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PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES

"GAMIFICATION TO ENHANCE SPEAKING SKILLS IN ENGLISH LANGUAGE LEARNING IN UNIVERSITY STUDENTS"

RESEARCH PROJECT

As a prerequisite to obtain a:

BACHELOR´S DEGREE IN PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES

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Advisor´s Approval

In my role as Advisor of the research paper under the title **"GAMIFICATION TO ENHANCE SPEAKING SKILLS IN ENGLISH LANGUAGE LEARNING IN UNIVERSITY STUDENTS"** prepared by **Perez Baque Jennifer Jamilex and Torres Flores Wilmer Erasmo,** undergraduate students of the Pedagogy of National and Foreign Languages Career, Faculty of Educational Science and Language at Peninsula of Santa Elena State University, I declare that after oriented, studied and reviewed the project, I approve it in its entirety, because it meets the requirements and is sufficient for its submission to the evaluation of the academic tribunal.

Sincerely,

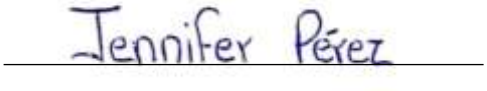


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Statement of Authorship

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Declaration

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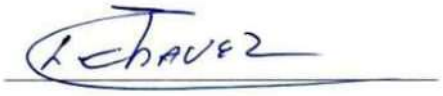
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Acknowledgment I

First of all, I want to thank God for being my guide and for giving me the strength and wisdom throughout my academic journey, allowing me to overcome challenges and achieve this important goal in my life. I am deeply grateful to my mother, who has been a pillar of support in my life, motivating me to keep moving forward despite any challenges. I would also like to express my sincere gratitude to each of my teachers, who shared their knowledge and experiences with me throughout my academic journey. I am grateful to my family and to everyone who supported me throughout this process.

-Jennifer Jamilex Perez Baque

Acknowledgment II

I want to thank God from the bottom of my heart for giving me strength during this period of personal growth strength when my body was failing, and patience when I could no longer bear it. I also want to thank my family for always supporting me, my grandparents, and my siblings; without a doubt, their advice guided me along this path so that I could achieve this goal. I want to thank my teachers and classmates for the moments of companionship, laughter, and assignments that were essential on this journey filled with learning.

-Wilmer Erasmo Torres Flores

Dedication I

I dedicate this thesis with much love to my mother, Liduvina Baque, for being my inspiration and a fundamental pillar in my life, encouraging me to keep going. Her love, effort, and unconditional support have been essential to achieving this milestone. I also dedicate it to my father, José Pérez, who, despite not always being present, holds an important place in my life and whose efforts, in one way or another, contributed to my development. To my siblings, nieces, and other family members, who always believed in me and motivated me to keep fighting for my goals. To my friend Dayana Tumbaco, with whom I began this journey and who stood by my side, offering me support and words of encouragement during the most difficult moments. Finally, to the Jennifer from a few months ago, who at one point thought about giving up but decided to keep going and made this achievement possible.

With love, Jennifer Jamilex Perez Baque

Dedication II

This research project is dedicated to my parents, Catalino Torres and Martha Flores, especially my mother, for her efforts and the support she has always given me. These past few years have not been easy for me. My mother, thanks to her, I was able to overcome the obstacles and difficulties that life threw my way, with her values instilled in me, such as kindness, honesty, integrity, and, above all, love. She taught me that to be a great person, I must never forget these values. I am deeply grateful. My father taught me never to give up, to get back up when I stumble, and to be the person I am today; I dedicate my professionalism to him.

With love, Wilmer Erasmo Torres Flores

Abstract

This study investigated the views of UPSE second semester students using gamification to help them develop oral skills in the English language. It was based on an issue of concern for many educators; namely, developing the ability of students to express themselves orally by using sufficient vocabulary and correct pronunciation. Additionally, students often suffer from low self-confidence and a lack of motivation in their studies. Therefore, this study aims to explore how students see gamification as a way to enhance their oral production when speaking English. A qualitative method of research was employed with a phenomenology type of design. The data collection process consisted of virtual semi-structured interviews and included eight open ended questions. These were administered to five second-semester university level students who were enrolled in an English class. The students highlighted that gamification is a good educational tool because it makes learning exciting, and stimulates participation, confidence, interaction, and enthusiasm for practicing English. Moreover, the participants felt that gamified classes are less boring and less stressful than non-gamified classes. Students also perceived that gamified activities had helped them become better speakers, reporting what they experienced as gains in fluency, pronunciation, vocabulary knowledge, and their overall ability to express themselves orally in English. Overall, this study suggests that, from the students' own perspective, gamification can increase motivation and involvement in learning English, which they associate with greater progress in developing their oral skills and with a greater enjoyment of the English learning process.

Keywords: Gamification, oral expression, learning English, motivation, oral communication.

Resumen

Este estudio investigó las percepciones de estudiantes de segundo semestre de la UPSE sobre el uso de la gamificación para desarrollar sus habilidades orales en inglés. Se basó en una problemática común entre educadores: la dificultad de los estudiantes para expresarse oralmente con un vocabulario suficiente y una pronunciación correcta, agravada por baja autoconfianza y falta de motivación. El objetivo fue explorar cómo los estudiantes perciben la gamificación como estrategia para mejorar su producción oral en inglés. Se empleó una metodología cualitativa con diseño fenomenológico, mediante entrevistas semiestructuradas virtuales de ocho preguntas abiertas, aplicadas a cinco estudiantes universitarios de segundo semestre matriculados en una clase de inglés. Los estudiantes destacaron que la gamificación es una buena herramienta educativa porque hace el aprendizaje más emocionante y estimula la participación, la confianza, la interacción y el entusiasmo por practicar inglés. También consideraron que las clases gamificadas resultan menos aburridas y estresantes que las clases tradicionales. Asimismo, percibieron que las actividades gamificadas les ayudaron a convertirse en mejores hablantes, reportando avances en fluidez, pronunciación, vocabulario y su capacidad general para expresarse oralmente. En general, este estudio sugiere que, desde la perspectiva de los propios estudiantes, la gamificación puede aumentar la motivación y la participación en el aprendizaje del inglés, lo cual asocian con un mayor progreso en sus habilidades orales y un mayor disfrute del proceso de aprendizaje.

Palabras clave: Gamificación, expresión oral, aprendizaje del inglés, motivación, comunicación oral.

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Introduction

English serves as a major form of international communication, and educationally, as well as professionally. English has become an essential task for college students to go through, in order to develop their own English communicative competence. Besides that, speaking as one of the hardest skills for many students to master, since they need to make use of words in the correct way, apply the appropriate grammar structures, use the correct pronunciation, speak smoothly, and speak with confidence in real life situations. Dewitt and Moosavi (2023) argue that one of the greatest challenges in developing speaking skills are the psychological factors, the limited linguistic ability and the limited opportunities for real-life oral practice. However, it suggests that there are other challenges that students who are learning EFL need to deal with, such as having problems with speaking due to a limited vocabulary, problems with pronunciation of some words and sounds, not having enough practice of speaking smoothly and having difficulties with speaking due to fear of making mistakes, which hinder their participation in oral activities. Yen (2026) also states that speaking anxiety remains a persistent barrier in English language learning because it reduces learners' willingness to communicate and limits the development of their communicative competence.

