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Theme: VIDEOGAMES AND LISTENING SKILLS

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

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DEDICATION

TO:

God for giving me the strength and the purpose to be professional. To my parents, for providing me all the economic resources, this research was made for them. To my friends, because without my friends' support, I could never have achieved what I could so far.

Juan..

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THEME: "Videogames and Listening Skills"

AUTHOR: Juan Xavier Chérrez Robalino

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ABSTRACT

To obtain desired learning outcomes in listening, it is vital to develop some strategies to make listening more interesting, practical, and helpful. The integration of videogames into activities for English language learners is one such strategy. Therefore, the goal of this study was to establish a relationship between videogames and listening comprehension of students from second semester of Languages Center of "Universidad Indoamérica". The research methodology was pre-experimental with a quantitative approach. The main research instrument was the Cambridge KET (Key English Test) level A2 Listening Section for pre-test and post-test in order to gather data from 12 university students (6 males and 6 females). In addition, the results obtained from this test were assessed under Listening Comprehension criteria of A2 Key exam form Cambridge English Qualifications. Each section was evaluated out of 5 points in order to obtain 15 points in total. A pre-experimental design was also used, with eight interventions administered over the course of three weeks, to improve listening performance. These interventions included using videogames for listening activities, particularly Genshin Impact, which provided English dialogue and conversations with English subtitles. Kolmogorov-Smirnov and non-parametric test were used to evaluate the acquired data in IBM SPSS statistical software in order to see if the values had a normal distribution and to verify the hypothesis. The results showed that the treatment had a positive effect on students' listening comprehension of announcements and other spoken content when people spoke reasonably slow; participants could identify the main information of dialogues as well as the main idea, message, key, or theme in monologues or short dialogues.

Key words: listening skills, Videogames, Listening Comprehension, Genshin Impact.

THEME: "Videogames and Listening Skills"

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RESUMEN

Para obtener los resultados de aprendizaje deseados en la comprensión auditiva, es vital desarrollar algunas estrategias para hacerla más interesante, práctica y útil. La integración de videojuegos en actividades para estudiantes de inglés es una de esas estrategias. Por lo tanto, el objetivo de este estudio fue establecer una relación entre los videojuegos y la mejora en la comprensión auditiva de estudiantes del segundo semestre del Centro de Idiomas de la "Universidad Indoamérica". La metodología de investigación fue preexperimental con un enfoque cuantitativo. El principal instrumento de investigación fue la sección de comprensión auditiva del Cambridge KET (Key English Test) del nivel A2 para las pruebas pre-test y post-test, con el fin de recopilar datos de 12 estudiantes universitarios (6 hombres y 6 mujeres) sobre sus habilidades de comprensión auditiva. Además, los resultados obtenidos en esta prueba se evaluaron según los criterios de comprensión auditiva del examen A2 Key de Cambridge English Qualifications. Cada sección se evaluó sobre 5 puntos para obtener un total de 15 puntos. También se utilizó un diseño preexperimental, con ocho intervenciones administradas durante tres semanas, para mejorar el rendimiento en la comprensión auditiva. Estas intervenciones incluyeron el uso de videojuegos para actividades de escucha, particularmente Genshin Impact, que proporcionó diálogos en inglés y conversaciones con subtítulos en inglés. Se utilizó la prueba de Kolmogorov-Smirnov y no paramétrica para evaluar los datos adquiridos en el software estadístico IBM SPSS, con el fin de ver si los valores tenían una distribución normal y verificar la hipótesis. Los resultados mostraron que el tratamiento tuvo un efecto positivo en la comprensión auditiva de los estudiantes en anuncios y otro contenido hablado cuando las personas hablaban razonablemente despacio; los participantes pudieron identificar la información principal de los diálogos, así como la idea principal, el mensaje, la clave o el tema en monólogos o diálogos cortos.

Palabras clave: habilidades auditivas, videojuegos, comprensión auditiva, Genshin Impact.

CHAPTER I.

THEORETICAL FRAMEWORK

1.1 Research Background

This research work is based on some previous sources such as scientific articles, papers, e-books, and academic journals. These documents were taken from different search engines for instance Google Scholar, Scopus, Redalyc, Academia.edu, among others. In order to locate all these research works; it was necessary to search multiple documents in which both variables are being analyzed in their investigations.

A study published in JAMA Network Open found that children who reported playing video games for three hours per day or more performed better on cognitive skills tests involving impulse control and working memory compared to children who had never played video games. The research team elaborated survey, cognitive, and brain imaging data from about 2,000 nine- and ten-years old children. Researchers divided these children into two groups: those who reported playing any video game at all and those who reported playing video games for three hours or more per day. The researchers evaluated the children's performance on two exercises that reflected their ability to control impulsive behavior and to memorize information, in addition, the activity of childrens' brains during the tasks was tested. Researchers discovered that kids who reported spending three hours or more a day playing video games performed better on both cognitive tests in terms of speed and accuracy than kids who never played at all. (Chaarani et al., 2022)

A study elaborated by researchers at the University of Trento, the University of Geneva, the University of Paris and the University of Bolzano discovered that a well-designed action game can improve attention and receptive skills. The researchers created an action video game for children between the ages of 8 and 12 that was designed to enhance their auditory memory, object tracking, and attention. The game was controlled by an algorithm and had a modular structure. Additionally, the level of difficulty of each module increases according to how effectively each participant

performs. The game suggests modules that improve a child's proficiency without being unreasonably hard. Participants were separated into two groups: the first group played the video game the scientists created, and the second group (the control group) played Scratch, a familiar instructional game that helps students to learn code. The children's skills were measured by the researchers using standard assessments before/after training, and six months later. In terms of attention control, auditory memory, reading speed, and accuracy, the participants who played the action game had better results than the ones who played Scratch, and the difference persisted six months following the training. According to this study, playing an action video game with good design can help with receptive skills and concentration (Moraca, 2022).

Furtherly Srirejeki and Darmayanti (2019) developed an investigation where the aim was to find out whether the use of songs and authentic videos were able to improve learners listening skills. The impact of this activity on the students was examined by the researchers using a questionnaire and data collecting. Compared to students who were taught using the standard technique, those who were taught applying a song and authentic videos had better results. The students' preference for the authentic listening materials was evidenced from the questionnaire responses. These resources were more engaging and applicable to a real-life context, which encouraged them to pay more attention in listening class and helped them become better listeners.

Furthermore, Smiderle et al. (2020) developed research that how gamification could optimize learning process, behavior, and improve particular skills of the students in a web-based programming learning environment. They conducted an experiment for four months with 40 students of first level on programming. One of the two iterations of the programming learning environment, a gamified version with badges, points, and ranking, or the original, non-gamified version was given to students randomly. Based on their findings, the researchers discovered evidence that users were impacted by gamification in different ways based on their personality traits. Their findings suggest that the impact of gamification is contingent upon the individual attributes of users. For example, they discovered that those who are more open and extroverted tend to be more enthusiastic and engaged in gamified learning situations. According to this study,

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gamification can increase student engagement in the manner that games can, but the results may differ depending on the user and the ability to improve certain abilities and maximize learning (Smiderle et al., 2020).

According to a University of Oxford study elaborated by Johannes et al. (2020) states that playing video games can improve students' pedagogical results and people's mental health. The Oxford researchers examined player behavior patterns for two well-known video games in their investigation. The researchers distributed a survey to over 3,270 participants with the purpose of assessing their well-being, self-reported play, and motivational experiences during play. The video game companies collected objective behavioral data for the survey participants and integrated it with the survey findings. Additionally, the study examined the roles that player experiences play, particularly the autonomy, relatedness, learning competence, enjoyment, and pressure to play. The researchers found that these activities can even be more significant than how much time a player spends playing games. In addition, they mentioned that video games are not necessarily negative for a person's health, moreover, other psychological elements also have a big role in affecting a person's brain learning processes.

Furthermore, the study called "Positive link between video games and academic performance", found that learners who played online games nearly daily performed better scores on common school signatures. Data from high school students across Australia who participated in the Program for International Student Assessment was analyzed by Alberto Posso of the Royal Melbourne Institute of Technology. The study examined the relationship between the kids' extracurricular activities and hobbies, such as browsing the internet, and their academic performance. The results were astonishing, learners who develop game sessions nearly every day obtained 15 points above average in arithmetic and reading assessments, and 17 points in science assessments than the average student. This study indicates a positive connection between academic achievement and online gaming, but more investigation is required to determine the precise nature of the relationship and its causality. (Gibbs, 2020)

Additionally, research explored by Flores-Gallegos and Mayer (2022) investigated whether students can learn and improve their cognitive skills by playing video games at home. College students participated in the study by taking a pretest with four cognitive tasks and a posttest with the same four tasks two weeks later. Students played either planned video games (which target executive function competencies) or action video games (which target perceptual processing skills) for six 30-minute sessions at home over the two-week period. While neither of the two game groups performed better than the control group on any of the tasks taken together, the designed game group did better on the demanding trials of the n-back task, and the action game group did better on the challenging trials of the mental rotation tasks. The findings indicate that the training benefits of playing video games are centered on the skills that are used in the games, and they also offer some support for the specific transfer of general skills theory.

The primary objective of a study elaborated by Syafii, et al. (2020) was to identify the most suitable games for improving listening skills among students at the Faculty of Economics, Muhammadiyah University of Ponorogo. The study focused on both the process and outcomes of enhancing students' English listening skills. The investigation employed the classroom action research method model proposed by Echeverría et al. (2011). Echeverría et al. studied a model of classroom action research that was employed to conduct the study, that is involved four stages: (1) planning, (2) implementation, (3) observation, and (4) reflection. Data was collected using listening tests, observation checklists, and questionnaires. A descriptive analysis was conducted to examine the process and improvement outcomes resulting from each game's application. In Cycle 2, the success criteria were effectively met based on the game's implementation. Specifically, 74% of the students achieved scores above 60, and 90% provided positive responses regarding the use of games. These findings indicate that incorporating games significantly contributes to enhancing students' listening skills.

The present research background has been a great contribution to the research in order to identify and stablish a relationship between videogames and listening skills and the ways in which videogames can be helpful in the students' listening skills improvement. The findings related to video games suggest that playing video games, particularly those

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that require attention and processing of audio information, can improve cognitive skills such as attention, spatial cognition, and decision-making. Moreover, serious games have been shown to improve cognitive skills, such as attention and working memory, and promote physical activity and social interactions. This research background suggests that video games have the potential to enhance a variety of cognitive and social skills. The part related to listening skills provides insights into the importance of listening skills for communication and language development. Moreover, the findings suggested that music training and targeted training programs can enhance listening skills and improve the ability to process auditory information in noisy environments. The findings related to video games and listening skills suggest that there may be specific aspects of listening skills that can be improved through training.

1.2 Theoretical foundation of variables

1.2.1 Independent variable: Videogames

1.2.1.1 ICT Tools

The term ICT is an abbreviation for information and communication technology. The technology that people use to transmit, process, store, produce, display, share, or exchange information electronically is referred to as "information and communication technologies" (ICT). This broad definition of ICT encompasses a wide range of devices and services, including videoconferencing, e-mail, and blogs, as well as technologies like radio, television, video, DVD, telephone (both fixed line and mobile phones), satellite systems, computer and network hardware and software. (Sheik & Isong, 2020).

