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FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN

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EXTRANJEROS**

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de Licenciado/a en Pedagogía del Idioma Inglés.**

Theme:

EFL GAMES AND RECEPTIVE SKILLS

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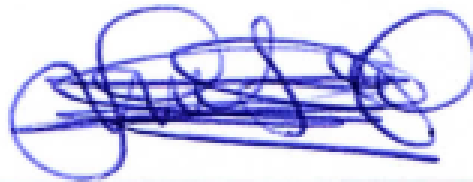
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DEDICATION

TO:

I'm thankful for having my parents Lucy and Ulvio with me along this whole major. They always supported me even when the days weren't that good. They believe in me and I love them with all my heart.

To my teachers who always shared their knowledge and advice, I will carry them in my heart because they have been an important part of this journey.

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ABSTRACT

TITLE: “EFL Games and Receptive Skills”

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The main objective of this study was to focus on developing listening and reading skills using an EFL game-based approach in the classroom. The primary purpose of this study was to analyze the effectiveness of the EFL games as an educational resource for receptive skills in 4th level students in an educational program. Additionally, the researcher applied EFL game types and activities to improve receptive skills in students from Pedagogia de los Idiomas Nacionales y Extranjeros major at Universidad Tecnica de Ambato. In this study, an experimental study was carried out and the researcher used the B1 Preliminary Cambridge pre-test and post-tests. The experiment was conducted on a sample of 16 students from the fourth semester of the PINE major. In the first session of the treatment, the researcher administered a pre-test to gain information on students' listening and reading comprehension. The application of the research work consisted of 6 sessions of using EFL games in the classroom and the researcher included readings, activities and games to improve students' reading and listening skills depending on their English level. Furthermore, the researcher administered a post-test to collect data measuring the students' listening and reading comprehension after treatment. Results obtained from the pre-test and post-test showed that using her EFL game in the classroom had a positive impact on students' listening and reading comprehension. Overall, students improved from an initial average of 12.50 to a final average of 15.68. Finally, the researcher concluded that EFL Games helped students to improve their listening and reading comprehension.

Keywords: EFL Games, listening comprehension, reading comprehension, educational games, active learning, Game-Based Learning

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RESUMEN

TITULO: “EFL Games and Receptive Skills”

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El objetivo principal de este estudio fue centrarse en el desarrollo de las destrezas de comprensión auditiva y lectora utilizando un enfoque basado en los juegos EFL en el aula. El propósito principal de este estudio fue analizar la eficacia de los juegos educativos como recurso educativo para las habilidades receptivas en estudiantes de 4to semestre de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros. En este estudio, se utilizó un enfoque experimental con un pre-test y post-test tomado de Cambridge. El experimento se realizó con una muestra de 16 estudiantes de 4to semestre de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros en la Universidad Tecnica de Ambato. En la primera sesión del tratamiento, la investigadora administró una pre prueba para obtener información sobre la comprensión auditiva y lectora de los estudiantes. La aplicación del trabajo de investigación consistió en 6 sesiones de uso de juegos en el aula y, además, la investigadora incluyó lecturas, actividades y juegos para mejorar las destrezas de lectura y comprensión oral de los estudiantes en función de su nivel de inglés. Además, al final del tratamiento, la investigadora administró una posprueba para recoger datos que midieran la comprensión auditiva y lectora de los alumnos después del tratamiento. En general, los estudiantes mejoraron de una media inicial de 12,50 a una media final de 15,68. Por último, la investigadora concluyó que los EFL Games ayudaron a los alumnos a mejorar su comprensión auditiva y lectora.

Palabras clave: EFL Juegos, comprensión auditiva, comprensión lectora, juegos educativos, aprendizaje activo, Game-Based Learning.

CHAPTER I. THEORETICAL FRAMEWORK

1.1 Investigative Background

In the current study, foregoing and previous research works that aimed to see the relationship between Educational Games as a didactic resource and receptive skills were analyzed.

In the research paper conducted by Saleh et al. (2022), the study aimed to investigate the effectiveness of using games for vocabulary. The main objective of this study is to investigate the effect of using educational games on the acquisition of new vocabulary by young learners. A semi-tested design, pre-test, post-test, and delayed post-test were used to achieve the objective of the studies, which was to study the effect of using games on different variables. The population was 40 students from Saudi Arabia. The results showed that there was a significant difference between the two groups for the test. This shows the positive impact of the intervention of the teacher with games on children. Finally, no significant difference was noted between the Pre-test and the Post- in the same group. The participants were able to remember vocabulary 3 weeks after studying. The results showed that using educational games to teach vocabulary had many positive effects on the participants, as games were found to entertain, teach, motivate, and improve their knowledge and fluency in young learners. The participants of the study were pleased with the learning outcomes, because they enjoyed the classes with games and, in fact, the study reflected that the use of gamification in learners had increased learner engagement by, improving absorption acquiring and retaining knowledge, and giving learners the opportunity to see the application of real words.

The research led by Juaniati et al. (2022), the purpose of this study was to determine the description of children's receptive language skills before treatment, to know the description of children's receptive language skills after treatment, and to determine whether playing whispered strings had an effect on receptive language skills. Children aged 5-6 years in kindergarten. A quantitative approach with quasi-experimental study designs was used as the research approach. The population of this study consists of 5- to 6-year-old students from TK Aisyiyah, Parangtambung. The sample for this study consisted of 12 children. There were 6 children in the

experimental group and 6 children in the control group. The data collection techniques used were descriptive statistical analysis and nonparametric statistical analysis. Based on the results of the conducted investigations, it can be concluded that the receptive language skills of the children treated with the whispering method were better in the experimental class than in the control class.

The research developed by Syafii et al. (2020), the purpose of the study the most suitable games to improve the listening skills of the students of the Faculty of Economics at Muhammadiyah University in Ponorogo. The focus of this study was the process and outcome of improving students' listening skills in English. The technique consists of four phases, namely: (1) planning, (2) implementation, (3) observation, and (4) reflection. Data was collected using instruments, listening tests, observation checklists, and questionnaires. The data obtained were subjected to a descriptive analysis to know the process and the result of the improvement caused by the application of each game. Based on the use of games, the success criteria were successfully met in Cycle 2. 74% of the students were able to achieve a grade above 60 and 90% answered yes to the use of games. This means that the use of games is very useful to improve students' listening skills.

Bado (2022) carried a study which aimed to sought and elicit insights into pedagogical practices bearing on the combination of virtual video games into coaching and studying. A evaluate of peer-reviewed magazine articles posted in English over the last 10 years exposed not unusual place pedagogical issues that have been categorized into pre-sport, sport, and post-sport taxonomy. The findings indicated that instructors carried out a lot of academic sports on the pre-sport, sport, and post-sport stages. Pre-sport sports consisted ordinarily of lectures and gameplay training. At the sport stage, instructors engaged in content material scaffolding, finished study room control sports, and supplied technical help to college students for the duration of gameplay. At the post-sport stage, instructors prepared debriefing classes to make certain that gameplay translated into studying results for college students. Recommendations are made for the combination of video games into coaching and studying with a purpose to maximize scholar engagement and studying results.

ALRababah (2019) carried out a study where the purpose was to examine the influence of the use of language games on the development of reading skills in non-Arabic native speakers. The study involved 40 learners from the Language Center/University of Jordan. The participants were divided into two groups: an experimental group, in which language game strategies were taught, and a control group, in which the normal method was taught. To achieve the aim of the study, the researcher prepared a test that measures reading ability and checks its validity stability tests. After performing all necessary processing and analysis procedures, the test results showed statistically significant differences at the significance level for the experimental group. This points to the positive impact of learning through language games on reading literacy.

The research conducted by Yulandari et al. (2018), the main aim of the study was to improve the reading comprehension and literacy of 7th grade SMP Negeri 4 Praya, Indonesia, students enhanced the reading comprehension through language games. A collaborative work was carried out by the researcher, the English teacher, the principal and the seventh-grade students to achieve the goal. The phases of the study were: planning, observation of action and reflection. The data were obtained through observation of the teaching and learning process during the activities, interviews with an English teacher and seventh grade students, and interviews with an English teacher. Data analysis took the form of field notes, recordings, interview transcripts, and photographs. The result showed that in Cycle 1, by implementing language games, it was possible to improve the students' reading comprehension and their interest in reading in the teaching and learning process. However, language games implemented through group work failed because some students were not actively involved in the group work. Therefore, the researcher perfected this activity by using partner work and giving rewards. Meanwhile, in the II cycle, the implementation of language games has been shown to effectively improve students' reading comprehension and interest in reading in the teaching-learning process. In both cycles, the implementation of language games improved students' reading comprehension.

Jääskä et al. (2022) developed a research on recreation-primarily based totally mastering (GBL) techniques indicates that they'll growth college students' motivation and mastering with inside the context of better training. However, there's nonetheless

uncertainty concerning whether or not and the way GBL techniques may be applied in challenge control training. Our quasi-experimental observe analyzes challenge control college students' studies of a GBL approach implemented in six European better training institutes at some point of past due 2021 and early 2022. The facts had been analyzed the usage of each qualitative and quantitative techniques. Our findings consist of college students' advantageous and terrible perceptions associated with the implemented GBL approach, which motivated college students' motivation to observe and examine challenge control phenomena. Our findings suggest that recreation-primarily based totally mastering answers may be used to encourage college students and to put together novices to cope with uncertainty, as in real-existence projects.

A research led by Mamoun (2022), the purpose of this quasi-experimental look at is to research the impact of the use of academic video games at the vocabulary gaining knowledge of of younger kids. The studies turned into performed at a kindergarten in Saudi Arabia, wherein the contributors had been forty Arab younger beginners. Participants had been divided into groups, manipulate, and experimental organization. The experimental and manipulate organization constructed from twenty college students each. A vocabulary-primarily based totally test, offering as a pre-test, post-test, and behind schedule post-test, turned into assigned to each group. The look at found out that making use of academic video games as a gaining knowledge of approach with younger beginners, improved learner engagement, stepped forward know-how absorption and retention, and gave beginners the possibility to look actual phrase application. Accordingly, this look at recommends the use of academic video games in coaching vocabulary extra creatively with younger beginners.

Overall, the previously presented studies of using games to enhance and improve the receptive skills of reading and listening, are support for this study and have demonstrated effectiveness in acquiring the different skills on English. These studies were conducted with participants of different age groups and levels. The participants improved their different skills by playing games in English at the end of each one.

1.3 Theoretical Framework

1.3.1 Independent Variable and development

1.3.1.1 Post Methods Era in English Teaching

A globalized world is where there's always an advance in educational practices and technology. Toofal and Barjasteh (2018) state that from an individualistic point of view and a student-centered approach to language learning, the post method rejected belief in universal methods and was born with the concept of localizing learning materials to better emphasize specific language needs in specific context.

Method and approach are part of the indispensable concepts in teaching the language English practicing teachers using the methods at that time is approaching, but there have been significant changes to the post-method era (Lusianov, 2020). The post-method era is characterized by the constant search for open and practical concepts based on experiential and pedagogical ideas that translate a specific research project into the classroom and create situation-specific micro-strategies.

The concept of method is to find another way forward that leads to effective teaching experiences in the L2 Teaching and Learning Approach. According to Toofal and Barjasteh (2018), the difference between method and post-method is that the traditional notion of method is based on pedagogical knowledge that teachers have already built into their curricula. On the other hand, the meaning of method involves teaching and knowing how to act independently. It is principled pragmatism as opposed to eclecticism, depicting the relationship between theory and practice, and focuses on how teachers can manage learning in the classroom to lead to critical teaching.

Kumaravadivelu is a prominent figure in the field of language teaching, and his work has influenced how teachers approach the teaching of English as a foreign language (Yulandari et al., 2022). He is particularly known for his focus on English as a foreign language (EFL) teaching and his contributions to the development of language teaching methodology.

1.3.1.2 Game-Based Learning

Game based learning is an ancient term. It has been tested beneficial for human training because of the sunrise of human civilization. This concept appeared first in the 17th century, proposed by the Czech philosopher, John Comenius. He believed in the concept of the “Schola Ludus” by stating "the art of turning all our schools into games"(Atwood, 2009, p. 384). It is not without reason that his views have inspired many contemporary educational thinkers. In many ways, he was the first to establish what he called didactics, discipline. According to Hellerstedt and Mozelius, (2018) supported that Comenius’s views on education were ambitious and clearly universalist. He wanted to build didactics from the scratch. He laid a new philosophical foundation for the discipline, but for him the development of pedagogical practice was also important.

Jean Piaget was the successor of Comenius's theories; he stated that game-based learning derived from his cognitive development theory. According to Zhong (2019), Piaget’s view is the opportunity to learn new things, the opportunity to form and expand knowledge and skills, an opportunity to combine thought and action, and an important vehicle for children's intellectual development. He also believes that the main reason students play is that there is a scenario where they can try without responsibility or punishment. The students can consolidate the newly acquired cognitive structure and further develop their emotional experience.

Plass et al. (2021) pointed out Piaget’s theory that children progress through different developmental stages, playing games become more abstract, symbolic, and social. Playing games is believed to contribute to children's cognitive development by activating charts in a way that allows children to go beyond their immediate reality.

According to Lei et al. (2022), the Game-Based Learning approach is an educational technique that uses games as educational tools to stimulate learning in students through the development of specific skills in various areas. This methodology differs from traditional methods of education because it employs game mechanics in addition to the use of technology to create new

and engaging learning experiences for students. These games can take various forms, such as board games, mobile applications, and online platform-based games.

According to Hartt et al. (2020), the main objective of the Game-Based Learning methodology is to harness the benefits of games to enhance the acquisition of knowledge, skills, and abilities. This is achieved through the design of each game's methodology, which allows players to solve problems and make decisions to find solutions. By applying concepts related to a specific subject, students can improve their reasoning and comprehension abilities.

Pérez et al. (2020) mentioned that this type of learning methodology is beneficial for students, but it requires a high level of commitment to effectively follow the instructions provided by the teacher. In doing so, the student can develop the ability to improve their critical thinking, solve problems more effectively, and, above all, learn to collaborate with their teachers and classmates.

This learning approach can be particularly beneficial for students as it promotes engagement, participation, critical thinking, problem-solving, and collaboration (Moore-Russo et al., 2020). Additionally, Game-Based Learning adapts to different learning styles and paces, allowing students to progress at their own pace and receive immediate feedback.

