UNIVERSIDAD TÉCNICA DE AMBATO

FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN

CARRERA DE PEDAGOGIA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

Proyecto de Investigación de Titulación previo a la obtención del Título de Licenciado/a en Pedagogía del Idioma Inglés.

Theme:

Gamification and the listening skill

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SUPERVISOR APPROVAL

CERTIFY:

I, Mg. Edgar Guadia Encalada Trujillo, holder of the I.D No 0501824171, in my capacity as supervisor of the Research dissertation on the topic: **"GAMIFICATION AND THE LISTENING SKILL"** investigated by Mr. Bunchi Caiza Kevin Alexander with I.D No 0504153990 confirm that this research report meets the technical, scientific and regulatory requirements, so the presentation of it is authorized to the corresponding organism in order to be submitted for evaluation by the Qualifying Commission appointed by the Directors Board.

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DECLARATION PAGE

I declare this undergraduate dissertation entitled **"GAMIFICATION AND THE LISTENING SKILL"** is the result of the author's investigation and has reached the conclusions and recommendations described in the present study.

Comments expressed in this report are the author's responsibility.

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The Board of Directors which has received the defense of the research dissertation with the purpose of obtaining the academic degree with the topic "GAMIFICATION AND THE LISTENING SKILL" which is held by Kevin Alexanader Bunchi Caiza undergraduate student from Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, academic period October – February 2023, and once the research has been reviewed, it is approved because it complies with the basic, technical, scientific and regulatory principles.

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DEDICATION

TO:

All The two most important people in my life, my parents Jorge and Marlene, because thanks to their unconditional support and advice I have been able to make something good with my life. Also, for teaching me the example of perseverance, and that it does not no matter how difficult the situation is, we have to know how to face them and overcome them.

My family because they believed in me and also for their support.

My friends that I have made during all this journey, their advice, for sharing experiences, jokes and all the good moments I lived with them, is something that I will never forget.

Kevin.

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Kevin.

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Topic: "Gamification and the listening skill"

Author: Kevin Alexander Bunchi Caiza

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ABSTRACT

The current research has a quantitative approach. On the flip side, listening skill is one of the most important basic skills in the English language but unfortunately, many teachers in schools, colleges, or educational centers do not take it into account, or think that it is not an important skill. Moreover, if a student does not develop this skill in a good way, he or she will not be able to understand what the teacher wants to transmit, and if a student does not understand what a teacher says, he or she will not be able to learn, and this is something worrying in students' learning process. The purpose of this research is to determine the influence of gamification in the listening skill. The subjects of the study were 18 first year students from CTT de los Andes Language Center. On the other hand, the current work has a pre-experimental design, because the researcher only used one course of students in order to apply the experiment in which a standardized KET CAMBRIDGE test was applied as a pre-test to evaluate students' listening skill. Then, students were exposed to gamifying activities to develop the listening skill. Finally, a post-test was applied to the same group of students to verify whether the previously applied activities were effective for developing the listening skill. The results showed that gamification strategy has a positive influence on students' listening skill, because they obtained higher scores, and especially they improved in the listening for gist skill.

Key words: Listening skilll, gamification, activities, test, develop.

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RESÚMEN

La presente investigación tiene un enfoque cuantitativo. Por otra parte, la habilidad de escuchar es una de las habilidades básicas más importantes de la lengua inglesa, pero desgraciadamente, muchos profesores de colegios, institutos o centros educativos no la tienen en cuenta, o piensan que no es una habilidad importante. Además, si un alumno no desarrolla esta habilidad de buena manera, no podrá entender lo que el profesor quiere transmitir, y si un alumno no entiende lo que un profesor dice, no podrá aprender, y esto es algo preocupante en el proceso de aprendizaje de los alumnos. El objetivo de esta investigación es determinar la influencia de la gamificación en la habilidad de comprensión oral. Los sujetos del estudio fueron 18 estudiantes de primer año del Centro de Idiomas CTT de los Andes. Por otro lado, el presente trabajo tiene un diseño pre-experimental, debido a que el investigador utilizó un solo curso de estudiantes para aplicar el experimento en el cual se aplicó una prueba estandarizada KET CAMBRIDGE como un pre-test para evaluar la habilidad auditiva de los estudiantes. A continuación, se expuso a los estudiantes a actividades de gamificación para desarrollar la destreza auditiva. Por último, se aplicó un post-test al mismo grupo de estudiantes para verificar si las actividades aplicadas previamente eran efectivas para desarrollar la habilidad de escucha. Los resultados mostraron que la estrategia de gamificación tiene una influencia positiva en la destreza auditiva de los estudiantes, ya que obtuvieron puntuaciones más altas, y especialmente mejoraron en la destreza de escuchar lo esencial.

Palabras clave: Habilidad de escucha, gamificación, actividades, pruebas, desarrollar.

CHAPTER I

THEORETICAL FRAMEWORK

1.1 Investigative background

Around the world, English has become an international language as it is used by many people all over the world. That is why learning this important language is of vital importance to many people. Nowadays the vast majority of students are well acquainted with the technology, especially due to global pandemic, students have been more engaged with the technology because they have had to get used to virtual education, and technology is something they master.

In addition, living in a world where change is constant, it also affects the education system as technology goes hand in hand with education. In the current research five academic papers were taken into account, in order to get information related to gamification and the listening skill.

Hariadi et al. (2021) in their research concluded that the most important idea of using gamification to improve high-order thinking skills in listening is that gamification helps to achieve the objectives where students complete the principles of understanding, analyzing, evaluating, and creating. Moreover, in a gamified classroom, students can improve their knowledge in a more fun way, and it is easier to understand. It is a good idea to implement it in an English classroom, since it makes the learning process more interesting and enjoyable, where students pay more attention and are more engaged in the class.

Adytia et al. (2020) in their research applied an experimental research with a design of a pre-test and a post-test in order to collect data. Both tests consisted in multiple-choice tests. The population consisted of 164 students of SD Negeri 2 Anturanm, then the research sample consisted of 21 students from 5th grade. In addition, the data result showed that there was a meaningfully different score between the pre-test and the post-test. The mean of score of the pre-test was 43.37 over 100. While the mean of the post-test was 79.74 over 100, and based on the results, it can be noticed that the mean of the post-test is better than the pre-test. The result of this project

showed that gamification based on Balinese local story increases the listening comprehension on students.

Yanes and Bououd (2019) in their research stated that they used a Delphi method in order to collect information with a S.W.O.T. analysis about the opinion of students, challenges, which were generated as a result of using gamification strategy and serious games. This research project was applied to students from a science career with a population of 49 students, and it revealed that using technology or implementing games has a good impact on students since it creates an appropriate place where students develop their skills in a more efficient way. Moreover, it was also discovered that the teacher must be very careful when applying the gamification strategy, because if the mode of use is not well applied or in turn does not meet the expectations of the students, they will easily lose interest in the class and it would end up as just another game with no learning results.

Gilakjani and Sabouri (2016) in their research mentioned that listening is an important skill in English learning. There are many difficulties that students face when they listen to the English language, and the difficulty more important is listening comprehension and this has a reason, because in some educational institutions of secondary and higher education, they pay more attention to writing, reading, and vocabulary learning instead of listening comprehension. The research also reveals that students have learning difficulties and teachers know that, and for that reason, they have to help students improve their listening and comprehension skills.

Calvo (2018) conducted an experiment about an interview of gamification and its opinions or beliefs, where the qualitative methodology was used. The interview was conducted with 3 experts in the area of gamification in order to validate the theory that was investigated. Moreover, three teachers were also interviewed in order to know what strategies they use and their expectations of a proposal to use gamification in their classes. With the help of the experts and teachers, 6 different interviews were conducted. The instruments that were applied were semi-structured interviews, including semi-open questions and also two types of interviews were designed depending on the person to be interviewed. The interviews were conducted face-to-face, by videoconference and also via email. The results of the experiment showed that the teachers use learning techniques based on game tactics and that they are also

unaware of the gamification methodology itself, but they believed that it works well with their students. They also concluded that using gamification promotes and develops the social skills for a group to function as it allows teachers to incorporate teamwork and competition. The teachers and experts in the field also concluded that gamification promotes motivation in students, and this is important as motivation is essential for second language acquisition.

In a nutshell, these previous research works showed that using gamification strategy to enhance the listening skill has a positive impact. Moreover, these studies demonstrated that with this strategy applied in the class, students felt more engaged in learning, participating and attending more in class. On the other hand, with the applied strategy, the students had a remarkable improvement, as reflected in the current work.

Independent variable

ICT and education

Pandolfini (2016) points out that educational innovation is an important priority in the world, and therefore it is recognized that ICT (Information and Communication Technologies has great potential in education. Moreover, it is believed that the use of ICT in education can somehow benefit the education system in different ways such as the opportunity for learning increases, the quality of learning can be improved through different teaching methods, and the education system can be managed in a more efficient way, among others. Despite the large investments in ICT and their increasing use in many countries, the beneficiaries are limited, and the evidence of their effectiveness is debatable. Moreover, there are several countries that seek to introduce technology in various forms into the educational system, but as they are at an early stage their various types of needs may vary, and compared to countries that have more experience the difference is notable. For that reason, each country should identify its objectives and try to achieve them.