Research for classifying the incorporation of ICT technologies into educational activities is provided by the SAMR model (Puentedura, 2010). This paradigm proposes Substitution, Augmentation, Modification, and Redefinition as the four levels of technological integration. At the Substitution level, ICT technologies serve as direct replacements for conventional techniques without significantly enhancing effectiveness. ICT tools enable task augmentation, instructional activity modification, and ultimately the redefinition of learning experiences that weren't previously conceivable as integration

advances to higher levels. The SAMR approach encourages teachers to work toward ICT tool transformational uses to improve students' learning outcomes.

Koehler et al. (2007) state that the Technological Pedagogical Content Knowledge (TPACK) framework emphasizes the intersection of three knowledge domains: technological knowledge, pedagogical knowledge, and content knowledge. In the context of ICT tools in education, this framework suggests that effective teaching with technology requires an understanding of how these domains intersect. The paper introduces a theoretical framework for educational technology by basing on Shulman's concept of "pedagogical content knowledge" and expanding it to encompass the phenomenon of educators incorporating technology into their teaching methods.

1.2.1.2 Educational technology

Bravo (1993) described educational technology as the creative application of techniques and procedures, for the improvement of the educational system and for the prevention and solution of problems in which the systemic approach plays an important role. So, it is the science that makes possible the practice and administration of technological tools into the educational field to improve the teaching-learning process.

The Technological Pedagogical Content Knowledge (TPACK), proposed by Mishra and Koehler (2006), emphasize the integration of technology, pedagogy, and content knowledge in educational settings. TPACK asserts that effective technology integration in teaching requires an understanding of the interplay between these three domains. It highlights the need for educators to develop a deep understanding of how technology can enhance pedagogy and support meaningful learning experiences (Mishra & Koehler, 2006).

Spector (2001) mentions that educational technologists have made promises regarding the potential for significant advancements and improvements in learning and instruction through the integration of new and emerging technologies. While some of these promises have been partially fulfilled, many others remain unfulfilled. In the last decade of the

previous century, there was a resurgence of interest in constructivism, which led to the consolidation of new approaches to learning and instruction. This emphasis on learners and learning effectiveness can be considered as a positive outcome resulting from the renewed focus on constructivist principles within educational research. Simultaneously, technology continued to evolve with advancements in network technologies, increased bandwidth, the adoption of object orientation in software engineering, and the expansion of wireless technologies, enhancing accessibility to educational resources. It is evident that we now have the capability to implement educational improvements that were not feasible two decades ago. However, despite these advancements, the widespread realization of the potential benefits in learning and instruction on a global scale has yet to be achieved.

1.2.1.3 Digital game-based learning

Playing is not a comfort. That is not something we should fit in after taking care of the essentials. Playing is essential as well. Boosting, needing, developing the brain is a must-do. It connects us as much as it focuses us. (Jhonson & Dinger, 2012). Today, gaming and video games are potentially the most attractive hobbies. Digital game-based learning involves using games as educational tools to encourage and foster learning through dynamic atmospheres that provide very different experiences that can help students even to learn a lot.

Green and Bavelier at the University of Rochester has gained significant national interest by proposing that playing "action" video and computer games can improve students' visual selective attention. Video game players may have a greater capacity in their visual attention resources, exhausting them more slowly than non-video game players as the target task becomes more difficult. However, this finding is just a fraction of a more significant message that parents and educators should take note of Video games should not be seen as adversaries but rather as the most effective means to actively engage our children in authentic learning experiences. (Green & Bavelier, 2003).

All et al. (2016) mention that in recent years, there has been a huge variety of research examining the efficacy of digital game-based learning (DGBL). However, there is considerable variation in the methods used to assess the effectiveness of DGBL, raising concerns about the reliability and validity of certain approaches. This has resulted in the importance of establishing a solid scientific foundation for conducting such research, including the development of validated procedures, frameworks, and methods. The current study contributes to a broader systematic effort aimed at creating a standardized approach for conducting studies on the effectiveness of DGBL.

1.2.1.4 Videogames

It needs to start with discussing the scientific side of the entertainment industry. Video games involve all the applications and electronic simulators for the fun of users who, by using remote controls, touch screens, gyroscope controls, VR lenses or even their hands; they experiment with simulated events close to reality without taking any physical risk. They adopt roles of other characters, assuming their responsibilities and obligations but without ceasing to be themselves. (Andreu et al., 2005). With that definition we can say that in fact, users can be a part of the content that videogames environment offer. This sample differs from other ways in which the user can enjoy like music, movies, theater, plays, or art. Nowadays, people have different videogames in which the user can be part of the story or even be the antagonist of it.

Videogame genres

The extensive range of game types available has prompted game theorists, journalists, and marketers to develop classification systems to better understand and categorize them. The most commonly used method for this purpose is genre classification. The use of genres to classify video games is so prevalent that it is often taken for granted or overlooked. References to genres like "shoot-em-ups," "driving games," "platform games," "role-playing games," and "first-person shooters" can be found abundantly in video game review magazines, and academic research projects frequently structure their analyses around similar classifications. (Clearwater, 2011).

The terms "shoot-'em-up" and "beat-'em-up" appear to have emerged in the late 1980s within the pages of early game magazines such as Newsfield's Crash and Zzap!64, and they have since become part of the industry's language. Berens and Howard (2001), demonstrate the ongoing relevance of industry-derived genres in their review of the best games for gaming platforms in 2002. They state, "They are useful pointers and reflect the industry's current view of how they operate (it's also how you may well find them organized in the bigger retailers)." Berens and Howard consolidate several similar categories and present seven game types in their review: Action and Adventure, Driving and Racing, First person shooter (FPS), Platform and Puzzle, Role playing (RPGs), Strategy and Simulation, and Sports and Beat-'em-ups

However, Role Playing Games have a huge variety of dialogues and stories, in order to have good results on the present research project, RPG videogames were utilized. Video games, particularly role-playing games (RPGs), offer a unique opportunity to enhance and develop listening skills in educational settings. Engaging in RPGs requires active and attentive listening to dialogue, character interactions, and plot developments. Players must carefully listen to instructions, conversations, and audio cues to navigate the game effectively. Furthermore, multiplayer RPGs foster collaboration and communication, necessitating effective listening to coordinate strategies and understanding teammates' instructions. By immersing players in rich narratives and complex social interactions, RPGs can improve active listening, comprehension, and critical thinking skills. Integrating well-designed RPGs into educational contexts can provide an engaging and interactive platform to cultivate and refine students' listening abilities. (Winardy & Septiana, 2023).

Genshin Impact

The term "Genshin Impact" comes from the Chinese 原神 *Genshin,* that means humans who have Visions. These characters possess the potential to attain god-like status, which serves as the inspiration behind their name. The term "Genshin" refers to a concept similar to a "proto-god" or an "original god," while "allogene" refers to a figure in gnosticism who possesses both supernatural abilities and the potential to become a god. See Figure 1 (Volkov, 2021).

Genshin Impact, developed by HoYoverse, is a highly popular open-world action role-playing game (RPG) that offers an expansive and immersive gameplay experience. Set in the visually stunning world of Teyvat, players embark on a quest as the "Traveler" to uncover the mysteries of this enchanting realm. With its rich narrative and diverse cast of characters, Genshin Impact presents ample opportunities to enhance listening skills. Engaging with the game requires attentive listening to character dialogues, voice acting, and immersive sound design. By actively following and understanding the spoken language in the game, players can improve their listening comprehension and develop skills in understanding and interpreting verbal information. Furthermore, the multiplayer mode of Genshin Impact promotes collaborative gameplay and real-time communication, necessitating effective listening and communication skills to coordinate strategies and engage in cooperative gameplay (miHoYo, 2020). Incorporating Genshin Impact into educational contexts can leverage its immersive storytelling and interactive elements to create an engaging platform for enhancing listening skills (Yang, 2021).

1.2.2 **Dependent variable:** Listening skills
1.2.2.1 English language proficiency

English Language Proficiency is one of the most important facts that students need to acquire to get good development while learning a new language. It is the students' ability to use the English Language as a tool that makes communication an object of study (UniSQ, 2020). It is commented that since research clearly shows that many factors other than English proficiency are important for academic success, there may be a minimum level below which a lack of sufficient English proficiency contributes, but this is due to the lack of academic success (Graham, 2021). Therefore, English Language Proficiency is an important factor in the academic development of students' language proficiency learning.

According to Canale and Swain (1980), the concept of English language proficiency includes not only linguistic knowledge but also sociocultural and pragmatic skills. Understanding and efficiently utilizing the proper language forms, conventions, and sociocultural norms in various communication circumstances are requirements for

fluency in English in addition to grammar and vocabulary (Kasper & Rose, 2002). The necessity of fostering learners' communicative capacity to successfully navigate various linguistic and cultural contexts is emphasized by this holistic approach of English language competency, which acknowledges the interaction between language skills, cultural awareness, and pragmatic abilities.

The Input-Process-Output (IPO) model, as outlined by Gass and Selinker (2008) offered a framework for understanding the development of English language proficiency. This theoretical perspective suggests that language acquisition is built upon linguistic input, which involves exposure to authentic spoken and written English. Through cognitive and linguistic processes, learners integrate and internalize this input, leading to the production of language output. The IPO model highlights the significance of providing students with meaningful and comprehensible input, as well as ample opportunities for practice and feedback, in order to foster the advancement of their English language competence.

1.2.2.2 English Language skills

Developing English language skills, students can find different ways in which they can improve their language skills according to the English Language. Some studies say that oral presentations provide teachers with a learner-centered activity that can be used in the language classroom as an effective tool for improving their students' communicative competence and English language skills. (Brooks &Wilson, 2018). In this case, oral activities like conversations show that they are very useful and important when the students are training their skills.

The Four Skills Approach, widely recognized in language education, provides a theoretical framework for understanding English language skills (Listening, Speaking, Reading, and Writing) and their interdependencies (Nunan, 1991). According to this approach, each skill is considered distinct yet interconnected. Speaking and writing are productive skills that concentrate on the production of ideas, whereas listening and reading are receptive skills that involve understanding spoken and written language. This framework emphasizes the need to develop all four skills in a balanced manner to achieve comprehensive language proficiency.

According to Richards and Rodgers (2014), the Communicative Language Teaching (CLT) method provides a theoretical framework for comprehending English language proficiency in a communicative setting. The functional use of language in meaningful communication is emphasized by CLT. It views language skills as tools for expressing thoughts, negotiating meaning, and having real-world conversations. This approach places importance on developing learners' ability to use English effectively in real-world situations, emphasizing both accuracy and fluency in listening, speaking, reading, and writing.

1.2.2.3 Receptive skills

It is estimated that the most important skills when students learn a language are the receptive skills, because they are acquiring and getting into the language. Language skills are divided into receptive arid productive ones. The receptive skills include listening and reading while the productive ones are speaking and writing. (Al-Jawi, 2018). Reading and listening are skills that help a lot with the student's learning process. But, with listening skills the student is engaged and practice a lot with the interaction that it produces.