Importance of the Game-based Learning

Jääskä et al. (n.d.) established the importance of this methodology lies in the fact, through games, students can enhance the educational process of acquiring knowledge and improve critical analysis. It requires each participant to commit to accurately following instructions to execute an activity. Additionally, the integration of various elements such as challenges and rewards are necessary to stimulate competition and motivate active participation.

According to Hu et al. (2022), games provide opportunities for students to make the learning process more experiential, allowing them to explore certain actions within a controlled and safe environment. This improves their

skills in reasoning and problem-solving. The customization and adaptability of games allow teachers to design them based on the individual needs of each participant, considering their psychological characteristics. This type of activity is tailored to specific learning styles, rhythms, and skill sets, allowing the learning process to flow smoothly and maximizing the potential of each student. Emerson et al. (2023), game-based Learning is important because it promotes teamwork and focuses on achieving a common objective. Through discussions, communication channels among team members are improved, enabling the planning of strategies to solve problems. This methodology allows the teacher to understand the consequences of the games, providing information and identifying areas that require reinforcement and effort to ensure a smooth learning process.

Benefits of the Game-based Learning

Lei et al. (2022) established the benefits of Game-based Learning are the following:

- Active and hands-on learning
- Development of cognitive skills
- Immediate feedback
- Collaboration and teamwork
- Personalization of learning
- Long-term knowledge retention

Classification of Game-based Learning

Cognitive Foundations of Game-based Learning

Bado (2022) uses the cognitive aspects involved in game-based learning such as attention, memorization, decision making, reasoning and critical thinking, with the different activities which allow students to pay attention, memorize and remember information, with which they develop strategies to search, analyze and process the solution to a problem and thus advance in the execution of the game.

Motivational Foundations of Game-based Learning

According to Plass et al. (2021), all the emotional aspects developed in the process of game-based learning, as students are exposed to the ability to generate emotions such as achievement, satisfaction, and enthusiasm. These factors increase motivation and engagement, allowing each participant to enjoy the learning process more effectively. Games can manipulate emotions such as empathy and stress, creating a friendly environment for learning.

Motivational Foundations of Game-based Learning

Jääskä et al. (2022), game-based learning incorporates motivational elements such as intrigue, challenge, and reward, which enhance the learning experience. These elements foster motivation for students to actively participate and learn, as they are driven by the actions required to achieve a goal and experience feelings of satisfaction and accomplishment. Teachers can leverage these motivational foundations to encourage greater effort and engagement in the learning process.

Sociocultural Foundations of Game-based Learning

Domagk (2010) established that all the social and cultural aspects employed in Game-based Learning, as students must interact with each other, collaborate, and build collective knowledge. These groups of individuals engage in various group activities where they share ideas and establish strategies to solve a problem, leading to the achievement of common goals. This enhances the learning process by fostering a better understanding and deeper exploration, allowing students to improve their ability to abstract from different academic contexts.

1.3.1.3 Educational Games

Using games in the classroom has been a useful strategy to enhance learning for students. Games, which provide a link between learning theory and its applications, are an important part of modern educational strategies used by teachers at different levels of education from kindergarten to university, since the first scientific evidence highlights their usefulness in learning activities (Tarik et al., 2020).

According to Khasawneh (2020), Jeremy Harmer is a pioneer in the utilization of educational games. These activities consist of games that the teacher selects or adapts, in which students participate, and are applied in a specific time and place, according to specific rules to help students with learning difficulties pick up on patterns of language and oral expressions in English language.

Children learn their native language and internalize rules by learning to play language games. In the research carried out by Peters (2020), learning to play the game is understood in the sense of making a move in the game, but learning to play the game is a model of learning how to reason. There are many kinds of language games, and together they form a natural language, the result is that the rules of language work like the rules of the game, but nothing is essential to all games.

According to Heathfield (2020), educational games allow learners to unconsciously acquire vocabulary and relevant context while participating in activities. Using games and activities in the classroom creates a playful atmosphere, makes the teaching and learning process more engaging, and makes the learning experience more enjoyable for both learners and teachers.

Zeng et al. (2020) mentioned that educational games are unique because they integrate knowledge with games, create actual trouble conditions for learners, stimulate getting-to-know motivation, and efficaciously sell students' getting-to-know. Educational games are considered games with a specific educational purpose that can build real-life scenes and stimulate learners' inner motivations.

According to Selvi and Öztürk (2018), educational games are considered as an effective alternative to support the traditional pedagogical methods of educators' responsibility, such as inspiring students to learn, teaching them to love enjoy learning and make learning fun. These responsibilities are often overlooked in science education because motivating students toward the lesson and their participation in the lesson is often a daunting task for classroom instruction, as is often the case.

Educational games can help children, teachers and game designers work together and create a friendly learning environment. Children are willing to repeatedly play educational games; they will automatically develop and succeed in their knowledge. Tang (2020) supported that they are an interactive approach for stimulating motivation and active learning in learners, while encouraging also teamwork and collaborative learning among students. Games play an important role in active learning as they include both interactive and special elements. Not only do they make learning more enjoyable, but they also encourage student participation in the classroom and foster their attitudes to learning.

1.3.1.4 EFL Games :

Mamoun et al. (2022) explained that teachers nowadays are encouraged to use more innovative strategies such as games and focus more on engaging students while learning. Therefore, teachers need to facilitate the process of learning the different skills in English. With their help, learners can improve their skills in learning. One of the useful methods of teaching vocabulary and the other skills is games (Serrano et al., 2017). This strategy has been called a new term which is gamification.

Games are a complex genre of learning environment that cannot be understood from a single learning perspective. Tang (2020), games play an important role in language classrooms even though most teachers don't know them as a learning strategy.

According to Rodrigues and Oliveira (2019) explained that gamification or the use of EFL Games are the incorporation of game elements, such as points, leaderboards, and badges into non-game settings, to improve interactions with employees and consumers. The use of games in educational contexts and for learning and development purposes is by no means a new phenomenon. The idea of using games in education does not seem to be widely accepted and implemented. Many teachers still think that using games cannot bring a lot of advantages to the class. However, some studies have demonstrated that using games can be an effective strategy to implement when teaching the different skills to learners.

In fact, some authors have mentioned some advantages of games while learning a new language. Zeng et al. (2020) established some examples of advantages of games in the class:

- The use of games in education is intended to help students remember what they have learned because active participation is encouraged.
- The use of games can help attract students' attention because it is considered a fun way to learn the language.
- The game can also be used to teach other skills such as critical thinking and problem solving.

Also, Adipat et al. (2021) explained different advantages of using EFL games in class, to enhance the students learning:

- Challenge and competition are key to any game and students pay more attention to completing tasks. This is called an interdisciplinary approach.
- Students also use the knowledge they gained in class to put into practice in different classes.
- The game develops students' observation skills.
- Games influence students to follow rules and to follow the objectives of a lesson.

As there are advantages of using games on the other hand, some disadvantages, or drawbacks of excessive or improper use of gamification must be considered. According to Furdu et al. (2017) gave examples of forcing gamification:

- Gamification can create school-like rule-based experiences.
- Effort, not maturity, should be rewarded, and students should learn to see failure as an opportunity, rather than becoming unmotivated or fearful.
- Activities should be designed so that students can repeat them if they fail.
- Feedback can be used as a correction for student actions and should be a motivator for their further activities.

Importance of EFL Games

Games are used by teachers to break out of the monotony of the course book, to fill in extra time, and to review for exams. After all, learning a language requires a long effort. Games provide meaningful communication around a context for learners to apply into learning a second language. Although games involve discrete linguistic elements, such as spelling games, meaningful communication takes place as students seek to understand how to play the game and when they communicate about the game: before, during and after the game (Hashemi, 2021).

According to the research carried out by Syafii et al. (2020), games in education can help increase student engagement, promote social and emotional learning, and motivate students to take risks. Studies have shown that virtual games can improve concentration and attention in ADHD students and help dyslexic students improve spatial and temporal attention, which can translate to reading better. But games do not replace other forms of learning. Like any teaching tool, they must be well planned and integrated only when aligned with the learning objectives.

Classification of EFL Games:

According to Javidani (2017), Mario Rinvoluceri is the pioneer in using EFL games. These Games are divided into games with two main categories: language games and communication games. First, language games focus on accuracy, such as providing the correct antonym. Secondly, we have communication games, focus on the successful exchange of information and ideas, such as two people identifying the difference between two pictures of themselves that are similar but not identical. While important, the correct use of language is secondary to achieving the goal of communication.

The Use of EFL Games:

Children are usually very excited about games, but for this reason some older students may worry that the game is too childish for them. Games can play a variety of roles in the language curriculum. Games are traditionally used in language lessons as a warm-up at the start of the course, as a supplement

when there is extra time at the end of the course or regularly added to the program for adding variety. In addition, adults have long participated in radio and television games, not to mention popular board games, such as Monopoly, which are played by adults. As with other learning activities, teachers need to pay special attention to the difficulty level of the game. Part of the appeal of the game is the challenge, but if the challenge is too great, some students may get frustrated (Javidani, 2017).

1.3.2 Dependent Variable and development

1.3.2.1 English Language

Over the decades, English has expanded as part of a phenomenon known worldwide as globalization. More and more people are learning to speak English, and more and more people rely on it to get a job or be successful.

Rao (2019) led research explaining the role of English globally. He states that because English is a lingua franca, most English speakers, native or non-native, use English as a means of communication in businesses and business organizations. English has become the fastest growing language of our modern world and has achieved status as the commercial language that connects East and West and North and South. English is widely used around the world in almost every field, including science, engineering and technology, medicine, commerce, scientific research, education, tourism, the internet, banking, business, advertising, the film industry, transportation, pharmacy, and more to name a few.

Importance of learning the English Language

There are many reasons that make English important in today's communication. First, it is the most widely spoken foreign language. English helps us communicate not only with English speakers but also with people all over the world (Lopez et al., 2022). Moreover, English is essential in the field of education. Since it is the primary language of science, most studies and studies in any scientific field are written in it. At the university level, students

in many countries study nearly all subjects in English to make materials more accessible to students around the world.

1.3.2.2 English Language Skills

Learning a language means acquiring the four language skills. As future teachers we must remember that languages are not objects. It's a series of functions. These language skills must be acquired to use the language successfully in everyday life (Programme, n.d). Husain explains the definition of a skill by stating the following:

“A skill may be called the ability to do something well” (Husain pg.1 2015)

Aydogan (2014) pointed out that language skills are divided into listening, speaking, reading, and writing. This contrasts with "micro-skills," which might be such things as grammar, vocabulary, pronunciation, and spelling. This contrasts with "micro-skills," which might be such things as grammar, vocabulary, pronunciation, and spelling. The four basic skills are linked together by two parameters: the mode of communication: oral or written, and the meaning of communication: reception or production of a message. When we talk about listening, we really mean listening and understanding what we hear. Oral comprehension is the ability to absorb in the mode of speaking. Speaking is an effective skill like the other skills, is more complex than it first appears, and includes more than just pronouncing words.

Markström (2019) explained the relationship between reading and writing. The second part of language use is the ability to read and write sentences. The first skill is the ability to understand what others have written. The second ability is the ability to generate language for yourself or others. It's the ability to write. This means that you can read and write texts with a wide variety of content and become familiar with the various uses of the language.

Speaking Skill: Kholmurodova (2021), speaking is a productive interactive language skill. It is productive when students create language orally to convey their thoughts to others. It is interactive as students directly engage with this skill by speaking out.

Writing Skill: This is when students write down their own ideas to practice the production of language. According to Rao and Durga (2018), writing helps you communicate your thoughts, ideas, and facts in simple language. Students must learn the art of good writing, which is essential to excel on both an academic and professional level.

Reading Skill: Reading Skills (2021) pointed out that reading comprehension is the ability to understand different texts. Understanding written texts and combining those understandings with prior knowledge enables the student to perform her three reading comprehension skills.

Listening Skill is a skill that allows people to understand or comprehend spoken language. According to Alzamil (2021), comprehension does not depend solely on what the speaker says, as the listener plays a key role in understanding the listening process and applying knowledge to what is heard to understand the speaker's meaning.

1.3.2.4 Receptive Skills

Language teaching includes four important skills. These competencies are listening, speaking, reading, and writing. Acquisition skills include listening and reading while effective speaking and writing skills. Language skills can also be divided into verbal and visual skills. Listening and reading skills are classified under receptive language skills because listeners and readers try to understand the language that the speaker or writer uses to grasp the meaning or message. In this case, listeners and readers do not just accept the message conveyed by the speaker or the writer (Al-Jawi, 2010).

Reception is the way people extract meaning from speech they see or hear. There are generalities about this type of processing that apply to both reading and listening that will be discussed in this chapter, but there are also significant differences between reading and listening too (Pérez-Segura et al., 2020 p.3).

Reasons for Reading and Listening

When we read a story or a newspaper, listen to the news or engage in a conversation, we use our pre-existing knowledge as we approach the process of understanding, and we express a variety of acquired skills; which one we use will be determined by our purpose of reading or listening. Al-Jawi (2010) explained the different reasons or purposes to practice reading and listening:

- **To maintain good social relationships:** In this type of conversation, the content of the information or the message is not important. It is important that goodwill is maintained or established through chat.
- **For entertainment:** People listen to jokes, stories, songs, plays, television; radio programs, etc. mainly for entertainment. The results of such listening are often not measured in terms of usefulness, but rather in terms of individual satisfaction.
- **For Learning Purposes:** People listen to lectures, seminars and lectures to improve their knowledge and skills. Listening is at the heart of all learning. A student who did not understand what the teacher was saying in class was severely hindered in their learning.

Importance of Receptive Skills

Acquisition, reading and listening skills are important skills that all students should master when learning a new language. They are important because they surround the world and can be used for recreational purposes. A research carried out by GÜNGÖR and ÖNDER, (2023) supported that receptive skills are required for many information sources created for direct purposes, such as textbooks and research articles. Without readability, one would not be able to use the information contained in these documents. Similarly, when you listen to podcasts or get directions, you can't get information or execute commands without learning listening skills. Similarly, the same scenarios can be presented for entertainment purposes and there will be a lack of communication based on a lack of receptive skills (Pachina n.d.).

Receptive Skills development

Sreena and Ilankumaran (2018) described the development of reception skills, they need to be improved by improving listening and reading abilities. A student is also a good listener and attentive reader. Through interest and knowledge seeking, learners can achieve maximum receptive skill. The student's ability to do anything remains a question mark until it reaches perfection. A student can understand a well-written text, but he cannot produce it perfectly without practice. For good output, entry is required. Absorption and concentration are very important for listening. Reading needs careful study to improve. reading material is best selected related to differing opinions on the same topic also help practice these skills.

