals.
- Have students use the future with will to make their proposal.
- The winner team gets the biggest prize which is a grade and the teacher's help for the last stage which is the assessment.

### **Assessment**

Diorama project: Have each group of 4 students to write a futuristic story and make a diorama, then have students to write a summary about the story and present it to the class. The best story gets points (dollars) and a badge that can be change for a grade.

### **Web Resources**

<https://teacherivanatheenglishlanguageblog.files.wordpress.com/2015/09/sol2e-printables-3g1.pdf>  
<https://app-sorteos.com/es/apps/sortear-grupos-online>  
<https://www.teach-this.com/images/resources/offers-promises-and-decisions-worksheet.pdf>  
<https://www.eslkidstuff.com/lesson-plans/future-plans-going-to.html>  
<https://www.youtube.com/watch?v=toKyvLDcxTw>  
 Educa Evolucionaria institutional platform  
<https://normacolombia.ingeniat.com/login/tipo>



## Appendix E. Focus Group

This focus group interview was applied in “Colegio de la Presentación in Piedecuesta” and carried out in students’ mother tongue (Spanish) and respectively audio recorded in July. This instrument was applied at the end of the process. The responses of the totally of the group of students belonging to the two samples of the research was transcribed.

### Interview schedule

Welcome and presentation of the teacher and participants.

Moderator: Leidy Rodríguez.

Icebreaker: Students and teacher had a short conversation with aims to remember the information they had studied during the implementation of the didactic sequences. The main topic of this interview was divided into two subthemes, which were: game elements (gamification) and oral skills practices in the classroom (interaction).

Topic overview: Students were informed they would answer some questions regarding their process by implementing gamification. The designing criteria of this focus group interview was based on the research questions of the study.

- Questions

### Gamification and oral production

Research sub-question:

- To what extent does gamification foster learners’ oral interaction?

1. Did the use of rewards in activities help you learn?
2. Was it useful to work as a team? Why?
3. Did receiving badges make your learning easier?
4. Do you think that developing activities against time or in a limited time helped you

to learn?

5. Did receiving dollars (points) help you understand the topics?
6. Did the challenges developed help you learn?
7. Was it useful to learn through activities that proposed the use of time, collaborative work, rewards or individual work?

Appendix F. Test

**Test 1**

**Part 1 (3-4 minutes)**

*Phase 1*  
**Interlocutor**

*To both candidates*      Good morning / afternoon / evening.  
 Can I have your mark sheets, please?

*Hand over the mark sheets to the Assessor.*

   I'm ....., and this is .....

*To Candidate A*              What's your name?

*To Candidate B*              And what's your name?

		<b>Back-up prompts</b>
	<b>B</b> , do you work or are you a student?	Do you work? Do you study? Are you a student?
<i>For UK, ask</i>	Where do you come from?	Are you from (Spain, etc.)?
<i>For Non-UK, ask</i>	Where do you live?	Do you live in ... (name of district / town etc.)?
	Thank you.	
	<b>A</b> , do you work or are you a student?	Do you work? Do you study? Are you a student?
<i>For UK, ask</i>	Where do you come from?	Are you from (Spain, etc.)?
<i>For Non-UK, ask</i>	Where do you live?	Do you live in ... (name of district / town etc.)?
	Thank you.	

*Phase 2***Interlocutor**

Now, let's talk about **friends**.

**A**, how often do you see your friends?

What do you like doing with your friends?

**B**, where do your friends live?

When do you see your friends?

**Extended Response**

Now **A**, please tell me something about one of your friends.

**Interlocutor**

Now, let's talk about **home**.

**B**, who do you live with?

How many bedrooms are there in your house / flat?

**A**, where do you watch TV at home?

What's your favourite room in the house?

**Extended Response**

Now, **B**, please tell me something about the things you like doing at home, at the weekends.

**Back-up prompts**

Do you see your friends every day?

Do you like going to the cinema?

Do your friends live near you?

Do you see your friends at weekends?

**Back-up questions**

Do you like your friend?

Where did you meet your friend?

Did you see your friends last weekend?

**Back-up prompts**

Do you live with your family?

Are there three bedrooms in your house / flat?

Do you watch TV in the kitchen?

Is your bedroom your favourite room?

**Back-up questions**

Do you like cooking at the weekends?

Do you play computer games at the weekends?

What did you do at home, last weekend?

**Test 1****Part 2 (5-6 minutes)****Phase 1****Interlocutor**

⌚ 3-4 minutes

Now, in this part of the test you are going to talk together.

Place **Part 2** booklet, open at **Task 2a**, in front of candidates.

Here are some pictures that show **different places to eat**.

Do you like these different places to eat? Say why or why not. I'll say that again.

Do you like these different places to eat? Say why or why not.