A theoretical framework for comprehending how reading and listening skills complement one another is provided by the top-down and bottom-up processing model (Carrell, 1983). Top-down processing, according to this approach, entails employing prior information, context, and expectations to understand the overall meaning of spoken or written English. As opposed to top-down processing, bottom-up processing entails dissecting individual words, phrases, and sentence constructions in order to decode and comprehend the precise information. According to the paradigm, proficient language users combine top-down and bottom-up approaches to infer meaning from spoken and written texts.

English receptive skills information, such as hearing and reading, as integrated processes is provided by the Skills Integration Theory (Anderson, 1991). According to this idea, the cognitive processes and knowledge structures underpinning listening and

reading skills are similar. To understand spoken and written English, language learners rely on their pre-existing linguistic knowledge and cognitive abilities. In order to improve learners' overall language ability, the Skills Integration Theory highlights the significance of integrating both receptive skills in language training.

1.2.2.4 Listening Skills

One of the most important skills is listening skills. Subsequently, it increases the level of understanding of the language of students. Listening skills constitute the basic structure for all the courses in primary education. Therefore, in people's lives, it is indispensable for them to be able to understand what they listen to effectively. Improving students' listening skills effectively is strongly related to being aware of the factors which influence their listening performance. It helps students to acquire in a better way than just writing, because you are getting things like pronunciation, intonation, and dialogues. thereafter, you learn a lot by listening.

Research for comprehending listening skills is provided by the Information Processing Model (Rost, 2002). According to this model, listening involves a series of cognitive processes, including attention, perception, comprehension, and memory. Listeners engage in bottom-up processing by decoding sounds and linguistic elements, as well as top-down processing by activating prior knowledge and using context to interpret meaning. The Information Processing Model emphasizes the interactive and dynamic nature of listening, highlighting the importance of both auditory and cognitive processes in effective listening comprehension. Listening skills are crucial for effective communication and language development. These skills include being able to attend to and process auditory information, differentiate between sounds, and understand spoken language. Hearing and listening are not the same thing. The noises that reach your ears are referred to as hearing. It is a physical process that, if you do not have any hearing issues, occurs without your conscious awareness. But listening calls for more than just that—it calls for concentration and focus—both mental and occasionally bodily (Roth, 2012)

The Metacognitive Approach to Listening Vandergrift (2007) offers a study that focuses on learners' awareness and control of their listening processes. Developing

listening skills requires using metacognitive techniques like goal setting, monitoring comprehension, and evaluating understanding. Metacognitive strategies, such as setting goals, monitoring comprehension, and evaluating understanding, play a crucial role in developing listening proficiency. In choosing suitable methods, adapting to various listening tasks and situations, and commenting on their listening performance, this method places a strong emphasis on the part that learners' metacognitive awareness plays. The Metacognitive Approach to Listening emphasizes how important it is for students to grow their metacognitive talents in order to improve their overall listening skills.

Listening subskills

Specific abilities or aptitudes required for listening comprehension according to Pandey (2023) are referred to as listening subskills. Some commonly recognized listening subskills are the following: Listening for Specific Information, Listening for General Understanding, Predictive Listening, Inferential Listening, Listening for Pleasure, Intensive Listening and Evaluative Listening.

- **Listening for specific information**

Listening for specific information refers to the intentional and focused act of listening with the goal of identifying or extracting particular details or facts from an auditory input. It involves listening attentively to gather specific pieces of information such as names, dates, numbers, locations, or any other specific details required to fulfill a particular purpose or task (Rost, 2011).

- **Listening for general understanding**

Listening for general understanding refers to the process of listening to grasp the overall meaning, main ideas, and the gist of an auditory input without focusing on specific details. It involves comprehending the broader message, identifying the main points, and understanding the general context or purpose of the spoken information (Field, 2008). Furtherly, Lynch (1998) refers to listening for general understanding as integration of

data from phonetic, phonological, prosodic, lexical, syntactic, semantic, and pragmatic sources is a complex process of listening.

- **Predictive Listening**

Predictive listening refers to the process of anticipating or making educated guesses about upcoming information or content based on prior knowledge, contextual clues, and familiarity with the topic or speaker. It involves using cues from the listening material to make predictions about what might be said or what might happen next, thereby enhancing comprehension and reducing cognitive load during the listening process (Vandergrift & Goh, 2012).

- **Inferential Listening**

Inferential listening refers to the process of drawing conclusions, making logical connections, and filling in gaps in understanding by using implicit information and context cues provided in the auditory input. It involves going beyond the explicit information given and utilizing background knowledge, critical thinking, and reasoning skills to understand the speaker's intended meaning, implications, or unstated messages (Goh, 2008).

- **Listening for Pleasure**

Listening for pleasure refers to the act of engaging in listening activities solely for the purpose of enjoyment, entertainment, and personal satisfaction, rather than for educational or specific learning goals. It involves selecting and immersing oneself in various forms of audio content, such as music, podcasts, storytelling, or other forms of spoken or auditory material, with the aim of experiencing pleasure, relaxation, and a sense of personal fulfillment (Bayraktaroğlu & Balcı, 2018).

- **Intensive Listening**

Intensive listening refers to a focused and detailed approach to listening comprehension that involves carefully analyzing and understanding specific information, language structures, or details in an auditory input. It requires concentrated attention and active processing of the listening material to extract meaning, identify specific elements, and gain a thorough understanding of the content (Buck, 2001).

- **Evaluative Listening**

Evaluative listening refers to the process of critically analyzing and assessing the content, quality, or effectiveness of an auditory input. It involves actively listening to the information presented, engaging in thoughtful judgment, and forming opinions or making assessments based on criteria such as accuracy, relevance, credibility, logical coherence, or persuasive techniques used by the speaker (Arcavi & Isoda, 2007).

Stages of Teaching Listening Skills

Pre-Listening

The pre-listening phase provides learners with the necessary preparation to effectively listen to and comprehend the listening material. This stage plays a crucial role in guiding students towards the specific listening passage they will engage with, stimulating their curiosity, and clarifying the listening objective. Pre-listening serves as a precursor to the while-listening stage. During this stage, it is essential to provide sufficient context that mirrors real-life situations and fosters motivation. It would be unfair to immerse students in the listening task without prior explanation of the topic or the type of activity they will be undertaking. Hence, it is important to offer comprehensive pre-listening support that helps students build confidence and effectiveness (Movva et al., 2022).

Pre-listening activities focus on:

- Offering an appropriate overall framework for the activity and examples of texts with good structure
- Dividing the task into easy-to-understand sequential learning steps

- Briefing

- Activating prior understanding

- Relating to previous task experience

- Relating to previous levels of accomplishment

- Sharing learning objectives

- Describing listening behavior

While-Listening

While-Listening: This level aims at improving learners listening abilities and evaluating their comprehension. While learners are listening, the teacher gives them tasks to perform. For their listening tasks, students might need to listen to the text more than once. After analyzing the students' answers, the teacher should emphasize the key points of the text and explain any linguistic or structural issues that the students encountered. Teachers must take care to avoid the students' access to the listening text's tape script. The content of the listening text and the students' interests also have a role in how well the while-listening tasks go. The repetition of the same tasks might make students bored (Movva et al., 2022).

While-listening activities focus on:

- Providing context and explanations

- Demonstrating strategies for monitoring understanding

- Demonstrating appropriate listening behaviors

- Encouraging questioning by students while engaged in the task

- Promoting the seeking of clarification when needed

Post-Listening

Post-listening activities are designed to diversify the subject or language of the auditory material. After the listening activity is completed, post-listening tasks are implemented. Well-planned post-listening activities enable learners to connect the information they've received to their emotions and previous experiences while also fostering interpretative and critical listening abilities as well as reflective thinking. In addition, post-listening exercises serve not only as an opportunity for teachers to assess students' comprehension and review their knowledge but also for students to deepen their understanding beyond the literal level and delve into interpretation and critical analysis (Movva et al., 2022).

Post-listening activities focus on:

- Reflecting
- Assessing
- Promoting the transfer of skills
- Valuing several levels of accomplishment

1.3 OBJECTIVES

1.3.1   GENERAL OBJECTIVE

To establish the relationship between videogames and the students' listening skills improvement.

1.3.2   SPECIFIC OBJECTIVES

- To describe the best ways in which videogames can be helpful in the students' listening skills improvement.

- To identify the students' listening level of development before and after the treatment.

- To analyze the impact of video games on the students' listening skills.

CHAPTER II.

METHODOLOGY

2.1 Materials

In order to facilitate the progress of this research, the use of both human and material resources was necessary. The human resources encompassed individuals enrolled in the Sixth semester students from Languages Center of Indoamérica University. Furthermore, the provision of material and technological resources, for instance mobile devices, HDMI cables, computers and screens was necessary. Lastly, physical and economical resources such as internet connection and printed worksheets greatly contributed to the project's advancement.

Whitin the data collection process, the Genshin Impact videogame was utilized to enable students to listen, revise, and check their listened work. The evaluation of the listening performances was conducted using a Listening Comprehension criteria of A2 Key exam form Cambridge English Qualifications: be able to understand announcements and other spoken content when people speak reasonably slowly; identify the main information of dialogues; and identify the main idea, message, key or theme in monologues or short dialogues. Each criterion was scored on a scale of five points, in order to obtain 15 points in total. Moreover, different other resources were useful in this process, computers, mobile devices, a Wi-Fi connection, a screen, the Telegram app and OBS Studio for Windows 11 program. Lesson plans were also created in advance of the project, and used during each intervention, providing essential tools for conducting this study effectively.

2.2 Methods

2.2.1 Research approach

According to Ahmadet et al. (2019), the quantitative approach gathers a range of numeric data and statistical inferences. This type of research allows the analysis of the

results gotten by tables, graphs, and percentages. Therefore, this study was quantitative in order to collect data through the pre-test and post-test listening criteria with the purpose to determine whether videogames help to the development of listening skills. The tests were extracted from the Cambridge A2 KET tests and applied to students from the second level of Languages Center at "Universidad Indoamérica". Furthermore, by employing Genshin Impact Videogame, it was possible to demonstrate students' improvement in their listening skills through the implementation of these tests.

2.3 Research Modality

2.3.1 Field based research

According to Mallete and Duke (2020). Field research refers to a method aimed at gathering fresh information from original sources with a particular objective in mind. It involves exploring unexplored or novel subjects through data collection. In this case, this research project qualifies as field research because it primarily involves gathering data directly from the location where the events take place during a period of time without any intentional manipulation or control of project variables. Consequently, the investigation was conducted in person.

2.3.2 Bibliographic research

Additionally, the research work adopted a bibliographic approach as the information presented was sourced from bibliographic references like books, articles, and theses that were accessed through online platforms. According to Allen (2017), the credibility of the data collected, as well as additional information acquired through alternative means, and the subsequent analysis of the document contents, form the basis for research funding.

2.4 Level or type of research

2.4.1 Exploratory research

Exploratory research in the field of social science can be defined in a variety of ways, but its core involves an effort to learn something new and interesting, by thoroughly investigating a research topic. Since it is impossible to predict if anything innovative will be revealed as a result of the entire process, conducting this kind of study is by definition

risky. Consequently, an answer or outcome can only be obtained once the research process is well developed (Swedberg, 2020). This project is considered innovative due to its introduction of activities, which possess the capacity to engage and entertain students, despite the existence and prior application of diverse interaction activities like role-playing or interviewing.

