



Universidad  
Nacional  
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Facultad de la Educación, el Arte y la Comunicación

Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros

**Gamification and English listening comprehension skill among superior basic education students at a public institution of Loja city. School year 2022-2023.**

**Gamificación y habilidad de comprensión auditiva en inglés en estudiantes de educación básica superior de una institución pública de la ciudad de Loja. Año lectivo 2022-2023**

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Inglés**

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## **Dedication**

First of all, I thank God for my health and blessings throughout my university career. From the bottom of my heart I dedicate this research work to my parents and siblings, for every financial support, for every word and motivation during the development of this work.

To my grandmother, Elsa Torres, for always being there for me and accompanying me during this process, always asking God to help, guide and protect me at every moment of my life.

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## Index of contents

<b>Cover Page</b> .....	<b>i</b>
<b>Certification</b> .....	<b>ii</b>
<b>Autoría</b> .....	<b>iii</b>
<b>Carta de autorización</b> .....	<b>iv</b>
<b>Dedication</b> .....	<b>v</b>
<b>Acknowledgments</b> .....	<b>vi</b>
<b>Index of contents</b> .....	<b>vii</b>
Index of Tables: .....	x
Index of Figures:.....	x
Index of Annexes:.....	x
<b>1. Title</b> .....	<b>1</b>
<b>2. Resúmen</b> .....	<b>2</b>
2.1. Abstract.....	3
<b>3. Introduction</b> .....	<b>4</b>
<b>4. Theoretical Framework</b> .....	<b>7</b>
4.1 Gamification .....	7
4.1.1 What Is Gamification? .....	7
4.1.2 Motivation Through Gamification. ....	7
4.1.3 Gamification in the EFL Classroom. ....	8
4.1.4 Gamification Elements as Learning Strategies. ....	8
4.1.4.3 Leaderboards.....	8
4.1.4.4 Competition.....	9
4.1.5 Games Concept .....	9
4.1.6 Games Characteristics.....	9
4.1.7 Games in the Foreign Language Classroom and Advantages .....	9
4.1.8 Games Advantages.....	10

4.1.9 How to choose Games?.....	10
4.1.10 Game Based Learning VS Gamification.....	12
4.1.12 Advantages of Using Gamification.....	13
4.2. Listening .....	14
4.2.1 Listening Comprehension .....	14
4.2.2 What is Listening Comprehension? .....	15
4.2.3 Subskill of Listening .....	15
4.2.3 Listening Stages .....	16
4.2.4 Components of Listening Comprehension.....	16
4.2.5 The steps in Listening Comprehension.....	17
4.2.6 Listening in the EFL Classroom .....	18
4.2.7 EFL Listening Skill Comprehension Learning Through Gamification. ....	18
4.2.8 Listening Strategies.....	18
4.2.9 Listening Activities .....	19
4.2.10 Stages of Listening Lesson .....	20
4.2.11 EFL Teachers' Strategies in Teaching Listening Skill.....	20
4.2.12 Role of Teacher in Listening Activities. ....	21
4.2.13 Listening Problems .....	21
4.2.14 Approaches to Teach Listening .....	22
4.2.15 Approaches to Assessing Listening .....	23
4.3 Literature Review .....	24
<b>5. Methodology .....</b>	<b>28</b>
5.1 Setting and Participants .....	28
5.2 Procedure .....	28
5.2.1 Method .....	28
5.2.2 Research Design.....	29
5.2.3 Data collection sources and techniques .....	30



5.2.4 Data Analysis .....	31
<b>6. Results .....</b>	<b>32</b>
6.1 Pre-test Results .....	32
6.2 Post-test Results.....	33
6.3 Questionnaire results .....	36
<b>7. Discussion.....</b>	<b>39</b>
<b>8. Conclusions .....</b>	<b>42</b>
<b>9. Recommendations .....</b>	<b>43</b>
<b>10. Bibliography .....</b>	<b>44</b>
<b>11. Annexes .....</b>	<b>48</b>

## **Index of Tables:**

<b>Table 1.</b> Previous studies that have investigated Gamification and EFL listening comprehension skill. .....	24
<b>Table 2</b> Pre-test results on the Performance of Tenth-Grade Students' Listening Skills .....	32
<b>Table 3</b> Post-test results on the Performance of Tenth-Grade Students' Listening Skills .....	33
<b>Table 4</b> Comparison of Pre-test and Post-test results .....	34
<b>Table 5</b> Indicators: Enjoy-dynamic .....	36
<b>Table 6</b> <i>Indicators: Motivation, competition</i> .....	36
<b>Table 7</b> Games developed in the classroom.....	37
<b>Table 8</b> <i>EFL listening rubric</i> .....	54

## **Index of Figures:**

<b>Figure 1:</b> Comparison of the grades between the pre and post-test .....	35
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## **Index of Annexes:**

<b>Annexe 1.</b> Pre-test and Post-test for Listening Comprehension Skill.....	48
<b>Annexe 2.</b> Questionnaire and Observation Checklist .....	50
<b>Annexe 3.</b> National Grading Scale.....	54
<b>Annexe 4.</b> Lesson Plans .....	55

## **1. Title**

**Gamification and English listening comprehension skill among superior basic education students at a public institution of Loja city. School year 2022-2023.**

## 2. Resumen

La comprensión oral desempeña un papel importante en el proceso de aprendizaje del inglés, ya que proporciona al alumno un input lingüístico. Esta destreza en el aprendizaje de una segunda lengua es esencial para el dominio de la lengua meta. El principal objetivo de la presente investigación es mejorar la comprensión auditiva mediante el uso de la gamificación en estudiantes de décimo grado de un colegio público de la ciudad de Loja durante el año lectivo 2021-2023. Asimismo, esta investigación utilizó un diseño de investigación mixto con el fin de recolectar datos cuantitativos (puntajes) y cualitativos (percepciones de los estudiantes) mediante el uso de un pre-test y post-test, así como un cuestionario y una lista de verificación de observación. Para la intervención, el investigador desarrolló 10 planes de clase basados en los nueve eventos de Gagne. En este estudio de investigación, los datos se analizaron utilizando dos métodos: el método estadístico descriptivo (para analizar los datos cualitativos) y el método de análisis temático (para analizar los datos cualitativos). A partir de ahí, los datos analizados demostraron que los estudiantes mejoraron significativamente del (50%) al (80%) su comprensión auditiva tras la aplicación de la gamificación y ayudaron al profesor en formación a desarrollarse profesionalmente en su campo. Además, los datos mixtos obtenidos del cuestionario, apoyados por la lista de control de observación, mostraron que los estudiantes se sintieron motivados, competitivos y mejoraron durante la aplicación de la gamificación en clase. El investigador concluyó que la gamificación influyó en la comprensión auditiva de los estudiantes, sobre todo en los aspectos de escuchar para la comprensión general y escuchar para la secuencia, y que los estudiantes encontraron que las estrategias de gamificación aplicadas eran relevantes para su proceso de mejora. Además, este modelo ayudó a los profesores en formación a innovar en la metodología y a dirigir una clase de forma productiva.