Sánchez et al. (2013) mention the effective use of technology in a complicated process, where equipment, institutional support, and time is required. It is also important that teachers have to be prepared and know about technological skills. There are some studies in which is expected that teachers need to have a good attitude and know how to use properly ICT. Despite the growing use of technology in the

educational system, there are still some teachers that despite the increase of computer and blackboards that are incorporated in schools, these teachers still use traditional methods, this type of method is no longer widely used, because it no longer meets the demands of capabilities of this era, as well as memorization is a pedagogical model that has become obsolete.

Teaching and learning tools

Gonsalo (2021) argues that teaching tools have been gaining a lot of fame lately due to the digital revolution. There are many tools on the internet that teachers can use but not all of them fit the needs that teachers may have, however, there are some examples of tools that can be used: schoolvoice, remind, classting, classdojo, googleclassroom or edmodo, among others. When a teacher is looking for a useful tool, it can be a challenge due to the management and handling of it that is the reason why they should follow some tips like: exploring different options, creating a list of objectives, promoting tools that encourage collaboration and set a certain time frame for its use. There are some points that teachers should take into account when choosing a teaching tool: whether it encourages interaction or if it has a user-friendly interface for both teachers and students, if it fits the scheme of work, whether it has a reliable support service and if it is compatible with other platforms.

Online teaching resources

Myers (2020) states that education has changed in many ways, and in recent years, it has not been an exception because it has become an important part of education. It refers to a diverse range of digital educational resources, from online courses to games and podcasts that facilitate student learning. Moreover, technology is growing and developing every year, which is why teachers and students are using it more and more in their lives. It is transforming the way students learn and teachers teach. Traditional teaching methods can be combined with online learning to provide many opportunities for learning inside and outside of the classroom for students, while facilitating the work of teachers.

Eady and Lockyer, (2013) argue that nowadays, learning with technology has become more and more necessary. Governments around the world, education systems, and teachers, between others consider that technology plays an important role in the

education of students. With the help of technology, teachers can design more relevant classes, for that reason it should not be used just for the sake of it, but on the contrary, it should be used properly. In addition, online teaching resources have content or learning activities for students and use a mix of elements such as text, video, image, and audio. There are some principles that teachers can be guided by when evaluating online teaching resources such as: removing information and activities that are not related to the scheme of work, focusing on appropriate activities, easy to identify if it is a complex material and suitable for students.

Gamification

Figueroa (2015) claims that using gamification for educational purposes involves a pedagogical way. As time progresses, teaching a foreign language has been oriented toward using more technology. Many of these students are known as digital natives because they think and process information differently and even the educational system adjusts to the needs of the students of this time. Basically, gamification is the use of game elements or techniques in non-game-contexts, where any assignment, task, process, or theoretical context can be gamified for students in order to catch their attention. If a student is interested in the class, the learning process will be carried out in a better manner.

Rahmani (2020) states that students of this time are very receptive to technology. They are so integrated with it, and unable to be removed from it that they have even earned the nickname of "digital natives." Games are the technological product that students utilize the most frequently. It is well known that students are very connected to technology, practically from a very young age they are already in contact with it. Few of them, can use it for educational purposes, but a large majority use technology for video games.

Caponetto et al. (2014) mention that the term gamification is generally used with the purpose of improving the learning process. In recent years gamification is a term that has become popular in the educational system, as it has the potential to turn traditional learning into a more motivating and engaging one for all students. It is adopted in many settings for many purposes, it is primarily used to encourage, support, and motivate student learning and it can also lead to more effective learning outcomes.

Bohyun (2015) states that gamification and games have similar characteristics because just like a simple game, gamification provides a fun environment for students, it has rules to be followed and at the same time different levels of the use of technology. In addition, it can help students to de-stress or get excited and sometimes in some circumstances even addictive as if it were a normal game in some circumstances even addictive as if it were a normal game, since students see this teaching method as something interesting because they play by learning,

Çeker and Özdaml (2017) define gamification as changing the way of thinking and using game rules to increase students' motivation and solve problems. It also requires effort as it mixes various teaching or learning methods in order to accomplish somewhat complicated tasks. Gamification is a change in thinking and the use of game rules to increase students' motivation and solve problems. It also requires effort, as it mixes various teaching or learning methods to perform somewhat complicated tasks since in the educational system students face various problems based on their needs. In addition, it has a game mechanic that helps to solve problems and increases and motivates students' participation in the classroom. In addition, to carry out an efficient gamified class, it is necessary to use knowledge, proper handling of technology, why, when, where, and how to use it correctly in the educational environment, since it must be very clear for all students to understand it and properly planned. There are a few reasons why gamification emerged to be used in the class: to turn boring jobs into more interesting ones, if the working procedure is complicated, it transfers it to a more friendly one; helps to improve concentration; student participation increases; provides motivation to students; encourages students to use communication tools to achieve objectives; encourages students to be more active

Kiryakova et al. (2017) state that gamification is the process of engaging students, motivating action, promoting learning, and solving issues utilizing game-based mechanics, aesthetics, and game thinking. Gamification is the application of game concepts, strategies, and features to situations outside of traditional gaming. The use of game mechanics enhances learning and motivation in both formal and informal settings. Multiple definitions overlap, and the following can be condensed: Gamification is the incorporation of game mechanics and game thinking into non-game activities. Moreover, games have certain unique characteristics that are

important to gamification such as there are challenges or tasks that users must complete in order to achieve a set objective, there are points that are accumulated by completing tasks, there are levels that users must pass, there may be badges that can be rewarding for completing certain tasks, there is a ranking system based on users' achievements.

The creation of a successful plan for the application of gamification in e-learning necessitates a thorough examination of the current environment and software resources. Some strategies are the following:

1) **Identification of the qualities of the learners:** Teacher has to identify the qualities of students and decide whether to use new tools and techniques or not while implementing new learning approaches. Students can feel attracted with the lesson materials and make the activities actively.

2) **A description of learning goals:** The learning objectives must be clear and well-articulated. Because all activities have to achieve the learning objectives, even gamified activities.

3) **Development of materials and gamification activities:** The material must be attractive and interactive for students, or also it needs to have multimedia components.

4) **Incorporating systems and gaming aspects:** It is important to incorporate learning objectives in gamification. While tasks or activities are completed by students, points will be accumulated, levels will increase their level, and awards are the motivation for students. These behaviors can help students to complete the learning objectives.

Miller (2013) states that gamification is just the use of game design elements in situations that are not game-related and have many definitions: the method of problem-solving through the use of game mechanics and game thinking; the application of game dynamics, frameworks, and mechanics to encourage desired actions; the practice of applying game mechanics to contexts other than games, such as marketing, employee performance, training, and societal change. Moreover, gamification is the use of game mechanics, aesthetics, and game thinking to captivate audiences, spur action, advance learning, and address issues. It has various physiological advantages such as elevated levels of the brain chemicals

norepinephrine, epinephrine, and dopamine, which not only produce "good sensations" but also make students more interested in learning.

Rabah et al. (2018) mention that gamification has been used in a variety of fields, including business, fitness, and health, the study of gamification in education is still in its early phases. It makes the learning process funny and engaging, and keeping students motivated to learn has been harder as a result of the development of social media and online gaming, as well as the increasing usage of smart gadgets. The idea behind gamification in the classroom is that the entertaining aspects of games improve students' intrinsic motivation to participate in the activities developed in class. Many teachers are hopeful that gamification will boost students' drive to study while simultaneously improving the quality and significance of their participation in classwork. It's more challenging to specify the components of game design. The synthesis framework, which divides game design components into game design concepts and game mechanics, can be summarized as follows.

Design principles: status which can be visible, objectives and challenges, customization, access, social engagement (cooperation, competition, collaboration between students), students have the freedom to choose, students have the freedom to fail, and quick feedback.

Mechanics: distinctive, points, stages, recompenses, classification table, progress bar, coin, avatars, countdown timer.

Dependent variable

English language

Nishanti (2018) argues that language is the main source of human communication. It is the way in which information, ideas, opinions, and thoughts are shared with others. There are many languages around the world, but some languages are spoken by millions of people, and others by thousands. In addition, the importance of English can not be ignored globally as it is the most universally spoken language today. English is a vital language for all professionals and goals that people set for themselves to learn this important language.

Ilmu (2015) states that human being is not only an individual person, but also a social person who needs to communicate each other. Language is a tool of communication which becomes very important to be acquired and learned. In addition, English is considered as an international language, especially in the world of language learning and teaching, for that reason it is a commercial and industrial language. Many people want to learn English and increase their communication for either general or specific purposes such as, getting better job, going abroad, having foreign friends, it makes easier to travel, among others.

English skills

Almarza (2000) claims that the target language and culture are employed to do this because when a teacher integrates skills, he or she considers more than just the language and whether or not the teaching process increases the students' understanding. If teachers want to use teaching techniques, the following tips can help them while creating a series of lessons: to make teaching congruent, to use content that is actually worthwhile and efficient, to use the intelligence that students possess.