2.5 Research design

2.5.1 Pre-experimental research design

As stated by Tabuena (2021), pre-experimental research seeks to explore the impact of the independent variable on the dependent one while helping teachers in the assessment and evaluation of data. Through the implementation of a one-group pretest-posttest design, this research methodology aims to yield quantitative outcomes. Consequently, the examination of these variables requires the utilization of statistical data. In the present study, the independent variable was "Videogames," while the dependent one was listening skills. Thus, a collaborative effort with the class was required to analyze the association between these two variables.

2.5.2 One-group Pretest-posttest Research Design:

A single-group pretest-posttest design was implemented in this study as it combines a pre-test and post-test assessment focused on that group. The pre-test was conducted prior to the treatment administration to evaluate the dependent variable, while the post-test was conducted at the conclusion of the treatment.

2.6 Instruments

As stated by Wilkinson and Birmingham (2003), research instruments serve as tools used to gather relevant data for a research project, and there exist a variety of options from which to select. Thus, a pre-test and a post-test were applied to identify students' level of proficiency in listening skills. This instrument was taken from the standardized A2 KET (Key English Test) designed by Cambridge Assessment English. A Diagnostic test from Oxford Online English was also applied to identify the students' listening skills level, the test consists of 6 parts with 4 questions of each part. The pretest was taken at the beginning of the experiment to identify the level of competence in the listening

section, therefore, for this project only the listening section was considered, which consists of six parts.

On the other hand, the post-test was applied after the application of the interaction activities, to determine if the participants improved their level of competence in listening skills. YouTube videos and videogames gameplay were presented in each of the 7 interventions, in order to reinforce knowledge on the topics of each class.

2.7 Procedure

Eight face-to-face meetings were held according to the timetable. Each session lasted an estimated time of 45 minutes from 11:30 to 12:15 except the first, the second and the last one that lasted 60 minutes with English teacher's permission to develop pre, post, and diagnostic tests respectively. The dates and activities planned for each intervention were detailed in the following paragraphs:

Session one: Diagnostic test and pretest

During the initial phase of the interventions, a diagnostic test was administered to assess the listening skills of the learners. The researcher started by introducing himself, explaining the research topic, and providing information about the treatment. The students were then given instructions for each activity and proceeded to take the test. The audios for the test were extracted from https://www.oxfordonlineenglish.com/english-level-test/listening. The Diagnostic test scores were evaluated using Oxford English.com ENGLISH LISTENING LEVEL TEST to establish the students' scores. At the end of the class, the teacher asks students to follow the instructions to download the Videogame "Genshin Impact" on their cellphones or laptops.

Session two: Pre-test

The pre-test was applied in the second intervention to presumptively determine the student's listening proficiency. The researcher began by outlining the tools and software that would be used. The pre-test was then given to the students, who then started the test once the researcher had instructed them on each task. The audios for the test were extracted from https://www.examenglish.com/KET/KET_listening.html. The pre-test

was scored using the Cambridge English: Key Listening Paper to obtain the final scores. At the end of the class, the teacher asks students to do not forget to download the Videogame "Genshin Impact" on their cellphones or laptops.

Session three: Introduction to the Genshin Impact videogame

On the other hand, the third intervention's goal was to introduce students to listening and establish strategies for listening comprehension in a videogame context. To introduce the topic, the researcher started by asking students to watch a video clip "5 Tips for Better English Listening Skills" with English audio and subtitles to introduce students to the listening process. Also, the researcher showed the importance of listening to the students. For pre-listening the researcher gave the link for a short game quiz on Quizizz Platform about the video to the students. For during listening the researcher started by discussing what Genshin Impact is and its popular characters, consequently the teacher distributed the listening comprehension questions for students to complete them. Furtherly the researcher showed a short gameplay videoclip trailer about Genshin Impact for students to express their thoughts about the videogame. For Post-Listening stage, the researcher checked the answers to the comprehension questions and encouraged students to discuss their opinions about the video game and share any strategies they used to understand the video game. As homework, the researcher asked students to complete Venti's Story Quest, Carmen Dei Chapter: Act 1 into the game, with a notebook to write the different aspects of the mission and any unfamiliar words like verbs, nouns, or adjectives.

Session four: Character Introduction

This session had the aim of improving students' character recognition and understanding in a videogame context. To begin the class the researcher asked students if they played the mission given by the teacher in the previous class. The researcher reminded them of some of the main aspects of the plot developed in the mission and let students share their opinions in pairs about the mission given as homework. For the Pre-Listening stage, the researcher presented information about the main characters in Genshin Impact by showing images describing their roles and sharing their background stories. For the Listening stage, The researcher played voice lines of these characters and ask students to match the voice to the character through a matching activity. Discuss any connections they made. For the Post-Listening stage, after completing the worksheet, the

class will discuss the character descriptions and students' answers. Finally, students were asked to discuss which character interested each student and why.

Session five: Exploring Teyvat

The fifth session had as its general objective to enhance listening skills of students while preparing them for an in-game exploration listening performance activity. To introduce the topic, the researcher started the class by asking students if they have practiced their listening by doing some missions of the game. The teacher reminded them of some listening strategies or other techniques if necessary. For the Pre-Listening stage, the researcher discussed the concept of exploring Teyvat and what they might encounter in the game, highlighting the importance of paying attention to environmental sounds, music, and character dialogues. For the Listening stage, the researcher let students explore a specific region in the game, while completing listening comprehension questions 1 previously distributed. For Post-Listening stage, after completing the listening activity, in a group discussion, students were asked to describe the sounds and dialogues they heard while exploring. At last, learners were asked to complete the listening comprehension questions 2 given by the teacher as homework.

Session six: Quest Dialogues

The sixth intervention had as its general objective to check students' listening comprehension in a videogame context. Prepare students to engage with quest dialogues. The researcher began the class checking if students are understanding the Genshin Impact videogame plot by randomly making questions to the students. For the Pre-Listening stage, the researcher introduced a simple in-game world quest to the students and provided an overview of the quest objectives and characters involved to develop the Prologue Act II mission. For Listening stage, the researcher assigned the quest "For a tomorrow without tears, Prologue Act II" to students and asked them to pay close attention to the quest dialogues. Further, the researcher gave the listening comprehension activity to the students and students read and completed them. For the Post-Listening stage, after completing the listening activity students were asked to make a short dialogue in pairs similar to the previous mission and present it to the whole class.

Session seven: In-Game Story

In the next session, the researcher started presenting the background and context of the next in-game story quest. For Pre-Listening, the researcher assigned two characters from the game to students and ask them to read about these characters' backgrounds and personalities. The teacher gave the listening comprehension activity to the students. For Listening, the researcher assigned students to play through the selected story segment called "Prologue III song of the dragon and freedom", encouraging them to listen carefully to the dialogues and follow the narrative. For Post-Listening, after completing the main listening activity, The teacher facilitated a class discussion where students could share their summaries, character analyses, and reflections on the story segment discussing the impact of dialogues, character development, and audio elements on the overall storytelling experience in Genshin Impact.

Session eight: Post-test

In the last session, to assess students' listening abilities following the previous interventions and the usage of the Genshin Impact video game, a post-test was provided for this session. This post-test was similar to the pre-test but with a different format. The audios were extracted from: https://www.examenglish.com/KET/KET_listening.html. Additionally, final scores were based on Cambridge English: Key Listening Paper.

2.8 Population and sample

For the development of this research work, the use of human resources was necessary. The human resources were the young students of the second level of Indoamérica Languages Center. This group consisted of 12 participants, 6 men and 6 women. The age of the students was between 19 and 22 years. Additionally, to select the educational unit in which the project was applied, a thorough analysis had to be made on the availability of teachers' time, and favorably the institution provided a great openness and facility for the application of the project.

Table 1 Population

Population	Sample	Percentage
Women	6	50%
Men	6	50%

Total	12	100%

Note: 2nd level students of Languages Center of Indoamérica University

2.9 Hypothesis

2.9.1 Null hypothesis

H0: The use of videogames does not enhance the students' listening skills.

2.9.2 Alternative hypothesis

H1: The use of videogames enhances the students' listening skills.

2.9.3 Variable identification

- Videogames (Independent)
- Listening skills (Dependent)

CHAPTER III. RESULTS AND DISCUSSION

3.1 Analysis and discussion of the results

This chapter presents the results obtained after applying videogames to develop students' listening skills. The results are presented in tables to facilitate comprehension, and each table is followed by an analysis and interpretation in order to help the readers' understanding.

The experiment was developed with second level of Languages Center of Universidad Indoarmérica. The interventions were applied in a presential modality.

Students' pre-test and post-test were scored based on a specific KET exam rubric for the listening section which was designed and developed by Cambridge English Assessment. The rubric to evaluate the KET exam consists of 15 points in total. It contained 3 aspects of listening comprehension scored out of 0.6 points for each question.

The scores obtained by the students were carefully analyzed to determine whether or not the use of videogames to develop the students' listening abilities was effective. The pre-test and post-test scores were quantified over 10 points (Ecuadorian score). These scores were represented in Tables 3 and 4. Subsequently, the results were analyzed using SPSS software, version 26.

Table 2 *Students' pre-test scores*

Researched group	Score out of 10
Student 1	2
Student 2	3
Student 3	3.6
Student 4	2
Student 5	6
Student 6	2.4
Student 7	3.6
Student 8	2
Student 9	2
Student 10	4.8
Student 11	3

Student 12	3.6
Average	3.17

Table 3 Students' post-test scores

Researched group	Score out of 10
Student 1	5.4
Student 2	3.6
Student 3	6.6
Student 4	5
Student 5	7.2
Student 6	5.4
Student 7	5
Student 8	5.4
Student 9	5
Student 10	7.8
Student 11	6
Student 12	5
Average	5.6

Table 4 Students' pre-test & post-test scores difference

Researched group	Score out of 10
Student 1	3,4
Student 2	0,6
Student 3	3
Student 4	3
Student 5	1,2
Student 6	3
Student 7	1,4
Student 8	3,4
Student 9	3
Student 10	3
Student 11	3
Student 12	1,4
Average	2,4

Table 5 *Table of Frequencies*

Pretest

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2,0	4	33,3	33,3	33,3
	2,4	1	8,3	8,3	41,7
	3,0	2	16,7	16,7	58,3
	3,6	3	25,0	25,0	83,3
	4,8	1	8,3	8,3	91,7
	6,0	1	8,3	8,3	100,0
	Total	12	100,0	100,0	

Note: Table of Frequencies for pretest, IBM SPSS software ver. 26

Posttest

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3,6	1	8,3	8,3	8,3
	5,0	4	33,3	33,3	41,7
	5,4	3	25,0	25,0	66,7
	6,0	1	8,3	8,3	75,0
	6,6	1	8,3	8,3	83,3
	7,2	1	8,3	8,3	91,7
	7,8	1	8,3	8,3	100,0
	Total	12	100,0	100,0	

Note: Table of Frequencies for posttest, IBM SPSS software ver. 26

Table 6 *Difference and average of the pre-test and post-test*

Results	Pre-test	Post-test	Difference
Average	3.2	5.6	2.4

Note: 2nd level students of Languages Center of Indoamérica University Difference and average of the pre-test and post-test