In order to assist students with their issues related to speaking, gamification has evolved into an effective method of teaching/learning that uses aspects of games to enhance the learning process by adding fun, interactivity, and reward systems to the learning activity. According to Suárez (2025), the integration of gamified digital resources promotes the development of communicative skills and encourages self-regulated learning, motivating students to practice English more consistently. Gamification as a theory has been associated with increased motivation and active participation in the classroom by providing a positive, enjoyable

atmosphere for learning. Additionally, in previous research such as Díaz (2022) states that gamification is an effective pedagogical strategy that increases students' motivation and supports the integration of technological resources into English language teaching, this also reinforce the idea that gamification is a strategy that gives opportunity to interactively learn English while building self-confidence and improving oral communication skills.

The purpose of this study focused upon the importance of how college students viewed the use of gamification in developing oral language skills due to the challenges they experience daily while attempting to communicate in English. Second semester college students from the Universidad Estatal Península de Santa Elena (UPSE), were considered the target population to assess their views, thoughts and experiences with regard to gamified learning activity. The findings from this study will provide useful data to EFL English instructors wishing to develop novel approaches to teaching English as a foreign language utilizing interactive and engaging methods to foster participation, reduce anxiety, and enhance oral communication skills.

A qualitative methodology with a phenomenology design was utilized for this study through the means of conducting semi-structured interviews with five college students who have participated in gamification related activities. Results indicated that students perceived gamification as a practice that increased their motivation, confidence, involvement, and interest in learning, and that contributed to improving their oral communication skills. These findings suggest that gamification may be an effective pedagogical practice for promoting the development of oral communication among university students learning English.

Chapter I

The Problem

Research Topic

Gamification in English Language Learning to Improve Speaking Skills

Title of Project

Gamification to Enhance Speaking in English Language Learning in University Students

Problem Statement

The rise of teaching-learning English in a globalize world, advances academic in technology, the increase of international communication, and the increased of academic-work-related expectations; all have led to a place for Academic English at the top of the list of languages in use globally. The ability to communicate proficiently and fluently in English has become a necessary tool for individuals to gain greater access to educational resources, engage in communication on a world-wide level, and advancement in personal careers.

As a matter of fact, according to Zeng and Yang (2024), English is the current accepted global language of education, commerce, science, and technology. Therefore, it is no surprise that more emphasis is being placed by educational institutions on developing communicative competence, with a focus on speaking skills, to assist students in communicating appropriately in authentic life situations.

While there is an increased need for students to develop the ability to speak English, numerous students are still struggling with their speaking abilities. Students who learn English as a foreign language (EFL) often have difficulty using their speaking skills because they are afraid of making lexical and pronunciation mistakes, in addition to, anxiety and low self-confidence,

due to lack of vocabulary, poor pronunciation, and poor participation during all forms of spoken academic activities. Many EFL teachers use traditional teaching methods that emphasize both grammatical structure and writing practice while minimizing opportunities for active communication by not applying enough interactive oral practice (Malik et al., 2025).

Nonetheless, the majority of students in Latin America are exposed to deplorable opportunities to communicate in English outside their classroom. As such, many students experience difficulties with developing fluency, pronunciation, spoken interaction and confidence when completing speaking assignments. While some schools have incorporated interactive methods into their English curricula, most English classrooms are still using traditional, teacher centered instructional practices that prevent students from actively participating in and practicing effective communication (Noviarini, 2025).

In the Ecuadorian context, as stated by Orosz et al. (2021), students at universities continue to have challenges with developing their proficiency in English as a foreign language. There are many challenges that can create barriers to learning and using English including; feeling anxious or fearful about speaking in class, having limitations on vocabulary use, and being less confident than they would like to be when it comes to developing ideas while communicating in English. Current English programs sometimes limit the opportunities for students to speak in class by placing an emphasis on teaching grammar and writing instead of listening and speaking.

In addition; previous research conducted at UPSE acknowledges that PINE students face significant challenges in developing speaking skills and achieving the expected oral learning outcomes (Lino & Pacheco, 2023), and based on preliminary classroom observations, second semester students majoring in Pedagogía de los Idiomas Nacionales y Extranjeros (PINE) at

Universidad Estatal Península de Santa Elena (UPSE) appear to face numerous challenges with the production of spoken English during classroom-based learning. Students seem reluctant to participate in class, show difficulty pronouncing words; more so, appear fearful of being judged by other students while using public speaking techniques, show little ability to communicate fluently in a foreign language, and do not seem to have enough self-confidence to interact verbally in English.

Moreover, some traditional classroom teaching methods seem to decrease the motivation and willingness of students to be involved in oral communication activities. While Gamification has shown itself to be an innovative method to increase student's motivation and participation in English classes, previous studies such as those by Malik et al. (2025) and Noviarini (2025) have focused primarily on the general effects of gamification on motivation and participation, with limited attention to students' own perceptions of its usefulness for developing speaking skills. Consequently, there seems to be a need for further research into how second semester PINE students at UPSE view Gamification activities, and what types of Gamification activities they believe will help them develop their speaking abilities of a foreign language.

Justification

The need for an effective speaking ability in English has increased with respect to higher education. Students are required to demonstrate their ability to communicate appropriately in both academic and professional environments. Despite this growing requirement, there continues to be a number of university students having difficulties communicating verbally in English. There are several reasons why students have difficulty communicating orally, including fear of making mistakes, loss of confidence, fear of public speaking, insufficient vocabulary, and lack of motivation.

Besides, Students' inability to participate in oral communications can limit their ability to develop their communicative competence and limit their opportunity to engage in successful interactions in English. Therefore, it is essential to investigate new methodologies to promote student's participation, interaction, and motivation while engaging in English speaking.

This study is relevant since it attempts to determine how gamification may serve as a strategy to improve speaking proficiency in English teaching-learning by second semester PINE students at UPSE. Gamification has been gaining popularity in educational settings due to its facility to provide educators with tools such as points, rewards, badges and competitions that have shown to be effective at increasing students' levels of engagement and motivation while they are involved in the learning experience. As stated by García et al. (2023), Gamification is defined as the use of game design elements in non-game contexts; in this manner, using educational strategies which include gamification, will create a more engaging and meaningful experience for learners.

In addition, this study shows the process of developing the skill of speaking which is one of the toughest abilities EFL for students to accomplish. For many students public speaking is very intimidating, which causes them to be reluctant to participate in class and therefore limit their oral development. According to Zhang & Hasim (2023), Gamification generates a positive learning experience and promotes student motivation and participation in language learning activities. This means that the way that students perceive and experience gamified activities could offer useful insight into the impact of interactive methodologies on the development of speaking in an English class.

This study also provides educational value as it may allow for an increased understanding of new and innovative strategy which will enable English instructors to increase their students'

Communicative Competence through active participation. The results from this study may assist English teachers with determining ways that Gamification creates dynamic and motivating classroom learning environments where students feel encouraged to speak English more confidently. Laksanasut, (2025) indicated that "Gamified Learning Environments Encourage Students to Communicate More Confidently & Actively During Speaking Activities" (p. 78). As a result, this study may provide additional support for the use of more Student-Centered Strategies within EFL Classrooms.

Lastly, this study can be conducted due to its feasibility; second semester PINE students at UPSE are being observed in relation to their difficulty with English speaking in class. In addition, this research will utilize a qualitative approach (i.e. interviews and open-ended questions) to gather detailed information from students' perspectives concerning the application of gamification in English speaking activities. Therefore, results obtained from this study could lead to further development of both educationally and through research based on gamification and English Language Learning.

Problem questions

General question

- How do second semester students at UPSE perceive the use of gamification in the development of speaking skills?

Specific questions

- How is students’ perception about the use of gamified activities in English speaking classes?