The primary goal of the receptive skills program is not to teach additional grammar and vocabulary, but to develop learners' ability to understand and interpret texts using their existing language knowledge. Of course, the development of receptive skills can be combined with linguistic input in the same lesson, but the processes must be carried out in stages so that the linguistic component does not eliminate part of the skills.

Subskills of the Reading Skill

Al-Jawi (2010) mentioned the different subskills for developing the reading skills in learners, the processes we go through when reading a short story or along other activities. The following sub-skills are:

- **Identify topic:** readers and listeners can identify the subject of a text very quickly using their techniques on how to get into the idea of what you are saying/writing. This identification capabilities allow them to process documents more efficiently.
- **Prediction skills:** after identifying the topic, readers and listeners guess what is written or talk about. They try to predict what is to come. Reading or listening to them then helps them confirm their expectations of what they have predicted.
- **Skimming:** this term means getting the gist of a text quickly while scanning the text with your eyes. Here It is useful for teachers to ask

their students to take a quick look at the text before diving in for more details to get specific information.

- **Scanning:** this term means to read or listen to specific information. Unlike reading and listening to the main idea that we usually read or listen to a text because we need specific details.
- **Read deeply:** we use this type of reading/listening while reading an interesting model or a short story or an article from a famous newspaper etc.
- **Extensive reading:** means reading/listening for pleasure.
- **Intensive reading:** that is, reading/listening to detailed information. We use this technique when we want to understand instructions or directions or when preparing for an exam.
- **Interpreting the text:** this secondary skill is used by the reader/listener if they want to understand the meaning literal word.
- **Infer Attitudes and Attitudes:** a good reader/listener will know this from the various cues they receive, whether the writer or speaker approves of the subject he is talking about, or his opinion of the person he describes as favorable or not. It is based on linguistic style recognition.

Subskills of the Listening Skill

According to Spratt et al. (2011), the different subskills of the listening skill support that not everyone listens to everything in the same way. These subskills depend on the reason for listening. The following subskills are:

- **Listen for gist or global understanding:** according to Wilson (2008), listening for gist is listening for the main idea. This means when learners listen for something in general. Learners must not need to understand every single detail; the information is more general.
- **Listening for specific information:** Wilson (2008) established that listening for specific information is when learners listen to something with the purpose of discovering pieces of different information.

Learners know what they are searching for, and they cannot ignore information.

- **Listening in detail:** according to Wilson (2008), listening in detail is when learners listen very closely, paying attention to the information and try to understand as much as they can.

1.2 Objectives

1.2.1 General Objective

To analyze the effectiveness of EFL games as a didactic resource in the receptive skills.

1.2.2 Specific Objectives

- To identify the types of EFL games to improve receptive skills.
- To apply the types and activities of EFL games to improve receptive skills to students learning English language.
- To establish the impact of EFL games as a didactic resource and receptive skills in the English learning language.

1.2.3 Description of achievement of the objectives

First, the researcher investigated and provided a clear and concise description of the different types of EFL games, with authors and articles containing examples and definitions of the methodology and importance of educational games. The researcher searched thoroughly also the definition of listening and reading skills which are part of the receptive skills to achieve the first specific objective.

Second, the researcher applied different EFL games with activities that developed and improved reading and listening comprehension to the population. Six lesson plans have been applied, each with different games and different activities to develop listening and reading skills in class to achieve a second specific objective. Each request was handled within an hour of hers and feedback was also provided if questions arose during the class.

Finally, the researcher used the B1 Preliminary PET test to evaluate the population's receptive skills. The first application was the pre-test, when treatment has not yet been applied and results are observed in the population, and the second application is the post-test, when treatment is applied, and the researcher saw the improvement in the subskills of the skills and in the social skills of the population to achieve the third specific objective.

CHAPTER II

METHODOLOGY

2.1 Resources

For the development of the research, it was necessary to use technological resources such as the computer and the internet to elaborate the theoretical framework, tabulate and analyze the data obtained from the test provided by the language department of the University of Cambridge. The present research used human resources, which is composed of the fourth-semester students from Pedagogía de los Idiomas Nacionales y Extranjeros of the Universidad Técnica de Ambato, with whom all the necessary activities were applied to obtain a response to the research problem.

2.1.1 Population

The sample selected to carry out this research consisted of 16 students from the fourth semester from the major Pedagogía de los Idiomas Nacionales y Extranjeros at Universidad Técnica de Ambato, with an average age ranging from 21 to 24 years old. The sample used in the experiment were 16 students of fourth semester, (9 of them were women and 11 were men).

Table 1

Population

Population	Number of Students	Percentage
Female	9	56%
Male	7	44%
Total	16	100%

Note: Information taken from student's 4th semester of PINE major at Universidad Técnica de Ambato

2. 1. 2 Instruments

For the development of the research, it was necessary to use a pre-test and a post-test, with the main objective of collecting data and comparing them among all the elements that make up the sample of the experimental group. The grades obtained from the pre-test and the post-test were used to identify the effects that EFL Games have on

English language learning. The B1 Preliminary PET exam format obtained from the "Cambridge Assessment English" website was used. The exam lasted for 60 minutes and consisted of 4 parts which are 2 parts for Reading and 2 for Listening, composed of multiple-choice questions about the different subskills the researcher wanted to evaluate about their population. The researcher evaluated understanding vocabulary, listening for specific information for the listening part. The reading part the researcher evaluated reading comprehension and scanning for specific information and in the reading part, one part consisted in understanding a text and the other one in completing sentences inside a text. The pre-test was applied before using the EFL Games and the post-test was applied after the interventions to analyze the improvement of the students with 6 interventions using different educational games.

To apply the EFL Games, it was necessary to have one-hour class, followed with 6 sessions over a period of time. All sessions aimed to improve English language skills in areas such as vocabulary, listening comprehension, reading comprehension. All the activities were focused on improving the receptive skills of the students.

2.1.3 Data collection procedure

The researcher introduced herself to the class and explained the research topic to being with the data collection. After the information was given, about the research, a pre-test for further personal development was distributed to the students and lasted for 60 minutes. Application of the instrument lasted one day. In addition, this research was applied into six lessons used to improve English listening and reading comprehension through EFL Games. The sessions began by teaching the students what they were struggling with various aspects such as the listening for specific information in the listening part; and reading comprehension in the reading part, revealed in their pretests. For example, the recognition of sentences as possible answers to fill the gaps in a text, in the reading part emphasizing in the reading comprehension and scanning for specific information. The listening part focused on the understanding of vocabulary and listening comprehension of specific information. Each lesson was designed around a specific element of the relevant language, and each lesson plan had a specific theme related to "Clothing and Appearance".

The first lesson lasted 60 minutes. The objectives were that students were able to identify the future perfect sentences of the text and possible answers. The teaching aim was to apply the “Sleepy Beauties” games to enhance reading comprehension. First of all, the researcher applied a warm-up which consisted in the game of “Find someone who”, later, the researcher gave the instructions of the game. Secondly, the researcher applied the game forming groups of 4 people and presented the sentences to complete the passage using the future perfect. Third, after presenting the sentences to the students, they had time to order and fill the gaps of the passage. Finally, students were asked to identify various future perfect expressions throughout the reading passage. They had to read and recognize the expressions again to win the game.

The second lesson lasted 60 minutes. The objectives were that students were able to listen and repeat vocabulary and phrases used to discuss clothing customs. The teaching aim was to apply the “English Whispers” game to enhance listening comprehension of a message. Firstly, the researcher applied a warm up which consisted in playing “Red-Green Light” with the vocabulary related to “Clothing and Appearance”. After the warm-up finished, the researcher divided the class into groups of four, and explained the instructions of the game. Second, the researcher proceeded to tell the last one of the lines the message, so they could practice the game of English Whispers. They had to pass the message using some phrases related to clothing to the first in the line and they had to write it on the board. Third, if the message wasn’t the one the researcher told the group, they had to keep trying until the message was almost right. Finally, the message had to be right for the team to win the game.

The third lesson lasted 60 minutes. The objectives were that the students were able to listen and repeat vocabulary and phrases used to discuss clothing details. The teaching aim was to apply the “Crowdsource the character” the game to enhance listening comprehension of a describing clothes. Firstly, the researcher applied a warm up which consisted in playing “Hot Potato” with the vocabulary related to describe people’s details of clothing. After the warm-up finished, the researcher divided the class in four groups of four people. The researcher shared some pictures with the groups and the other members of the group started to call out answers and took turns to call out the different descriptions, the one at the board drew the character being described, to the best of their ability. Finally, students practiced listening for specific

information with an exercise from the Connectivity Level 4 book, where they had to choose the different clothes, the people described in the audio.

The fourth lesson lasted 60 minutes. The objective was that the students were able to identify the different examples of quantifiers inside the text by using a passage. The teaching aim was to apply the “Reading Detectives” the game to enhance the reading skills of scanning and skimming in talking about the clothes you buy. Firstly, the researcher applied a warm-up which consisted in playing “Wardrobe mix” with the vocabulary of clothes. Secondly, after the warm-up the researcher gave an explanation of what is a quantifier and some examples of it. The researcher applied the game of “Reading Detectives” in which the students had to search for the different quantifiers in a second handout with a reading text. Finally, the students had to write the answers in the board to check the answers of all the groups.

The fifth lesson lasted 60 minutes. The objectives were that the students were able to develop the subskill of reading for gist by using a text about “Youthful Appearance”. The teaching aim was to apply the “Speed Reading Race” the game to enhance the reading skills of scanning and skimming in talking about the clothes you buy. Firstly, the researcher applied a warm-up which consisted in playing “I’m going on a trip, and I will bring” where students had to mention different types of clothes they will probably bring to a trip. Secondly, the researcher applied the game “Speed Reading Race” game where the researcher set up the timer and chose some students. They read as many paragraphs as they could without sacrificing comprehension. At the end of the game, the researcher compared the results of the time and how many paragraphs they read. Finally, they had to answer some questions to practice reading comprehension of the text.

The sixth lesson lasted 60 minutes. The objective was that the students were able to develop the subskill of listening for detail by using an audio about the clothes you buy. The teaching aim was to apply the “Unmusical Chairs” the game to enhance the listening skills of listening for specific information with an audio about talking about the clothes you buy. Firstly, the researcher applied a warm-up which consisted in playing a lyrics training with a song. Secondly, the researcher put chairs in a circle with one less chair than there are students in the class. The researcher asked the students a comprehension question and played the audio. Students walked around the

circle of chairs listening to the recording. They heard the answer to the question; they sat down. The researcher asked multiple questions. Finally, the researcher applied the game until the last student was standing in the game.

2.2 Methods

2.2.1 Research approach

Due to the nature of this type of research, it is necessary to use both qualitative and quantitative approaches, as suggested by the author González (2021), it is stated that the mixed approach is obtained by the application of both qualitative and quantitative approaches, as this allows the researcher to collect and analyze data and integrate them based on the research problem and establish the parameters that influence the creation of this problem. This research project used quantitative data, as each student provided a rating that was supported by the execution of statistical reliability. The qualitative method was also employed, as it was necessary to analyze the results obtained and establish strategies with which to improve the learning of students in the English language.

2.3 Research Modality

2.3.1 Bibliographic – Documentary

The bibliographic method is responsible for collecting information from research papers in different places such as magazines, college libraries, journals, books, theses, among others, with the purpose of obtaining previous research to support the current research (Arévalo et al., 2021). The research was supported by means of websites and scientific journals in where the influence of EFL games had a positive development in the Listening and Reading skills was analyzed.

2.4 Level or Type of Research

2.4.1 Experimental Research

The experimental method of research is a technique used by a researcher, it can accept or reject a hypothesis, as the researcher seeks to demonstrate the relationship between two variables. It is necessary to establish the hypotheses and then apply a controlled experiment to obtain data to measure the effect that the independent variable has on the dependent variable to carry out this activity. The formulated hypotheses must be in accordance with the research problem and then related to

possible solutions to solve a problem (Aslanoglou et al., 2020). For the development of the research project, it was necessary to choose a student population of the Pedagogía de los Idiomas Nacionales y Extranjeros major. Therefore, the participants were not selected randomly, as it was necessary to apply a pre-test and a post-test, from which the data were obtained, in this case, the students' grades, to verify which of the two hypotheses was accepted. The questions used in the pre-test and post-test were related to the parts of listening and reading of the test B1 Preliminary PET and were obtained from the official website of the University of Cambridge.

2.4. 2Exploratory

The exploratory level is a type of research applied in those branches of science that have limited amounts of knowledge. Also, this method is used when the researcher is dedicated to developing new topics for which there is not enough scientific support to verify the results (Ramírez et al., 2021). This type of research was selected because its main objective is to explore and describe how EFL games influence students' listening and reading comprehension.

2.5 Hypothesis

- Null Hypothesis: The application of EFL Games does not affect on the development of listening and reading comprehension skills of fourth-semester students in the Pedagogy of National and Foreign Languages program.
- Alternative Hypothesis: The application of EFL Games does affect on the development of listening and reading comprehension skills of fourth-semester students in the National and Foreign Language Pedagogy program.

2.6 Variable Identification

- EFL Games - Independent Variable
- Receptive Skills - Dependent Variable

CHAPTER III.