Figure 1

Pre-test/post-test comparison and Difference per Student
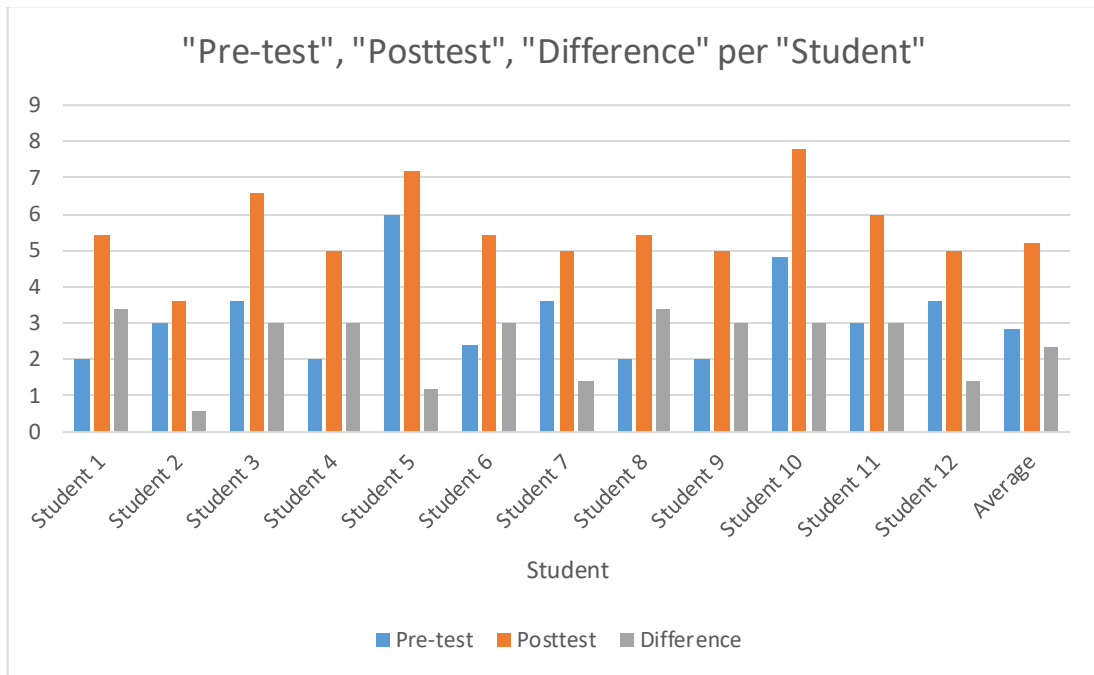
Note: This figure shows every student pre-test and post-test results before and after the treatment, also an average of the results shown and their respective difference. Microsoft Excel, Office 365 package.

Analysis and interpretation

Table 6 shows the different averages of the grades obtained by the 2nd level students of Languages Center of Indoamérica University. The average obtained by the students in the pretest was 3.17 out of 10. However, in the post test the students obtained an average of 5.6 out of 10. This indicates that the entire group improved 2.45 decimals in their listening competence. These findings demonstrate that video games are effective and beneficial in students' listening skills development, as an increase in the average test scores was evidenced.

Table 7 *Listening skills pre-test and post-test average over 10*

		PreTest	PostTest
Listening skills pre-test and post-test average over 10			
		PreTest	PostTest
N	Valid	12	12
	Missing	0	0
Mean		3,167	5,617
Std. Deviation		1,2558	1,1328
Minimum		2,0	3,6
Maximum		6,0	7,8

Note: Pretest/Posttest Statistics after interventions, Minimum/Maximum/Mean/Order, IBM SPSS software ver. 26

Analysis and Interpretation

Table 7 shows a summary of the Pre-test, Posttest average over 10 points. For the count there are 12 participants between the posttest and pre-test with 0 missing. The mean for pre-test was 3,1667, and for post-test was 5,6167. Additionally, the mode for pretest scores was 2,00 and for post-test scores was 5,00. The results provided showed a minimum value of 2,00 and a maximum of 6,00 for the Pre-test. Finally, The minimum and maximum value for the post-test was 3,60 and 7,80 respectively.

Table 8 *Anova Single Factor*

Anova: Single Factor

SUMMARY

Tests	*Count*	*Sum*	*Average*	*Variance*
Pre-test	12	38	3,16666667	1,5769697
Posttest	12	67,4	5,61666667	1,2833333
Difference	12	29,4	2,45	0,9827273

ANOVA

Source of variation	*SS*	*df*	*MS*	*F*	*P-value*	*F crit*
Between groups	66,1755556	2	33,0877778	25,829443	1,77371E-07	3,284917651
Within groups	42,2733333	33	1,2810101			

Total	108,448889	35

Analysis and Interpretation

Table 8 shows a summary of the Pre-test, Posttest and Difference Count, Sum, Average and Variance. For the count there are 12 participants for the difference between the posttest and pre-test. The difference for the Sum of both test scores was 29,4. The Average for Pre-test results was 3,17, for Posttest was 5,617, resulting to a difference of 2,45 between both tests. The Variance Difference was 0,98 resulting from the Pre-test and Posttest Variance. Additionally, Anova shows the source of variation between groups and within groups. The Squares Sum total result was 108,448889. The degree of freedom shows a result of 35 in total, whereas the Mean of Squares between groups was 33,0877778 and within groups was 1,2810101. The F value was 25,829443, however the P-value for probability was 1,77371E-07. Finally, the crit value for F was 3,284917651.

3.2 Verification of hypotheses

The IBM Statistical Package for the Social Sciences (SPSS) program was used to test the hypothesis. Additionally, a normal test had to be performed to determine whether the sample's distribution of the findings was normal or dispersed. The research's acceptable hypothesis was identified and validated in the final stage utilizing the t-test statistic.

Null hypothesis

The use of videogames does not enhance the students' listening skills.

Alternative hypothesis

The use of videogames enhances the students' listening skills.

Test of Normality

Table 9 Kolmogorov-Smirnov Normality Test of Pretest

Pretest

One-Sample Kolmogorov-Smirnov Normal Test Summary

Total N		12
Most Extreme Differences	Absolute	,198
	Positive	,198
	Negative	-,176
Test Statistic		,198
Asymptotic Sig. (2-sided test)		,200a,b

a. Lilliefors Corrected

b. This is a lower bound of the true significance.

Table 10 Kolmogorov-Smirnov Normality Test of Posttest

Posttest

One-Sample Kolmogorov-Smirnov Normal Test Summary

Total N		12
Most Extreme Differences	Absolute	,243
	Positive	,243
	Negative	-,210
Test Statistic		,243
Asymptotic Sig. (2-sided test)		,050a

a. Lilliefors Corrected

H_0=Sig>0,05=The data is normally distributed

H_A=Sig<0,05=The data is not normally distributed

Analysis and Interpretation

Table 10 shows the normality test of the pretest and posttest results. This research project utilized a population of 12 students, that is the reason because Shapiro Wilk was implemented. Table 10 indicates that the significance in the pre-test is 0,200 however in the posttest the significance is 0.00, that would suggest that the outcomes did not follow a normal distribution. As a result, it may be inferred that the data are normal since the significance levels are balanced, for which a T test was used.

Table 11 *One-Sample Test*

One-Sample Test

Test Value = 0

	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
PreTest	8,735	11	,000	3,1667	2,369	3,965
PostTest	17,175	11	,000	5,6167	4,897	6,336

Note: One-Sample Test IBM SPSS software ver. 26

HO=Sig>0,05=The values are normally distributed

Ha=Sig<0,05=The values are not normally distributed

Analysis and interpretation

Table 11 have shown the results of One-Sample Test to determine whether the results are normally distributed or not. In this case, the present research involved 12 students from the second level of Languages Center of Indoamérica University. According to the findings, there was a significance level of 0,000 in the pre-test and a significance of 0,000 in the post-test, indicating that the results did not follow a normal distribution. To figure out whether the hypothesis is accepted or rejected, a non-parametric test (the T-Wilcoxon) was necessary to apply.

Table 12 *Non-parametric test (T-Wilcoxon test)*

Hypothesis Test Summary

	Null Hypothesis	Test	Sig.	Decision
1	The median of differences	Related-Samples Wilcoxon Signed Rank Test	,000	Reject the null hypothesis.

between PRETEST and POSTTEST equals 0.	
Asymptotic significances are displayed. The significance level is ,000.	

Note: T-test IBM SPSS software ver. 26

Analysis and interpretation

The Wilcoxon test is a statistical test that is not based on specific hypothesis about the distribution of data. They are used either to test the location of a population based on a sample of data, or to compare the locations of two populations using two matched samples (Conover & Iman, 1981). The presented table demonstrates a significance level of 0.000, indicating that the null hypothesis (H0) is rejected as it is below the threshold of 0.00. Consequently, the alternative hypothesis (H$_A$) is accepted, specifically H$_{A:}$ The use of videogames enhances the students' listening skills. As a result, it can be concluded that the implementation of Videogames has a positive impact on students' listening skills following the application of the treatment.

3.3 Discussion of the results

After the implementation of Videogames as a digital tool, students have demonstrated significant progress in their listening skills, particularly in the areas of listening for specific information and predicting content. Amin and Wahyudin (2022) conducted a study that revealed the positive impact of Videogames toward students' receptive skills comprehension improvement. The results of students' multiple-choice exams may reflect the influence of video games in their learning process. Another study elaborated by Chen and Yang (2013) aimed to explore the benefits of Adventure Videogames on foreign language learning and how learners perceive them. After playing, students were suggested to take a vocabulary posttest in order to know how many unfamiliar terms were understood. The study's findings indicated that students perceived the game as beneficial for enhancing their language skills and motivation. Students argued that the game's fascinating design contributed to their enjoyment of it. The results of this research suggest that adventure video games like BONE can serve as valuable resources to reinforce students' process while improving their English listening, reading, vocabulary skills, and overall learning motivation.

Videogames are a good digital tool to be applied in listening lessons. The reason for this is that students could be able to understand announcements and other spoken content when people speak reasonably slowly. Furtherly, they could recognize some new words and unfamiliar vocabulary in order to apply it in a videogame context. The findings of the research revealed a significant positive impact of Genshin Impact, a specific video game, on the improvement of students' listening skills. Through engaging with the immersive and interactive gameplay of Genshin Impact, students were able to enhance their ability to understand and comprehend spoken language. The dynamic and realistic audio elements present in the game provided learners with ample opportunities to practice their listening skills in a contextualized and enjoyable environment.

The analysis of the research data indicated a significant positive correlation between students' engagement with Genshin Impact videogame and their improvement in listening skills. The game's quests, dialogues, and interactive elements required students to actively listen, process information, and respond accordingly. This active participation fostered the development of critical listening subskills, such as identifying main ideas, extracting details, and inferring meaning from context. The immersive nature of Genshin Impact undoubtedly contributed to the observed enhancements in students' listening abilities.

Briefly, in order to improve students' listening skills learning process, videogames are a great tool to be utilized during a class. Videogames, specifically Genshin Impact, enable students to recognize new words and understand phrases in context. As a result, students will utilize this tool to improve their listening as well as to master the English language. Additionally, this suggests that the integration of videogames in listening classrooms proves to be an effective resource for students to enhance their writing abilities and alleviate the workload of teachers (Cain et al., 2014).