- What challenges do second semester students experience when developing their English-speaking skills?
- What types of gamified activities do students consider most useful to improve their English-speaking skills?

Objectives

General Objective

- To explore students' perceptions about gamification to develop oral expression skills among second-semester UPSE students.

Specific Objectives

- To describe students' experiences while using gamification to improve oral expression in English.
- To identify the challenges students face when developing their English-speaking skills.
- To analyze the types of gamified activities that students consider most useful for improving their spoken English skills.

Chapter II

Theoretical Framework

Background

The current research has developed an appropriate theoretical structure for gamifying and developing English language learners' speaking skills (as well as their general use of the English language), by using data from credible and academic resources that were used to identify gamification's relationship with English language learners' speaking skills.

This structure also identifies important aspects of gamification including motivational theories, speaking skill development, communicative interactions, and game-based learning to create a robust theoretical foundation for enhancing the level of oral proficiency among second semester UPSE university students. Additionally, the structure will help us to understand how various types of gamified techniques can be utilized to encourage increased student participation, self-confidence and involvement in English Language Learning (ELL) classroom settings.

International Background

Around the world some studies have reviewed the incorporation of gamification into English as a second language (EFL) classroom settings for developing speaking skills. These studies often show that gamification increases students' participation, confidence, motivation and oral communication with peers in an EFL classroom setting, which increases their confidence, motivation and allows them to participate actively inside the classroom.

Moreover, in a study by Ghazy et al. (2021) aimed at investigating whether gamification would have an impact on the improvement of both speaking among EFL students, it was found that participants in his gamification based speaking activity had significantly greater levels of

motivation, self-confidence and participation in their spoken language than those participants that were learning through more traditional methodologies. Further, the study reported that there was increased ability for the participants to be able to speak with ease and also increased willingness for them to use the target language as a tool for communicating.

Similar results were also found by Mendrofa et al., (2026), who studied gamification as a method for improving English speaking skills with University Students in Indonesia. The results indicated that Gamification was positive on students' Confidence, Participation, Fluency and Motivation while performing Oral Communication Tasks. Additionally, the study stated that Interactive Challenges, Collaborative Games and Competitive Activities were some examples of how learners could be motivated and become more confident when using their English-Speaking Skills.

Latin-American Background

Latin American nations also explore how gamification can improve EFL speaking. In whish some researches have been performed in order to understand how gamification impact on Latin American countries to have a better comprehension of the impact of the different contextual situation can affect or improve the learning process.

In research conducted by Ramírez (2023), performed in Colombia to explore how gamifying can positively affect university students' use of spoken language in an EFL classroom. According to the data collected by the researchers, many of the university students participating in the study reported that using gamification made them feel motivated and more engaged than other types of speaking activities. As a result, they were able to participate more actively in group speaking activities and felt less anxious about communicating orally in English.

Similarly, Hernández et al. (2024), in Mexico researched how students perceive the use of gamification to enhance speaking skills. They found out that a lot of students thought the following types of activity were beneficial for enhancing their English-speaking abilities: Quiz type activities; Role-play games; Collaborative competitive type activities; Digital speaking challenge type activities. In addition, they said the above gamification type activities increased student's ability to speak fluently; correctly; confidently; motivated when using their voice in English. Gamification type activities increased the amount of time students interacted with each other and participated in class.

While many research studies have found that gamification has been successful for motivating students in an English Language Learning environment, there are also studies that have indicated the challenges with implementing gamification. For example, while gamified activities can provide high levels of student engagement and participation in a course, there are several barriers that students and teacher could face, including lack of technology for use by the students, lack of training for teachers to implement gamified activities in their classrooms, lack of discipline or management of a class due to the competitive nature of gamified activities, and overemphasis by some students on winning rewards rather than using them as tools for learning (Torres, 2024).

National background

In Ecuador, various studies have shown that gamification has been adopted as an innovative strategy in the teaching and learning of English as a foreign language (EFL), highlighting how the use of gamification modifies the learning process and help to improve students' oral proficiency.

Preciado Asanza et al., (2024), in their research paper titled “Gamification as a didactic motivator in low-resource public English as a foreign language (EFL) classrooms in Ecuador”, they demonstrated, above all, that gamified activities can increase student motivation, engagement, and communication skills in English language classrooms, showing that the incorporation of game-based elements has been a positive contribution and an important educational strategy for replacing traditional methodologies, both in public schools and in institutions of higher education.

However, Palma Cedeño et al., (2022), in his scientific work “Gamification strategies in the teaching of English language through virtual environments at Technical University of Manabí” The aim of the study was to determine the importance of adopting and implementing a gamification strategy in English language learning. To this end, various game elements such as rewards, points, leaderboards, and digital platforms were applied, resulting in the creation of dynamic and motivating learning environments that also fostered oral participation and collaborative learning, thereby reducing the anxiety students experience on a daily basis when communicating in English.

Furthermore, Erazo Nicola (2023), in the Ecuadorian study titled “Gamification and Oral Skills”, analyzed the effects of gamification on the development of oral skills in university students at the Technical University of Ambato. The research demonstrated that the activities positively influenced the students´ oral communication, as well as the increased participation and self-confidence they developed during the various tasks, and their improved oral expression in English. The study also found that the use of resources such as games, challenges, rewards, and group activities creates an interactive environment that encourages each student to communicate actively in English, ultimately improving their oral fluency.

Pedagogical Basis

Constructivist Theory

Constructivist Theory of Learning, Piaget (1972, as cited in Pakpahan & Saragih, 2022), emphasizes that students are active participants in their own learning and they do so through engagement, interaction, and experience. Students build upon their prior knowledge as well as their experiences when they encounter new knowledge. Therefore, Constructivist Theory supports the belief that students develop effective communication skills in an English Language Learner classroom more successfully if they interact with others using English rather than receive information from a teacher.

Under this context, gamification relates to constructivism through its encouragement of student participation, cooperation and problem-solving while completing educational tasks. Students are able to engage in interactive tasks when they complete gamified speaking tasks like quizzes, role-plays, competitions and collaborative team games that allow for interaction among their peers, therefore developing the ability to use language in context. As a result of these experiences students can experience increased self-confidence, motivation and overall development of oral communication.

Social Constructivist Theory

Social Constructivist Theory by Vygotsky (1978, as cited in McLeod, 2025) states that learning is most effective when individuals interact socially. Through interactions, such as dialogue, group work and collaborative learning, students are able to share experiences and thoughts which will aid them in developing a greater level of knowledge. Interactions in an educational environment allow students to engage in meaningful discussions, assist one another

in gaining a better understanding of material and foster development of a common body of knowledge.

Social Constructivist Theory connects directly to gamification because it describes how students acquire knowledge through interactions, communications, and collaborations among other individuals. This theory also helps explain how students have better development of English by participating in social and meaningful activities versus developing their English independently. This study, which examines gamifying and improving EFL classroom speaking skills, is supported by Social Constructivist Theory, as these types of game-based strategies (teamwork, role-play, etc.) provide opportunities for students to engage in some form of interaction, negotiation of meaning, or usage of actual language in real time. As such, Social Constructivist Theory serves as an excellent base for this specific topic due to its ability to describe how students' speaking skills will improve through participation in collaborative and engaging methods of learning.

Theoretical Basis

Gamification in Education

Gamification has been one of the most effective strategies used in education recently. It takes all the parts of a game such as points, rewards, levels, challenges, feedback and puts them together in order to get people to want to learn. As stated by Li et al. (2023), teachers have found that using gamification helps to motivate their students' learning, but also produces better results. The use of gamification in language learning classrooms helps promote teamwork, encourages students to be engaged, and interact with each other.