*Palabras claves: EFL, gamificación, estrategias de gamificación, comprensión oral*

## 2.1. Abstract

Listening comprehension plays an important role in the English learning process because it provides to the learner language input. This skill in second language learning is essential for proficiency in the target language. The main objective of the present research is to improve English listening comprehension skill by using gamification among Superior Basic Education students at a Public Institution of Loja city. School year 2022-2023. Likewise, this research used a mixed research design in order to gather quantitative (scores) and qualitative (students' perceptions) data through the use of a pre-test and post-test, as well as a questionnaire and observation checklist. For the intervention, the researcher developed 10 lesson plans based on Gagne's nine events. In this research study, the data were analyzed by using two methods: the descriptive statistics method (to analyses qualitative data) and theme analysis method (to analyze the qualitative data). From there, the data analyzed demonstrated that students significantly improved from (50%) to (80%) their listening comprehension after the application of the gamification and helped preservice teacher develop professionally in their field. Furthermore, the mixed data obtained from the questionnaire supported by the observation checklist, showed that students felt motivated, competitive and improved during the application of gamification in class. The researcher concluded that gamification influenced students' listening comprehension, mostly in the aspects of listening for general understanding and listening for sequence, and that students found the gamification strategies applied were relevant for their improvement process. Moreover, this model helped pre-service teachers to innovate the methodology and to productively conduct a class.

**Key words:** EFL, gamification, gamification strategies, listening comprehension,

### **3. Introduction**

Listening has an important role in English language classroom because it provides language input for the learners. Peterson (2001) as cited by Yildirim (2016) mentions that, through listening comprehension, learners can gain awareness of interaction and this helps to give meaningful feedback in the communication process. It means that, this skill embraces to understand and identify what other say or speak. (D. F. D. Al-Jawi, 2010). In other words, it is one of the most relevant skills in the acquisition of a target language, because the students are involved into the communication process. According to the Ecuadorian Ministry of Education (MINEDUC,2016), learners from 10<sup>th</sup> year corresponding to Superior Basic Education must achieve level A2.1 in listening when they finish the school year, at this level, students will be able to identify and understand relevant information from English speakers.

Despite the aforementioned expectations, according to the previous experience most of the students do not achieve these requirements. This might happen, because most teacher do not attach much importance on listening skill, as Ulum (2015) mentions that within the four skills, listening has been ignored in the EFL context, and another fact closely related teacher do not use good strategies to teach. On this note, an effective strategy for this problem were gamification strategies. Hariadi et al., (2021) established that include gamification in English class is a new strategy to attract students' attention and engagement. From this perspective, include gamification strategies in English listening draws attention to improve this skill, allowing learners to enjoy the games being more interested in listening activities. Regarding the difficulties in listening comprehension skill, some educators point out that students presented problems, Nuriah (2021) mention some problems present by the students in listening, such as the speaker's intonation is too fast for them, the lack of vocabulary and a clear voice. For that reason, students could not recognize the general and main information transmitted by the speakers.

Based on the aforementioned information, it is considered the purpose of this research to improve the listening comprehension skill through gamification strategies among 10th grade students at a public school in the city of Loja during the 2022-2023 school year. Furthermore, the research aims to answer the central question: How can gamification improve English listening comprehension skill among superior basic education students at a public institution of Loja city. School year 2022-2023, in an effort to facilitate the present research study, the main problem has been divided into three sub-problems: The first one is, what is the effectiveness of gamification on the improvement of English listening comprehension skill among superior

Basic Education students at a public institution of Loja city. School year 2022-2023; the second one is, what gamification strategies can help to improve English listening comprehension skills among Superior Basic Education students at a Public Institution of Loja city? and the third one is what are the students' perceptions about gamification strategies on the development of English listening comprehension skills among superior basic education students at a public institution of Loja city?

In addition, several pieces of research give emphasis the use of gamification strategies in the teaching and learning process and their support on improving listening comprehension skill. These studies (Molina,2017; Syafii et al., (2020) have focused on how to improve the listening comprehension skill using gamification activities. The evidence from the research showed that the teaching of listening using the game model provides several ways of teaching, it is much more effective and valuable than that of the traditional method of teaching. (Hariadi et al., 2021)

However, according to Rahmawati (2016) it is recommended for further research that the user should practice using another the gamified games in order to motivate students to learn. For that reason, the researcher carries out this study with the purpose to designed games using gamification elements such as "Simon say" and "Pass the balls" to motivate them to improve their listening comprehension skill.

In the present research work, the gamification strategies were carried out with the aim of improving listening comprehension skill. Besides, the application of gamification strategies was beneficial for the field of English language teaching. Consequently, this study contributed to the services teacher who aim to create innovative methodology, motivating and fun learning process. Finally, it also contributed to the community with a rich way of carrying out the study of listening comprehension skill.

Moreover, owed to the nature of the research, the study focused on the implementation of gamification strategies for the improvement of English listening. Hence, the population for this research work was 35 students tenth grade students from a public institution in the city of Loja during the 2022-2023 school year. However, some limitations were found: due to practical limitations, amount of time spent during the intervention was not enough to achieve a lasting change in students' listening comprehension levels. From there, further investigation is required to analyses the use of gamification strategies to improve English listening comprehension skill.

Finally, in order to achieve the purpose of this study, the main objective of the research work was to improve English listening comprehension skill by using gamification among Superior Basic Education students at Public Institution of Loja city. School year 2022-2023; to fulfil this objective, the following specific objectives were established: to verify the effectiveness of gamification on the improvement of English listening comprehension skill among superior basic education students at a public institution of Loja city; to describe gamification strategies on the development of English listening comprehension skills among superior basic education students at a public institution of Loja city; and to explain the students' perceptions about using gamification on the development of English listening comprehension skill among superior basic education students at a public institution of Loja city.



## **4. Theoretical Framework**

Nowadays, Gamification is a sound strategy to support English language skills as a second language with the purpose that students enjoy the learning process. It is considered beneficial in education because it involves lifelong skills such as problem-solving, critical thinking, social awareness, cooperation, and collaboration. Therefore, it is important to review the concept of gamification, what elements it contains, how it influences the EFL classroom and motivate students. From that point describe the advantages and disadvantages, followed by theoretical connections to gamification vs game-based learning.