CHAPTER IV. CONCLUSIONS AND RECOMMENDATIONS

4.1 Conclusions

At the end of this research study, the following conclusions were reached:

• Helpfulness of Video Games: The findings suggest that video games have proven to be helpful and beneficial in the development of students' listening skills improvement. The observed increase in average test scores indicates that the use of video games positively impacts students' ability to comprehend and process auditory information. This conclusion suggests that integrating videogames into educational settings can be a valuable strategy for facilitating listening skills improvement.

• The treatment had a positive impact on students' listening level of development: By assessing students' listening skills before and after the treatment, it was observed that the intervention, which involved the use of videogames, led to a measurable improvement in their listening abilities. This conclusion highlights the potential of video games as an intervention tool for enhancing listening skills in students, indicating that targeted and well-designed gaming experiences can contribute to meaningful progress in this domain. The data analysis reveals a substantial improvement in the listening competence of the 2nd-level students at the Languages Center of Indoamérica University. The average score on the pretest was 2.86 out of 10, while the post-test average increased to 5.2 out of 10. This indicates an overall improvement of 2.34 decimals in their listening skills.

• Video games have a significant impact on students' listening skills: Through the analysis of the data collected, it was found that the incorporation of videogames had a notable impact on students' listening skills. This conclusion underscores the importance of considering videogames as an influential factor in the development of students' listening abilities. It suggests that educators and researchers should further explore the potential of videogames in educational contexts and develop strategies to maximize their positive impact on listening skills acquisition. The data analysis confirms the impact of video games on students' listening skills. The observed increase in average test scores provides evidence that video games are effective and beneficial in promoting the development of

listening abilities. These findings support the notion that incorporating video games into educational practices can yield positive outcomes and contribute to the enhancement of students' listening skills.

4.2 Recommendations

Upon the culmination of this research project, in an effort to make valuable contributions to the pedagogy of teaching listening skills, the following recommendations are the following:

• Integration of Video Games: It is recommended to incorporate video games as a supplemental tool in teaching practices aimed at improving students' listening skills. Educators can strategically incorporate video games that focus on auditory processing, comprehension, and attention to enhance students' listening abilities.

• Training and Professional Development: Teachers should be provided with appropriate training and professional development opportunities to effectively utilize video games in the classroom. This includes guidance on selecting suitable educational video games, integrating them into lesson plans, and maximizing their impact on students' listening skills development.

• Continued Research and Evaluation: Further research should be conducted to explore the long-term effects of using video games for enhancing listening skills. Additionally, continuous evaluation and monitoring of the effectiveness of video game interventions are crucial. This will help to refine teaching approaches, identify optimal game genres and mechanics, and provide evidence-based guidelines for integrating video games into listening skills development programs.

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ANNEXES

Anexe 1: Authorization Document

UNIVERSIDAD TÉCNICA DE AMBATO
FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN
UNIDAD DE TITULACIÓN
Av. Los Chasquis y Río Guaytlabamba (Campus Huachi) / Teléfono (03) 2 990-261/Casilla 334
Ambato-Ecuador

Ambato 28 de marzo 2023
FCHE-UT-078-2023 Acuer.

Doctor Mg.
Víctor Hernández Del Salto
PRESIDENTE
CONSEJO DIRECTIVO
FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN
Presente

De mi consideración:

Unidad de Titulación de la Carrera Pedagogía de los Idiomas Nacionales y Extranjeros modalidad presencial de la Facultad de Ciencias Humanas y de la Educación, en sesión ordinaria realizada el 28 de marzo, visto el oficio sin número del 24 de marzo 2023 suscrito por el Señor **CHERREZ ROBALINO JUAN XAVIER** estudiante, Acuerda:

SUGERIR A CONSEJO DIRECTIVO

APRUEBE LA MODALIDAD DE TITULACIÓN **TRABAJO DE INTEGRACIÓN CURRICULAR** (PROYECTO DE INVESTIGACIÓN) EL SEÑOR **CHERREZ ROBALINO JUAN XAVIER**, ESTUDIANTE DE LA CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS CON EL TEMA PRELIMINAR **"VIDEOGAMES AND LISTENING SKILLS"** Y SE DESIGNE COMO TUTOR SUGERIDO A LA **MG XIMENA CALERO**, DEL PERÍODO ACADÉMICO **ABRIL – SEPTIEMBRE 2023**.

Atentamente,

DR. MG. MARCELO NÚÑEZ ESPINOZA
Presidente

anexo: lo indicado (1 hoja)

Anex 2: Carta de Compromiso

ANEXO 3

FORMATO DE LA CARTA DE COMPROMISO

CARTA DE COMPROMISO

Ambato, 11 de abril del 2023

Doctor

Marcelo Núñez

Presidente

Unidad de titulación

Facultad de Ciencias Humanas y de la Educación

Mg. Diego Vinicio López Aguilar en mi calidad de coordinador del área de inglés de la Universidad Indoamérica, me permito poner en su conocimiento la aceptación y respaldo para el desarrollo del trabajo de Titulación bajo el tema "Videogames and Listening Skills" propuesto por el estudiante Juan Xavier Chérrez Robalino portador de la cédula No. 1850132471, estudiante de la Carrera de los Idiomas Nacionales y Extranjeros Facultad de Ciencias Humanas y de la Educación de la Universidad Técnica de Ambato.

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

Particular que comunico a usted para los fines pertinentes.

Atentamente.

Mg. Diego Vinicio López Aguilar

Coordinador del área de Inglés de la Universidad Indoamérica

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0998690206

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UNIVERSIDAD TÉCNICA DE AMBATO

FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN

PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

ABRIL – SEPTIEMBRE 2023

DIAGNOSTIC TEST (SAMPLE TEST)

Student's name: ………………………………………………

Level: ………………………………………………………….

Date: …………………………………………………………

LISTEN TO THE AUDIO AND TRY TO COMPLETE THE QUESTIONS BELLOW

There are six parts in this listening test, and four questions for each part.

You can listen to the recordings more than once if you need to. However, you shouldn't listen more than three times. The test is here to find your natural listening level. Ideally, you should listen only once or twice.

You will get your results after you have answered all the questions.

PART 1

1. Where is the woman from?

- o Germany
- o Russia
- o Australia
- o Croatia

2. The woman says that you can travel from Croatia to Germany in two hours by _____.

- o car
- o plane
- o train

o ○ bus

3. What does the man think?

o ○ Croatia is a part of Germany.

o ○ He doesn't know enough about geography.

o ○ His geography is very good.

o ○ The woman is from Germany.

4. What does the woman think of the man's mistake?

o ○ It's not serious.

o ○ It's stupid.

o ○ It's very serious.

o ○ It's funny.

PART 2

5. What are they looking at?

o ○ a story in a book

o ○ a picture or a photo

o ○ a newspaper

o ○ an email

6. Who is the person they're looking at?

o ○ the woman's father's older brother

o ○ the man's mother's older brother

o ○ the man's father's older brother

o ○ the man's father's younger brother

7. The woman thinks the man's uncle _____.

o ○ looks kind

o ○ is handsome

o ○ looks unfriendly

55

o ☉ is kind

8. Why doesn't the man see his uncle very much?

- o ☉ His uncle's wife and his dad don't have a good relationship.

- o ☉ His uncle lives too far away.

- o ☉ His uncle and his dad don't have a good relationship.

- o ☉ His mum and his uncle don't have a good relationship.

PART 3

9. Where is this conversation taking place?

- o ☉ a restaurant

- o ☉ a bar

- o ☉ a supermarket

- o ☉ someone's house

10. What problem does the man mention?

- o ☉ They don't sell salmon.

- o ☉ It's very busy today.

- o ☉ They only serve fish.

- o ☉ There isn't any more salmon.

11. When the man tells the woman that she can't have salmon, she is _____.

- o ☉ a little disappointed

- o ☉ very angry

- o ☉ quite irritated

- o ☉ a bit sad

12. What does the man do?

- o ☉ He suggests a similar dish.

- o ☉ He tells the woman he will choose a dish for her.

- o ☉ He tries to sell the woman a more expensive dish.

o ◉ He apologises many times.

PART 4

13. The woman _____.

   o ◉ is a bit late

   o ◉ is early

   o ◉ is on time

   o ◉ is very late

14. The woman _____.

   o ◉ doesn't want to go anywhere

   o ◉ doesn't feel well

   o ◉ doesn't know where to go

   o ◉ doesn't want to walk far

15. Why is the man surprised?

   o ◉ The woman doesn't know where the place is.

   o ◉ The woman is wearing such unsuitable shoes.

   o ◉ The woman has been to the place before.

   o ◉ The woman is so late.

16. Which is true about the woman?

   o ◉ She went to the place last week.

   o ◉ She would have gone to the place once before, if her friend hadn't come with her.

   o ◉ She wishes her friend were with her now.

   o ◉ She would have gone to the place once before, if her friend had come with her.

PART 5

17. Where are the speakers?

- ⚪ a shop
- ⚪ a cinema
- ⚪ a restaurant
- ⚪ the woman's house

18. What does the woman do?

- ⚪ She agrees to give the man a refund.
- ⚪ She considers giving the man a refund.
- ⚪ She politely refuses to give the man a refund.
- ⚪ She rudely refuses to give the man a refund.

19. Why is the product which the man bought now ruined?

- ⚪ He didn't look after it properly.
- ⚪ The product was faulty.
- ⚪ The product was low quality.
- ⚪ He dropped it.

20. What does the man do?

- ⚪ He accepts the woman's decision.
- ⚪ He blames the woman for the situation.
- ⚪ He complains that he was not given the instructions with the product.
- ⚪ He does not accept the woman's decision.

PART 6

21. How does the woman feel?

- o ☐ scared
- o ☐ appalled
- o ☐ surprised
- o ☐ anxious

22. How does the man act?

- o ☐ dismissively
- o ☐ reassuringly
- o ☐ sympathetically
- o ☐ flirtatiously

23. Which is true of the person they're talking about?

- o ☐ She has forgotten many important things before.
- o ☐ She never usually forgets things.
- o ☐ She often forgets things.
- o ☐ She doesn't have a mobile phone.

24. What does the man decide to do?

- o ☐ call her from his mobile phone
- o ☐ call her from the woman's mobile phone
- o ☐ call her from a different telephone
- o ☐ send her an email

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PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

ABRIL – SEPTIEMBRE 2023

A2 KET EXAM (SAMPLE TEST)

Student's name: …………………………………………………

Level: ………………………………………………………….

Date: …………………………………………………………

1 There are five questions in this part. For each question, there are three pictures and a short recording. Click on the correct picture.
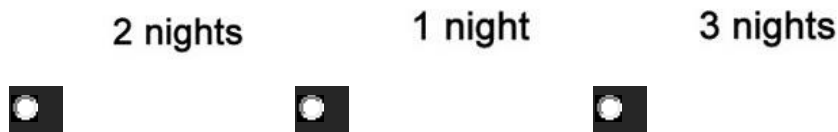
1

What time will the train arrive?
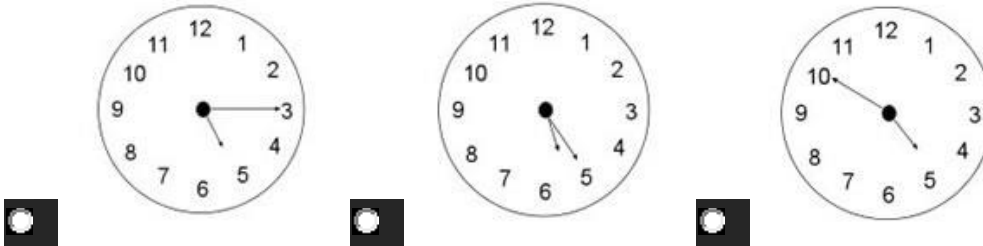
2

How long will the man stay at the hotel in total?