López et al. (2026) states that there are already established theories on how to create a successful learning environment, which can support the use of gamification, and therefore make it a great way for teachers to encourage more active participation from students during lessons and to practice English at home more often.

Speaking Skills in English Language Learning

According to Srinivas (2019), English has emerged as a global language through which people from all over the world can communicate with each other. When teaching a foreign language, many teachers consider speaking skills to be an extremely important skill when communicating; this allows students to be able to express their thoughts, ideas, and feelings effectively. Speaking is an integral part of both communication and language acquisition and therefore students are able to engage with others in both social and educational settings.

As Srinivas points out, improving student's speaking skills means enhancing students' overall communication skills by enabling them to develop better aspects of communication such as vocabulary, pronunciation, grammar, fluency and idea organization. By enabling students to enhance these areas of communication students will have better opportunities to communicate successfully in class discussions and be more active participants in conversations.

Motivation in Language Learning

Motivation has been identified as a key factor for foreign language learning as it impacts student's engagement, effort and willingness to use the English language. As stated by Shen et al. (2024) motivated students will be more active in participating during class, continually practicing the language and persevering through difficult aspects of the learning process. Student's positive attitude towards the learning of English is also developed with increased

motivation which leads to an increase in confidence in using the English language. Due to these benefits, educators have implemented new methods such as Gamification in order to provide a motivating and fun environment for students to learn, stimulate interest in speaking, and promote student participation.

Game-Based Learning and Language Development

While closely related to gamification, game-based learning refers to a distinct pedagogical approach: rather than incorporating isolated game elements (points, badges, leaderboards) into a non-game activity, it involves the direct use of complete games, whether traditional or digital, as the primary instructional tool. Game-based learning refers to the use of games and play as instructional tools in supporting student learning process and engagement in classrooms. Games provide esl/ EFL students with opportunities for practice of speaking and communication skills in interactive less stressful environments. According to Ghazy et al. (2021), teachers need to develop and incorporate new technology supported strategies to respond to rapid digital advancement in education. Both traditional or digitally based games can enhance student vocabulary, fluency, pronunciation and oral communication through role-playing, problem-solving, collaborative challenges and other activities. These types of activities also help students use English in meaningful situations while reducing anxiety and motivate students to participate in speaking activities.

Relationship Between Gamification and Speaking Skills.

Gamification in teaching English has been found to increase the amount that students are motivated, participate in class and interact with each other. Thanh & Quoc (2021) state that Gamification can be used to assist with providing students with a vocabulary, grammar and

discourse tool for communication in English. Students will also have more opportunities to practice their communicative ability through challenging, rewarding and collaborative game elements; therefore, becoming more likely to engage in speaking activity.

Gamified learning environments support creating an environment where students have less anxiety about using English for communication. Additionally, with increased student participation and engagement in communicative activities due to gamification, as described by Aguilos & Fuchs (2022), students are able to learn better. Gamification, like game-based learning, is a form of active learning. Students are no longer just receiving information but they are actively engaged in the learning process. Through continued practice and interaction, this enables students to continually develop their fluency, confidence, and overall spoken language abilities.

Legal basis

The basis for conducting this research was established under the Ecuadorian Constitution of 2008. This document includes the rights to education and outlines the state's obligations to provide high-quality, inclusive and participative educational opportunities for all. Articles 26 and 27 specifically articulate that education should support both equal opportunity and social inclusion, and also support students developing their critical-thinking skills and personal capabilities.

The above articles will relate directly to the current research since the primary goal of using game design in an educational setting is to develop an interactive, engaging and motivating environment in which students participate actively in classes and communicate with each other in English. Therefore, it is reasonable to assume that the use of gamified strategies can be

effective in promoting students' ability to speak fluently in English, while providing them with relevant and meaningful educational experiences.

In the Constitución de la República del Ecuador (2008), the following articles are mentioned:

Art. 26. - Education is a right of individuals throughout their lives. It is also an inescapable and inexcusable duty of the State. It is a priority area of public policy and state investment. It guarantees equality and social inclusion and is an indispensable condition for a good life. People, relatives, and community have the right and the responsibility to participate in the educational process (CRE. 2008, art. 26).

Art. 27. - Education will be centered on the human being. It will guarantee their holistic development with respect for human rights, a sustainable environment, and democracy. Education will be participatory, compulsory, intercultural, democratic, inclusive, and diverse, with quality and warmth. It will promote gender equity, justice, solidarity, and peace; it will stimulate critical thinking, art and physical culture, individual and community initiative, and the development of skills and abilities to create and work (CRE. 2008, art. 27).

In Conclusion. The Constitution of the Republic of Ecuador (2008) establishes that education should be inclusive, participative, democratic and oriented towards a complete development of its participants. As such, these basic premises for education have direct connection with this investigation, since gamification has been shown to increase the levels of participation, interaction, motivation and development of communicative competence in learners of English. Gamified experiences allow the students to participate more actively in the learning experience, increase the quality of their spoken language production and give them greater self-

confidence in using English for communication. Consequently, this legal framework is favorable to implement new forms of pedagogical innovation, like gamification, which will help create positive, motivational and efficient learning environments that lead to an improvement of student's proficiency level in speaking.

Chapter III

Methodological Framework

The methodology study will focus on understanding the experience and perception in the Pedagogy of National and Foreign Languages Major. It contributes towards the improvement of students' English Language Learning Speaking Skills through Gamification. As well as an exploration of how Gamified Activities affect the Motivation, Participation, Confidence and Oral Communication Ability of students participating in English as Foreign Language (EFL) Classrooms. Thus, this study aims to investigate student's views toward whether Gamification enhances their performance and involvement in the English Language Classroom.

For this research paper, the author will apply the Qualitative Research Method. According to Ugwu & Val (2023), Qualitative methodology involves gathering data from social phenomena, which is an observable event or patter behavior and interactions that occurs within a group of students or teachers, using non-numerical methods which may include participant's experiences, opinions based on observations. The author further states that Qualitative Research involves analyzing the meanings and viewpoints of people within their own context. Therefore, in Educational Research; it offers researchers insight into student's experiences of learning, interaction with peers and other classmates and involvement in the classroom. This type of research is suitable for the study as it will allow the researcher to gain insights into University Students' viewpoints and Experiences relative to the Application of Gamification to English Language Learning.

In collecting data for the study, interviews will be conducted by the researchers with second-semester PINE's students at UPSE, who had engaged in English Language Learning

Activities utilizing Gamification to improve their speaking skills. The interviews will be held via Zoom in order to increase flexibility and accessibility for participants. To ensure consistency, a structured format will be used when conducting the interviews, which will consist of 8 Open Ended Questions relative to the Topic of Study to collect a wealth of information concerning Student's Experiences, Opinions, Motivations and Perceptions toward the Effectiveness of Gamification in Developing their Speaking Skills in English Language Learning.

Types of research

Phenomenological Design

This phenomenological study will examine the experiences and views of second-semester university students about using gamification as an aid for developing their speaking abilities in English language learning. Phenomenology by McLeod (2024) mentioned that it understands phenomena by looking at the lived experience of people that have direct experience of it. Therefore, the purpose of the current study will be to further our understanding of how students view gamified activities and how those experiences affect student motivation, participation, confidence and communication in EFL classrooms. The primary aim of the study will be to provide a description of students' experiences with gamification and how it contributes to developing speaking skills in English language learning environments.