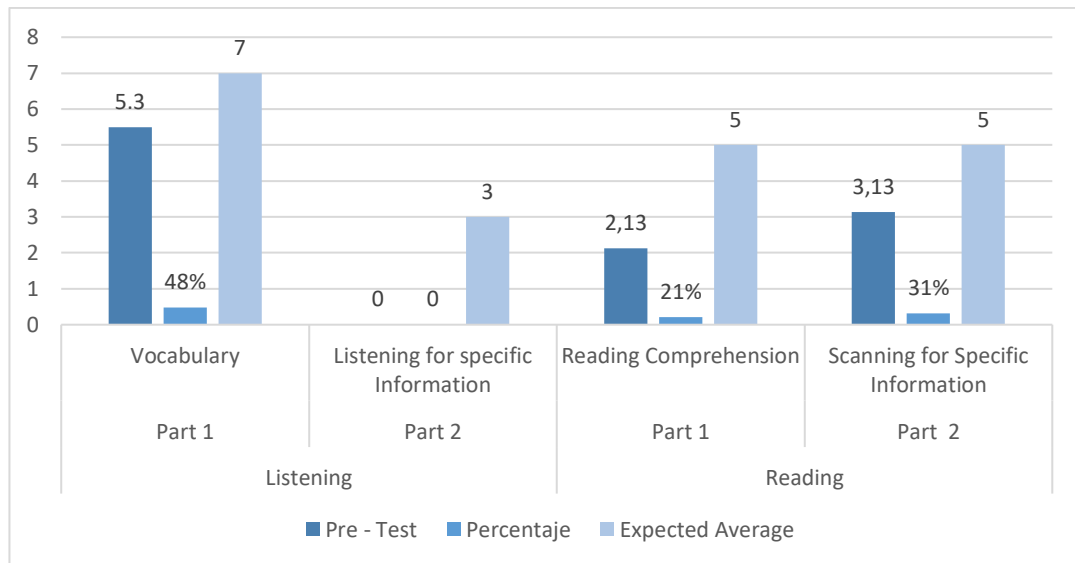
RESULTS AND DISCUSSION

3.1 Analysis and discussion of the results

This chapter discussed and analyzed the data collected through the Pre-Test and Post-Test. These data are derived from the 16 students of Pedagogía de los Idiomas Nacionales y Extranjeros from Universidad Técnica de Ambato, who participated in interventions to assess their Listening and Reading skills and improve their vocabulary. First, the results obtained by applying the Cambridge PET (Preliminary English Test) before and after the test were analyzed using tables, graphs and data interpretation. In this way, the pre-test and the post-test measured the student's listening ability to understand vocabulary and listen for specific information. The reading ability was measured by the reading comprehension and scanning for specific information subskills. The results were tabulated and organized to create tables and graphs using the Pre-Test and Post-Test, facilitating interpretation and analysis. Subsequently, the result from both pre-test and post-test were analyzed to make a comparison of the final average between them. Finally, the normality test was employed to establish the data involved in inferential statistics, and the researcher used a T-Test to validate the hypothesis that supports the development of conclusions and recommendations.

3.1.1 Pre-Test results

Figure 1. *Receptive subskills Pre -Test results*



Note: The populations pre-test scores and average of students.

Analysis and Interpretation

Figure 1 present the results of the pre-test administered before treatment for the 4th Semester students. The test used was the Cambridge standardized test. This test assessed the ability pf the students to understand vocabulary, listen for specific information, reading comprehension, and scanning for specific information.

In the graphic is possible to observe that the 16 students that were considered for the pre-test shown that 48% achieved a correct score in vocabulary, followed by the dimension of Scanning for Specific Information with 31% achieving a correct response. In third place, the dimension of Reading Comprehension with 21% of students answering correctly, while in the dimension of Listening for Specific Information, none of the students achieved a correct response, indicating that EFL Games should focus on improving this dimension.

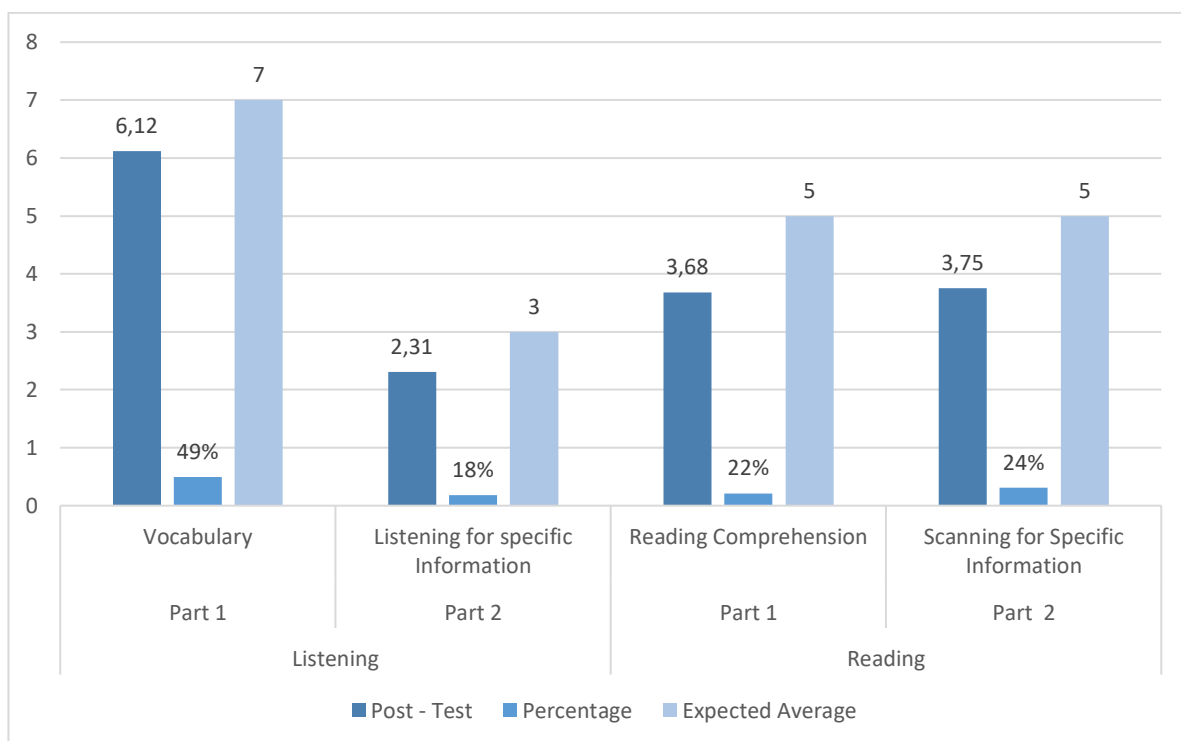
These results indicate that it is difficult for students to develop listening activities for specific information. In fact, students had more problems in the second part of the pretest. This part assesses the student's ability to hear specific information and understand it in detail. From this background, it is thought that the listening ability of the students is insufficient. This problem can also occur in their third part of the test,

where the student's final average is lower. Although the scores were not very good, the students achieved acceptable averages in both reading and listening.

3.1.2 Post-Test results

Figure 2.

Receptive subskills post-Test results



Note: Average expected after the students took the post – test.

Analysis and Interpretation

Figure 2 above show the results of post-tests performed on the experimental group. The post-test was administered after using the EFL games in class, and the results indicated whether the EFL games had an impact on students' reading and listening comprehension. In addition to pre-tests, post-tests were also conducted at Cambridge and were standardized tests. As a result, the same reading comprehension was assessed. The test he consisted of four parts and each part had an average score.

The obtained results demonstrate an improvement of 11% in the dimension of Listening for Specific Information. In third place, there is a 18% improvement in Reading Comprehension, followed by a 21% improvement in Scanning for Specific

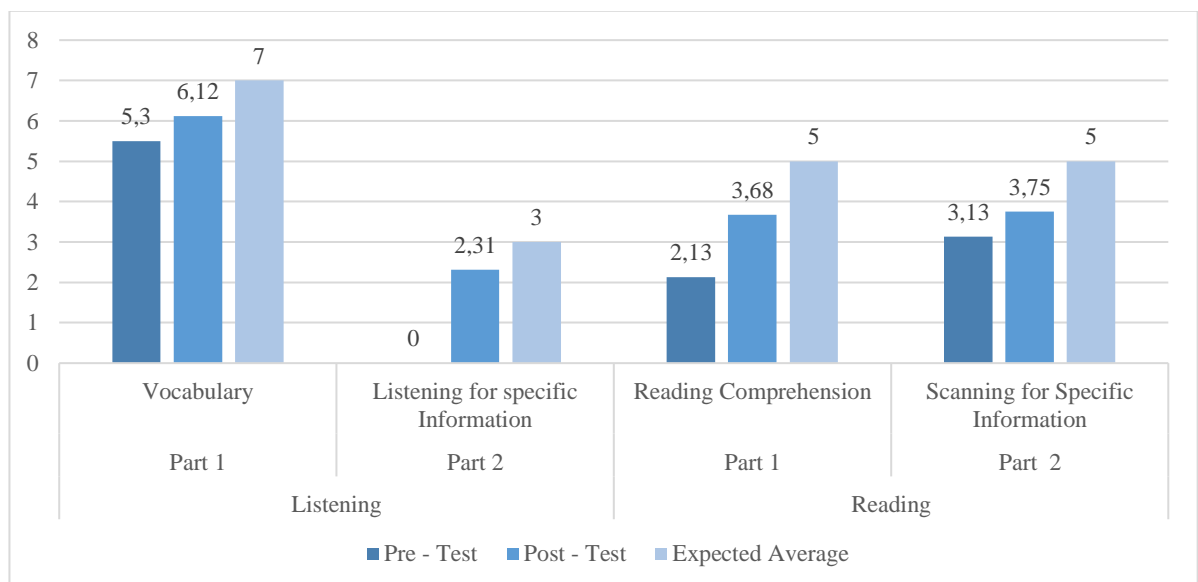
Information. Finally, in first place, with a 49% improvement, is the vocabulary proficiency of the 16 students who were surveyed.

The results showed that the EFL games affected students' reading and listening comprehension. Averages from the different parts of the exam were about the same, but averages for the second and third part showed improvement. Against this background, the results showed that students could listen to specific information, comprehend it in detail, and scan specific information. This allowed students to identify keywords and answers they were looking for just by skimming through the text they read. In addition, students were able to answer reading and listening comprehension questions that required them to understand the author's intentions and opinions. Similarly, students improved their ability to connect ideas and details from the texts they read and audios they listened.

3.1.3 Pre-test and Post-test results

Figure 3.

Pre-test and Post-test results



Note: Comparisons of the pre-test and post-test according to the two skills evaluated by the researcher.

Analysis and Interpretation

After tabulating the data from the pre-test and post-test and making a comparison between the different data, it can be established that the lowest grades were obtained by students before the application of the treatment with EFL games.

According to figure 3, the first part of the test “understanding vocabulary” showed that students obtained an average of 5.3 in the pre-test and an average of 6.12 in the post-test over 7 points. The difference between both scores is 0.82. Meanwhile, in the second part “Listening for specific information”, the result of the pre-test was 0.00, and the post-test was 2.31, over 3 points. The difference between both averages is 2,31. On the other hand, in the section that evaluated “reading comprehension”, students obtained an average of 2.13 during the pre-test and an average of 3.68 during the post-test with a difference of 1.55. Furthermore, in the last section that focused on tested scanning for specific information, students obtained an initial average of 3.13 and a final average of 3.75. It means that the averages have a difference of 0.62. After applying the EFL Games strategy to improve students’ listening and reading comprehension skills, students obtained final averages of 5.45 and 7.93 with a difference of 2.48 points.

The use of the EFL Games method helped the students to improve their vocabulary and English language comprehension. These results demonstrate that this type of learning technique had a positive impact on learning, as students with lower grades were able to significantly improve their scores. This suggests that these types of games are ideal for enhancing aspects such as reading and listening. Therefore, it is recommended that the educational institution develop programs to improve listening comprehension and implement new methods to help students better understand reading and vocabulary.

3.2 Hypothesis verification

The verification of the hypothesis is performed to test whether the null hypothesis is rejected or accepted. This process is performed using SPSS Statistical Software and pretest and posttest results.

Null Hypothesis (H₀)

The application of EFL Games does not affect on the development of listening and reading comprehension skills of fourth-semester students in the Pedagogía de los Idiomas Nacionales y Extranjeros major.

Alternative Hypothesis (H₁)

The application of EFL Games does affect on the development of listening and reading comprehension skills of fourth-semester students in the Pedagogía de los Idiomas Nacionales y Extranjeros major.

Table 2.

Hypothesis Test Summary

	Null Hypothesis	Test	Sig.	Decision
1	The application of EFL Games has no effect on the development of listening and reading comprehension skills of fourth-semester students in the Pedagogy of National and Foreign Languages program.	Related - Samples Friedman's Two-way Analysis of variance by ranks	0,000	Reject the null hypothesis

Note: Decision taken to established the final hypothesis of the research.

Analysis and Interpretation

The Hypothesis Test Summary verifies which of the two hypotheses proposed during the development of a research project provides the solution to the problem. In this case, the null hypothesis is rejected, which states that the application of EFL Games has no effect on the development of listening and reading comprehension skills of fourth-semester students in the Pedagogy of National and Foreign Languages major.

Table 3.

Test of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pre-Test	,167	16	,200*	,937	16	,309
Post- Test	,277	16	,002	,900	16	,081

a. Lilliefors significance correction.

Note: The sample of the study is regular.

Analysis and Interpretation

To determine that the data collected through the survey come from a normal distribution it was necessary to apply the Shapiro-Wilk normality test. This shows whether the sample is regular or the opposite. The Sig value is 0.309 for the pre-test and 0.81 for the post-test, which shows that these data have a normal distribution because the values are greater than 0.05. Therefore, this test was applied because the participants of this research have several less than 50 students. This means the sample of this study is regular.

Table 4.

T- Test – Paired Samples Results

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre- Test	12,5000	16	3,46410	,86603
	Post-Test	15,6875	16	4,60027	1,15007

Note: Difference of means between the pre-test and post- test.

Analysis and Interpretation

Table 4 showed some results this will help the researcher understand the difference between pretest and posttest means. The mean of the pre-test is 12.5000 and the mean of the post-test is 15.6875. Considering this, the mean of the post-test is significant compared to the pre-test.

Table 5.

T-test

		Paired Differences					Significance			
		Mean	Std. Deviation	Std. Error	95% Confidence Interval of the Difference		t	df	One – Sided p	Two-Sided p
Pair 1	Pre-Test – Post-Test	-	2,28674	,57168	-4,40602	-	-5,576	15	<,001	<,001
		3,18750					1,96898			

Note: The average scores of scores are different for the post-test.

Analysis and Interpretation

The results obtained in table 8 after conducting the pre-test and post-test show rejection of the null hypothesis. Through the t-test, it can be observed that 95% of the scores fall between 3,6541 and 7,3459 for the pre-test. As for the post-test, the lower limit is 6,2362 and the upper limit is 11,1388, with scores exceeding 20 points. This result is supported by the t- test, as the average scores of the students show a greater difference for the post-test. All in all, the use of EFL Games approach influences on Reading comprehension skills of students of fourth from Pedagogía de Los Idiomas Nacionales y Extranjeros.