### **4.1 Gamification**

There are several methods traditionally applied for productivity listening, however, it has been noticed that students fail on English skills. A modern method has appeared, bringing major positive results, not only in outcomes and development of skills, but also its influence on students' motivation, has appeared and this is called Gamification.

#### ***4.1.1 What Is Gamification?***

Gamification is understood to apply to any type of game with clear learning outcomes in order to stimulate learners' language acquisition, critical thinking and solving abilities. Kapp (2012) claims that gamification is using mechanics and game thinking to motivate students to solve problems by themselves. In other words, it is a new method to attract student motivation and engagement in order to achieve a goal. The aim of gamification is to engage students with content such as tasks that are not interesting in order to make it more enjoyable.

In addition, Zahra (2020) defined gamifications as is to reinforce learnt knowledge and aid with knowledge retention. The power of gamification to increase learning is due to its graphical attractiveness, its nature, and its ability to actively engage learners and its ability to actively engage learners. In other words, in gamified learning environments, learners are stimulated, so learners pick up, recycle and use more knowledge.

#### ***4.1.2 Motivation Through Gamification.***

The main purpose of gamification is to create learning gratifying, also games has the power to raise the attention and increase learning motivation and it is reflected on students learning results. In addition, it has more benefits such as make connections between summaries concepts and the real environment. In this sense, it is one of the main aspects that aid students build great meaning in the subjects they are studying. It is important to mention that games involve the use of a lot different dynamics and mechanics in order to activate students' interest. For example, when students are energetically in any activity, it becomes more meaningful experience. In this case, in the educational field, students can develop, create or even explore

tasks while they making own decisions in order to influence goals. As Werbach and Hunter (2012) proposed a framework showing how motivation is triggered by Gamification in three different levels, which they named ‘elements’: These Dynamics are produced by Mechanics that are in turn generated by Components. Gamification has been integrated to engage students during the learning process with the purpose that the classroom seems more authentic and the students are interested in that. (Boudadi & Gutiérrez-colón, 2020)

#### ***4.1.3 Gamification in the EFL Classroom.***

The implementation of gamification in the EFL classroom is seen as a learning tool, which has rules, its own dynamics and involves reaching a goal. Therefore, the game is intended to help students and teachers to enhance second language learning in a way that involves the culture of the second language as well. For example, Morthy & Abdul Aziz (2020) mentioned a benefit that gamification left them with was that the use of games helped students in grammatical structures in a meaningful setting. Another benefit is the enhancement of the environment in the teaching-learning process, as it becomes relaxed and fun. At the same time, it allows the teacher to get closer to students and improve social relations. Additionally, other important point is the role of gamification in the development of teaching materials. It aims to train students to think analytically, logically, critically and creatively in communicating ideas or solving problems, expanding knowledge and facilitating the students in understanding the authentic material. To foster active learning, as well as collaboration and interactivity, it is necessary to integrate gamification strategies in the EFL classroom in a way that stimulates students' interest in learning the English language in an effective way.

#### ***4.1.4 Gamification Elements as Learning Strategies.***

Elements of gamification are the procedure of using gaming techniques to engage students in the teaching learning process. Buljan (2021) establishes that there are a variety of gamification elements that you can incorporate into your learning environment.

The most popular ones are:

**4.1.4.2 Badges.** It is viewed as great way to award students for their achievements. In other words, it is to give award in the form of a virtual image on your profile, in this case, students' profile. Buljan (2021) states that the role of badges is to recognize and value the student's effort on each assignment.

**4.1.4.3 Leaderboards.** These are used to create competition among students. It means that, students will want to win and will be motivated while they see their name on top. You can

create separate leaderboards based on different teams. It contrasts with Shpakova et al., (2016) who point out that badges and leader boards give the reality to the students of how they will interact and work with each partner. In that sense, students can perform better to achieve a result and be the winner.

**4.1.4.4 Competition.** Barros et al., (2021) mention that this element gives the feeling of victory in students. It is important to mention that this strategy can arrange many powers to the students as it involves them interacting with their fellow gamers.

**4.1.4.5 Awards.** It is viewed as a compensation for doing something well showing good performance and outcomes, when students win awards they are motivated to continue work hard and get better results in the class activities.

**4.1.4.6 Challenges.** It is a task that requires a student to complete an activity using their effort and time, it is important to mention that it does not have any negative impact if failed or done incorrectly.

#### ***4.1.5 Games Concept***

Games are useful tools for teaching. It can be one of the most important components in the EFL classrooms. Games consist on follow rules and achieve a specific goal, but at the same time is fun for students. Zirawaga (2017) mentions that games can be used as a support tool to improve the learning experience of the students. Also involves other components such as adaptation, interaction, critical thinking skills, creativity and teamwork.

#### ***4.1.6 Games Characteristics***

There are many reasons why the teacher in teaching learning activities should apply games. Games are fun because games give the students enjoyment and choice.

There are some characteristic of games:

- It has goals, it gives the students motivation to learn more.
- Games are interactive, conflictive, competitive and challenging.
- Games have outcomes and feedback.
- Games have problem solving.
- Games have an interaction. Those give the students social groups.
- It has a story because those give the students emotion. Those give the students challenge to win the games.

#### ***4.1.7 Games in the Foreign Language Classroom and Advantages***

Games in the English learning process help inspire learners to sustain their work and interest. Teachers have to organize fun games for a better learning process. A good choice of games is invaluable in providing students with a break while allowing them to practice their

language skills. Furthermore, they apply a meaningful and useful language in real contexts, also encourage and increase cooperation. Teachers must prepare an enriching with the purpose to encourage students' motivation through games. It means that, if teachers want to have students' involvement in classroom activities the role of games is that provide fun to the process of students, and at the same time help teachers with the information they want to convey

#### ***4.1.8 Games Advantages***

To use games in class is an excellent idea from many perspectives. Fabiola et al (2009) mentions that "The games and activities are very exciting for students, teacher can utilize games for changing a classroom's atmosphere giving a pleasant and an enriched environment to the students for learning easily" (p. 36). It also provides situations and contexts in which the language is useful, functional, meaningful and practical. Students also want to participate in the process because they want to understand, participate in what others say, and express their own point of view or give information.

#### ***4.1.9 How to choose Games?***

Choosing an adequate game is helpful as it provides students a break and also permits them to practice language skills. It is important to know that as games are entertaining also are exigent at the same time. There are a variety of characteristics when choosing a game, such as the language to be targeted in the game, the skills that will be developed and the purpose.

There is a diversity of listening games, principally designed for younger learners, that include partial dictation, writing down key words, 'word spotting'. For example: Simon says, Pointing, Pass the ball, The Great Shopping Race, Running Dictation Game and Bingo game.