Sadiku (2015) mentions the learning process places both students and teachers face to face, the imparter and the taker, the teacher and the learner. These days, it is important to train students to be self-educated, providing them with methods that are effective for responsible, sustainable, active, and creative learning. In addition, the teacher has the freedom to use various methods or strategies for teaching to meet the needs of their students and is also the one who mixes methods in the learning process to create content that is efficient and easy to understand. In order to meet the needs of the students, the teacher is free to use a variety of teaching/learning approaches and strategies. Depending on language proficiency, different strategies and procedures are used to implement these methods (listening, speaking, reading, and writing). The teacher arranges communication activities in an effective way, offers and advises reading resources for students, and generally, the teacher tries to make teaching and learning easier. In modern classrooms, teachers also serve as supervisors, in addition to being teachers. The teacher provides to students with clarification and asks about their comprehension of what is occurring in the classroom.

Receptive skills

Al-Jawi (2010) suggests that receptive skills are the ways in which students receive and process the message but do not need to produce the language to do so. There are various concepts about what this mode of processing is, and it applies to both reading and listening. For that reason, there are many ways in which these skills can be taught to students. In everyday life, when humans read the newspaper or listen to the news, or interact with someone else, prior knowledge is employed, because that is when the process of comprehension and receptive skills unfolds.

Sreena and Ilankumaran (2018) point out that language has been a tool for communication throughout time. It is how a person interacts with others and regulates their social behavior. Although there are many ways to communicate, language is a widely used tool. The transfer and exchange of ideas, facts, feelings or actions is called the process of communication. Language is the expression of a person's personality in words or writing. It is a universal means of conveying facts and feelings common in everyday life. Students interact with each other and with teachers. By using the primary language, students can improve their knowledge of the second language. When a student reads and listens a lot, it can help them achieve a clearer goal. A clear example is when someone reads a sign to know where to go. Within the educational process, students listen to lectures, seminars, and talks that they give to be able to increase their knowledge. Listening is the heart of all learning. A student who does not understand what the teacher says in class is severely behind in his or her studies. Moreover, receptive skills are honed through intense listening and reading.

Masduqi (2016) states that receptive skills are listening and reading, and to carry out this process, students do not need to produce the target language. rather, they receive and comprehend it. Receptive or passive skills can be compared to the productive or active skills of speaking and writing. In the foreign language learning process, learners often start with the receptive skill to understand new elements, and then use the productive skill.

Listening skill

Kutlu and Aslanoğlu (2009) mention that the ability to listen composes the basic structure of the teaching process at the basic level. Moreover, in real life, it is

indispensable for people to be able to understand what someone wants to convey. Therefore, it is of paramount importance to improve students' listening skills in order to improve their listening performance in an effective way. In listening comprehension, a person perceives another person through sensory organs, in this case, the ears. In addition, it plays an important role in many ways such as communication, relations between people, and even in education, but this skill is not taken into account at all, because teachers think that can develop over time in a natural manner just like breathing. However, the ability to listen can be performed well through hard work and repetition, as can the ability to read. A very important thing to keep in mind is that if a student does not understand what he or she hears or reads, the student will not be able to convey his or her ideas or feelings clearly through verbal or written communication and will not learn in an efficient manner.

Making an attempt to listening something, paying attention, or hearing are all definitions of listening. It differs from hearing, a physiological process in which sound waves are absorbed by the ear and transmitted to various sections of the brain via neural pathways. Hearing is a prerequisite for listening, although processing sounds is only one aspect of listening. A person may have excellent hearing but poor listening skills. In addition, the five steps of hearing are attending, understanding, interpreting, responding, and remembering.

In order to be more efficient, this procedure is more active than passive and it uses a variety of techniques. Moreover, listening is an activity that can vary in many ways from person to person. In a listening situation, people cannot adopt the same behaviors or tools, because each person differs from another. That is why in the teaching process when teaching efficient listening skills, this must be taken into account, but there are processes that can be followed to become an excellent listener and behaviors that help to surpass others. However, some students may not follow the letter these techniques that were previously provided by the teacher and use different strategies or techniques to achieve the same goal, and this is acceptable since the student is free to choose which technique to follow (Downs, 2008).

Listening is a complicated skill, especially when it comes to English as a second language. For foreign language learners, there are many reasons why English is difficult for them, but just as there are students who do not understand English at all,

there are also students who do understand it, although not the majority. Although listening is also known to be a receptive skill, it is also an active process, since listeners have to concentrate a lot when listening and this involves several mental processes. Moreover, listening plays an important role in the early stages of language acquisition, because if students do not listen, they will obviously not learn and will have various problems in language acquisition (Robertson, 2018).

Djabbarova (2020) argues that there are 4 basic skills in total but among the 4, listening is the most neglected by teachers or taught indifferently. Being a skill that requires a special environment to teach it correctly, it occupies a secondary place in the teaching environment. However, if a teacher wants his or her students to be fluent in English, the teaching of listening skills must be taken into account. There are modern and efficient methods for correct listening, and they include exercises that are interactive or multimedia exercises, but the latter requires technology in the classroom. Improving listening skills can be done in simple, interesting, and easy-to-understand ways for students that focus more on the learning process than on the final product. There are a few techniques for developing listening teaching methods:

Interpersonal activities**:** they can be done with interpersonal exercises such as interviews, or simple storytelling, and then students have to do something similar to what the teacher did.

Group activities: it is a useful method for teaching listening. It encourages students' participation in the activity.

Audio segments: to teach students, audio portions of radio programs, lectures, music among others, can be used.

Video segments: to teach students, short sketches, interviews, and news, among others, can be used.

Abedin et al. (2009) claim that listeners interpret actively about what they know and are going to hear, that is called de listening process. During the intricate interactive process of listening, It can also be explained schematically, focusing on the relationship between their prior knowledge and the knowledge they are now receiving. The ability to listen serves as a connection, or as a link in the process of learning. Listening employ both linguistic and prior knowledge in the interactive interpretive

process known as listening comprehension to grasp messages. The degree to which listeners adopt either method will depend on their level of linguistic proficiency, familiarity with the subject matter, or listening goal. In addition, listeners do not have the unique role of hearing, they have to be able to recognize sounds, meaning, structures and put attention to stress and intonation.

Listening let people understand what others want to communicate. There are some sub-kills of listening, to predict what others are saying, to guess unknown words or phrases, to use the knowledge that everyone possesses to be able of understanding, to retain information, to recognize discourse makers or cohesive devices, to be able of understanding the different intonation patterns, to understand inferred information. Furthermore, listening is a fundamental skill, that let students, children, and adults, understand the world and the feeling of others (Saricoban, 1999).

Hadijah and Shalawati (2016) argue that if someone is a good listener, it means that he or she will be able to understand the information someone else is trying to convey, so communication will be effective. This important skill is a kind of bridge to learning a language, as good listening skills should be important for students seeking to learn a new language and at the same time facilitate the communication process. If a learner is a good listener, he or she will be more likely to communicate successfully. On the other hand, the listening skill is the dominant activity in everyday communication with 45%, while speaking with 35%, reading with 16% and writing with 9%. In other words, communication would not take place in a good way if it is not supported by good listening skills.

A crucial language ability to master when learning a foreign language is listening. Despite its significance, language learners believe that listening is the most challenging aspect of learning a language. Since the importance of listening comprehension in language learning has been underlined time and time again, many teachers fail to emphasize it enough in their lessons. Students can improve their listening skill through the guidance of a teacher, using appropriate materials to meet the needs of the students. Moreover, within the learning of a new language, listening plays an important role, as learners seek to understand native speakers, DVDs, music, and videos that are in the target language. It is a very important skill for learning a

second language because the key to learning another language is first and foremost receiving information (Gilakjani, 2016).

Listening subskills

Listening is an important skill which students have to put all their attention since many students feel that is the most challenging of all the basic skills of English. According to Solak (2016), there are some listening subskills.

Listening for gist: Its purpose is to understand the general idea of a topic, without focusing on every single word or detail. There are some resources that can be used for this subskill like podcasts, songs, news, reports, movies, and conversations.

Listening for specific information: It is based on listening for a specific piece or parts of info, such as names, places, objects, and characteristics, among others. In this subskill is important to have an idea about is the content will be about in order to predict or anticipate the content.

Listening in detail: It requires listening carefully to each detail, without ignoring anything from the given content, in order to catch all the possible information.

Listening to infer: It requires listening to a part of the information by using clues or prior knowledge in order to work out or guess the meaning.

Listening to questions and responding: It requires listening in order to answer questions.

1.2 Objectives

General objective

- To explore the gamification influence on the listening skill development

Specific objectives

- To define the main elements of gamification for the listening skill
- To determine the level of listening skill development on the students
- To establish the contribution of gamification in the listening skill in students from CTT de los Andes Language Center.

FULLFILMENT OF THE OBJECTIVES

In order to achieve the previous objectives, the researcher created a series of lesson plans for the interventions, with the use gamification strategy for supporting the learning process.

Second, to complete the first specific objective, bibliographic research was used for the current research. The information was taken from educational databases such as, journals, articles, books, articles, among others.

Third, the second specific objective was completed by using a pre-test and a post-test, which were taken from Cambridge English Assessment. Moreover, thanks to both tests, it was possible to notice students' listening level, before and after the application of the tests.