3.3 Discussion

The results gathered during the experiment reveal that the use of EFL Games developed the listening and reading comprehension skills of students of fourth Pedagogía de los Idiomas Nacionales y Extranjeros major. In fact, the results evidence that students improved their abilities in listening and reading comprehension like understanding vocabulary, a big improvement in listening for specific information, reading comprehension and finally scanning for specific information. A related study conducted by Anisa et al. (2020) where the research evidence and evaluation results showed that the use of games in the classroom increased the learning and improve the development of the different skills in the students. Although this finding is based on a small sample, learning outcomes appear to persist over the medium term. The game also demonstrates the potential for wide distribution, adapting to different learning contexts such as experiences of autonomy the ability to make decisions independently, competence the ability to solve problems, and the ability to socialize. Data showed that using games inside the classroom can liven up the atmosphere in the classroom because it is no longer teacher-centric.

Regarding the results, they showed up that using games in the classroom the interest of the student class increase. A comparable study conducted by Furdu et al., (2017), states that applying games in the classroom bring a lot of advantages to the students. Furthermore, the results of this research are more up-to-date than the ones presented above. Finally, the application of EFL Games has a positive impact on the development of listening and reading comprehension skills of fourth-semester students in the National and Foreign Language Pedagogy major.

CHAPTER VI. CONCLUSIONS AND RECOMMENDATIONS

4.1 Conclusions

After introducing the EFL Games as a treatment, the researcher collected and analyzed data to carry out the investigation. This data is from the 4th semester from Pedagogía De los Idiomas Nacionales y Extranjeros major, from Universidad Técnica de Ambato. Based on the following research so far, this section presents the following conclusions:

- After developing the theoretical framework, it is possible to conclude that there are many types of EFL games inside the classroom. First, games do not necessarily have to be digital; educational games can also be non-digital such as board games, word games, card games along with other games. In addition, the researcher applied different types of non-digital EFL games such as the sleeping beauties game, english whispers, unmusical chairs, reading detectives along with others. The students favorite were the sleeping beauties and the unmusical chairs.
- The results collected after the application of the EFL Games showed an improvement in the student's listening and reading skills along with the different subskills. The students showed an improvement at the end of the treatment with class cooperation, games helped the students to build their cooperation skills and work together, take turns, listen to other and play fairly.
- The purpose of this research was also to investigate the impact of EFL Games on the reading and listening comprehension of the students. All in all, the findings of the research focused on the effective improvement of the subskills evaluated by the researcher. Games had a positive impact on the students by allowing them to process specific information, recall vocabulary without difficulty, and improve reading comprehension. Finally, they provided a different way of learning to the students.

4.2 Recommendations

- The teacher could consider implementing various games into the classroom, such as diversifying the types of games used to maintain students' interest and active participation in class. These games can include board games, role plays, digital platform activities, or outdoor activities. Furthermore, it is essential for teachers to incorporate feedback from participants to continuously improve English language learning activities.
- Teacher should analyze the results obtained after the use of EFL Games. This allow teachers to find out if the games are a good approach to teach students. Regarding these results, teachers could know whether they can use the approach, or to change into something that fits the students' needs.
- Teacher should consider applying the different games in class. These practices also promote collaboration and teamwork, helping to eliminate emotional barriers among students and foster friendships and cooperation among all.
- Teacher should take into consideration the different benefits games bring into the class and specially to the students learning. Additionally, it gives students more autonomy to do things by themselves.

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ANNEXES

Annex 1 Approval

ANEXO 3 FORMATO DE LA CARTA DE COMPROMISO.

CARTA DE COMPROMISO

Ambato, 04 de Abril 2023

Doctor
Marcelo Nuñez
Presidente
Unidad de titulación
Facultad de Ciencias Humanas y de la Educación

Yo, Mg. Sarah Iza, en mi calidad de Coordinadora de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, me permito poner en su conocimiento la aceptación y respaldo para el desarrollo del Trabajo de Titulación bajo el Tema: "EFL Games and Receptive Skills" propuesto por la estudiante Samantha Micaela De Mora Huachi, portador/a de la Cédula de Ciudadanía, 1717484677 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.



.....
Lcda. Sarah Jacqueline Iza Pazmiño, Mg.
Coordinadora de la Carrera
0501741060
0984060528
sj.iza@uta.edu.ec

Annex 2 Pre-Test and Post-Test

Universidad Tecnica De Ambato

Carrera de Pedagogia de los Idiomas Nacionales y Extranjeros

Pre-Test B1 Preliminary PET PRE-TEST

Name:

Date:

Objective: Evaluate the student's receptive skills level by using a test.

Listening Section

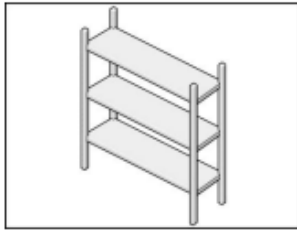
PART 1

/ 7.0 points

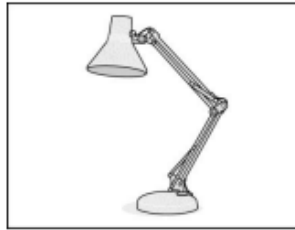
Listen to the different conversations between two people. For each question, choose the best answer which describe the vocabulary mentioned in the listening.

1 What did the girl buy on her shopping trip?

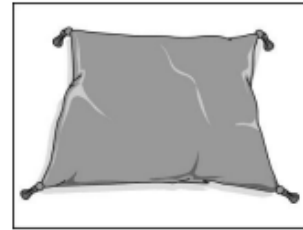
/1 point



A



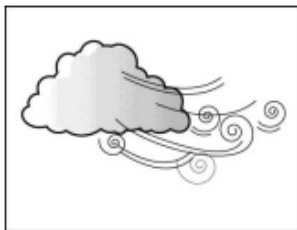
B



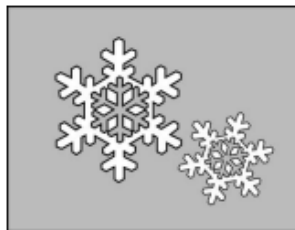
C

2 Why did the plane leave late?

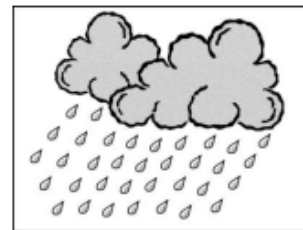
/1 point



A



B



C

3 What activity does the woman want to book for the weekend?

/1 point



A



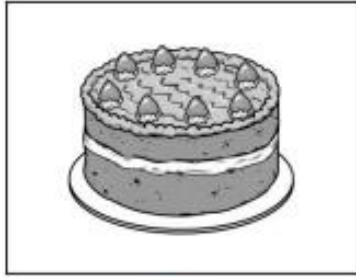
B



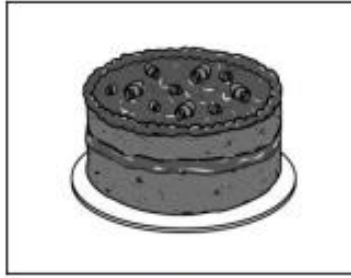
C

4 Which cake will the girl order?

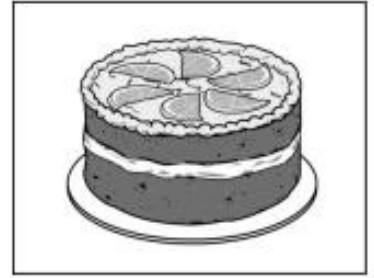
/1 point



A



B



C

5 How much must customers spend to get a free gift?

/1 point



A



B



C

6 What did the family do on Sunday?

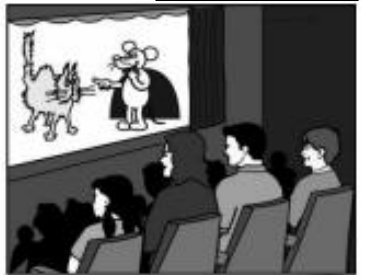
/1 point



A



B



C

7 Which programme is on first?

/1 point



A



B



C

PART 2

/3.0 points

You will hear an interview with a woman called Vicky Prince, a champion swimmer who now works as a swimming coach. Choose the best answer which describes Vicky's situation

1. Vicky first went in for competitions because /0.5 points

- A she had joined a swimming club.
- B her parents were keen on swimming.
- C her swimming teacher encouraged her.

2. As a teenager, Vicky's training involved /0.5 points

- A exercising on land as well as in the water.
- B going without meals during the day.
- C travelling to a pool once a day.

3. What did Vicky find hard about her training programme? /0.5 points

- A She couldn't go on school trips.
- B She lost some of her friends.
- C She missed lots of parties.

4. What helped Vicky to do well in the national finals? /0.5 points

- A She was not expected to win.
- B She trained harder than usual.
- C She wanted to take a cup home.

5. As a swimming coach, Vicky thinks she's best at teaching people /0.5 points

- A to deal with failure.
- B to improve their technique.
- C to get swimming qualifications.

6. Why has Vicky started doing long-distance swimming? /0.5 points

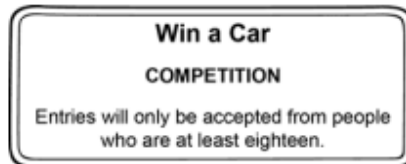
- A She needed to get fit again.
- B She thought it would be fun.
- C She wanted to do some travelling.

Reading Section

/5.0 points

The following questions are comprehension of in-text messages or short expressions. For each question, choose the correct answer which best describes the pictures.

1



- A** The competition is open to people over a certain age.
- B** There is a maximum age limit for this competition.
- C** Only eighteen-year-olds are allowed to enter this competition.

/ 1 point

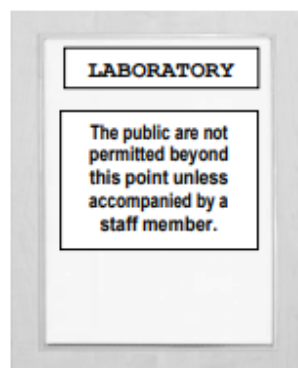
2



- Adam is telling Rachel to
- A** post something for him.
- B** find out how to do something.
- C** give him something he needs.

/ 1 point

3



- A** Members of staff must be accompanied if they wish to pass this point.
- B** Members of the public can't go through unless they are visiting someone working here.
- C** Members of the public may go further if a company employee goes with them.

/ 1 point

/ 1 point

4

Jane,
Mum's leaving really
early tomorrow, so
could you wake me at
7 when you leave for
work? I mustn't be
late for college again!
Tom

- A Tom wants to persuade Jane to take him to college tomorrow morning.
- B Tom would like Jane to do him a favour tomorrow morning.
- C Tom is reminding Jane they have to get up early tomorrow morning.

/ 1 point

5

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AVAILABLE FROM THE
CAREERS CENTRE**

- A The Careers Centre will give you a copy of any advertisement on this board.
- B This board is used to advertise the work done by the Careers Centre.
- C If you ask the Careers Centre, you can advertise for free on this board.

PART 2

Finally, in the following reading five sentences have been removed from the text below. For each question, identify the correct sentences which are missing in the text. Choose the possible answers for the gaps.

NOTE: There are three extra sentences which you do not need to use.

A new life

I used to work as a college lecturer in the north of England, running photography courses. It wasn't a bad job and I really liked my students, but I began to feel tired of doing the same thing every day.

1.

I'd always loved travelling, so one weekend I typed 'international volunteering' into an internet search engine. At the top of the results page was the opportunity to go and stay on an island in the Indian Ocean, thousands of miles away, and help to protect the beaches and the sea life. 2. I had some diving experience, and the more I talked about it, the more I wanted to do it. So I contacted the organisation. One week later they offered to send me to the island and I accepted. 3. After all, the volunteer job was only for two months during the summer holidays. I thought after I'd finished, I'd come home.

As soon as I got to the island, I was sure I'd done the right thing. My first dive was incredible.

4. I felt so lucky to be able to experience that every day.

In fact I loved it so much that I never came home! I've now been on the island for ten years and I have a permanent job. I'm working as a marine educator, teaching volunteers about the sea life and taking them snorkelling and diving. My desk is a picnic table 10 metres from the best beach on the island. Of course not everything about my new life is perfect. 5. However, I can't imagine going back to my old life.

A That's why I knew it was a terrible plan.

B I had trained in icy water in the UK so the crystal clear warm water felt amazing.

C They always ask lots of questions.

D I work far harder than I used to.

E I began joking to friends about sending in an application.

F Afterwards, some people were surprised by my decision but I wasn't too worried.

G I decided I needed a break.

H I needed to explain that first.

Note: Exam adapted from *B1 Preliminary exam format*. (n.d.). Cambridgeenglish.org. Retrieved May 15, 2023, from <https://www.cambridgeenglish.org/exams-and-tests/preliminary/exam-format/>

Universidad Tecnica De Ambato
Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros
Post-Test B1 Preliminary PET POST-TEST

Name:

Date:

Objective: Evaluate the student's receptive skills level by using a test.

Listening Section

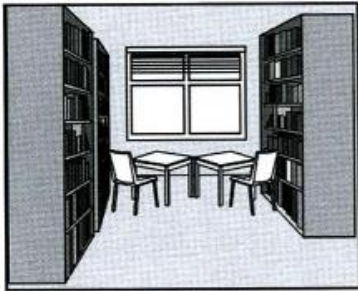
PART 1

/7 points

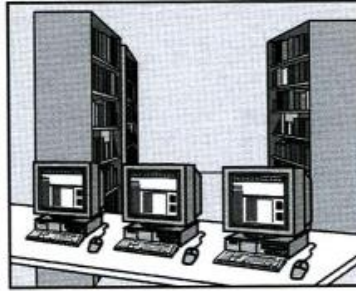
Listen to the different conversations between two people. For each question, choose the best answer which describe the vocabulary mentioned in the listening.