These games are described as follow:

**4.1.9.1 Simon Says.** (R., 2013) mentions the following steps in this game. Firstly, the main role is to listen and following instructions. It is formed for 3 or more students where one player takes the role of "Simon" and issues instructions (usually physical actions) to other players, which should only be followed if prefaced with the phrase "Simon says". If students who do wrong activity are out of the game. To end, the last student is the winner in this game.

**4.1.9.2 Pointing.** The role is to follow instruction. It is played with materials printed and also with piece of classroom language. According to R., (2013) this game involves the following steps: first, the teacher shows students the pictures and revises the vocabulary, then sticks the pictures on the whiteboard. After that, when all pictures are on the whiteboard the

teacher calls one of the students and gives instructions. Students have to listen specific words in order to win points.

**4.1.9.3 Pass The Balls.** R., (2013) mentions that in this game the students have to follow oral instructions. It is played with whole class. Also, requires a speaker and a ball. It consists to follow rules: first students have to sit on the floor in a circle. Then, teacher reproduces a song and students have to pass the ball from one to another. Then, teacher stops the song suddenly that indicates that students must stop passing the ball. After that, students who have the ball must to answer the instructions. If the answers are correct there is a winner.

**4.1.9.4 The Great Shopping Race.** R., (2013) points out that the main objective of this game is asking for things and answering to it. It is for beginners' level and it is developing with the whole class. First, teacher has to divide the class in groups. Second, teacher have to organize each group in different place. Third, teacher must organize each group in a table or circle. Then, teacher gives each group of students a shop name. After that, teacher provides each group the shopping list. The focus of this game is: each group must obtain the products on their list. Students need to move in order to obtain the first product in other shops. The groups with the most products are the first and second place winners. This game is for learning specific vocabulary with any topic.

**4.1.9.5 Running Dictation Game.** According to (*ESL Developmental Continuum P – 10*, 2008) established that this game is for practice dialogues, grammatical structures, vocabulary, commands or anything that students need to learn and practice. It is important to consider that is not the time to introduce new vocabulary or grammatical structure. It means that this game should be develop with topics that students are studying or familiar with. It is played with any number and level of students. According to Syafii et al., (2020) established the following steps for this game: First, teacher divides the class into 4 or 5 groups, they decided who is the writer also they need to designed as runner. It is important to inform them that the rest of students in the group take turns at being the runner. Then, teacher must have several copies about the words, vocabulary or phrases (it could be from the students' books or a phrases of a song). After that, teacher needs to pin up the copies around the walls of the classroom. Then, teacher tells students to start the game, the runner from each group goes up to the wall and read the sheet of paper and needs to memorize as much as possible before running back to their table and dictating the text or phrase to the writer. After, the next student runs to read the text on the wall and remembers some and runs back to dictate again. Finally, students must read

their text or phrases aloud. The winner in this game can be the groups who have fewer errors in the texts.

**4.1.9.6 Bingo Game.** This game is effective in English language learning, also is a very adaptable game that delivers students listening and vocabulary practice. Hia (2016) mentions that using this game in listening skill is suitable for students. One important aspect in this game is that teachers need to be creative. This game is for the whole class, students must study and review the contents they listen to. The steps are the following: the teacher before the lesson has to choose the content that they want to use for the game. Then, the teacher must tell students to choose five or six items and they have to write them on a piece of paper. After that, when they are ready, the teacher must read out the different items. Students need to hear on their list they should cross them off. The first student who have the cross off all of the items is the winner and must raise the hand and shout “bingo”

#### ***4.1.10 Game Based Learning VS Gamification***

For many researchers’ game-based learning and gamification have become the main concern. So, this section proposes to highlight the differences between game-based learning and gamification. Those terms seem similar and interchangeable because both combine games and learning, the difference lies in how game elements are integrated into the learning process.

Game-based learning is training that uses game elements to teach a specific skill or achieve a specific learning outcome, it takes your core content and objectives and makes it fun. Al-azawi et al. (2016) affirms that Game Based Learning (GBL) is to encourage students in the learning process while playing games and this makes it more interesting for them by adding fun to the learning process. So for that, learning through games seeks new strategies that motivate the teaching-learning process, and also aims to encourage students to interact with each other, increasing teamwork and better development of the acquisition of a second language. A study conducted by Kapp (2014) stated that game-based learning involves a game in real context to communicate knowledge and skills at the same time. Has a self-contained unit with a certain start, play, and end state Otherwise, gamification does not always take place in class. According to Fatta et al. (2019) gamification is a concept outside serious games, since it implements an element of incomplete play in a non-playful environment and can be applied to school learning. However, game-based learning involves learning content derived from the school curriculum or essential life skills.

To conclude, game-based learning differs from gamification because Game-based learning presents full-grown games form while gamification utilizes game elements into non-game context without using full-grown games inside the activities. Undoubtedly, gamification has a positive impact on student learning and in order to enter gamification in the EFL classroom. It is important to determine the most effective elements that involve gamification in order to apply in this study.

#### ***4.1.12 Advantages of Using Gamification.***

The use of gamification in the English class is create a significant learning and cooperation among students. Teachers need to use different teaching approaches and methods that allow students to be active during the learning process with a great motivation and engagement. According to Zahra (2020) there are some benefits of using gamification:

- **Student Engagement:** gamification in the classroom starts from the deduction of medium of games and what makes them fun. The interest aspect of the game increases motivation for students to participate in learning activities. From there, Abla & Fraumeni (2019) mention that it is a condition of emotional social and intellectual ability to learn by curiosity, participation and the drive to learn more. In this sense, it is a process in which students are more interested.
- **Student Motivation:** It consist on to motivate students become excel. If students aren't motivated, it is difficult, if not impossible, to improve their academic achievement
- **Collaboration skills:** Gamification helps to increase and engage learners in improving key competencies. It other words, it is designing groups of students that involves to working together in order to achieve a mutual goal by cooperation among them.
- **Knowledge Retention:** the application of gamification reinforces the knowledge already learned and helps to retain it. In addition, the role of gamification here is to apply attractive material as flash cards, graphics to actively engage learners.
- **Personalized Learning Environment:** Gamification learnings settings offer student's choices about their tasks, challenges and levels, as well as the ability to personalize and tailor learning to each learner's needs.

Gamification can be a valuable tool as teachers are faced with new paradigms, on how keep learning attractive and effective to students. In other words, undoubtedly, gamification

has a positive impact on student learning and in order to enter gamification in the EFL classroom.