Finally, to identify the contribution of gamification in the listening skill on students from first level of CTT de los Andes Language Center, an experimentation was developed. This group of students were subjected to the gamification strategy during three weeks. These students were evaluated in the first and the last class in order to determine their progress and how gamification affects students' learning, and at the same time to increases students' participation in class and their listening skill even slightly.

CHAPTER II

METHODOLOGY

2.1 Resources

Population

First of all, the current research was conducted with the permission of "CTT de los Andes Language Center". The participants were 18 students of the first level A1 group, morning section. Students' average was between 18 to 22 years old. Moreover, they attended 2 periods of English classes per week and each one had a duration of 30 minutes. The present research took 3 weeks of interventions and participants received 7 treatments in total. In addition, for each session, a lesson plan was created in order to carry out the activities appropriately.

Population	Frequency	Percentage
Men	4	22%
Women	14	78%
Total	18	100%

Note: The data were taken from students from first level at CTT de los Andes Language Center

Instruments and materials

For the research, a pre-test and post-test were used to measure students' listening skill level. First, the pre-test was taken at the beginning of the research, while the post-test at the end. The instruments were taken from the standardized KET exam (Key English Test), which is designed by Cambridge English Assessment. Both tests consisted in listening an audio, in which students have to pay attention and try to solve the tests, with exercises such as: multiple choice and fill in the gaps. In addition, both tests are not validated because the tests were taken from sample papers of Cambridge.

The data was collected through a pre-test, and post-test, and applied to students between 18 to 24 years old from CTT de los Andes Language Center – first level. In addition, the data was obtained through the use of Key English Test sample papers from Cambridge English Assessment. There are some materials which were used

school supplies, technological supplies, didactic materials, interactive online games and money.

Procedure:

For applying the intervention on students from CTT de los Andes Language Center of the first level, the researcher applied the Presentation Practice Production method for each class. The innovation that the researcher wants to find out is, if students can learn while having fun, thus avoiding traditional classes where they don't pay much attention and consequently, they don't learn at all.

In the first intervention, the gamification strategy (point system) was applied with listening activities related with the topic there is/are and the vocabulary furniture, where students were awarded with points for performing different types of activities. The activities were a video about the vocabulary in youtube, a presentation using canva, a game in wordwall and a listening worksheet in liveworksheets.

In the second intervention, gamified activities such as, developing a game in wordwall with rewards and a listening activity were used with topics such as prepositions of place and plural nouns. In addition, a presentation was used using canva, in order to reinforce students' understanding.

In the third intervention, two topics, adjectives to describe cities, and opposite adjectives were presented. Then a video about adjectives to describe cities was shown to students. Moreover, gamified listening activities related to the topics were used, a listening worksheet in liveworkshets by creating a competitive environment among students. Finally, the researcher explained to students to get enrolled in google classroom in a class that the researcher created previously, and that they had to do a homework there about a song in lyricstraining.

In the fourth intervention, gamified listening activities such as a game in wordwall and a listening activity were applied with topics such as places of work and simple present. Moreover, the topics were presented in a presentation through canva.

In the fifth intervention, two topics about how to develop the listening skill and tips for a listening test were presented, after the presentation two videos about the both topics were presented using youtube. Then, gamified listening activities related to the

topics were presented and also a listening worksheet for the students. Moreover, due to the time the researcher explained about a listening test that students had to develop as a homework.

2.2 Methods

2.2.1 Quantitative approach

The present research work had quantitative approach, considering that its objective is to discover the relationship between gamification and the listening skill.

It is quantitative because numerical data were obtained through the investigation in order to help the researcher to obtain results using mathematical and statistical methods. Adedoyin (2020) argued that quantitative research requires numerical data and the use of statistics, mathematical or computational techniques. Moreover, it is a research which is measurable.

2.3 Research modality

2.3.1 Pre-experimental research

It is pre-experimental because a pre and post-test were used in order to find the relationship between the independent and dependent variable. Hernández and Mendoza (2018) concluded that this type of research is carried out if the researcher used one course in order to apply the experiment. In addition, it is important to apply two tests for the treatment of the experiment, a pre and a post-test, in order to verify how the knowledge was affected during the experiment to students of the first level from CTT de los Andes Language Center.

2.3.2 Bibliographic research

The current project has a bibliographic modality because the information was taken from primary sources such as: scientific journals, books, articles, blogs, among others for the theoretical support and the development of it as well recordings, websites, blogs, among others. Reyez and Carmona (2020) concluded that bibliographic research in charge of collecting from materials that have already been published. The materials can be collected from books, magazines, newspapers, films, articles research results, among others.

2.3.3 Field research

This is field research because the researcher went to an institution, in order to get important information for the investigation. Moreover, the research was based on the direct observation of students from the first level in order to analyze the effects of using gamification in the development of the listening skill and also the possible benefits of using gamification strategies in the classroom. Baena (2017) stated that field in this type of research, the observation and interrogation are the main techniques. Moreover, it aims to collect and record in an orderly manner data on a previously chosen topic.

2.4. Level or type of research

2.4.1 Exploratory

The present topic does not have previous investigations at CTT de los Andes Language Center about gamification and the listening skill, so with this research it is possible to have an idea about the investigated problem. Swedberg (2020) stated that exploratory research can be defined as an event to detect something new and exciting through a research topic. It is exploratory because the process and objectives of this project were decided in order make an experiment with one group of students.

2.5 Hypothesis

Null hypotheses (Ho)

The use of gamification does not help students to develop the listening skill.

Alternative hypotheses (H1)

The use of gamification helps students to develop the listening skill.

CHAPTER III

RESULTS AND INTERPRETATION

3.1 Analysis and discussion of the results

This chapter shows and explains the results and findings obtained after applying the pre and post-test in the interventions of the research project. The current research was carried out with 18 students of first level from CTT de los Andes Language Center. Moreover, the experiment lasted about 3 weeks, 2 days per week for each intervention.

First, the pre-test was applied by the researcher to 18 students around 18 to 22 years old. The pre-test was applied in order to verify students' listening skill. Moreover, it consisted of 4 parts with questions such as, multiple choice questions and fill in the gaps. Each part had 5 questions with a mark of 0,5 points with a total of 20 questions, giving a 10 as a score.

Second, the post-test was applied by the researcher to the same group in order to verify if students' listening skill was affected after the interventions. Moreover, the post-test was similar to the previous test, only the variables changed. In addition, to make the results from the current research project more understandable and for facilitating comprehension a series of tables were developed. Also, a T-test was used by using a program for statistics called "IBM SPSS" to determine if the study hypothesis was rejected or accepted.

Finally, the results of the pre and post-test were obtained thanks to the standardized KET exam, listening parts from Cambridge English Assessment.

Table 1. Pre-test results

	Frequency	Percentage
,00	1	5,6
1,00	4	22,2
1,50	2	11,1
2,00	5	27,8
2,50	3	16,7
3,00	2	11,1
4,00	1	5,6
Total	18	100,0

Note: Pre-test scores obtained by students

Analysis and interpretation

Table 1 shows the number of students which took this test, with a total of 18 students. This test consisted of listening an audio, in which students have to pay attention and try to solve the tests, with exercises such as: multiple choice and fill in the gaps, with 20 questions in total. The frequency of each score is there.

It is evidenced that all students did not get the minimum score. There are some reasons why they got these low scores. First, students were not able to answer all the questions. Second, they got confused in the questions because they did not fully understand the audio from the recording. Third, in the questions fill in the gaps, the majority of students did not respond at all. Moreover, the highest percentages that represent 27.8% obtain a rank 2 and 22.2% instead of 1, 16.7% of 2.50. A high percentage have problems in the evaluated skills.

Table 2. Post-test results

	Frequency	Percentage
2,00	1	5,6
3,00	1	5,6
3,50	3	16,7
4,00	4	22,2
4,50	2	11,1
5,00	4	22,2
5,50	3	16,7
Total	18	100,0

Note: Post-test scores obtained by students

Analysis and interpretation

In the table 2, 18 students took the post-test, this test was similar to the previous test, only the variables changed.

According to the results obtained, a notable improvement can be seen in the post-test, because students improved their grades. Thanks to the interventions made by the researcher, it can be observed that students improved their listening skills somewhat. Moreover, in the post-test, 22.2% contain a 5, 22.2% instead of 4, 22.2% of 5 and 16.7% of 5.50, which shows strengthening of skills according to the results, and final findings of the pre-test and post-test.

Table 3. Pre and post-test average

	N	Mínimum	Maximum	Average	Tip. Dev.
Pretest - Listening to infer	18	,00	4,00	1,7778	1,04631
Postest - Listening to infer	18	1,00	4,00	2,5278	,81299
Pretest - Listening for specific information	18	,00	1,00	,1389	,28726
Postest - Listening for specific information	18	,00	2,50	1,7500	,69133
N valid (as listed)	18				

Note: This table shows the listening pre-test and post-test average with both categories evaluated.

Analysis and interpretation

Table 3 presents a comparison of the minimum, maximum, mean, and standard deviation of the application of the pre-test and post-test. The average is higher in the post-test of the sub-skills evaluated. The ability with significant improvement is listening to infer, with an average of 2.5278.