2 nights   1 night   3 nights

3

What does the man want to buy?

4

Where is the post office?
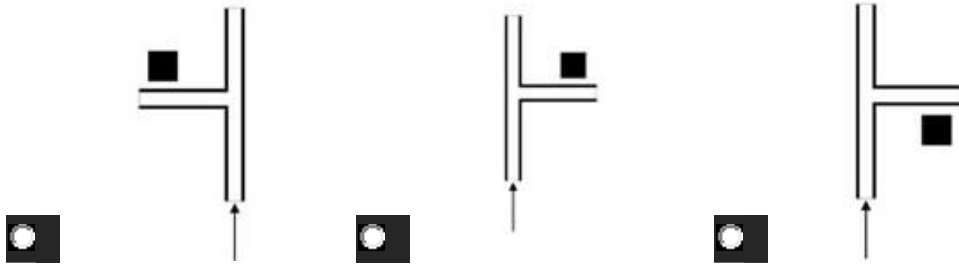
5

What will they buy?

---

2 You will hear some information about a language school. Listen and complete questions

Star Language School

First Floor: **Library**

You can borrow reading books and [＿＿＿＿＿＿] for 2 weeks.

You cannot borrow [＿＿＿＿＿＿]

Second Floor: **Computer Room**

The booking form is on the [＿＿＿＿＿＿]

Basement: [＿＿＿＿＿＿]

Saturday Trip: Visit a [＿＿＿＿＿＿] in Warwick.

Listen to Rebecca and Adam planning a night together. For each question, choose the correct answer.

1

Rebecca and Alan decide to meet on

⦿ Wednesday

⦿ Thursday

⦿ Friday

2

They decide to

⦿ Go out for dinner.

⦿ Go out for a drink.

⦿ Stay in and watch a DVD.

3

The Orange Tree is on

⦿ Church Road.

⦿ Love Lane.

⦿ Potter Street.

4

They will meet at

⦿ Ten past seven.

⦿ Twenty to seven.

⦿ Seven twenty.

5

Rebecca met Charlie

⦿ at a party.

⦿ on a skiing holiday.

⦿ at the sports centre.

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PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

ABRIL – SEPTIEMBRE 2023

A2 KET EXAM (SAMPLE TEST)

Student's name: …………………………………………………

Level: …………………………………………………………….

Date: ……………………………………………………………

In this part of Key English Test (KET) you listen to five short recordings for the main idea and choose the right option. You can listen to the audio twice.

1. There are five questions in this part. For each question, there are three pictures and a short recording. Click on the correct picture.

1

What will James do after dinner?

2

Where are the couple?

3

What will the two people buy?

4
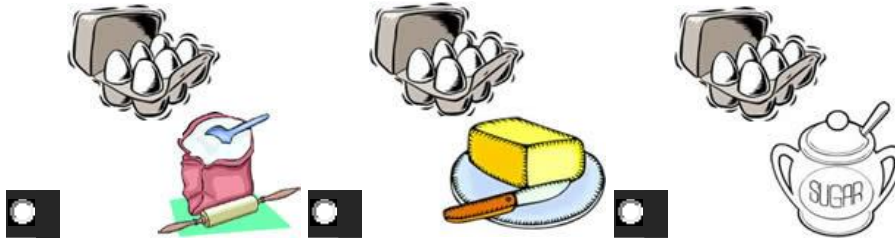
What does the woman suggest?

5

Which room has the woman cleaned?

2. There are five questions in this part. For each question listen to a short recording and answer the question.

1. You will hear two people talking at home. Which room are the people in?

◯ bedroom   ◯ kitchen   ◯ living room

2. You will hear two people talking at a clothes shop. What is the woman going to buy from this store?

◯ a skirt and shirt   ◯ a shirt and trousers   ◯ just a shirt

3. You will hear two people talking at a bookshop. Why is the man, Tom, there?

◯ A to buy a book   ◯ to meet someone   ◯ to return a book

4. You will hear two people talking in a computer shop. How much does the laptop cost?

○ £400   ○ £300   ○ £200

5. You will hear a woman talking to her friend. Why is she excited?

○ She is going to be on television.   ○ She has got a new job.   ○ She has won a competition.

3. Listen to Jack asking Alice about her birthday. For each question, choose the correct answer.

1 What date is Alice's birthday?

○ a) 12th July
○ b) 14th July
○ c) 16th July

2 What was the problem at Alice's party last year?

○ a) Nobody had fun.
○ b) It was hard work.
○ c) Hardly any people came.

3 What is the problem with Freddie's Pizza House?

○ a) The service was terrible.
○ b) The food is bad.
○ c) The pizzas are expensive.

4 Where is the burger restaurant?

○ a) Hill Street.
○ b) Penny Road
○ c) Arthur Street

5 How much will six burgers cost at the new restaurant?

○ a) £18
○ b) £36
○ c) £40

Annex 4: Auditive comprehension A2 Key Exam format competences

Part 1 (Multiple Choice)

What do the candidates have to do?	Identify the main information in five short dialogues and choose the appropriate image.
How many questions are there?	5
How do they score?	One point for each correct answer.

Part 2 (Fill in the blanks)

What do the candidates have to do?	Listen to a monologue and fill in the blanks within a page of notes.
How many questions are there?	5
How do they score?	One point for each correct answer.

Part 3 (Multiple Choice)

What do the candidates have to do?	Listen to a dialogue to find out the main information and answer five questions with 3 options.
How many questions are there?	5
How do they score?	One point for each correct answer.

Source: https://www.cambridgeenglish.org/es/exams-and-tests/key/exam-format/

LESSON PLAN 1

UNIVERSIDAD TÉCNICA DE AMBATO

CLASS: 1	**TOPIC: "**Diagnostic test**"**
TEACHER'S NAME: Juan Xavier Chérrez	**TIME**: 60 minutes

LESSON OBJECTIVES
MAIN AIM:
- Students will be able to complete a PET Diagnostic exam (sample test).

PROCEDURE		
TIME	**TEACHER'S ACTIVITIES**	**MATERIALS**
60 minutes	The teacher introduces himself. The teacher asks students to follow the instructions to complete a diagnostic test to know the students' listening level. At the end of the class, the teacher asks students to follow the instructions to download the Videogame "Genshin Impact" on their cellphones or laptops. **Annex #1** (diagnostic test).	- Diagnostic test sheets - Pen or pencil

ANNEXES

Annex # 1

Diagnostic test

Audio:

https://www.oxfordonlineenglish.com/english-level-test/listening

LESSON PLAN 2

UNIVERSIDAD TÉCNICA DE AMBATO

CLASS: 2	TOPIC: "Pretest"
TEACHER'S NAME: Juan Xavier Chérrez	TIME: 60 minutes

LESSON OBJECTIVES
MAIN AIM:
- Students will be able to complete a PET exam (sample test).

PROCEDURE		
TIME	**TEACHER'S ACTIVITIES**	**MATERIALS**
60 minutes	The teacher introduces himself. The teacher asks students to follow the instructions to complete the pretest before the application of the project. At the end of the class, the teacher asks students to do not forget to download the Videogame "Genshin Impact" on their cellphones or laptops. **Annex #1** (pretest).	- pretest sheets - Pen or pencil

Annex # 1

Pre-test

Audio:

https://www.examenglish.com/KET/KET_listening.html

LESSON PLAN 3

UNIVERSIDAD TÉCNICA DE AMBATO

CLASS: 3	
TEACHER'S NAME: Juan Xavier Chérrez	**TOPIC: "**Introduction to the Genshin Impact videogame**"**
	TIME: 45 minutes

LESSON OBJECTIVES
MAIN AIM:

- To introduce students to listening and establish strategies for listening comprehension in a

  videogame context.

PROCEDURE		
TIME	**TEACHER'S ACTIVITIES**	**MATERIALS**
5 minutes	Begin the class by asking students if they use any strategy or technique for listening comprehension. Explain the importance or benefits of listening development to the students.	- A video clip of listening skills strategies - Introductory video clip for Genshin Impact videogame - Computers or mobile devices - Worksheet with comprehension questions related to the video clip.
5 minutes	**Pre-Listening:** • The teacher asks students to watch a video clip "5 Tips for Better English Listening Skills" with English audio and subtitles to introduce students to the listening process.	
20 minutes	• The teacher gives the link for a short quiz about the video: https://quizizz.com/admin/quiz/653aca33b5e2c575dd34d040?source=quiz_share • The teacher asks students to complete the short quiz through Quizizz platform.	
15 minutes	**Listening:** • Start by discussing what Genshin Impact is and its popular characters • Give the listening comprehension questions to the students and Encourage students to read them carefully • Show a short gameplay videoclip trailer about Genshin Impact • Encourage students to ask questions and express their initial thoughts about the video clip.	

	Post-Listening:
	• Ask students to answer the listening comprehension questions given by the teacher:
	   o What is the name of the main character of the game?
	   o Who is the traveler's companion?	

<table>
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○ Who is the three-time winner of the Gliding Championship?
○ What is the name of the city of freedom that lies in the northeast of Teyvat?
○ He is a free-spirited, wine-loving bard of Mondstadt. Who am I talking about?

• Check the students' comprehension answers and encourage students to discuss their opinions about the video game.

Homework: Ask students to complete Venti's Story Quest, Carmen Dei Chapter: Act 1 into the game. Use a notebook to write the different aspects of the mission and any unfamiliar words like verbs, nouns, or adjectives.

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</table>

ANNEXES

Annex # 1

Video clip of listening skills strategies

https://youtu.be/UUDClQTXhWU

Annex # 2

Genshin Impact trailer videoclip

https://www.youtube.com/watch?v=SY3XGzDousM&pp=ygUcR2Vuc2hpbiBJbXBhY3QgZmlyc3QgdHJhaWxlcg%3D%3D

Annex #3

Worksheet with comprehension questions related to the video clip.

<p align="center">Listening Comprehension questions</p>

1. Complete the missing words in the following text:

• Windborne _____, as you set off on your _____ once again, you must remember that the _____ itself has meaning.

2. Select the correct option to correctly complete the following text:

• Defeating that monster might remove the strange wind current seal thingy around _____.

a. Windborne Outlander
b. The Statue of The Seven
c. The Journey of the traveler
d. The treasure

3. Complete the missing word in the following text:

- _____? The bard that sits around doing nothing all day?

4. After the breef story given by the narrator, what do the characters presented say at last?
a. A short part of the story
b. Phrases for battle
c. Phrases for surrender
d. Suggestions for players

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CLASS: 4	TOPIC: "Character Introduction."
TEACHER'S NAME: Juan Xavier Chérrez	TIME: 45 minutes

LESSON OBJECTIVES
MAIN AIM:
- Improve students' character recognition and understanding in a videogame context.