1 Where are the dictionaries?

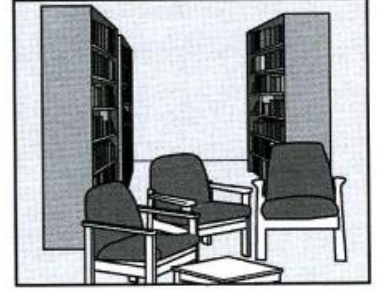
/1 point



A



B



C

2 Which evening dress does the woman decide to wear?

/1 point



A



B



C

3 What is the man's job now?

/1 point



A



B



C

4 Which calendar will the boy buy?

/1 point



A



B



C

5 What time will the writer arrive at the bookshop?

/1 point



A



B



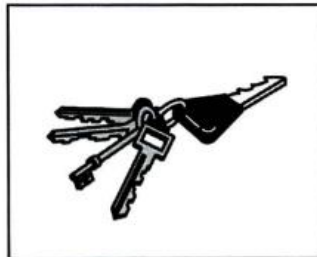
C

6 What did the woman leave in the restaurant?

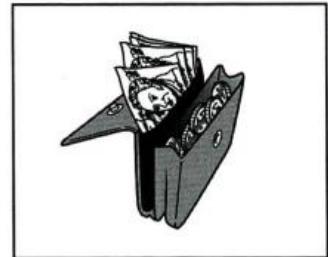
/1 point



A



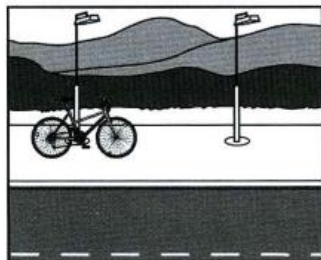
B



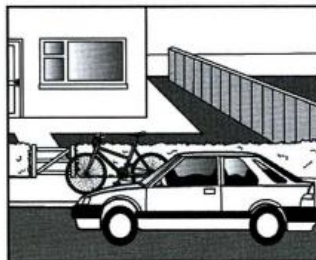
C

/1 point

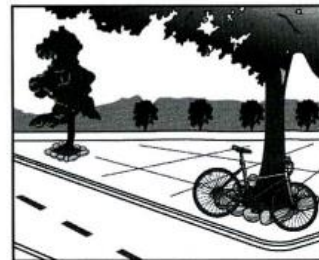
7 Where is the bicycle?



A



B



C

PART 2

/3 points

You will hear an interview with a man called Jack Williams, who is talking about a town called Swanton. Choose the best answer which describes the situations.

1. What does Jack say about the way Swanton has changed?

- A He preferred the town when it was smaller.
- B He thinks it is a more interesting place.
- C He is sorry that there are fewer jobs available.

/0.5 points

2. Where is the town of Swanton located?

- A near the sea
- B by a lake
- C on a hill

/0.5 points

3. What does Jack like most about living in Swanton?

- A There are opportunities for climbing nearby.
- B There is plenty of activity in the town.
- C There is interesting wildlife near the town.

/0.5 points

4. What does Jack say about entertainment in Swanton?

- A A music festival takes place in the town.
- B Its football club has done well this year.
- C An arts centre has recently opened.

/0.5 points

5. Jack is worried about the environment of Swanton because

- A the water in the river is dirty.
- B there are few wild birds around today.
- C pollution has destroyed the plants in one area.

/0.5 points

/0.5 point

6. Jack is positive about the future of Swanton because

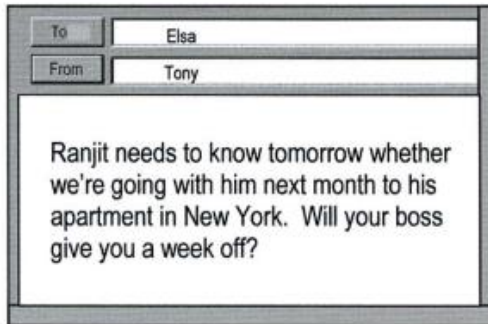
- A there is a successful new shopping centre.
- B there will soon be a new airport.
- C a new university is opening.

READING SECTION:

/5 points

The following questions are comprehension of in-text messages or short expressions. For each question, choose the correct answer which best describes the pictures.

1.



Tony wants Elsa to

/1 point

- A ask her boss for a week's holiday starting tomorrow.
- B find out if she can have time off next month.
- C go away with him next week for a month.

/1 point

2.



- A Ring and tell us if you are satisfied with the service we have delivered.
- B Telephone us if arrangements for collecting goods are not satisfactory.
- C Call us to take the goods back if you are not satisfied with them.

3.



- A Ruth has kept to her plan despite the change in the weather.
- B Ruth may not visit the coast if the bad weather continues.
- C Ruth intends to leave the mountains early to visit the coast.

/1 point

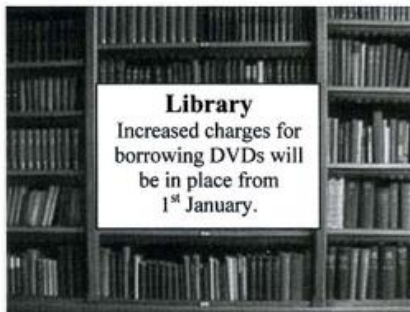
4.

The food in this container is not suitable for cooking in a microwave oven

- A Remove this food from the container before placing in a microwave oven.
- B It is advisable to use a suitable container for cooking this food.
- C You should avoid putting this food in a microwave oven.

/1 point

5.



- A You will have to pay more to borrow DVDs after 1st January.
- B Please return all borrowed DVDs before 1st January.
- C There will be additional DVDs to borrow from 1st January.

/1 point

PART 2

/5 points

Finally, the following reading is about a woman and her achievements for the year. For each question, identify the correct sentences according to the different questions you have.

Choose the answers.

The Young Achiever of the Year

Kal Kaur Rai has always been interested in fashion and has just won the title of *Young Achiever of the Year* at the Asian Business Awards. Ever since she was a child, she has drawn clothes and designed patterns. She never told her hard-working parents, who own a supermarket, that she wanted to turn her hobby into a career. She thought they expected her to go into a more established business, so she went to university to do a management degree.



After university, she moved to London and worked in an advertising agency. She had to attend industry events but couldn't afford the designer clothes she liked. She started making skirts and tops for herself. When her friends saw her clothes, they asked her to make things for them. She then found a small shop in London willing to take her designs on a sale-or-return basis. They were very popular and nothing came back. This encouraged her to leave her advertising job, take out a £20,000 loan and begin her own womenswear label.

Kal's parents were not angry about her career change and said they would support her, which really pleased her. Her clothes are now on sale in over 70 stores and her business has an income of over £500,000. Her clothes appear in fashion magazines, she designs for pop stars and she has just gained public recognition by winning this award. Her business has come a long way and she knows she is extremely lucky. 'What I do is my hobby – and I get paid for it! But remember, I've worked hard for this.'

1. What is the writer trying to do in the text? /1 point

A encourage fashion designers to make better business plans
B compare a job in fashion with other choices of career
C give details of recent changes in the fashion industry
D explain how a woman set up a fashion business

2. What does the reader learn about Kal's parents? /1 point

A They wanted Kal to help them run the family business.
B They did not realise that Kal wanted to work in fashion.
C They insisted Kal should continue with her job in advertising.
D They did not think Kal worked hard enough at university.

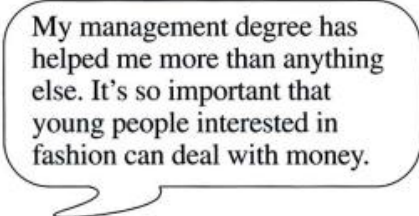
3. Kal decided to borrow £20,000 when /1 point

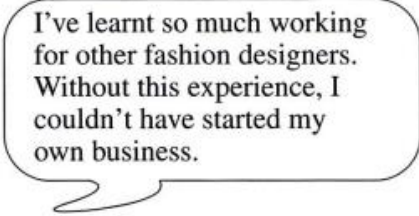
A all her clothes in the London shop were sold.
B her friends asked her to make clothes for them.
C she lost her job at the advertising agency.
D the fashion industry was in a period of growth.

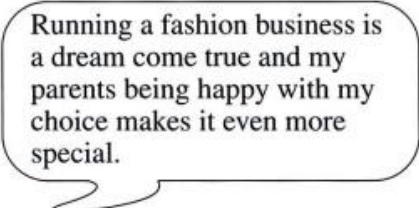
4. What does Kal say about her career? /1 point

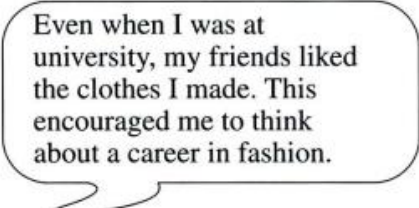
A She plans to open more stores.
B She believes that she deserves her success.
C She particularly enjoys designing for famous people.
D She expects more people to buy her clothes after the award.

5. What might Kal say now about her career? /1 point

A  My management degree has helped me more than anything else. It's so important that young people interested in fashion can deal with money.

B  I've learnt so much working for other fashion designers. Without this experience, I couldn't have started my own business.

C  Running a fashion business is a dream come true and my parents being happy with my choice makes it even more special.

D  Even when I was at university, my friends liked the clothes I made. This encouraged me to think about a career in fashion.

Note: exam adapted from Adams, D. (2006). *Cambridge PET practice tests teacher's book: For the preliminary English test (Helbing languages)*. New Editions.

Annex 3 Lesson Plans

Lesson Plan #1

Universidad Técnica De Ambato
Facultad de Ciencias Humanas y de la Educación
Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros

Lesson Plan Game #1

Unit/Topic: Future Perfect Tense **Date:** 17/05/2023

Key Learning Area: Reading Comprehension **Semester:** Fourth

LESSON OBJECTIVES:

Teaching Aims:

Apply the “Sleepy Beauties” games to enhance reading comprehension.

Learning Main Aim:

Students will be able to identify the future perfect sentences of the text and possible answers.

LESSON STRUCTURE:

Time	Main Content	Purpose
10 min	Warm up: Find someone who?? (Future Perfect Tenses) - Teacher will ask students to do a mingle activity before the class.	Collaborative Approach
10 min	Teacher will present the instructions to the students. Students will form groups of 4 and each group will have a piece of paper or a board marker. Teacher will give each student a number 1-4 and tell them to remember their number.	Students will become familiar with the different instructions of the game and the activities.
10 min	To begin, the teacher will tell all students to “go to sleep” (i.e., put their heads on the desk and close their eyes). Later, number 1 students to “wake up”. The number 1 students from each group should then open their eyes and look at the teacher. The teacher will show them the first part of the text. Students should read it and try to remember it.	Students will be able to practice reading comprehension through a game. This activity will allow students to develop their reading skills but also their writing, when students are not reading, they are writing.

	<p>Next, the teacher will tell the number 1 students to go back to sleep, and tell the number 2 students to wake up.</p> <p>Show the number 2 students the 2nd part of the passage, and then tell them to go back to sleep.</p>	
10 min	<p>Teacher will do the same with number 3/4 students.</p> <p>Once all four students have seen their part of the text, the teacher will tell them all to wake up. Students must quickly tell their teammates what they read, and they must write down the completed passage on the piece of paper the teacher will handout.</p>	
10 min	<p>The first team to write the whole passage correctly is the winner.</p> <p>Teacher will make students recognize the different expressions of the Future Perfect in the passages. The first group to finish finding all the phrases gets a point.</p>	<p>Students will recognize the different expressions in the passages.</p>

Resources

WARM UP:

Find Someone Who?? Handout

	Name	Additional Information
Will be texting a friend soon		
Will be doing homework tonight		
Will have read a newspaper or a magazine this morning		
Will have cooked breakfast in the morning.		

Source: Saslow, J., & Ascher, A. (2022). *Connectivity level 4B interactive student's eBook with online practice, digital resources and app*. Pearson.

Elaborated by: De Mora S. (2023)

Handout Story 1:

Universidad Técnica de Ambato

Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros

Handout #1

Names:

Date:

Complete the following gaps with future perfect sentences:

Two students, Dan and Ryan, have decided to go out dancing on Friday night. They have done so much work during the past couple of weeks! They are in the final week of the semester.

..... They really want to celebrate. So, they will go out dancing and try to meet some fun people.

“After a few minutes listening to the music and looking at all the other people, we will have forgotten about all this hard work,” Dan says, closing his notebook and putting down his pencil.

“For sure,” Ryan agrees. “.....”.

“Will we have made some new friends by the time we go home?” Dan asks. “I feel like we have not done anything fun in weeks!”

“It is true that we really only see our classmates,” Ryan admits. “We will not have had time to learn much about the new people we dance with,..... And that is how you make new friends, right?”

“Maybe we will even meet some nice girls,” Dan says. “I will feel very confident, you know?”

“Why is that?” Ryan asks.

“Well,” Dan replies. “But mainly because I will have put on my lucky bow tie before we go out!”

“Your lucky bow tie?” Ryan exclaims. “But maybe after just a few songs, you will have gotten tired of dancing!”

“No way! I will not have gotten tired after just a few of songs. I will have lots of energy. Remember, I will have worn my lucky bow tie!” Dan explains.

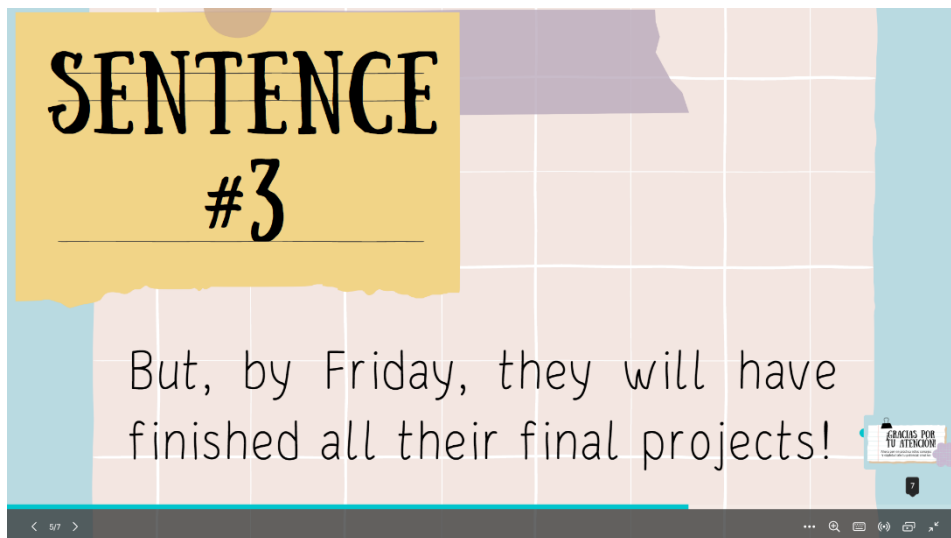
“Well, your lucky bow tie may help you with your energy,” Ryan says, “but after about five minutes, it will have scared away all the girls!”