Table 4. Nonparametric test

	Hypothesis Test Summary			
	Null Hypothesis	Test	Sig.	Decision
1	The median of differences between Pre-test and Post-test equals 0.	Related-Samples Wilcoxon Signed Rank Test	,000	Reject the null hypothesis.

Asymptotic significances are displayed. The significance level is ,050.

Note: This table shows that the alternative hypothesis is accepted and the null hypothesis is rejected.

Analysis and interpretation

Table 4 presents the hypothesis test summary, and the value which is less than 0,05. Moreover, it rejects the null hypothesis and it verifies the hypothesis 1.

Tabla 5. Contrast Statistics

	Postest Listening to infer - Pretest Listening to infer	Postest Listening for specific information - Pretest Listening for specific information	Total, postest - Total, pretest
Z	-2,148[b]	-3,598[b]	-3,733[b]
Sig. asintót. (bilateral)	,032	,000	,000

Note: This table shows the pre-test and post-test contrast statistics.

a. Wilcoxon signed rank test

b. Based on negative ranks.

Analysis and interpretation

Table 5 establishes the contrast statistics that is the mean differences between the values, the ranges are established -2,148 and 3,598. The results establish the relationships of significance between the pre-test and post-test and the improvement in the evaluated sub-skills.

Table 6. T-student Paired Sample Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Sub-skill 1	Postest Listening to infer	2,5278	18	,81299	,19162
	Pretest Listening to infer	1,7778	18	1,04631	,24662
Sub-skill 2	Postest Listening for specific information	1,7500	18	,69133	,16295
	Pretest Listening for specific information	,1389	18	,28726	,06771
Final score	Total – postest	4,2778	18	,95828	,22587
	Total – pretest	1,9167	18	,94324	,22232

Note: This table compares the means between the pre and post-test including the two sub-skills.

Analysis and interpretation

For the verification of hypothesis, the student t test of related or paired samples was applied. The test compares the means, for which the statistics of the related samples are presented in the table. The average is higher in the post-test, verifying the proposed hypothesis.

Table 7. Related Sample Correlations

		N	Correlation	Sig.
Sub-skill 1	Postest Listening to infer and Pretest Listening to infer	18	,111	,660
Sub-skill 2	Postest Listening for specific information and Pretest Listening for specific information	18	-,407	,093
Final result	Total postest and Total pretest	18	,157	,533

Note: This table shows the pre-test and post-test related sample correlations with both sub-skills.

Analysis and interpretation

The correlation table shows the significance between the post-test and pre-test listening for specific information, for obtaining better results in the investigated sample, which obtained deficient grades in the applied instrument.

Table 8. Paired sample test

	Paired Samples Test							
	Paired Differences							
				95% Confidence Interval of the Difference				Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	
Pair 1 Pre-test - Post-test	-2,3611	1,2344	,2909	-2,9750	-1,7473	-8,115	17	,000

Note: This table shows the pre and post-test paired sample test

Analysis and interpretation

Tables 8 shows the student t test and the ranges evaluated for the verification of the hypothesis, obtaining the differences of the related measures between the post-test and pre-test. Moreover, the t-student value is less than 0,05 and it represents the level of significance. Therefore, alternative hypotheses (H1) "The use of gamification helps students to develop the listening skill" is verified and Null Hypotheses (Ho) "The use of gamification does not help students to develop the listening skill" is rejected.

Discussion

The current research work shows the data obtained before and after the application of gamification strategy in students from CTT de los Andes Language Center. A small difference is evident between the pre and post-test, which means that there was a positive change in students' scores, since students obtained extremely low scores on the pre-test, and on the post-test, they had a noticeable improvement. Moreover, it also shows that the progress of the listening skill has slightly improved thanks to the use of gamification strategy.

Hariadi et al. (2021) in their research work contribute to this investigation, because it is focused on gamification to improve listening skill. They recommend to implement gamification in an English classroom, because students can improve their knowledge in a more fun way, where they pay more attention and also, they are engaged in class due to the strategy applied.

Similarly, Adytia's et al. (2020) research work supports the data obtained mentioned above, since it shows a meaningfully difference between the pre and post-test after the application of gamification strategy. In addition, they applied an experimental research with a design of a pre and post-test in order to collect data. For that reason, Adytia et al. showed that gamification strategy increases the listening skill on students.

Finally, gamification has shown to be an important strategy, which significantly influences the listening skill, and it is reflected in the slight improvement in the scores obtained by all students in the post-test. Also, they paid more attention to the classes and the participation in class increased, due to the engaging atmosphere created in the class. This strategy really increases and improves students' learning. Moreover, it became evident that thanks to gamification, students had fun in the classes

CHAPTER IV

CONCLUSIONS AND RECOMMENDATIONS

4.1 Conclusions

- The gamification elements that influence the listening skill and which were introduced in the class, were extra points, challenges, rewards, competitive environment, and the time in order to apply them correctly in the class. Moreover, it was based on the use of many websites such as, wordwall, youtube, liveworksheets, among others. The gamification elements and websites which were mentioned previously, gave a positive result to slightly increase the English level of the students, since students were more interested in classes by using the gamification strategy.

- At the beginning, students obtained very low grades in the pre-test, then with the gamification strategy and the interventions applied, an increase in student participation could be observed, since they were more involved in the classes. In the last class, with the application of the post-test, students obtained a notable improvement in their listening level and this is reflected in the post-test scores, since the students obtained better grades.

- It is right to say that gamification strategy contributes in a positive way to the listening skill to students from first level of CTT de los Andes Language Center, since due to the strategy applied, the participation of these students increased and their listening skill was slightly improved. Rabah et al. (2018) argued that gamification make the learning process funnier and engaging and at the same time, it keeps students motivated for a better learning process.

4.2 Recommendations

- To apply the gamification elements appropriately in class, in order to increase students' participation. Moreover, the activities and materials selected by the teacher must be based on the qualities of the students, in order to apply the gamification strategy correctly and to increase students' level of English.

- To increase student's listening level, it is important to implement it correctly the gamification strategy. By doing this, students can develop their listening skill at an appropriate pace, in order to facilitate students' learning and to avoid low grades in students, so that students can improve their listening skills so that they do not have problems in their educational process.

- To contribute to the development of the students' listening skill, it is a good idea to implement the gamification strategy in the classroom because it gives positive results and increases students' participation, so planning an appropriate class with gamification to be used is necessary.

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ANNEXES

Annex 1. Approval

CARTA DE COMPROMISO

Ambato, 06 de octubre del 2022
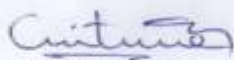
Doctor
Marcelo Núñez
Presidente
Unidad de titulación
Facultad de Ciencias Humanas y de la Educación

Yo, Mg. "Cristina Salazar" en mi calidad de Rectora del CTT de los Andes Language Center", me permito poner en su conocimiento la aceptación y respaldo para el desarrollo del Trabajo de Titulación bajo el Tema: "Gamification and the listening skill" propuesto por el estudiante Bunchi Caiza Kevin Alexander, portador de la Cédula de Ciudadanía Nº 0504153990, estudiante de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, Facultad de Ciencias Humanas y de la Educación de la Universidad Técnica de Ambato.

A nombre de la Institución a la cual represento, me comprometo a apoyar en el desarrollo del proyecto.

Particular que comunico a usted para los fines pertinentes.

Atentamente.

Mg. Cristina Salazar
Rectora del CTT de los Andes Language Center
Cédula de ciudadanía: 1803694460
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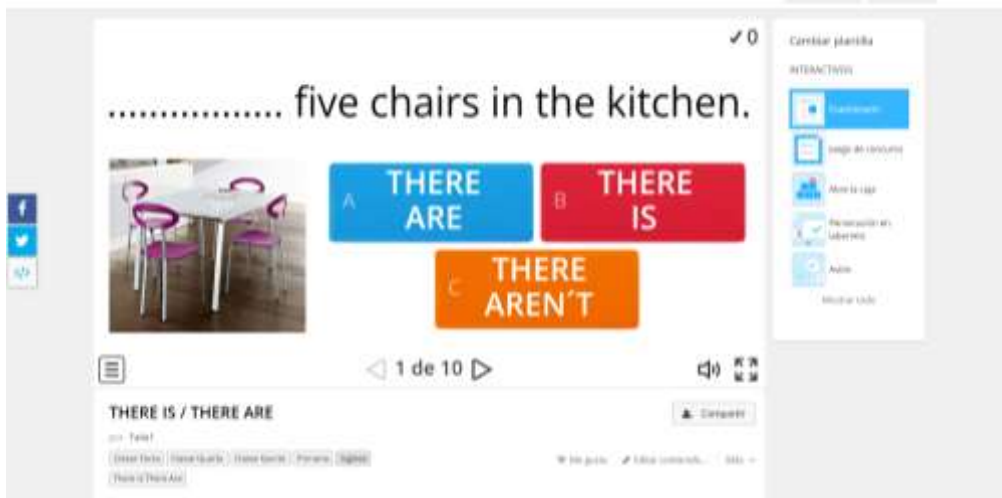
Intervention 1

CLASS: A2	TOPIC: Furniture
TEACHER'S NAME: Kevin Bunchi	NUMBER OF STUDENTS: 18
	TIME: 30

LESSON OBJECTIVES
MAIN OBJECTIVE:
Students will be able to use sentences by using there is/are.