Data collection techniques

One on one interview

As stated by Monforte and Úbeda (2021), Interviews are a viable method of communication between Researchers and Participants, allowing for access to individual's perspectives and experiences. One on one conversation allows for gathering of large amounts of

descriptive data which aid in explaining human behaviors, beliefs, and social interactions. Due to the ability of Interviews to allow for student expression of their personal experiences and perceptions relative to gamification and its enhancement of speaking abilities in the English language learning process, the interview will be considered an acceptable methodology for this research project.

Instruments

The instrument designed for this study will consist of a semi-structured interview comprising open-ended questions designed to explore university students' perceptions and experiences regarding the use of gamification in English language learning. The interview will focus on how gamified activities influence students' speaking skills, motivation, participation, confidence, and interaction in EFL classrooms.

Type of Questions: Open-ended.

Number of Questions: 8.

Application Format: The virtual interviews were held on the Zoom Platform.

Purpose: The goal of this research instrument is to explore participants' thoughts and opinions about how effective they believe Gamification has been for them in developing Oral Skills when it comes to their English Language Learning. Additionally, through the interviews we want to provide participants with an opportunity to express their opinions, feelings, and classroom experiences that relate to using Gamified activities.

Data Collection Procedure and Resources

The process of data collection will follow ethical and systematic procedures.

Basic Questions	Explanation
What?	Collect information on the experiences and perceptions of students regarding the use of gamification.
Where?	At Universidad Estatal Península de Santa Elena, with students of second semester of the National and Foreign Language Education program.
When?	Academy year 2026-1
How?	One-on-one interviews conducted virtually through Zoom. Each session will last between 10 to 15 minutes (with prior consent), then transcribed for analysis.
Why?	To understand and promote the use of gamification and how it supports college students in the learning process

Note. The table shows the data collection process used in this study.

Based on the information collected, labeling was the most appropriate technique to codify all the data of the interviews. It consists of various steps: firstly, audio transcription, this is maybe the most important step because it helps to transform all the audios into written text, which will facilitate the next step. Secondly, categorization, using different colors and labels, very response and arguments were categorized into similar and different opinions to guarantee clarity and highlighting the most valuable information. Finally, this colored information is analyses into categories and the analysis from the data is written.

Population and Sample

According to Shukla (2020), the population is all of those members who have some characteristics or qualities which may be relevant to the purpose of the investigation; while a sample will represent the population in terms of the way it has been drawn.

This study will be designed to examine the effects of using gamification to improve speaking skills in English Language Learning among second semester university students. For this reason, the population of this study included students enrolled in second-semester PINE Major at UPSE. These students will be selected for inclusion in this study based on their enrollment in second semester and active participation in English learning activities throughout the semester where speaking skills and classroom engagement are critical aspects of student learning.

The sample size for this study will be 5 students, carefully selected from the Second Semester PINE Major students from UPSE University. The Second Semester students have prior experience engaging in English class gamified activities. Their experiences and perceptions regarding these activities will provide the data needed by the researcher to understand how students' participation in gamified activities impact their motivation, participation, self-confidence and speaking ability development in English Language Learning.

In conclusion, this chapter will present the methodological framework that will be used to conduct this research on the implementation of gamification as a strategy to improve oral skills in English language learning among second-semester college students. Using a qualitative phenomenological approach and individual interviews, the study aims to investigate students' experiences, perceptions, motivation, confidence, and engagement in gamified EFL learning environments.

Besides, the population, sample, and data collection techniques that will form the basis of the research will be detailed. The following chapter will focus on the analysis and interpretation of the data collected from participants in order to identify the effectiveness of gamification in the development of oral skills.

Chapter IV

Analysis of Findings

Brief explanation of the findings.

This chapter presents the interpretations and analysis of data collected through five semi-structured interviews conducted with students at the Universidad Estatal Península de Santa Elena (UPSE). The participants were selected because they are taking English classes that incorporate gamified activities, allowing them to provide valuable insights into the use of gamification for developing oral skills in English as a Foreign Language (EFL).

The main purpose of this chapter is to examine students' perceptions of gamification as a pedagogical strategy and its role in developing oral skills. In this context, they express that gamified classes are more effective, yet they also see differences between traditional English classes and those incorporating gamified activities. Additionally, the chapter highlights the advantages students attribute to gamification for language learning.

The analysis of this interview is structured around eight questions related to the research title, research objectives and the research general questions. In other words, the survey questions are related to students' learning experiences, motivation, active participation, confidence in speaking English, and the development of oral skills. Information gathered from the interviews is used to support the interpretation of the results and to verify alignments between the students' perspectives, the theoretical framework, and the objectives of this research.

Through the results, the chapter offers a more direct understanding of how gamification contributes to the development of oral English skills by incorporating elements into the learning of English as a foreign language at the university level.

Interpretation of data from the interviews

1: In class, when gamification-based activities are used, how would you describe your participation in speaking activities?

The majority of participants stated that they take an active role within their English class. They tend to be most active in a classroom environment with dynamic and interactive activities. Participants reported that Gamification is a strategy to increase student participation in an English class through increasing student engagement, increased levels of collaboration and motivation. Many students also reported that participating in oral exercises, group work and assessments in-class made it more enjoyable for them to attend class and encouraged them to take an active part in class. However, many noted that whether or not the students participate at all is dependent upon both how the teacher conducts the activity and how it is done in the classroom.

These results align with those of Olaya Rojas (2023), who asserts that the implementation of gamification strategies in English instruction generates greater interest, participation, and engagement among students in classroom activities.

2: How have gamification activities influenced your motivation to speak English?

Students all agreed that Gamification had a positive effect on motivating them to speak English, because it made learning fun and provided a better opportunity for students to get an improved vocabulary and be able to feel confident with speaking. As students pointed out the feedback given from those activities helped them improve their pronunciation and confidence. Several students said the use of play type of methods increased their participation in the classroom. They also stated it allowed them to overcome their fear of participating in class. It is

therefore clear that the effectiveness of these types of games depends greatly on the teachers' method of teaching and the individual interests of the students.

This supports the position of Céspedes Amparo, (2023), who found that gamification, by implementing more interactive and dynamic learning experiences, promotes student participation and motivation in the English learning process.

3: What challenges do you face when developing your English-speaking skills in the classroom?

The students identified various challenges in developing their oral English skills. Speaking fluency, pronunciation, and a lack of familiarity with certain words or expressions are among the most common; this situation can lead to a lack of confidence when communicating. In addition, some mentioned that the teaching methods used in class and the complexity of the activities can affect their performance, as a learning process that is not challenging enough can result in a lack of motivation. On the other hand, several students believe that consistent practice, active participation, and the teacher’s support enable them to overcome these obstacles and progressively improve their communication skills.

These results are consistent with research showing that gamification can increase motivation, participation, feedback, and pronunciation practice, which helps improve students’ oral skills (Castro Alcívar et al., 2025).

4: How do you think gamified activities help boost your confidence when communicating in English?

Many of the students stated that the gamification activities increased their confidence when it comes to interacting and speaking in English, because they allow for constant usage of the language while being able to interact and participate in an enjoyable and stress-free manner. The students further explained that they feel comfortable making mistakes during the activities,

so long as they are able to learn from those mistakes and correct themselves; this has contributed greatly to building their confidence when using the language to speak. Students said they enjoy participating in the games due to teamwork, enjoyment and the reward systems, which also contribute to increasing their desire to be active participants. In addition, many of the students expressed that their confidence when using their new English-speaking skills was enhanced by the opportunities provided to interact with other students, who had developed much stronger abilities than theirs. These peer-students were able to act as examples or role-models for them in order to assist in developing their own English communication skills.