Note: *Future perfect story – dancing all night.* (n.d.). Really Learn English. Retrieved May 16, 2023, from <https://store.really-learn-english.com/pages/future-perfect-story-dancing-all-night>

Elaborated by: De Mora S. (2023)

CANVA PRESENTATION:

https://www.canva.com/design/DAFi2e7Xu28/tmc--cIHThzKPcl8rvv13Q/view?utm_content=DAFi2e7Xu28&utm_campaign=designshare&utm_medium=link&utm_source=publishsharelink



Note: *Future perfect story – dancing all night.* (n.d.). Really Learn English. Retrieved May 16, 2023, from <https://store.really-learn-english.com/pages/future-perfect-story-dancing-all-night>

Elaborated by: De Mora S. (2023)

Lesson Plan #2

Universidad Técnica De Ambato
Facultad de Ciencias Humanas y de la Educación
Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros

Lesson Plan Game #2

Unit/Topic: Clothing and Appearance

Date: 17/05/2023

Key Learning Area: Listening Comprehension

Semester: Fourth

LESSON OBJECTIVES:

Teaching Aims:

Apply the “English Whispers” game to enhance listening comprehension of a message.

Learning Main Aim:

Students will be able to listen and repeat vocabulary and phrases used to discuss clothing customs.

LESSON STRUCTURE:

Time	Main Content	Purpose
15 min	Warm up: Traffic Lights Teacher will divide the class into equal teams. <ul style="list-style-type: none">- Teacher will say some words aloud and the students have to write in the board the word.- Teacher will explain to the students that red means stop and green means go. Teacher will shout green, students have to run and red, then they have to stop running.	Collaborative Approach
10 min	Teacher will share the instructions to the students. Explaining the game to them and how they are going to work. Teacher will divide the students into equal teams. <ul style="list-style-type: none">- Each team sits in a row facing the board.	Students will become familiar with the different instructions of the game and the activities.
20 min	Teacher will give the student that sits at the back of each row a sentence using phrases and vocabulary related to discuss clothing customs. Teacher will ask the students at the back to whisper the first sentence or phrase to the student	Students will be able to practice listening comprehension through a game. This activity

	<p>in front of them. That student whispers the sentence to the next student and so on down the line.</p> <p>When the sentence reaches the person at the front, that student stands up and writes the sentence on the board.</p> <p>If the sentence is incorrect, it is whispered down the line again.</p> <p>The game continues until one team has written all the sentences of their conversation on the board correctly.</p> <p>The first team to write the whole phrase correctly is the winner.</p>	<p>will allow students to develop their listening skills but also their speaking, when students are not listening, they are speaking.</p> <p>Students will recognize the different vocabulary and repeat the phrases.</p>
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Resources

WARM UP:

Flashcards:

<h1>Classic</h1>	<p>Definition: an unchangeable style that's always fashionable and stylish.</p>
<h1>Funky</h1>	<p>Definition: modern "cool" and non-traditional</p>
<h1>Trendy</h1>	<p>Definition: a temporarily popular</p>

	style that probably won't last.
Wild	Definition: very unusual, often in a way that is attractive or exciting
Conservative	Definition: tops and dresses that cover your shoulders; and pants, skirts, or dresses should fall below the knee.
Loud	Definition: extremely bright and very attention-getting.
Subdued	Definition: not bright or loud visually quiet.
Elegant	Definition: beautiful and of high quality.

<h1>Casual</h1>	Definition: clothes are not formal or not suitable for special occasions
<h1>Modest</h1>	Definition: refers to a fashion trend in women of wearing less skin-revealing clothes

Note: Saslow, J., & Ascher, A. (2022). *Connectivity level 4B interactive student's eBook with online practice, digital resources and app*. Pearson.

Elaborated by: De Mora S. (2023)

ENGLISH WHISPERS PHRASES:

- Don't get me wrong, I loved the suit but is subdued.
- It's been a struggle for me to find the right dress for my wedding.
- That decision is out of your hands.
- You have to draw the line somewhere.
- Called me old fashioned, but I don't like her classic outfit.




CANVA PRESENTATION:

Link: https://www.canva.com/design/DAFjIpq8z0I/fqsi003QB73Ax1TDD4jYZw/view?utm_content=DAFjIpq8z0I&utm_campaign=designshare&utm_medium=link&utm_source=publishsharelink

ENGLISH WHISPERS

DONE BY: Samantha De Mora

ENGLISH WHISPERS GAME RULES

-  Teacher will divide the class into equals teams. Each team is going to have a name.
-  Teacher will ask the students at the back to whisper the first sentence or phrase to the student in front of them.
- That student whispers the sentence to the next student and so on down the line.
-  When the sentence reaches the person at the front, that student stands up and writes the sentence on the board.
- If the sentence is incorrect, it is whispered down the line again.

ANSWERS

Don't get me wrong, I loved the suit but is subdued.	You have to draw the line somewhere.
It's been a struggle for me to find the right dress for my wedding.	Called me old fashioned, but I don't like her loud outfit.
That decision is out of your hands.	

Note: Saslow, J., & Ascher, A. (2022). *Connectivity level 4B interactive student's eBook with online practice, digital resources and app*. Pearson.
Elaborated by: De Mora S. (2023)

Lesson Plan #3

Universidad Técnica De Ambato
Facultad de Ciencias Humanas y de la Educación
Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros

Lesson Plan Game #3

Unit/Topic: Clothing and Appearance

Date: 18/05/2023

Key Learning Area: Listening Comprehension

Semester: Fourth

LESSON OBJECTIVES:

Teaching Aims:

Apply the “Crowdsource the character” the game to enhance listening comprehension of a describing clothes.

Learning Main Aim:

Students will be able to listen and repeat vocabulary and phrases used to discuss clothing details.

LESSON STRUCTURE:

Time	Main Content	Purpose
15 min	Warm up: Hot Potato Game <ul style="list-style-type: none">- Teacher will start the game with the potato, the teacher will use the beard eraser as the potato. When the timer goes off, the student with the potato is shown a flashcard with the vocabulary about clothes. If they can correctly guess the word, they stay alive, but if they are wrong, they are out and must sit down- Teacher will share the vocabulary related to describing people’s clothes.	Collaborative Approach Students will become familiar with the different vocabulary related to describe people’s details of clothing.
25 min	Teacher will make the students play the Crowdsource game in which students need to describe what the character is wearing. Teacher will ask students to form groups of four. To call out answers and take turns to call out the different descriptions, the one at the board must draw the character being described, to the best of their ability.	Students will be able to practice listening comprehension through a game. This activity will allow students to develop their listening skills by describing people’s details of clothing
5 min		

	<p>Students will listen to an audio with many conversations in which they need to choose the best picture that matches the description they will hear.</p>	<p>Students will recognize the different vocabulary by using an audio related to describe people's clothing.</p>
--	--	--

Resources

WARM UP

Flashcards:

<p style="text-align: center;">Evening Gown</p>	<p>Definition: unique clothing worn for formal events, such as special evening meals.</p>
<p style="text-align: center;">Solid</p>	<p>Definition: keeping a clear shape.</p>
<p style="text-align: center;">Low-cut</p>	<p>Definition: a piece of clothing does not cover the neck and the top part of the chest.</p>

<h1>Tux</h1>	<p>Definition: a man's black or white jacket worn at formal social events, usually in the evening, with matching trousers and a bow tie.</p>
<h1>Cocktail Dress</h1>	<p>Definition: a dress worn for a special social occasion in the evening, such as a party or dance.</p>
<h1>Strapless</h1>	<p>Definition: does not have pieces of material going over the shoulders.</p>
<h1>Clingy</h1>	<p>Definition: describe something that sticks onto someone or something tightly.</p>

<h1>Print</h1>	<p>Definition: letters, numbers, or symbols produced on the clothes.</p>
<h1>Striped</h1>	<p>Definition: a strip on the surface of something that is a different color from the surrounding surface.</p>
<h1>Plaid</h1>	<p>Definition: a pattern of squares and lines on cloth.</p>
<h1>Polka Dot</h1>	<p>Definition: one of a large number of small, round spots that are printed in a regular pattern on cloth.</p>

Source: Saslow, J., & Ascher, A. (2022). *Connectivity level 4B interactive student's eBook with online practice, digital resources and app*. Pearson.




Elaborated by: De Mora S. (2023)

Listening for details activity:




Audio and activity taken from: Saslow, J., & Ascher, A. (2022). *Connectivity level 4B interactive student's eBook with online practice, digital resources and app*. Pearson.

B **LISTEN FOR DETAILS** | Listen to the conversations. Circle the letter of the illustration that answers the question.




1 Which outfit will she wear for her presentation?

a  b  c 

2 Which outfit does the man think is attractive?

a  b  c 

3 Which tie will the young man buy?

a  b  c 

C **PAIR WORK** | Take turns describing the items in Exercise B. Your partner identifies the items you describe. Use adjectives from the Vocabulary.

PRONUNCIATION LESSON p. 134
Linking sounds

36 UNIT 4

CANVA PRESENTATION:

https://www.canva.com/design/DAFjyxEKIfU/m4R8Hderk7R_7KEICFAnkg/view?utm_content=DAFjyxEKIfU&utm_campaign=designshare&utm_medium=link&utm_source=publishsharelink

DESCRIBING CLOTHING DETAILS

DONE BY: Samantha De Mora

Time to play!!!
“Crowdsource the character”

INSTRUCTIONS:
The teacher will ask students to call out answers and take turns to call out the different descriptions.
The one student at the board must draw the character being described, to the best of their ability.

Note: Saslow, J., & Ascher, A. (2022). *Connectivity level 4B interactive student's eBook with online practice, digital resources and app*. Pearson.

Elaborated by: De Mora S. (2023)

Lesson Plan #4

Universidad Técnica De Ambato
Facultad de Ciencias Humanas y de la Educación
Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros

Lesson Plan Game #4

Unit/Topic: Clothing and Appearance	Date: 18/05/2023
Key Learning Area: Reading Comprehension	Semester: Fourth

LESSON OBJECTIVES:

Teaching Aims:

Apply the “Reading Detectives” the game to enhance the reading skills of scanning and skimming in talking about the clothes you buy.

Learning Main Aim:

Students will be able to identify the different examples of quantifiers inside the text by using a passage.

LESSON STRUCTURE:

Time	Main Content	Purpose
15 min	Warm up: Wardrobe mix Teacher will tell the class to make a circle. <ul style="list-style-type: none">- Teacher will assign each student one word from the vocabulary learned last class. These can be anything from strapless and long sleeve to plaid, etc.- Teacher will have everyone set up their chairs in a circle. If you say “Tux” then all the students that have the word “Tux” stand up and change seats.- Teacher will say “Wardrobe mix” everyone must get up and change places.- Teacher will take out a chair and so on.	Collaborative Approach
20 min	Teacher will share some slides the explanation of: <ul style="list-style-type: none">- What is a quantifier?- Some examples of a quantifier.	Students will become familiar with the different explanations and uses of the quantifiers.
20 min	Teacher will make the students play the “Reading Detectives” game in which students need to find different examples of quantifiers in a passage.	Students will be able to practice reading skills such as scanning and

	As students call out answers, the one at the board must draw the character being described, to the best of their ability.	skimming through a game. This activity will allow students to develop their reading skills such as skimming and scanning by reading a text.
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Resources :

**UNIVERSIDAD TECNICA DE AMBATO
FACULTA DE CIENCIAS HUMANAS Y E LA EDUCACION
PEDAGOGIA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS**

HANDOUT #2

Name:

Date:

Find as many quantifiers you can identify in the following passage:

Yoon Seo’s Wealth

There once was a girl named Yoon Seo. She lived in the mountains of Hapcheon along Sori Road. She lived in a very humble house with her parents and siblings. The house was small with only one room for the five of them to sleep in. In the backyard, they had a small garden and a few chickens. Yoon Seo thought they didn’t have much. She wished they had more.

Ever since Yoon Seo started going to school, she always came home with sullen face. At school she realized that her family had much less money than her friends. Her friends had many more luxuries than she did. They had the best clothes and shoes money could buy. They had the best toys.

What did Yoon Seo have? Yoon Seo thought she had many more problems than her friends. She felt like the unluckiest girl in Hapcheon. She felt like she had a ton of bricks on her shoulders.

One day, Yoon Seo couldn’t take it anymore. She was sick and tired of the sadness she felt. She began walking up Sori Road towards Gaya Mountain. As she walked, she came upon a herd of cows. The herd looked very content as they ate the green grass.

She wondered out loud, “How can you be happy? You have nothing.”

With a mouth full of grass, the cow with the black spot on its forehead turned to her and asked, “How much food do you have at home?”

“We have plenty of food. We have a variety of vegetables. We have plenty of apples, and persimmons. We also have a lot of rice. Actually, we have a great deal of kimchi in my mother’s pots,” Yoon Seo replied with a little surprise in her heart. She had never thought of all the food she had. She felt very lucky for all the food.

The cow replied, still munching its grass, “We are content because we are grateful for the food we have. This food keeps us healthy and happy.”

Yoon Seo said goodbye to the cows and felt a little lighter than she did before.

Continuing up the road, she arrived at the first bridge. Looking down on the river, she saw a school of golden fish. They looked so joyous swimming together.

“How can you be so happy? You don’t have anything” she wondered out loud.

“How many friends do you have?” replied the fish with the shiniest golden scales.

“Hmm, I have tons of friends. Everyone in my class is my friend,” Yoon Seo answered with a little smile. She had forgotten that even though her friends had many more toys than her, they always made her feel happy. They shared everything they had. She felt lucky at that moment.

With a smile, the golden fish explained, “We are so grateful for our friendship. That is why we are happy.”

Yoon Seo said goodbye to the fish and felt even lighter than she did before.

Finally, at the end of Sori Road, Yoon Seo looked up towards the mountain and saw a flock of blue birds flying beautifully together. They looked full of love for each other and for the sky they flew in.

“Where does this happiness come from? You have nothing but the sky.”

“How much love do you have in your life?” asked a dozen of the blue birds.

“I never thought of that before. Wow, I have a huge amount of love in my life. My parents love me. My brothers and sisters love me. My friends love me. And my teachers love me,” and at that moment Yoon Seo realized what all these animals were telling her.

“Your love comes from the gratitude you feel. The cows were grateful for their food. The fish were grateful for their friendship. And you are grateful for the love that you have! Gratitude is how I will ease my sadness!”

The birds nodded their heads and Yoon Seo swore she saw a smile at their beaks. Then they flew off. When Yoon Seo looked up again, she saw a heart shape in the sky.

Yoon Seo finally saw that maybe she didn't have much money but she did have plenty of food, a lot of friends, and a great deal of love. On that day the animals helped her realize that a little gratitude creates a large amount of wealth. Not wealth in the form of money; wealth in the form of happiness.