SUBSIDIARY AIM:
- To make sentences using there is and there are
- To develop interest and appreciation of vocabulary

LANGUAGE USE
The strategy which is going to be applied is gamification and grammar in context approach in order to improve the English use of students.

ANTICIPATED PROBLEMS:	POSSIBLE SOLUTION:
- Ss don't pay attention - Loss of electrical power	- Teacher has to make the class more interesting - Teacher has to have a plan b

PROCEDURE			
STAGES AND TIME	TEACHER´S ACTIVITIES	STUDENTS´S ACTIVITIES	MATERIALS
3 minutes	**Warm up** **(Quick questions)** Teacher shows three questions in the whiteboard and explains to students that they have 1 minute1 to think. Teacher chooses randomly some students to answer the questions.	Ss think about the 3 questions. Ss answer the questions.	- zoom

5 minutes	Teacher presents vocabulary about furniture through a youtube video	Ss pay attention to the video	- a laptop - youtube - internet
5 minutes	Teacher presents the grammar topic of there is and there are.	Students have to pay attention to the teacher during the presentation and they participate in class.	- a laptop - internet - zoom - canva
5 minutes	Teacher presents a game about there is and there are through a wordwall activity.	Ss participate during the activity	- a laptop - internet - zoom
12 minutes	Teacher takes a lesson through a liveworksheet activity. Teacher shares the link for the activity.	Ss have to enter to the link for the activity	- internet - cellphones - laptops - zoom

Wordwall activity

Listening worksheet

Intervention 2

CLASS: A2	
	TOPIC: Plural nouns and prepositions of place
TEACHER'S NAME: Kevin Bunchi	
	NUMBER OF STUDENTS: 18
	TIME: 30

LESSON OBJECTIVES
MAIN OBJECTIVE:
Students will be able to use the prepositions of place by using plural nouns through a game.

SUBSIDIARY AIM:
- To learn new vocabulary
- To develop interest and appreciation of vocabulary

LANGUAGE USE
The strategy which is going to be applied is gamification and grammar in context approach in order to improve the English use of students.

ANTICIPATED PROBLEMS:	POSSIBLE SOLUTION:
- Low audio volume	- Teacher has to turn up the volume of his computer
- Loss of electrical power	- Teacher has to have a plan b

PROCEDURE			
STAGES AND TIME	**TEACHER´S ACTIVITIES**	**STUDENTS´S ACTIVITIES**	**MATERIALS**
3 minutes	**Warm up** Teacher shows an activity in wordwall and students have to answer.	Ss pay attention and answer the question	- Zoom - canva
5 minutes	Teacher presents the grammar topic of prepositions of place.	Ss pay attention.	- a laptop - canva - internet
5 minutes	Teacher presents a game about	Students participate during the activity.	- a laptop - internet

	prepositions of place.		- gamestolearn
5 minutes	Teacher presents the grammar topic of plural nouns.	Ss pay attention.	- a laptop - internet - canva
5 minutes	Teacher presents a game about plural nouns.	Ss participate during the activity.	- a laptop - internet - grammarcl
7 minutes	Teacher takes a lesson through a liveworksheet activity. Teacher shares the link.	Ss have to enter to the link for the activity and complete it.	- internet - cellphones - laptops - zoom

Prepositions of place game

https://www.gamestolearnenglish.com/prepositions-game/

Plural nouns game

https://www.grammar.cl/Games/Plural_Nouns.htm

Practice activity – listening worksheet

Intervention 3

CLASS: A2	
	TOPIC: Adjectives
TEACHER'S NAME: Kevin Bunchi	NUMBER OF STUDENTS: 18
	TIME: 30

LESSON OBJECTIVES
MAIN OBJECTIVE:
Students will be able to recognize adjectives or their opposites by a listening activity.

SUBSIDIARY AIM:
- To learn new vocabulary about adjectives
- To develop interest and appreciation of vocabulary

LANGUAGE USE
The strategy which is going to be applied is gamification and grammar in context approach in order to improve the English use of students.

ANTICIPATED PROBLEMS:	POSSIBLE SOLUTION:
- Low audio volume	- Teacher has to turn up the volume of his computer
- Loss of electrical power	- Teacher has to have a plan b

PROCEDURE

STAGES AND TIME	TEACHER´S ACTIVITIES	STUDENTS´S ACTIVITIES	MATERIALS
3 minutes	**Warm up** Teacher shows an activity in wordwall and students have to answer.	Ss pay attention and answer the question	- zoom - canva
2 minutes	Teacher presents the grammar topic both topics.	Ss pay attention.	- a laptop - canva - internet
5 minutes	Teacher presents a video about adjectives to describe cities.	Students pay attention to the video.	- a laptop - internet - youtube

5 minutes	Teacher presents the grammar topic of opposite adjectives.	Ss pay attention.	- a laptop - internet - canva
4 minutes	Teacher presents a game about opposite adjectives.	Ss participate during the activity.	- a laptop - internet - wordwall
8 minutes	Teacher takes a lesson through a liveworksheet activity. Teacher shares the link.	Ss have to enter to the link for the activity and complete it.	- internet - cellphones - laptops - zoom
3 min	Teacher explains how to get enrolled with an account in google classroom and the homework from there.	Ss pay attention and complete the activity	- internet - googleclassroom - cellphone - laptop -

Wordwall activity

https://wordwall.net/es/resource/3259704/opposite-adjectives
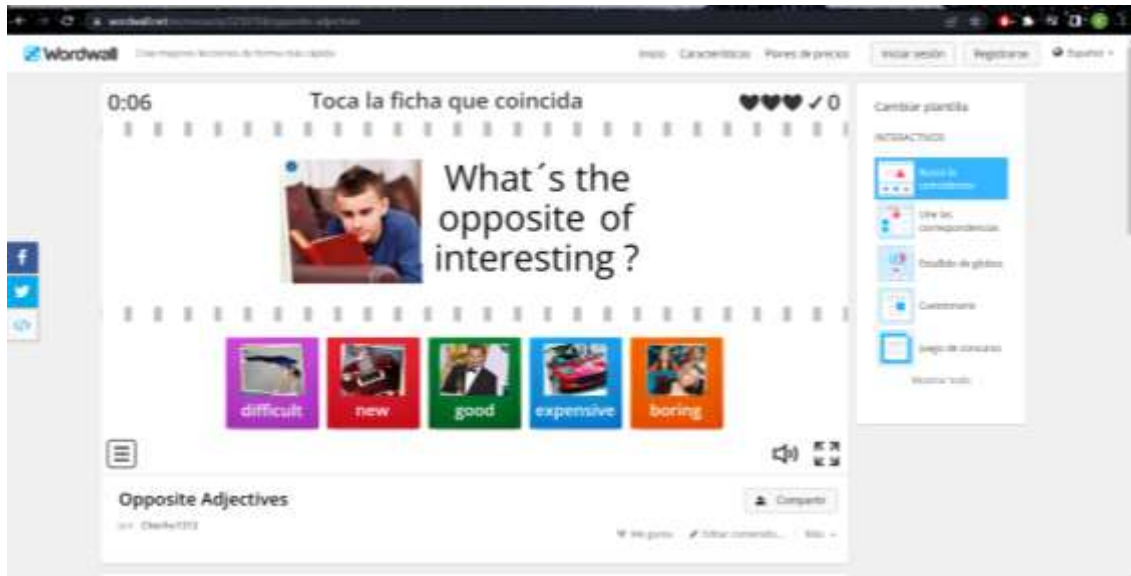
Listening worksheet

https://www.liveworksheets.com/worksheets/en/English_as_a_Second_Langu

age_(ESL)/Opposite_adjectives/Opposites*_listen_and_choose_dy31349js

Google classroom

https://classroom.google.com/c/NTQwMzI2NDcyMDIx?cjc=6n7ogya

Intervention 4

CLASS: A2	TOPIC: Simple present
TEACHER'S NAME: Kevin Bunchi	NUMBER OF STUDENTS: 18
	TIME: 30

LESSON OBJECTIVES
MAIN OBJECTIVE:
Students will be able to use the simple present by doing different activities.

SUBSIDIARY AIM:
- To define what is simple present tense
- To use the simple present tense

LANGUAGE USE
The strategy which is going to be applied is gamification and grammar in context approach in order to improve the English use of students.