This aligns with the research by Bonilla Tenesaca et al. (2025), who found that gamified activities increased students' confidence, motivation, and willingness to participate in oral English tasks, while also reducing nervousness.

5: What types of gamified activities do you find helpful to improve English speaking? Why?

Students note that gamified activities contribute positively to the development of oral expression by promoting interaction and participation in language learning, because tangible activities and resources such as flashcards, listening exercises, interactive readings, and, above all, spontaneous conversations help students build a broader foundation in oral development. By using these activities in a real and meaningful context, they strengthen students' confidence and encourage active participation. As demonstrated by (Luo, 2023) gamified tools can enhance student engagement and improve performance in foreign language learning by encouraging learners to participate actively in interactive activities.

6: What differences do you see between a traditional English class and a gamification driven class?

The interviewees stated that traditional English classes have become monotonous, relying solely on the teacher's theoretical explanations, in which students perceive themselves as playing a passive role; the mere act of transmitting information bores them, leading to a lack of attention. On the other hand, classes that use gamified activities were described as fostering active engagement, much like "learning by doing," which stimulates participation and motivation. From the students' perspective, gamification is a strategy that transforms learning into meaningful, dynamic, and enjoyable experiences. According to Zhang & Hasim (2023), gamification in English language teaching can significantly increase students' motivation, participation, and engagement compared to traditional approaches.

7: What benefits do you think gamification brings to learning English and developing speaking skills?

Based on the students' participation and experiences, the following information was gathered regarding the benefits identified in the use of language development: affective and cognitive-linguistic. In the affective domain, interviewees consistently affirmed that playful activities have the ability to reduce emotional barriers, allowing students to overcome their fears while developing social interaction in face-to-face communication. On the flip side; Students have expressed significant enhancements in different linguistic skills, including various forms of communication that include correct time frame for correction errors, enhanced phonetic and pronunciation development, and achieving fluent communication. The participants from this research study indicated an overall improvement with respect to their linguistics skills. These results align with those of Yu (2023) who found that gamified learning can improve academic outcomes, motivation, and student satisfaction in English language learning.

8: As a student, will you recommend other students to practice English with gamification activities?

Gamification is strongly supported by most of the interviewees, who recommended the use of gamified activities in English classes because they enhance learning, make the learning process more engaging, and facilitate the acquisition of the English language. However, one participant cautions that while the motivational impact of gamified activities is excellent, students should not become reliant solely on external rewards but should also develop a personal commitment and interest in learning. As mentioned by Fitria (2023), "Gamification increases student motivation and engagement, although its effectiveness depends on whether the activities also promote intrinsic motivation."

Table 1: *Students perceptions about use Gamification to Enhance Speaking Skills in English Language Learning in University Students*

Questions	Answers	Authors
1. In class, when gamification-based activities are used, how would you describe your participation in speaking activities?	Students felt that gamification promotes greater participation, motivation, and collaboration during English lessons.	Olaya Rojas, (2023) highlights that gamification promotes greater interest and participation in English classes.
2. How have gamification activities influenced your motivation to speak English?	Students believed that gamification strengthens their confidence and communication skills while encouraging them to use English more actively.	Céspedes Amparo, (2023) agrees, explaining that gamification enhances students' motivation and participation.
3. What challenges do you face when developing your English-speaking skills in the classroom?	Students identified fluency, pronunciation, and vocabulary as key challenges, while practice and teacher support were essential for improvement.	These outcomes align with Castro Alcívar et al. (2025) who highlighted the positive impact of gamification on students' speaking skills.
4. How do you think gamified activities help boost your confidence when communicating in English?	Students highlighted that gamification improved their confidence and participation in English communication.	This aligns with Bonilla Tenesaca et al. (2025) who highlighted the positive impact of gamification on students' confidence and participation.
5. What types of gamified activities do you find helpful to improve English speaking?	Students recommended gamified activities that encourage communication, participation,	Luo (2023) stated that Gamification promotes engagement and improves

Why?	teamwork, and motivation.	language learning outcomes.
6. What differences do you see between a traditional English class and a gamification driven class?	Students perceived gamified learning as more engaging and effective than traditional teaching methods.	Zhang & Hasim (2023), who explains that gamification enhances students' motivation, participation, and engagement.
7. When benefits do you think gamification brings to learning English and developing speaking skills?	Students mentioned improvements in their pronunciation, fluency, vocabulary, and confidence in speaking English.	Yu (2023) supports this idea by emphasizing that gamified learning promotes motivation, satisfaction, and better learning outcomes.
8. As a student, will you recommend other students to practice English with gamification activities?	Most students recommended gamified learning because it increased their confidence, participation, and interaction with others.	Fitria (2023) emphasizes the role of gamification in promoting students' motivation and engagement.

Note. The table summarizes the students' responses to the interview questions and the authors' ideas related to each response.

Discussion among interviews vs bibliographic review

Analysis of the interviews confirms that gamification is an effective pedagogical strategy for developing oral communication skills in English as a foreign language (EFL). The results presented demonstrated that gamified activities have a positive impact by helping students become familiar with English vocabulary, pronunciation, and intonation, while also improving their oral fluency and comprehension.

The most consistent point of convergence concerns the affective, rather than strictly linguistic, dimension of gamification. Across several questions, participants indicated that gamification's primary contribution was not an immediate improvement in linguistic accuracy, but a reduction in the emotional discomfort associated with speaking a foreign language. This is particularly evident in the responses to Questions 4 and 7, where students described feeling more comfortable making mistakes and more willing to engage in spoken interaction. This finding

corresponds closely to the claims made by Bonilla Tenesaca et al. (2025) and Yu (2023), both of whom identify the reduction of affective barriers as a primary mechanism through which gamification supports oral language development. In this respect, the students' accounts do not introduce a new phenomenon so much as they corroborate, from a first-person perspective, what has already been established in the literature.

A second area of alignment emerges from Questions 1, 2, and 6, which addressed participation, motivation, and the perceived contrast between gamified and traditional instruction, respectively. In each case, participants characterized gamified lessons as more engaging and dynamic than conventional, lecture-based teaching. This is consistent with the positions advanced by Olaya Rojas (2023), Céspedes Amparo (2023), and Zhang and Hasim (2023), each of whom associates gamification with increased engagement relative to traditional methodologies. The correspondence between the students' testimony and these authors' findings suggests a coherent pattern rather than an isolated observation, reinforcing the theoretical claim that gamification produces a qualitatively different classroom dynamic.

On the other hand, the divergence between students' perceptions and the literature is less a matter of whether gamification is effective than of the conditions under which its effectiveness is realized, a nuance that the literature addresses with less consistency than the participants themselves.

With respect to Question 1, Olaya Rojas (2023) presents gamification's effect on participation in relatively unconditional terms, implying that the introduction of game-based elements is sufficient to generate engagement. The students' responses complicate this position: participation was consistently described as contingent upon the teacher's implementation of the activity rather than as an inherent outcome of gamification itself. This qualification indicates

that, from the students' perspective, participation is mediated by pedagogical execution rather than guaranteed by instructional format, a distinction the cited literature does not explicitly account for.

A further, subtler contrast is observed in the responses to Question 5. Participants did not converge on a single preferred type of gamified activity; some favored structured exercises such as flashcards, while others favored spontaneous conversation. Luo (2023), by contrast, discusses gamified tools in general terms, without differentiating between activity types or individual learner preferences. This suggests a gap in specificity between the literature, which tends to describe gamification's benefits at a general level, and the students' accounts, which point to a more individualized relationship between learner preference and perceived effectiveness.