#### *4.1.13 Disadvantages of Using Gamification*

An effective gamification is that captures, retains, engages, entertains, challenges and finally teaches them. Also, it is rewarding for the educational system and for the learning experience in general. On the other hand, some negatives points of using gamification must be careful:

- **Cost:** It influences the development of educational materials, such equipment necessary for its development.
- **Time:** The teacher should constantly review whether the strategies are still in place, investigate which ones are suitable for the learning objectives.
- **Distraction:** students can be entertained in the game to the exclusion of other activities.
- **Inadequate value formation:** Excessive competitiveness can be generated, resulting in bad practices.
- **Passing motivation:** can focus on obtaining rewards while neglecting the educational purpose.

Gamification can be an important support in the development of English Listening skill, because it is useful to motivate students and have an entertaining teaching-learning process.

## **4.2. Listening**

Listening is one of the most important skills in the acquisition of a new language, because it involves receiving sound, understanding the message conveyed in the sounds you hear, evaluating the message, and responding to it. It means to participate in the communication process. Moreover, it is to have an active listening. Peterson (2001) as cited Payan and Montoya (2009) states that using active listening skills creates an important role in effective communication. The goal of active listening is to develop a clear understanding of the speaker's way of communication.

### *4.2.1 Listening Comprehension*

Listening Comprehension is an important skill as part of language learning. It is a process of receiving, constructing meaning form, and responding to spoken and non-verbal messages. Gilakjani and Sabouri (2016) mention that listening comprehension skill is very important when you are learning English as foreign language learning because the key to learn a language is to receive language input.



#### ***4.2.2 What is Listening Comprehension?***

Listening comprehension is an invisible mental process and it allows students to understand the spoken language. Rost (2016) points out that listening comprehension is viewed as an interactive process, since listeners are concerned in building meaning. In that sense, when students improve this ability they become more participative and attentive in the communication process.

#### ***4.2.3 Subskill of Listening***

Listening has many purposes in communication process. It means that as a total skill embraces some sub-skills. There are some uses, which are described below:

**4.2.3.1 Identifying the topic.** good listeners are able to pick up the topic of a spoken text very quickly. On the other hand, students can write their own notes from the audios to get a clear idea of the subject matter with the help of their own notes and can have an idea of what is talked about.

**4.2.3.2 Listening for General Understanding.** It is concentrate to listening carefully in the main points or parts of general information transmitted in the audio. Al-Jawi (2010) mentions that the idea of 'general' comprehension means not only focusing on analyzing every word conveyed by the speaker, but rather the listener should be able to hear or get a broader idea of what is happening.

**4.2.3.3 Listening for detailed information.** It involves training students to understand specific information such as details that are relevant and important. The main goal is to help students obtain detailed information they may need like dates, names or hours. Campos (2023) mentions that in this sub-skill students can't afford to ignore anything because they don't know exactly what information of the listening passage will be necessary to complete the task.

**4.2.3.4 Listening for specific information.** This sub-skill is good for training the students to hear everything and to identify individual words. Al-Jawi (2010) points out that when listening to the news, only focused on something when the listener is interested in something more specific.

**4.2.3.5 Listening for specific vocabulary.** Learning vocabulary through listening is one type of learning meaning-focused input. Pesce (2013) mentions that listening activities provides opportunities to learn new words. In this sense, the purpose is to learn and memorize identify a set of words.

**4.2.3.6 Listening for sequencing.** It is focused ordering the information communicated by the speakers according to the details provided in the audios. As Pesce (2013) mentions that can listen sequence is vital because students can understand the sequence correctly and what each step entails. Based on this perspective, it can be said that sequencing the events mentioned in the audios is an excellent activity to assess students' understanding and learning.

### **4.2.3 Listening Stages**

Listening is an active process by which listeners make sense of, assess, and respond to what hear. The listening process occurs in five stages such as receiving, understanding, evaluating, remembering and responding.

These stages are described below:

**4.2.3.1 Receiving.** This stage involves hearing and attending. Hearing is the response of the sensory of the ear caused by the sound waves. Attending is the process of accurately identifying and interpreting particular sounds that are hearing as words

**4.2.3.2 Understanding.** It is one of the most important processes. In this stage, the listener determines the context and meanings of the words that are heard through a process called decoding.

**4.2.3.3 Evaluating.** This stage is the one during which the listener assesses the information received. It allows the listener to procedure an opinion of what they heard and, if necessary, to begin developing a response. In addition, this stage occurs most effectively once the listener totally understand what the speaker is trying to say

**4.2.3.4 Remembering.** It occurs as the listener classifies and retains the information gathered from the speaker for future access. It is important if the listener has been attending, understanding, and evaluating, chances are the result will be stored memory allowing the listener to record information about objects, people, events for later recall

**4.2.3.5 Responding.** In this stage the listener provides verbal and nonverbal reactions based on short or long term memory. This is sometimes referred to as feedback. It's the stage at which you indicate your involvement. Almost anything you do at this stage can be interpreted as feedback.

### **4.2.4 Components of Listening Comprehension**

Listening comprehension involves some components.

- **The ability to differentiate:** It involves all sounds, intonation patterns, and to differentiate the voice quantities in the second language and compare them.
- **Understand all the whole message:** It consist on what is saying by the speaker.
- **The ability to hold that message:** It means in relation to one's auditory memory until it can be processed. Auditory memory plays an important role in the listening skill. It involves working to acquire concepts for a single word or showing understanding to learn to listen to sounds. Sakai (2018) said that "working memory plays a crucial role in listening because listening comprehension involves a variety of real-time cognitive processes. From there, it is a cognitive system that is responsible for processing information as well as temporary storage of the information"(p.2)
- **Comprehension:** This component contains different steps. The first step is to establish the context. The second step consist of activated related background knowledge and using it to guess the message may have. The third step is to anticipate the general content of the message. And the last step contains in use the samples to confirm the formerly made anticipations. It is important to consider that when the samples are in relation with listener's anticipations it involves to accept them as correct. However, when the samples do not comply with their anticipation involves to reconsider either their anticipation in order to seek the meaningful message.

#### 4.2.5 The steps in Listening Comprehension

It is important to consider the roles in the act of listening. There are four major steps: in Listening Comprehension which are: decoding, segmenting, recognizing, and integrating.

These steps are described below:

- **Decoding:** It refers to recognizing the sounds that make up spoken language, for example, the phonemes, syllables, and other linguistic units.
- **Segmenting:** It refers to dividing the stream of input into linguistic units such as syllables and words.
- **Recognizing:** It refers to words in the aural input is arguably the most potentially problematic part of listening in that lexical competition occurs here.

- **Integrating:** It refers to the aural input with the social context and listener schema is necessary for comprehension.

#### **4.2.6 Listening in the EFL Classroom**

Listening Comprehension is an important skill in language teaching because students want to understand messages from native speakers, songs, and movies in real life. However, student face difficulties in learning the listening comprehension skill, and this is where teachers need the opportunity to innovate their listening exercises by more vigorous ones. It means that it is important to develop this skill because it helps students to succeed in language learning with the purpose of improving comprehensible input. Therefore, it is noticeable that listening is very important for the lives of students since it is used as a means of learning at all phases of instruction.