ANTICIPATED PROBLEMS:	POSSIBLE SOLUTION:
- Low audio volume	- Teacher has to turn up the volume of his computer
- Loss of electrical power	- Teacher has to have a plan b

PROCEDURE

STAGES AND TIME	TEACHER´S ACTIVITIES	STUDENTS´S ACTIVITIES	MATERIALS
3 minutes	**Warm up** Teacher shows a picture and explains that students have to talk about their daily routine.	Ss pay attention and participate.	- Zoom - canva
4 minutes	Teacher presents the grammar topic of places of work through a video.	Ss pay attention to the video.	- a laptop - youtube - internet

3 minutes	Teacher presents a places of work game.	Students participate in the game.	- a laptop - internet - eslkidsworld
10 minutes	Teacher explains about a worksheet of places of work.	Ss pay attention and complete the activity.	- a laptop - cellphones - internet - liveworksheets
5 minutes	Teacher presents the grammar topic of simple present.	Ss pay attention.	- a laptop - internet - canva
5 minutes	Teacher presents a simple present game.	Ss have to enter to the link for the activity and complete it.	- internet - laptops - wordwall

Places of work activity

https://eslkidsworld.com/Interactive%20games/Vocabulary%20Games/Jobs/jobs

%20and%20places%20of%20work%20interactive%20game.html

Simple present game

https://wordwall.net/es/resource/30844252/ingl%c3%a9s/simple-present-tense-i

Listening worksheet

Intervention 5

CLASS: A2	TOPIC: Listening tips
TEACHER'S NAME: Kevin Bunchi	NUMBER OF STUDENTS: 18
	TIME: 30

LESSON OBJECTIVES
MAIN OBJECTIVE:
To describe what is the listening skill and some tips for a listening test.

SUBSIDIARY AIM:
- To develop listening abilities on students
- To explain to students few basic listening strategies and tips

LANGUAGE USE
The strategy which is going to be applied is gamification and grammar in context approach in order to improve the English use of students.

ANTICIPATED PROBLEMS:	POSSIBLE SOLUTION:
- Low audio volume	- Teacher has to turn up the volume of his computer
- Loss of electrical power	- Teacher has to have a plan b

PROCEDURE

STAGES AND TIME	TEACHER´S ACTIVITIES	STUDENTS´S ACTIVITIES	MATERIALS
5 minutes	**Warm up** Teacher presents a video where students have to listen and guess what the song is.	Ss pay listen to the video and participate in the activity.	- Zoom - youtube
12 minutes	Teacher presents the topic about listening skill with 2 videos included.	Ss pay attention.	- a laptop - canva - internet
7 minutes	Teacher takes a lesson	Ss have to enter to the	- internet - cellphones

	through a liveworksheet activity. Teacher shares the link.	link for the activity and complete it.	- laptops - zoom - liveworksheet
2 minutes	Teacher explains that students have a task to develop in google forms as a homework.	Ss pay attention to the instruction	- internet - cellphones - googleforms

Practice activity – listening worksheet

Listen to the song and complete it with the right words

LIVEWORKSHEETS

Christmas tree

reindeer

fireplace

toy

snow

list

I don't want a lot for ....
There is just one thing I need
I don't care about the ....
Underneath the ....
 I just want you for my own
More than you could ever know
Make my wish come true
All I want for Christmas is you, yeah

I don't want a lot for Christmas
There is just one thing I need
Don't care about the presents
Underneath the Christmas tree
I don't need to hang my

North Pole

presents

stocking

Santa Claus

mistletoe

Christmas

I don't need to hang my ....
There upon the ....
.... won't make me happy
With a .... on Christmas Day
I just want you for my own
More than you could ever know
Make my wish come true
All I want for Christmas is you
You, baby

Oh, I won't ask for much this Christmas
I won't even wish for ....
I'm just gonna keep on waiting
Underneath the ....
I won't make a .... and send it
To the .... for Saint Nick
I won't even stay awake to
Hear those magic .... click

bells

door

tonight

baby

lights

Santa

Christmas

'Cause I just want you here ....
Holding on to me so tight
What more can I do?
Oh, baby, all I want for Christmas is you
You, baby

Oh, all the .... are shining
so brightly everywhere (so brightly, baby)
And the sound of children's
laughter fills the air (oh, oh yeah)
And everyone is singing (oh, yeah)
I hear those sleigh .... ringing
        won't you bring me the one I really need?
(Yeah, oh)
Won't you please bring my baby to me?

bells

door

tonight

baby

lights

Santa

Christmas

wish

TEACHER
LUZ

'Cause I just want you here ....
Holding on to me so tight
What more can I do?
Oh, baby, all I want for Christmas is you
You, baby

Oh, all the .... are shining
so brightly everywhere (so brightly, baby)
And the sound of children's
laughter fills the air (oh, oh yeah)
And everyone is singing (oh, yeah)
I hear those sleigh .... ringing
won't you bring me the one I really need?
(Yeah, oh)
Won't you please bring my baby to me?

Oh, I don't want a lot for ....
This is all I'm asking for
I just wanna see my ....
Standing right outside my ....
Oh, I just want you for my own
More than you could ever know
Make my .... come true
Oh, baby, all I want for Christmas is you
You, baby

All I want for Christmas is you, baby
All I want for Christmas is you, baby
All I want for Christmas is you, baby...

¡Terminado!

Google forms listening test

https://docs.google.com/forms/d/e/1FAIpQLSc9gykq2SXkJSyuOA7oPhqhyD8

RTpBJM2wo4bp0XUgVyHwGIA/viewform?usp=sf_link

Task 1

Instructions:

Watch and listen to the video about "first impressions", then answer the questions below.

*Obligatorio

Write your name: *

_____

http://youtube.com/watch?

v=Oq3Y7NLVcEE

1. Which is the first nonverbal aspect to consider in a first impression? *

Marca solo un óvalo.

◯ Eye contact

◯ Time

◯ Mood

◯ Walk

2. Which nonverbal aspect can say so much about you? *

Marca solo un óvalo.

○ Eye contact

○ Time

○ Mood

○ Smile

3. The speaker says that you have "to make sure you're standing up straight as *
you walk into a room". Which aspect does this explanation belong to?

Marca solo un óvalo.

○ Eye contact

○ Time

○ Body language

○ Nonverbal language

4. Which aspect do the expressions "what you say and how you say" belong to? *

Marca solo un óvalo.

○ Verbal aspect

○ Time

○ Body language

○ Nonverbal language

5. Which action is it customary in the United States of America? *

Marca solo un óvalo.

○ Shake hands

○ Be shy

○ Speak louder

○ Smile

Google Formularios

Annex 3. Pre and post-test

Pre-test

UNIVERSIDAD TECNICA DE AMBATO

FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN

CARRERA DE PEDAGOGIA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

A1 KET

PRELIMINARY ENGLISH TEST

Name:...

TIME: Approximately 25 minutes

INSTRUCTIONS TO STUDENTS

Write your name

Listen to the instructions for each part of the paper carefully.

Answer all the questions.

While you are listening, write your answers on the question paper.

INFORMATION FOR STUDENTS

There are four parts of the test.

Each question carries 0,5 mark.

You will hear each piece twice.

For each part of the test, there will be time for you to look through the questions and time for you to check your answers.

Questions 1 – 5

For each question, choose the correct answer.

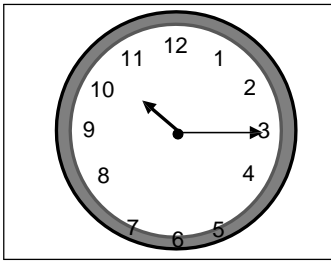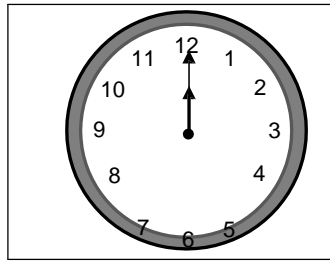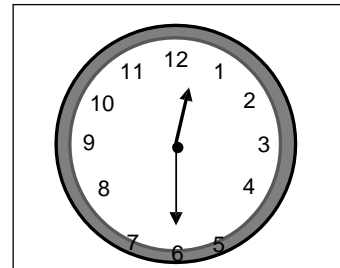1   Where will Claire meet Alex?

| A | B | C |

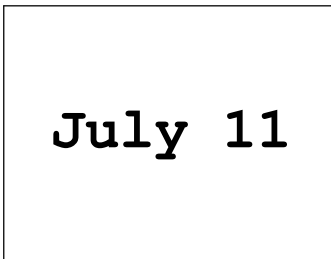2   What time should the man telephone again?

| A | B | C |

3   When are they going to have the party?
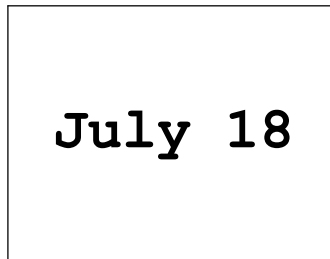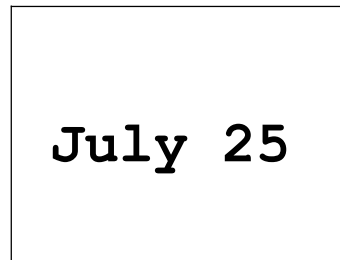
| July 11 | July 18 | July 25 |
| A | B | C |

4 What was the weather like on the picnic?
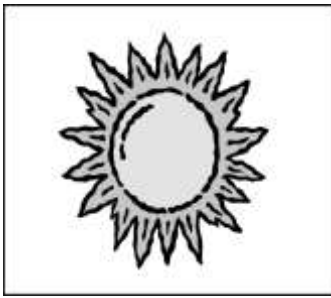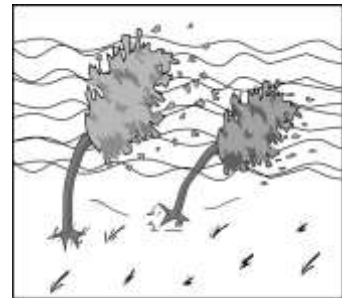
A   B   C

5 How much are the shorts?
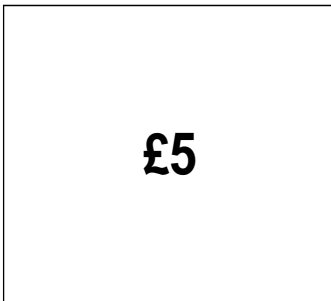
£5	£15	£20
A	B	C
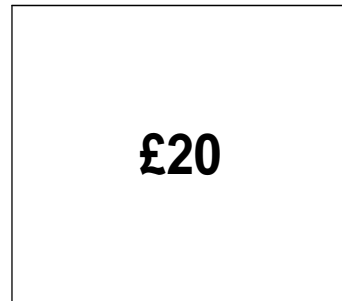
Part 2

For each question, write the correct answer in the gap. Write **one word** or a **number** or a **date** or a **time**.