A more pronounced point of contrast emerges in response to Question 8. While the majority of participants recommended gamification without reservation, one participant offered a dissenting perspective, cautioning that excessive reliance on external rewards could undermine the development of the intrinsic motivation necessary for sustained language learning. Among the sources cited across the eight questions, only Fitria (2023) addresses this distinction between externally driven engagement and intrinsic motivation. The fact that this concern is raised in only one of the eight cited sources, yet emerged independently from a single participant, suggests that the students' collective understanding of gamification may be somewhat more critically nuanced than the predominantly favorable orientation of the literature reviewed in this chapter.

Taken together, these findings do not undermine the overall conclusion that gamification contributed positively to participants' oral English development and confidence. Rather, they indicate that this contribution is neither unconditional nor uniform across learners. The similarities identified above affirm that the affective benefits of gamification, namely reduced

anxiety and increased engagement, are well substantiated by both the students' testimony and the literature reviewed. The points of contrast, however, suggest that gamification's effectiveness remains dependent on pedagogical implementation, on the cultivation of intrinsic alongside extrinsic motivation, and on individual learner preferences, dimensions that are addressed only partially and unevenly across the sources cited in this chapter. The qualifications and the dissenting perspective offered by the participants therefore represent a meaningful contribution to this discussion, one that adds a layer of critical nuance not fully captured by the literature on its own.

Chapter V

Conclusions and recommendations

This chapter presents the conclusions and recommendations derived from the analysis of the results obtained during the research process. The study analyzed how second-semester students at UPSE perceived gamification as a strategy to improve their oral expression skills. The results offer important information on how gamified activities can influence student motivation, oral fluency, and participation in English classes.

General Objective

To explore students' perceptions about gamification to develop oral expression skills among second-semester UPSE students.

Conclusion 1:

Based on participants perceptions, this study showed that students hold a positive view toward gamification as a way to improve their verbal English skills. Emphasizing that gamified tasks helped them to motivate, engage and enhance their self-confidence when speaking the language. They also highlighted that gamified tasks create a more fun and engaging learning atmosphere than with the normal methods of teaching. Moreover, gamification also gives them less dread when talking in English and encourages them to speak more often so they can build up their ability to talk in the language.

Recommendation 1:

English Teachers need to continue with Gamification for improving student Oral Communication through developing a variety of activities that promote Student Participation, Interaction and Communication; as well as ensuring all Gamification Activities take Students

Interests & Needs into account so that they will remain Motivated and Improve Academic Performance. Additionally, teachers need to create opportunities for the development of student creativity when using Gamification.

Specific Objective 1

To describe students' approach while using gamification to improve oral expression in English.

Conclusion 2:

According to the data obtained, gamified activities encourage greater participation in the learning process for students; particularly in oral activity. Students' use of gamification, including their interactions with each other, as well as their consistent practice of using English, was described by participants as a source of motivation to engage more often with the English language. From the students' perspective, gamification provides a student-centered environment for learning that may support the development of oral communication. Therefore, the first specific objective was completed by showing how, in the students' own accounts, gamification can provide a dynamic way for students to become more active participants in their own learning.

Recommendation 2:

Gamified classroom activities can encourage teachers to include opportunities for student interaction, teamwork, and continuous use of English; this can motivate students to feel more confident in communicating and to participate more fully in class with the use of techniques such as team work, debates/challenges and role play. The teacher can also provide feedback on a regular basis as students engage in these types of activities to allow them to continue improving upon their pronunciation, fluency and overall confidence in speaking English.

Specific Objective 2

To identify the challenges students, face when developing their English-speaking skills.

Conclusion 3:

The research findings show that the second-semester students at UPSE who participated in this study reported experiencing a number of issues with using English to speak. These problems were mostly stated as: Limited Vocabulary, Pronunciation Issues, Lack of Fluency, and Self Confidence Problems in the use of English. In many cases, the fear of being judged on grammar or pronunciation while in class has prevented students from participating in Oral Activities due to the possible embarrassment of making errors.

Data collected during interviews showed that consistent activity practice, Teacher Support and Gamification Activity Integration were perceived by participants as helpful in mitigating some of their concerns regarding speaking in English. According to the students, the Low Pressure and Interactive nature of Gamification was associated with increased participation in English Speaking, Regular Pronunciation Practice, and Increased Confidence in Expressing Themselves through English. Even though some students continue to have issues related to the ability to express themselves orally in English, the participants' accounts suggest that gamification may be a valuable strategy for reducing the impact of these issues and creating opportunities for improvement of students' oral communication skills; however, given the limited number of participants, this should be understood as a promising perception rather than a demonstrated effect.

Recommendation 3:

English teachers should implement a variety of gamed based approaches to support students with specific challenges such as: Pronunciation; Vocabulary Acquisition; Speaking

Fluency, related to the student stated concerns. Teachers need to include opportunities for cooperative work and provide feedback to the students on an ongoing basis through various methods including but not limited to: Role-Playing; Oral Communication Challenges. Regularly and consistently implementing these types of activities in all English classrooms will allow students to develop confidence when speaking English while also providing teachers with the opportunity to create an environment that is conducive to learning for each student.

Specific Objective 3

To analyze the types of gamified activities that students consider most useful for improving their spoken English skills.

Conclusion 4:

Based on the information gathered, Students reported finding value in many different types of gamified activities based on their experiences. Participants expressed interest in activities that include vocabulary, listening comprehension activities, reading materials that are interactive, naturally occurring conversation, group work or team-based projects, and communication challenges which encourage active engagement. According to the students, these types of activities allowed them to engage in meaningful ways using English, and they perceived improvements in their pronunciation, vocabulary, and ability to communicate effectively.

Accordingly, students showed a preference for gamification activities that incorporate participation, collaboration, and genuine communication rather than traditional instructional models. Based on these accounts, the integration of participation, communication and actual usage of language through gamification appears, from the students' perspective, to be an important factor in supporting oral language development and motivating students to use the English language outside the classroom and inside.

Recommendation 4:

English teachers need to utilize gamification in order to make communicative activity more engaging. Teachers can create a variety of activities to provide their students with opportunities for practicing language in an authentic way; e.g., vocabulary building, listening comprehension and speaking. In addition to providing these types of activities, teachers should incorporate a variety of other communicative activities into their curricula, including role-plays, speaking games, vocabulary challenges, group work, etc. Additionally, teachers should adjust the level of difficulty of gamified activities based on their students' abilities and learning styles in order to ensure that all students are able to participate fully in class, maintain interest/motivation in English learning and achieve better results in terms of developing their ability to communicate orally.

In conclusion, according to the perceptions shared by the five participants in this study, utilizing gamification in classroom environments was seen as beneficial for students who learn English together as a team, offering them the opportunity to grow intellectually and socially by developing ideas about friendships, teamwork and motivation for remaining focused during the English learning process. Given the qualitative, phenomenological design of this research and the limited number of participants, these conclusions should be understood as reflecting the perspectives and lived experiences of this specific group of students, rather than as generalizable evidence of gamification's effectiveness across the broader UPSE student population.