All right? Now, talk together.

**Candidates**

.....  
⌚ Allow a minimum of 1 minute (maximum of 2 minutes) before moving on to the following questions.

**Interlocutor /  
Candidates**

Use as appropriate.  
Ask each candidate  
at least one  
question.

Do you think...  
....eating on the beach is fun?  
... eating in restaurants is expensive?  
....eating at home is boring?  
... eating at college/work is cheap?  
... eating in the park is nice?

*Optional prompt*  
Why?/Why not?

What do **you** think?

**Interlocutor**

So, **A**, which of these places to eat do you like best?  
And you, **B**, which of these places do you like best?

Thank you. (Can I have the booklet, please?) Retrieve **Part 2** booklet.

**Phase 2****Interlocutor**

⌚ Allow up to 2  
minutes

Now, do you prefer eating with friends or family, **B**? (Why?)

And what about you, **A**? (Do you prefer eating with friends or family?) (Why?)

Do you prefer eating at home or in a restaurant, **A**? (Why?)

And you, **B** (Do you prefer eating at home or in a restaurant?) (Why?)

Thank you. That is the end of the test.

Do you like these different places to eat?



**Test 2**

**Part 1 (3-4 minutes)**

*Phase 1*  
**Interlocutor**

*To both candidates*      Good morning / afternoon / evening.  
 Can I have your mark sheets, please?

*Hand over the mark sheets to the Assessor.*

   I'm ....., and this is .....

*To Candidate A*              What's your name?

*To Candidate B*              And what's your name?

		<b>Back-up prompts</b>
	<b>B</b> , do you work or are you a student?	Do you work? Do you study? Are you a student?
<i>For UK, ask</i>	Where do you come from?	Are you from (Spain, etc.)?
<i>For Non-UK, ask</i>	Where do you live?	Do you live in ... (name of district / town etc.)?
	Thank you.	
	<b>A</b> , do you work or are you a student?	Do you work? Do you study? Are you a student?
<i>For UK, ask</i>	Where do you come from?	Are you from (Spain, etc.)?
<i>For Non-UK, ask</i>	Where do you live?	Do you live in ... (name of district / town etc.)?
	Thank you.	

*Phase 2***Interlocutor**

Now, let's talk about **music**.

**A**, how often do you listen to music?

What music do you like best?

**B**, what is your favourite instrument?

Where do you like listening to music?

**Extended Response**

Now **A**, please tell me something about your favourite singer or group?

**Interlocutor**

Now, let's talk about **shopping**.

**B**, where do you like to go shopping?

What do you like to buy with your money?

**A**, who do you like to go shopping with?

What can you buy near your house?

**Extended Response**

Now, **B**, please tell me something about presents you buy for your friends.

**Back-up prompts**

Do you listen to music every day?

Do you like rock music?

Do you like the piano?

Do you like going to concerts?

**Back-up questions**

Where is your favourite singer from?

Why do you like them?

Do your friends like them too?

**Back-up prompts**

Do you like to go to shopping centres?

Do you like to buy clothes with your money?

Do you like to go shopping with your friends?

Can you buy food near your house?

**Back-up questions**

Where do you buy presents?

Do you like giving presents?

Have you bought a present recently?

**Part 2 (5-6 minutes)**

**Phase 1**

**Interlocutor**

⌚ 3-4 minutes

Now, in this part of the test you are going to talk together.

Place **Part 2** booklet, open at **Task 2b**, in front of candidates.

Here are some pictures that show **different holidays**.

Do you like these different holidays? Say why or why not. I'll say that again.

Do you like these different holidays? Say why or why not.

All right? Now, talk together.

**Candidates**

.....

⌚ Allow a minimum of 1 minute (maximum 2 minutes) before moving on to the following questions.

**Interlocutor /**

**Candidates**

Use as appropriate.  
Ask each candidate at least one question.

Do you think....  
...beach holidays are fun?  
...city holidays are interesting?  
...camping holidays are exciting?  
...walking holidays are expensive?  
...holidays in the mountain are boring?

*Optional prompt*  
Why?/Why not?

What do **you** think?

**Interlocutor**

So, **A**, which of these holidays do you like best?  
And you, **B**, which of these holidays do you like best?

Thank you. (Can I have the booklet, please?) Retrieve **Part 2** booklet.

**Phase 2**

**Interlocutor**

⌚ Allow up to 2 minutes

Now, do you prefer to go on holidays with your friends or with your family, **B**? (Why?)

And what about you, **A**? (Do you prefer to go on holidays with your friends or with your family?) (Why?)

Which country would you like to visit in the future, **A**? (Why?)

And you, **B**? (Which country would you like to visit in the future?) (Why?)

Thank you. That is the end of the test.