#### **4.2.7 EFL Listening Skill Comprehension Learning Through Gamification.**

Teaching with gamification is already a popular factor in second language acquisition with the goal of improving the learning process and increasing students' engagement and motivation.

“Teaching listening skills English using gamified learning method improve the students’ as the teachers uses the materials in a more convenient and challenging lecturing style by which the students listen to, watch, and do exercises given by their teachers” (Muhamad Fahmi Hariadi 1, 2021, p. 131). To maximize the implementation of gamification in the EFL classroom, English teachers should have suitable knowledge and understanding on their procedure strategy. So, teachers need to make sure that the students have the same understanding about how to apply gamification in the classroom to complete learning successfully.

#### **4.2.8 Listening Strategies**

Increasing listening skills is an important part of educating youngers in the context of learning English as a foreign language. Teaching this type of instruction polishes students' attention span and helps them interact better in the process of learning English.

There are some listening games, which are described below:

**4.2.8.1 Music and Rhythm.** Music seems to be a good strategy to support listening skills in the learning process. The teacher should learn from these strategies by using songs with different rhythms to help students with the aim of capturing their attention and paying more attention to the English language by listening to music. A study conducted by (Mobbs & Cuyul,

2018) mention that “An obvious advantage of music is that it is universal and loved by people of all ages and cultural backgrounds, so it is an excellent way to engage learners” (p.23)

**4.2.8.2 Repetition Drill.** Drilling consists in the repetition of oral patterns and structures. It implies that students imitate what the teacher says. One of the central advantages is that they help students to increase confidence, and also help the teacher draw students’ attention to features of English Language.

**4.2.8.3 Visual Materials and Flash Cards.** Visual materials are resources used by teachers in a learning process environment to increase student's motivation. In listening skill, the use of flash cards is so important because it helps to listeners to comprehend the key points of audio materials.

#### **4.2.9 Listening Activities**

It is important to take into consideration that there is no need to plan an entire lesson based on listening, so active listening can be included in any type of lesson. Al-Jawi (2010) mention that: “ The warm-up phase offers a ready slot and is 'especially suitable, as the listening serves to attune the students to the language”(p.13). He described some procedures in doing any listening activities which are the following:

- **Identify the purpose:** for the listening activities before getting students to listen to the prepared material.
- **Supply:** them with written material which is necessary for them to complete their task before they begin to engage in listening and also always remember to advise them about what they are going to do after listening to the material.
- **Give them an example of the type of task:** to do after listening to the exercise or activity.
- **Read, tell or give listening material:** It emphasis on normal speed and intonation patterns. Be certain not to slow down reading or telling the listening material to avoid distorting stress and intonation.
- **Repeat the listening exercise:** or activity once again if necessary depending on the length and difficulty of listening content.
- **Supply them with an answer key:** and let them correct their own answers and record their own scores.
- **Monitor and check their corrections and performance:** It gives praise words to those who do well, and gives remedial exercises to those who are having problems.

#### **4.2.10 Stages of Listening Lesson**

**4.2.10.1 Pre-listening Activities.** This stage is helpful because students can prepare for what they are going to hear, and this gives them a greater chance of success in any given activity. It can help teachers find out about what students already know about the topic. And, also prepare students for the vocabulary and language structures in the text.

**4.2.10.2 While-listening Activities.** These are a series of activities that a learner does while listening to a channel in order to show their understanding of what was heard of. This stage is very important because students find any difficulties that happens just during the practical part in the listening session. Moreover, most While-listening activities focus on these sub skills of listening for gist, specific information and for the speaker's attitude or opinion.

**4.2.10.3 After listening Activities.** In this stage, the main goal is to help students reflect on the listening experience. These activities are carried out after teachers have carried out pre-listening and while listening activities effectively.

#### **4.2.11 EFL Teachers' Strategies in Teaching Listening Skill**

Listening strategies are very useful because they facilitate comprehension, and help listeners compensate for the difficulties they had in understanding listening input.

There are four types of listening strategies which are described below:

**4.2.11.1 Cognitive Listening Strategies.** is about all mental abilities and processes related to knowledge. Some examples include inferring, predicting, interpreting, storing, and recalling information, summarizing, translating, repeating, elaborating, resourcing, grouping, note-taking, substituting, and drawing images. Metacognitive strategies discuss the ability to understand one's own method for learning and assimilating information.

**4.2.11.2 Metacognitive listening strategies.** These are considered the most consistent predictors of listening skills development. These discuss the ability to understand one's own method for learning and assimilating information. It involves lower processing practices such as translation, repetition, and summary.

**4.2.11.3 Social listening strategies.** These strategies refer to learning by interaction with others, such as asking for help and confirmation.

**4.2.11.4 Effective listening strategies.** are alarmed with managing emotions that can be either negative or positive. Bao and Guan (2019) mentions that negative emotions such as anxiety might students to become frustrated, and this can affect the expected listening

outcomes, while positive emotions such as relaxation and enjoyment, encourage peer cooperation in the learning process.

#### **4.2.12 Role of Teacher in Listening Activities.**

Teachers are the ones who have the most responsibility in the classes and they can have a great effect on their students to create a friendly atmosphere.

According to Gilakjani & Sabouri (2016) there are eight main roles for teachers:

- **Teacher as an Organizer:** This role includes that teachers have to explain what their students must do, give clear instructions and to support them with useful feedback, to prepare and guide students in listening lessons.
- **Teachers as a Controller:** Teachers develop the whole lesson and determine what students must do in the different listening phases.
- **Teacher as an Evaluator:** It involves evaluating the level of the student. Here the teacher must evaluate their students and give the feedback on their performance.
- **Teacher as a Resource:** Teachers evaluate their students and give them feedback on their performance. They should evaluate the level of their students.
- **Teacher as a Tutor:** In this role teachers are viewed as a leader and need to act as a coach in order to help their students to develop ideas. Teachers support students in every stage that they have problems.
- **Teacher as an Investigator:** Teacher analyses their activities and the students' performance and then evaluates the advantages of listening activities.
- **Teacher as a Prompter:** In order to have a successful listening activity, teachers need to support students during each stage.
- **Teacher as a Participant:** Teachers need to have in mind that they must be aware of leading in listening activities, so it means that they participate in pre and post listening activities like role plays and discussions.

#### **4.2.13 Listening Problems**

There are a lot of difficulties that students can encounter in the listening comprehension process. The purpose is to be attentive to these problems and try to solve them.