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Annexes

Annex A: Certified Anti-Plagiarism System

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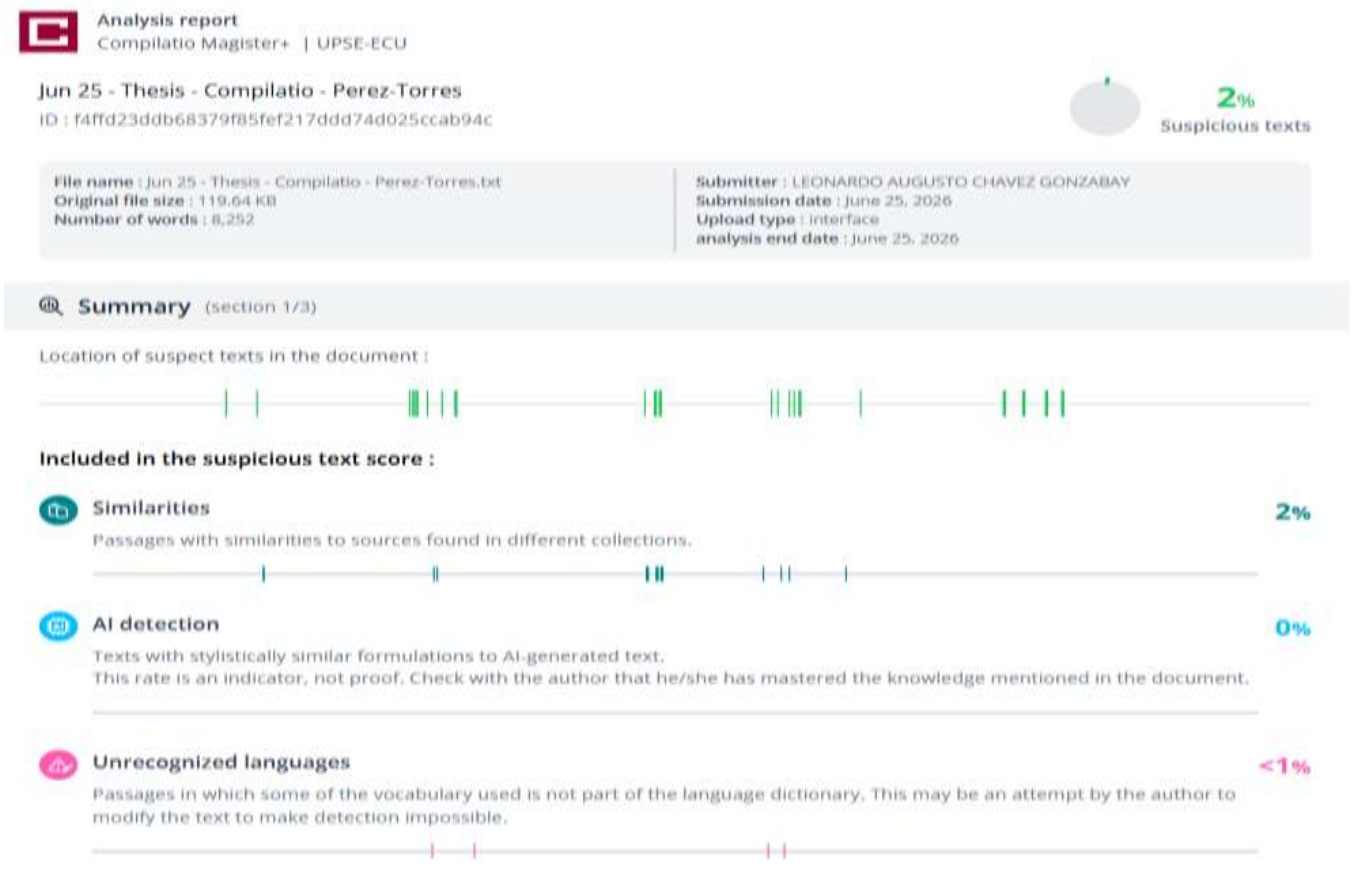
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En calidad de tutor del trabajo de titulación denominado **"GAMIFICATION TO ENHANCE SPEAKING SKILLS IN ENGLISH LANGUAGE LEARNING IN UNIVERSITY STUDENTS"** elaborado por los estudiantes: **PEREZ BAQUE JENNIFER JAMILEX** y **TORRES FLORES WILMER ERASMO**, de la Carrera de Licenciatura en Inglés, de la Facultad de Ciencias de la Educación e Idiomas, Escuela de Idiomas de la Universidad Estatal Península de Santa Elena, previo a la obtención del título de Licenciado en Inglés, me permito declarar que una vez analizado en el sistema anti plagio **COMPILATIO**, luego de haber cumplido los requerimientos exigidos de valoración, el presente proyecto ejecutado, se encuentra con **2%** de la valoración permitida, por consiguiente se procede a emitir el presente informe.

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Atentamente,

Leo A. Chávez, MSc
Tutor de Tesis



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Annex B: Questionnaire

Population: Five second semester students from the PINE Major at UPSE university involved in English language learning and speaking activities.

Sample: Five second semester PINE Major students who have experience participating in gamified English learning activities and can provide information about the effects of gamification on their speaking skills development.

Questions aimed at teachers

1. In class, when gamification-based activities are used, how would you describe your participation in speaking activities?

2. How have gamification activities influenced your motivation to speak English?

3. What challenges do you face when developing your English-speaking skills in the classroom?

4. How do you think gamified activities help boost your confidence when communicating in English?

5. What types of gamified activities do you find helpful improve English speaking? Why?

6. What differences do you see between a traditional English class and a gamification driven class?

7. What benefits do you think gamification brings to learning English and developing speaking skills?

8. As a student, will you recommend other students to practice English with gamification activities?

Annex C: Transcripts of interview aimed at students

Questions	Answers	Authors
1. In class, when gamification-based activities are used, how would you describe your participation in speaking activities?	Students felt that gamification promotes greater participation, motivation, and collaboration during English lessons.	Olaya Rojas, (2023) highlights that gamification promotes greater interest and participation in English classes.
2. How have gamification activities influenced your motivation to speak English?	Students believed that gamification strengthens their confidence and communication skills while encouraging them to use English more actively.	Céspedes Amparo, (2023) agrees, explaining that gamification enhances students' motivation and participation.
3. What challenges do you face when developing your English-speaking skills in the classroom?	Students identified fluency, pronunciation, and vocabulary as key challenges, while practice and teacher support were essential for improvement.	These outcomes align with Castro Alcívar et al. (2025) who highlighted the positive impact of gamification on students' speaking skills.
4. How do you think gamified activities help boost your confidence when communicating in English?	Students highlighted that gamification improved their confidence and participation in English communication.	This aligns with Bonilla Tenesaca et al. (2025) who highlighted the positive impact of gamification on students' confidence and participation.
5. What types of gamified activities do you find helpful to improve English speaking? Why?	Students recommended gamified activities that encourage communication, participation, teamwork, and motivation.	Luo (2023) stated that Gamification promotes engagement and improves language learning outcomes.
6. What differences do you see between a traditional English class and a gamification driven class?	Students perceived gamified learning as more engaging and effective than traditional teaching methods.	Zhang & Hasim (2023), who explains that gamification enhances students' motivation, participation, and engagement.
7. When benefits do you think gamification brings to learning English and developing speaking skills?	Students mentioned improvements in their pronunciation, fluency, vocabulary, and confidence in speaking English.	Yu (2023) supports this idea by emphasizing that gamified learning promotes motivation, satisfaction, and better learning outcomes.
8. As a student, will you recommend other students to practice English with gamification activities?	Most students recommended gamified learning because it increased their confidence, participation, and interaction with others.	Fitria (2023) emphasizes the role of gamification in promoting students' motivation and engagement.