PROCEDURE		
TIME	**TEACHER´S ACTIVITIES**	**MATERIALS**
5 minutes	Begin the class by asking students if they played the mission given by the teacher in the previous class. Remind them of some of the main aspects of the plot developed in the mission and let students share their opinions in pairs about the mission given as homework.	- Computers or mobile devices - TV or Projector - A video clip of a Genshin Impact videogame trailer. - Worksheet with comprehension questions related to the video clip.
5 minutes	**Pre-Listening:** • Present information about the main characters in Genshin Impact. Show images, describe their roles, and share their background stories. Through a matching activity.	
20 minutes	**Listening:** • **Listen for character names and basic descriptions** • The teacher Plays voice lines of these characters and ask students to match the voice to the character. Discuss any connections they made. • The students listen to the character voice lines provided below.	
15 minutes	• Match each character's voice to the correct description by writing the corresponding letter (A, B, C, etc.) in the blank next to each description. • After completing the worksheet, the class will discuss the character descriptions and students' answers. **Post-listening:** • Reflect on the characters introduced. • Engage in a class discussion about which character interests each student the most and why.	

Annex # 1

Character Voices:

[Voice Line A]: "I am the 77th of the Fatui's Eleven Harbingers. I will not let any threat to the Fatui go unpunished."

[Voice Line B]: "I'm a member of the Adventurers' Guild. What should I get for you today?"

[Voice Line C]: "The wind knows its own course. And so does freedom."

[Voice Line D]: "My name is Noelle, a maid of the Knights of Favonius."

Character Descriptions:

A. A powerful and authoritative character affiliated with the Fatui.

B. A friendly member of the Adventurers' Guild offering assistance.

C. A character with a deep connection to the wind and a love for freedom.

D. A maid serving the Knights of Favonius, known for her politeness.

Annex # 2

Worksheet with comprehension questions related to the voice lines

Voice Line A: _____

Voice Line B: _____

Voice Line C: _____

Voice Line D: _____

Please fill in the blanks with the appropriate letter to match the voice lines to the correct character descriptions.

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CLASS: 5	**TOPIC:** "Exploring Teyvat."
TEACHER'S NAME: Juan Xavier Chérrez	**TIME**: 45 minutes

LESSON OBJECTIVES

MAIN AIM:

- To enhance listening skills of students while preparing them for an in-game exploration listening performance activity.

PROCEDURE		
TIME	**TEACHER´S ACTIVITIES**	**MATERIALS**
5 minutes	**Pre-Listening:** • The teacher discusses the concept of exploring Teyvat and what they might encounter in the game. Highlight the importance of paying attention to environmental sounds, music, and character dialogues.	- Computers or mobile devices - Genshin Impact videogame in computers or mobile devices. - Worksheet with comprehension questions related to the videogame.
5 minutes	**Listening:** • Practice listening to in-game sounds and dialogues. • The teacher distributes listening comprehension questions 1 and students read and analyze them.	
20 minutes	• Let students explore a specific region in the game, while completing listening comprehension questions 1.	
15 minutes	**Post-Listening:** • After completing the listening activity, in a group discussion, ask students to describe the sounds and dialogues they heard while exploring. Share and compare their findings. • Complete the listening comprehension questions 2 given by the teacher	

ANNEXES

Annex # 1

Specific mission gameplay sample:

https://youtu.be/vuPwDweBzFc?t=4114

Annex # 2
Worksheet with comprehension questions related to the game mission.

Listening Comprehension questions 1

1. Describe the background music or soundtrack you heard during your exploration. How would you characterize it? (e.g., calm, epic, mysterious)
   _____
   _____

2. List any environmental sounds you encountered while exploring this region. (e.g., birds chirping, water flowing)
   _____
   _____

3. Did you hear any character dialogues or voice lines from NPCs (non-playable characters) during your exploration? If so, provide a brief summary of what was said.
   _____
   _____

4. Were there any specific sounds or dialogues that stood out to you as particularly interesting or significant? Explain why.
   _____
   _____

5. How did the sounds and dialogues you heard contribute to your overall experience while exploring this region? Did they immerse you in the game world?
   _____
   _____

Listening Comprehension questions 2

1. What does the "statue of the seven" say when the traveler makes an offering?
   _____

2. Why do people refer to the consolidated wind as Anemoculi?
   _____

3. People with visions collect them to offer to the statues in exchange for:
   a) Power
   b) Blessings
   c) Glory
   d) Surrender

4. In your own words, give a short summary about the mission to end the class.
   _____
   _____
   _____

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CLASS: 6	TOPIC: "Quest Dialogues."
TEACHER'S NAME: Juan Xavier Chérrez	TIME: 45 minutes

LESSON OBJECTIVES
MAIN AIM:
- To check students' listening comprehension in a videogame context. Prepare students to engage with quest dialogues.

PROCEDURE		
TIME	**TEACHER´S ACTIVITIES**	**MATERIALS**
5 minutes	The teacher begins the class by checking if students are understanding the Genshin Impact videogame plot by randomly making questions to the students.	Computers or mobile devices - Genshin Impact videogame in computers or mobile devices. - Worksheet with comprehension questions related to the videogame. -Notebooks for notetaking
5 minutes	**Pre-Listening:** Introduce a simple in-game world quest and provide an overview of the quest objectives and characters involved to develop the Prologue Act II mission.	
20 minutes	**Listening:** The students will be able to listen for quest details and character interactions.	
15 minutes	Assign the quest "For a tomorrow without tears, Prologue Act II" to students and ask them to pay close attention to the quest dialogues. Afterward, discuss what they understood from the dialogues. The teacher will give the listening comprehension activity to the students and students will read and analyze them. At last, when students finish the listening acticity, they will complete the listening comprehension activity **Post-Listening:** Ask students to make a short dialogue in pairs like the previous mission. Students will present it to the whole class as role play.	

ANNEXES

Annex # 1

Specific mission for story understanding gameplay sample:

https://www.youtube.com/watch?v=-ZIKliZP4dc

Annex #2
Listening comprehension activity to understand the main plot of the videogame story

Write down a short summary about the main plot of this video game?

Write down some words or phrases that were difficult for you to understand about the video game:

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CLASS: 7	TOPIC: "In-Game Story."
TEACHER'S NAME: Juan Xavier Chérrez	TIME: 45 minutes

LESSON OBJECTIVES
MAIN AIM:
- To check students' listening comprehension. Prepare students for in-game story segments listening activity.

PROCEDURE		
TIME	**TEACHER´S ACTIVITIES**	**MATERIALS**
5 minutes	The teacher begins the class by presenting the background and context of the next in-game story quest.	Computers or mobile devices - Genshin Impact videogame in computers or mobile devices. - Worksheet with comprehension questions related to the videogame. -Notebooks for notetaking
5 minutes	**Pre-Listening:** Assign two characters from the game to students and ask them to read about these characters' backgrounds and personalities.	
20 minutes	**Listening:** The students will be able to listen for quest details and character interactions. Distribute listening comprehension questions for students to analyze them. Assign students to play through the selected story segment called "Prologue III song of the dragon and freedom". Encourage them to listen carefully to the dialogues and follow the narrative.	
15 minutes	The teacher will give the listening comprehension activity to the students and students will read and analyze them. At last, when students finish the listening activity, they will complete the listening comprehension activity **Post-Listening:** After completing the worksheet, facilitate a class discussion where students can share their summaries, character analyses, and reflections on the story segment. Discuss the impact of	

	dialogues, character development, and audio elements on the overall storytelling experience in Genshin Impact.	

ANNEXES

Annex # 1

Annex #2
Listening comprehension worksheet

Selected In-Game Story Segment: Prologue: Act 3 | Song of the Dragon and Freedom

1. Briefly summarize the main events that occurred during the in-game story segment.

   _____
   _____

2. Identify the key characters involved in the story segment. List their names and describe their roles in this particular part of the story.

   _____
   _____

3. What were the main challenges or conflicts faced by the characters in the story segment? Provide specific details.

   _____
   _____

4. Pick a dialogue or quote from the story segment that you found interesting or impactful. Write it down and explain why it stood out to you.

   _____
   _____

5. Did the background music or sound effects contribute to the atmosphere of the story segment? Describe how these elements enhanced or influenced your perception of the narrative.

   _____
   _____

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CLASS: 7	TOPIC: Listening Post test
TEACHER'S NAME: Juan Xavier Chérrez	TIME: 45 minutes

LESSON OBJECTIVES

MAIN AIM:

- Students will be able to complete a PET exam (sample test).

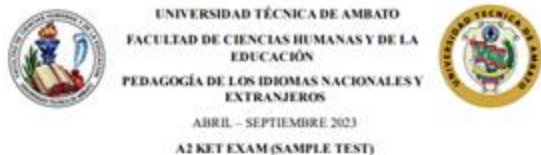| PROCEDURE		
TIME	**TEACHER'S ACTIVITIES**	**MATERIALS**
45 minutes	The teacher asks students to follow the instructions to complete the posttest to know the students' improvement in listening skills. The teacher thanks the students and tutor for their collaboration.	- Post test - Pen or pencil

ANNEXES
Annex # 1
Post test
Audio:
https://www.examenglish.com/KET/Cambridge_key_listening_part1.htm

UNIVERSIDAD TÉCNICA DE AMBATO
FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN
PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS
ABRIL – SEPTIEMBRE 2023
A2 KET EXAM (SAMPLE TEST)

Student's name: ....
Level: ....
Date: ....

In this part of Key English Test (KET) you listen to five short recordings for the main idea and choose the right option. You can listen to the audio twice.

1. There are five questions in this part. For each question, there are three pictures and a short recording. Click on the correct picture.

1
What will James do after dinner?

2
Where are the couple?

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FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÒN

CARRERA PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

THEME: "Videogames and Listening Skills"

AUTHOR: Juan Xavier Chérrez Robalino

TUTOR: Lcda. Ximena Alexandre Calero Sánchez Mg.

ABSTRACT

To obtain desired learning outcomes in listening, it is vital to develop some strategies to make listening more interesting, practical, and helpful. The integration of videogames into activities for English language learners is one such strategy. Therefore, the goal of this study was to establish a relationship between videogames and listening comprehension of students from second semester of Languages Center of "Universidad Indoamérica". The research methodology was pre-experimental with a quantitative approach. The main research instrument was the Cambridge KET (Key English Test) Listening Section for pre-test and post-test in order to gather data from 12 university students (6 males and 6 females). In addition, the results obtained from this test were assessed under Listening Comprehension criteria of A2 Key exam form Cambridge English Qualifications. Each section was evaluated out of 5 points in order to obtain 15 points in total. A pre-experimental design was also used, with seven interventions administered over the course of three weeks, to improve listening performance. These interventions included using videogames for listening activities, particularly Genshin Impact, which provided English dialogue and conversations with English subtitles. Kolmogorov-Smirnov, Shapiro-Wilk, and the non-parametric test were used to evaluate the acquired data in IBM SPSS statistical software in order to see if the values had a normal distribution and to verify the hypothesis. The results showed that the treatment had a positive effect on students' listening comprehension of announcements and other spoken content

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