Gilakjani and Saburi (2016) mentions some of these problems are as follows:

- **Quality of Recorded Materials:** In some cases, teachers use some recorded material that does not have high quality, and it impacts in the comprehension of students listening. Kadagidze (2006) mentions one advantage of recorder materials is to allow a non-native English teacher to provide the audience with a variety of English voices, sounds and accents.
- **Accent:** It is one the most significant factors that affect listener comprehension. Students hear an unfamiliar accent; it helps diversity in listening comprehension.
- **Unfamiliar Vocabulary:** Chaipuape (2020) mentions that accents which are unfamiliar to second language learners cause serious challenges in listening comprehension. On the other hand, if students know the meaning of words, it can stimulate their motivation and interest and it is reflected as a positive impact on the student's listening comprehension ability.
- **Length and Speed of Listening:** It is a barrier to effective listening comprehension because students cannot control the speed of speech.

#### 4.2.14 Approaches to Teach Listening

Within the other four skills, listening is one of the most forgotten in English language classrooms. Most teachers avoid this skill and teach it carelessly, however, there are approaches which give more importance to listening.

In Newton (2009), listening is at the center. All of the information necessary for building up the knowledge for using language comes from receptive skills: listening, and reading. When the knowledge of language in this regard is built the learner can write and speak. In other words, without any input, the outcome or output should be nothing.

Some approaches to teach Listening are described below:

- **Bottom-Up Approach:** It is building meaning based on words, sounds, and structures from the ground up, sometimes without context. Based on that, if students can recognize words, phrases, pronunciation, and or grammar forms, they get better able to understand the intended meaning of the speaker in various settings. This approach is considering more of a traditional method of teaching listening. It is what you observe in classes where there are missing words in sentences and fill-in-the-blank exercises.



- **Oral Drill:** drills are viewed as an opportunity for controlled practice with an enhanced communicative element. It is flexible in a sense that it can be supported out with individuals, or with whole the class. In addition, this approach can help students achieve confidence and help teachers draw the former's attention to phonological features of the target language.
- **Down-Town:** In this process, students who are the listener get an overview of the listening by observing the big picture. According to F. D. Al-Jawi (2010) who mentions that this is very useful because listener's scheme allows students to appropriate expectations. This means that, students should use as much as possible their knowledge and the situation.

#### 4.2.15 Approaches to Assessing Listening

Assessment is a continuing pedagogical process that includes a number of evaluative acts on the part of the teacher. Brown (2016) says there are four designs in listening tasks. Those focus on the micro-skills. Those are intensive, responsive, extensive and selective listening.

Those have different task designs that are mentions as follows:

- **Intensive Listening Tasks:** It includes to distinguishes phonemic, morphological pairs, stress patterns, paraphrase recognition and repetition
- **Responsive Listening Tasks:** It includes questions, simple discourse sequence. A question and answer can arrange for some interactivity in the listening task. The objective is recognizing the wh-question for example how much and its appropriate response. Distractors are chosen to represent common learner errors.
- **Selective Listening Tasks:** It can include activities such:
  - Listening cloze: students fill in the blanks.
  - Information Transfer: students give verbal responses
  - Sentence repetition: students repeat stimulus sentences.
- **Extensive Listening Tasks:** It is used to design tasks that can includes:
  - **Dictation exercises:** students listen (usually 3 times) and write a paragraph.
  - **Dialogue:** where students hear dialogue and develop some comprehension questions.
  - **Lectures:** students take notes, summarize, list main points.
  - **Interpretive tasks:** students hear a poem, story and interpret meaning.

To conclude, those approaches to assess listening are very important to know because they focus on its micro skills and the teacher should apply a right approach in order to assess listening.

### 4.3 Literature Review

This section presents the state of the art, that introducing the relevant literature to the current research. This literature describes four studies related to gamification with listening comprehension skill in English as a Foreign Language (EFL) context, and two studies related to gamification in English class. As support, this information will help the researcher provide more substantiated statements about the effects gamification has on EFL listening comprehension ability, so for that, the data collected from these papers have been classified in the following table, considering these categories as author and year, population country, method, instruments, and level of education

**Table 1.**

*Previous studies that have investigated Gamification and EFL listening comprehension skill.*

Author and Year	Country	Population	Level of Education	Method	Instruments
Jose Molina (2021)	Colombia	23 students	Primary	Action research	Survey for Teachers Survey for Students Student Exit Survey
Natalia Desi Rahmawati (2016)	Indonesia	10 students	Tertiary	Research and Development method	Interview Classroom observation. Questionnaires
(Syafii et al., 2020)	Indonesia	39 students	Tertiary	Action Research model	Listening test Observation checklist Questionnaires
Luis Lissimo (2019)	Benguela	180 students 4 teachers	Secondary	Qualitative and Quantitative	Teacher questionnaire Student Questionnaire Classroom observation chart.
Rosa Juntunen (2018-2019)	Finland	2 students	Tertiary	Mixed	Interviews
Benny Krisbiantoro (2021)	Indonesia	60 students	Tertiary	Quasi-experimental Method	Tense mastery test

*Note: Classification of six relevant previous studies that have showed research on gamification and EFL listening comprehension skill.*

For this review, six studies presented in the table were selected. These studies reflected a variety of contexts from Colombia, Indonesia, Benguela and Finlandia. Besides, considering the diversity in the research work, all these studies were carried out within public educational centers, mainly in tertiary education (4 out of 6), and two in primary and secondary respectively.

As well, the studies are focused on students' and teachers' development. In addition, the studies adopted different approaches, one study (1 of 6) adopted a qualitative and quantitative approach, two used an action research method, other used a research and development method, and other study adopted a different approach Quasi-Experimental Method.

This selecting papers allowed researchers to verify if gamified activities worked in the present and it is useful learning for the future. Collectively, these studies outline a critical role of teacher's creativity in the educational field, thus getting a wide understanding of how gamified activities worked as a tool for professional development

Mazabel (2021) conducted an experimental research. The purpose was to use the gamified activities as a pedagogical tool and analyze its effects in the learning of listening skill in English. In addition, he sought to answer the following question: How gamified activities improve listening skills in English language in third grade students of the Obando E.I Municipality of San Agustin? This study to gather information used a different types of surveys. It helped to the researcher to know about teaching methodology for teachers and use of gamification. The gamified activities are designed to be developed in classes in the English area, favoring cooperative work, highlighting the use of technology as a tool that facilitates the development of gamified activities that foster this communicative skill. It focused on action research as it proposes changing and improving the existing pedagogical practices in the Educational Institution. From the methodological point of his view, the survey was used as an instrument for collecting information. The proposed gamified activities can be used in any third-grade classroom

Likewise, Rahmawati (2016) developed a study case in Indonesia. The purpose was to develop supplementary listening materials using gamification in the Intermediate Listening Class. In this study, there was one research problem formulated: what does a set of supplementary listening materials using gamification for the Intermediate Listening Class of the English Language Education Study Program look like? In order to answer the question, the researcher used Research and Development method proposed by Borg and Gall. There are five steps applied in this study, namely research and information collecting, planning, development of preliminary form of product, preliminary field testing, and main product revision. The materials were designed based on the topics, skills, and students' characteristics. In addition, in this study, two lecturers and ten students evaluate in the design materials. From the results of the evaluation in preliminary field testing, the materials designed were already appropriate.