You will hear a teacher talking to a group of students about summer jobs.

Jobs for students
with Sunshine Holidays

Work in: Children's summer camps

Dates of jobs: (6) 15th June – 20th ....

Staff must be: (7) .... years old

Staff must be able to: (8) ....

Staff will earn: (9) £ .... per week

Send a letter and: (10) ....

Part 3

Questions 11 – 15

For each question, choose the correct answer.

You will hear Robert talking to his friend, Laura, about a trip to Dublin.

11   Who has already decided to go with Robert?

    A   family members

    B   colleagues

    C   tennis partners

12   They'll stay in

    A   a university.

    B   a guest house.

    C   a hotel.

13   Laura must remember to take

    A   a map.

    B   a camera.

    C   a coat.

14   Why does Laura like Dublin?

    A   The people are friendly.

    B   The buildings are interesting.

    C   The shops are beautiful.

15   Robert's excited about the trip to Dublin because

    A   he can't wait to go to the music festival.

    B   he loves the food there.

    C   he wants to go to a new art exhibition.

Part 4

For each question, choose the correct answer.

11   You will hear a woman talking to her friend about why she's bought a
     motorbike.Why did she buy it?

     A   It's fast.

     B   It was cheap.

     C   It'll be easy to repair.

12   You will hear two friends talking about going to
     University.What subject is the man going to study?

     A   history

     B   geography

     C   chemistry

13   You will hear two friends talking about a
     photograph.What's the photograph of?

     A   a sports stadium

     B   a zoo

     C   a school playground

14   You will hear a woman talking to a friend on the
     phone.Why's she upset?

     A   Her train was delayed.

     B   She's lost her wallet.

     C   She's broken her glasses.

15   You will hear a woman talking to her friend, David, about something she's
     bought.What has she bought?

     A   some clothes

     B   some food

     C   some games

Pre- test answer key

Key Listening Sample Paper Answer Key

Part 1	
1	A
2	C
3	C
4	A
5	A
Part 2	
6	august
7	19
8	Drive
9	65
10	Photograph
Part 3	
11	B
12	A
13	C
14	B
15	B
Part 4	
16	A
17	B
18	C
19	B
20	A

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A1 KET

POSTLIMINARY ENGLISH TEST

Name:………………………………………..

TIME: Approximately 25 minutes

INSTRUCTIONS TO STUDENTS

Write your name

Listen to the instructions for each part of the paper carefully.

Answer all the questions.

While you are listening, write your answers on the question paper.

INFORMATION FOR STUDENTS

There are four parts to the test.

Each question carries 0,5 mark.

You will hear each piece twice.

For each part of the test there will be time for you to look through the questions and time for you to check your answers.

Part 1

Questions 1 – 5

For each question, choose the correct picture.

1   What's Julia going to do tonight?

A   **B**   **C**

2   What time does the art lesson start?
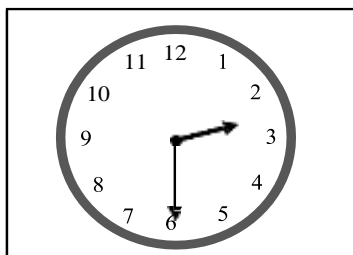
A   **B**   **C**
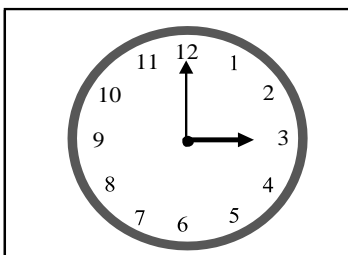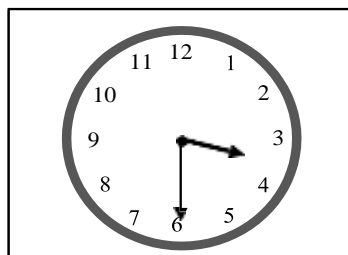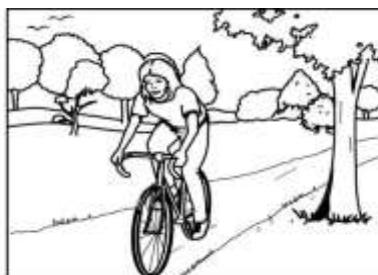
3   What will Chloe do on Saturday?

A   **B**   **C**

4. How much will the girl pay for her cinema ticket?

£4.30	£5.80	£7.60
A	**B**	**C**

5. Who will meet Peter at the airport?
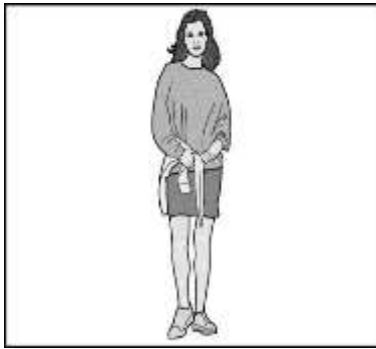
| **A** | **B** | **C** |
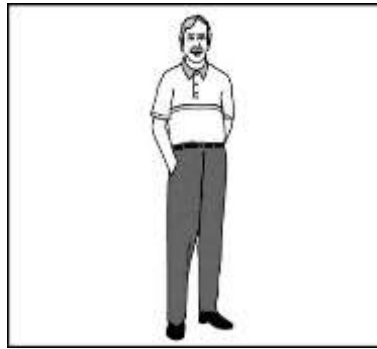
Part 2

For each question, write the correct answer in the gap. Write **one word** or **a number** or **a date** or **a time.**

You will hear a teacher telling students about a school camping trip.

<div style="border:1px solid;">

School Camping Trip

Cost of trip: £39.00

Give money to: **(6)** Mrs _____

Day of return: **(7)** _____

Time to arrive at school: **(8)**_____a.m.

Travel by: **(9)** _____

Bring: **(10)** _____

</div>

Part 3

For each question, choose the correct answer.

You will hear Annie talking to her friend Tony about a film she saw.

11 Annie saw a film at

    A two o'clock.

    B quarter past three.

    C half past five.

12 The film was about

    A a sports star.

    B some animals.

    C history.

13 Annie thought the film

    A was too long.

    B wasn't very interesting.

    C needed better actors.

14 Annie's favorite film

    A makes her laugh.

    B is a true story.

    C is very exciting.

15 Annie prefers to watch films

    A at a cinema.

    B on her laptop.

    C on TV.

Part 4

Questions 16 – 20

For each question, choose the correct answer.

16 You will hear a teacher talking to her class.
    What does the teacher want her class to do?

    A   work more quickly

    B   make less noise

    C   help each other more

17 You will hear two friends talking about their day.
    What have they just done?

    A   They've been to a concert.

    B   They've had a meal.

    C   They've played a sport.

18 You will hear a teacher talking to one of his students called Sarah.
    Why must Sarah do her homework again?

    A   She made too many mistakes.

    B   She did the wrong work.

    C   She forgot to do some of it.

19 You will hear a girl, Lara, talking about shopping.
    Why did Lara buy the bag?

    A   The size was right.

    B   The price was right.

    C   The color was right.

20 You will hear a man talking to his daughter before she goes out.
    What's the weather like today?

    A   It's cold.

    B   It's wet.

    C   It's sunny

Post-test answer key

Key Listening Sample Paper Answer Key

Part 1	
1	**C**
2	**A**
3	**C**
4	**A**
5	**A**
Part 2	
6	**Fairford**
7	**Friday**
8	**7:30**
9	**train**
10	**boots**
Part 3	
11	**B**
12	**A**
13	**C**
14	**B**
15	**A**
Part 4	
16	**B**
17	**C**
18	**B**
19	**A**
20	**B**

Annes 3. Urkund Report

Ouriginal

Document Information

Analyzed document	Bunchi Kevin (chapters 1-4).pdf (D155117403)
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Submitted by	
Submitter email	kbunchi3990@uta.edu.ec
Similarity	2%
Analysis address	eg.encalada.uta@analysis.urkund.com