Note: handout taken from LeBlanc, J. (2013, November 3). I wrote this story for English language learners. Throwing Back Tokens.
<https://throwingbacktokens.wordpress.com/2013/11/03/i-wrote-this-story-for-english-language-learners/>

CANVA PRESENTATION:

Link: https://www.canva.com/design/DAFk0DbtyMc/ajwnZMB6PgEoTVzxufri5w/view?utm_content=DAFk0DbtyMc&utm_campaign=designshare&utm_medium=ink&utm_source=publishsharelink

QUANTIFIERS

QUANTIFIERS

READING
DETECTIVES GAME

DONE BY: SAMANTHA DE MORA

Some Quantifiers can only be used with **plural** count nouns.

a few dresses	both tuxedos	a pair of flats
many tailors	several boys	a number of styles
a couple of shirts	at least four shirts	a majority of designers

Note:
The quantifiers a majority of can also be used with singular count nouns, that include more than one person. Use a third-person singular verb. A majority of the population buys ready-to-wear clothes.

2

Note: Saslow, J., & Ascher, A. (2022). *Connectivity level 4B interactive student's eBook with online practice, digital resources and app*. Pearson.

Elaborated by: De Mora S. (2023)

Lesson plan #5

Universidad Técnica De Ambato
Facultad de Ciencias Humanas y de la Educación
Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros

Lesson Plan Game #5

Unit/Topic: Clothing and Appearance	Date: 25/05/2023
Key Learning Area: Reading Comprehension	Semester: Fourth

LESSON OBJECTIVES:

Teaching Aims:

Apply the “Speed Reading Race” the game to enhance the reading skills of scanning and skimming in talking about the clothes you buy.

Learning Main Aim:

Students will be able to develop the subskill of reading for gist by using a text about “Youthful

LESSON STRUCTURE:

Time	Main Content	Purpose
15 min	Warm up: I'm going on a trip, and I will bring - Students will have to mention different types of clothes they will probably bring to a trip. They will have to remember all the partners clothes, if someone forgets they will lose the game.	Collaborative Approach
15 min	Teacher will give some time to the students to identify vocabulary they are not familiar with. And later, give some definitions to the words.	Students will become familiar with the different vocabulary of the reading and some doubts about it.
20 min	Speed Reading is a game where the students will push their reading skills to the limit. The teacher will set the timer, and choose some students. They will read as many paragraphs as they can without sacrificing comprehension. At the end of the game, the teacher will compare the results of the time and how many paragraphs they will read. This activity not only helps you	Students will be able to practice reading skills such as scanning and skimming through a game. This activity will allow students to develop their reading skills such as skimming

<p>10 min</p>	<p>read faster but also helps you to focus and retain more information.</p> <p>Teacher will make the students answer some questions to understand from context some sentences in page</p>	<p>and scanning by reading a text.</p> <p>Students will answer questions to put on practice the reading comprehension.</p>
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RESOURCES :

READING | Read about two kinds of facials. Is one more questionable than the other?

THE QUEST FOR A YOUTHFUL APPEARANCE — FOR MEN AND WOMEN



The desire to preserve facial youth and beauty is as old as history, going all the way back to the ancient world. Cleopatra of Egypt supposedly bathed in the milk of donkeys to stay young-looking, though the historical accuracy of that story isn't confirmed, and many people doubt that it's true. Nevertheless, to this day, milk is used widely in the manufacture of creams and soaps that are popular with both men and women.

Cosmetic treatments to improve the look of the face vary from the use of natural (although sometimes questionable or even dangerous) ingredients to somewhat more physical procedures, such as "face yoga" and "vampire facials." Face yoga is based on the principle that exercise strengthens muscles. As the face ages, muscles become weak and sag, sliding downward over time and giving the face an aging look. The corners of lips of older people tend to turn downward instead of upward, creating the appearance of sadness. Some cosmeticians promote the use of exercises to improve the musculature around the mouth. It is believed that if those muscles are stronger, they can restore a happier look and reduce wrinkles and other facial lines. Do such facial gymnastics work? One academic study showed that 20 weeks of regular facial exercises did result in firmer muscle tone, and participants in the study were judged to look three years younger than their actual age.

While a little facial exercise cannot be harmful, vampire facials, which are gaining in popularity worldwide, might not be so safe. A vampire facial, also known as a "blood facial" or "micro-needling," involves taking blood from a person's arm and either applying it topically (by rubbing it on the person's face), or injecting it with a needle into many places on the face. The "micro-injuries" caused by the needle pricks cause the body to rush to heal those injuries by secreting substances such as collagen and elastin, which fill in sagging skin, erasing lines.

Unfortunately, vampire facials present substantial risks if strict medical guidelines aren't observed. These trendy facials are widely available in spas and beauty salons where operators may reuse needles from one client to another or not properly sterilize them to kill bacteria. This can lead to infections, some of which could be life-threatening, such as HIV or hepatitis. However, when administered in a medical setting, such as a doctor's office, the risk is probably minor.

The old saying "You've got to suffer for beauty" seems illustrated by the vampire facial. Though some claim the pain is justified by the results, others aren't so sure.



“Vampire facial? You've got to be kidding. The whole idea reminds me of that awful Twilight movie. Horrible idea!”

Melanie Stroock, @melaniestroock

UNDERSTAND FROM CONTEXT | Complete the statements with words from the box.

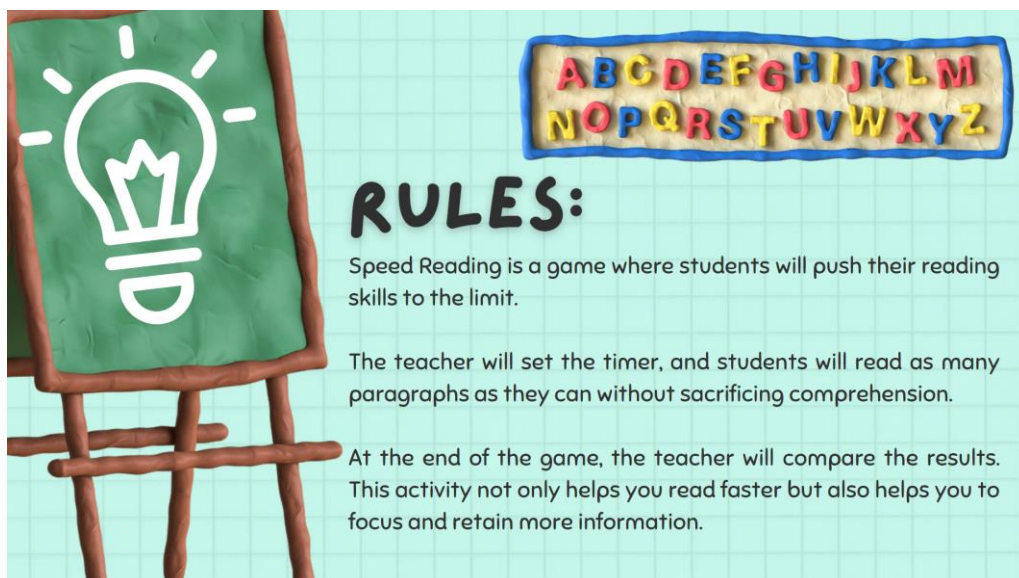
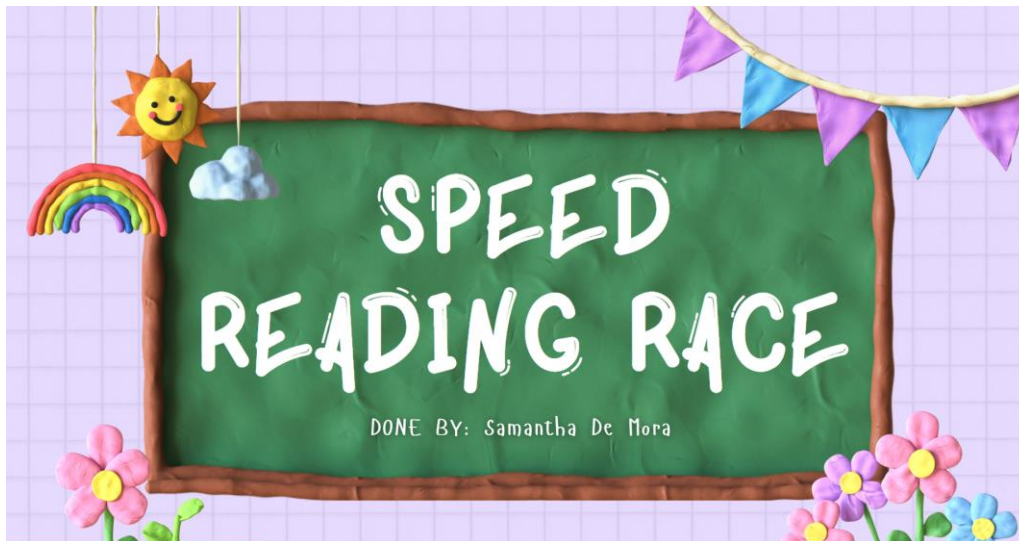
- One reason for the popularity of facials is to maintain the appearance of _____.
- Something that's widely believed though not known for sure is only _____ true.
- A belief that's _____ is one that's not necessarily accurate.
- To hang in a downward direction is to _____.
- The lines that appear on one's face as one gets older are called _____.
- Muscles that are exercised regularly become _____ over time.
- Infections are caused by _____.

bacteria
sag
supposedly
firmer
questionable
wrinkles
youth

Note: Saslow, J., & Ascher, A. (2022). *Connectivity level 4B interactive student's eBook with online practice, digital resources and app.* Pearson.

CANVA PRESENTATION:

Link: https://www.canva.com/design/DAlqxEa8yo/z9jvts8ZuoqsvNEfDkquUg/view?utm_content=DAlqxEa8yo&utm_campaign=designshare&utm_medium=link&utm_source=publishsharelink



Note: Saslow, J., & Ascher, A. (2022). *Connectivity level 4B interactive student's eBook with online practice, digital resources and app*. Pearson.

Elaborated by: De Mora S. (2023)

Lesson Plan #6

Universidad Técnica De Ambato
Facultad de Ciencias Humanas y de la Educación
Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros

Lesson Plan Game #6

Unit/Topic: Clothing and Appearance	Date: 25/05/2023
Key Learning Area: Listening Comprehension	Semester: Fourth

LESSON OBJECTIVES:

Teaching Aims:

Apply the “Unmusical Chairs” the game to enhance the listening skills of listening for specific information with an audio about talking about the clothes you buy.

Learning Main Aim:

Students will be able to develop the subskill of listening for detail by using an audio about the clothes you buy.

LESSON STRUCTURE:

Time	Main Content	Purpose
15 min	Warm up: Lyrics Training: - Students will have to complete an exercise with a song by listening sole words and completing them in the game.	Collaborative Approach
40 min	Teacher will put chairs in a circle with one less chair than there are students in the class. Teacher will ask the students a comprehension question based on the audio recording prepared. Teacher will play the audio. Students then walk around the circle of chairs listening to the recording. Students will hear the answer to the question, they will sit down. There may be one or several students who sit down. Teacher will ask the students for the answers to the different questions.	Students will become familiar with the different instructions of the game and the activities. Students will be able to practice listening comprehension through a game. This activity will allow students to develop their listening skills but also their

	<p>If a student's answer is correct, they remain seated. If not, they stand up. Later, teacher will ask another question that can be answered in the next part of the recording and restart the audio.</p> <p>The standing students then start walking around the chairs again until they hear the answer to your next question and so on. The last student left standing is out of the game.</p>	<p>speaking, when students are not listening, they are speaking.</p> <p>Students will recognize the different answers for the questions to win the game.</p>
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Resources:

Lyrics Training song: <https://es.lyricstraining.com/play/taylor-swift/bejeweled/gw0ZDLmyqw#ibw>

AUDIO: <https://learnenglishteens.britishcouncil.org/skills/listening/a2-listening/shopping-clothes>

Questions for the Unmusical Chairs Game:

1. What size T-shirt does the customer want? _____
2. Does the shop have a medium size purple T-shirt? _____
3. What colour T-shirt does the customer try on? _____
4. Does the customer buy the red T-shirt? _____
5. How much does it cost? _____
6. Does the customer pay by credit card or with cash? _____

Note: British Council. (n.d.). *Listening skills practice: Shopping for clothes – exercises*. Britishcouncil.org. Retrieved June 12, 2023, from https://learnenglishteens.britishcouncil.org/sites/teens/files/shopping_for_clothes_-_exercises_4.pdf

CANVA PRESENTATION:

Link: https://www.canva.com/design/DAFlpbyH7Fw/okz9aeuvzjSs_O13W98GAQ/view?utm_content=DAFlpbyH7Fw&utm_campaign=designshare&utm_medium=link&utm_source=publishsharelink



Press **Esc** to exit full screen

Questions:

1. What size T-shirt does the customer want? _____
2. Does the shop have a medium size purple T-shirt? _____
3. What colour T-shirt does the customer try on? _____
4. Does the customer buy the red T-shirt? _____
5. How much does it cost? _____
6. Does the customer pay by credit card or with cash? _____






Note: Saslow, J., & Ascher, A. (2022). *Connectivity level 4B interactive student's eBook with online practice, digital resources and app*. Pearson.
Elaborated by: De Mora S. (2023)

Annex 4 Urkund Report

Document Information

Analyzed document	Reporte Urkund De mora S final.docx (D171490099)
Submitted	2023-06-29 01:39:00
Submitted by	
Submitter email	hde4677@uta.edu.ec
Similarity	2%
Analysis address	ana.vera.uta@analysis.orkund.com

Sources included in the report

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Annex 5 Students' Approval

Ambato, 22 de Mayo de 2023

Srta. Samantha De Mora
ESTUDIANTE DE OCTAVO SEMESTRE
Presente. –

De mi consideración:

Yo, Johan Steven Quispe Pérez, con cédula de ciudadanía No. 185061842-0, estudiante de cuarto semestre de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, de la Facultad de Ciencias Humanas y de la Educación, siendo el presidente del curso y representando a mis compañeros, doy permiso para que la Srta. Samantha Micaela De Mora Huachi con cédula de ciudadanía No. 171748467-7 aplique su tesis con el tema: "EFL Games and Receptive Skills" en nuestro curso.

Con saludos cordiales y a tiempo de agradecerle su atención a esta solicitud, aprovecho darle la oportunidad a la señorita de realizar su trabajo de titulación, teniendo en cuenta que dicha actividad será beneficiosa para nosotros los estudiantes.

Atentamente,



Est. Johan Steven Quispe Pérez

C.I: 185061842-0