However, the designated materials needed revision and improvement. The revision of the designated materials was based on the experts and users' feedbacks.

In addition, the work developed by Hariadi et al., (2021) aimed to finding out the most appropriate games for enhancing listening skills to students of the Faculty of the Economics Muhammadiyah University of Ponorogo. The process and the result of enhancing students' listening skills of English were the main focuses of this study. Echeverría et al.'s model of classroom action research method was used to do this study. The technique consists of four stages, namely: (1) planning, (2) implementing, (3) observing, and (4) reflecting. The data was collected through the instruments were the listening tests, observation checklist, and questionnaires. The gained data were analysed descriptively to know the process and the result of improvement caused by the application of each game. As results section based on the application of the games, the criteria of success were effectively reached in Cycle 2. 74% of the quantity of the students could obtain the scores more than 60, and 90% have assertive responses on the application of games. This means that using games is significantly useful to be used for enhancing the students' listening skills.

Furthermore, in Finlandia, Juntunen (2019) carried out a research study. This is a work about of on how gamification facilitates language learning, and it was focused of an individual language learner in the framework of language learning theory and studies made in the field of gamification. The research questions in this study were: How do games and gamified applications facilitate language learning? what kind of user experiences do modern language learning applications and -games offer? and how gamification relates to language learning, what modern game based learning tools offer and where concepts of gamification and learning intersect? The researcher in order to recollect data used interviews. The results indicated that gamification facilitates learning by encouraging user engagement, problem solving and out of the box thinking. The results do not indicate however that the examples LJS or Duolingo are effective learning tools on their own, they don't facilitate learning, but they can support it. Acquiring communicative competence requires skills that contemporary applications cannot teach yet, but future applications might.

Finally, Krisbiantoro (2021) conducted a research study about "The effectiveness of gamification to improve students' tenses mastery" in 2021. This study aimed to investigate whether gamification was more effective than conventional teaching method in enhancing tenses mastery of the second semester students of nursing diploma III of faculty of health of

Harapan Bangsa University. The method which was employed in this research was a quasi-experimental method with a post-test-only non-equivalent control group design. So, in this study two classes were taken by using total sampling technique and the samples in this research were two classes; experimental class consisting of 30 students from 2A-1 and control class consisting of 30 students from 2A-2. The data were obtained from tenses mastery test. They were analysed in the terms of their frequency distribution and t-test. Based on the research findings, the researcher could conclude that the use of gamification was more effective than conventional teaching method to enhance tenses mastery of the second semester students of nursing diploma III of Harapan Bangsa University.

To conclude, the aim of this research review was to view the most common inclinations of gamification to improve the listening comprehension of students. The findings from this reviews highlights the importance of the use of gamification not only as a new method for teacher's professional development, but also as a way to improve the listening comprehension of students. It provided a general understanding of how gamified activities were intended to improve the way teachers insert those as a way of developing good outcomes in students' learning. On the other side, components of listening required to use the different strategies, designing good materials, to better comprehension about what they are listening. Furthermore, future researchers need to obtain more results design gamified learning activities with the focus to improve other skills with different participants.

## **5. Methodology**

### **5.1 Setting and Participants**

The present research work took place at a public institution of the city Loja, which is located at latitude -3.99313 and longitude -79.20422. Loja is part of the continent of South America and is situated in the southern Hemisphere. It also has a rich tradition in the arts, and for this reason is known as the Musical and Cultural Capital of Ecuador.

The participants were selected by a convenience sampling, that is, the researcher selects participants because they were willing and available to be studied. (Creswell, 2012) The population was superior basic education. These groups share similar characteristics regarding English proficiency and fit the design of this study. From there, the sample belonging to the tenth grade of a public educational institution in Loja city during 2022-2023 school year. The research participants were thirty-three students (19 girls and 14 boys) with an A2.1 level of English according to the National Curriculum, between the ages of 14-15 age. Finally, all participants were given a code in order to protect their privacy, as Ketter (2021) mentions that respecting personal information such as students' name, ID student is important for the safety and security of students.

### **5.2 Procedure**

#### **5.2.1 Method**

The data in this research is based on a mixed approach in which quantitative and qualitative data were collected to address the sub-questions described in the research problem and also to achieve the specific objectives that drive the entire research process. As Creswell (2012) explains, mixed designs are processes for gathering, analyzing quantitative and qualitative data in a large single study or in a series of multi-phase studies. Accordingly, quantitative data was collected through the application of the pre-test and post-test to measure their listening comprehension levels before and after the intervention, respectively, which support the effectiveness that gamification of teaching to learn English. As (Bryman, 2001) as cited by (Daniel, 2016) argue that quantitative data is the collection and analysis of data as numbers and figures. On the other side, qualitative data defined by Surendran (2018) as the data that approximates and characterizes. This data type is non-numerical in nature. In this research, it was collected through the design of a questionnaire and an observation checklist of each session, which helped to check the application of gamifications strategies, opinions and perceptions of the methodological proposal.

### **5.2.2 Research Design**

The research used action research-action cycle model, which cooperates to problem-solution of EFL listening through the use of gamification. This model has been considered sustainable for this study since this process has been sequenced in the following stages proposed by Susman (1983): diagnostic, action planning, acting, evaluation and reflecting.

**5.2.2.1 Diagnostic.** It started by identifying a problem in the listening comprehension skill of the target research group. The researcher carried out legalized procedures by the educational institution, requesting the opportunity to implement the methodological proposal with the tenth year students. Once this was achieved, students took a research-made criterion referenced pre-test to check their levels of comprehension in listening. From there, the necessary adaptations were made to teach and improve their listening comprehension skills with the aid of theoretical references on gamification on listening comprehension with the purpose to answer the research general question.

**5.2.2.2 Action Planning.** After the identification of the listening skills as an issue to be address solutions to gamification. Based on all these issues, the researcher designed ten lesson plans ([annex 4](#)) be taught during an eight weeks' period of time. The lesson plans were elaborated in relation to Gagne's nine events that were categorized into the five stages of learning: warm-up and objective discussion, instruction and model, guided practice, independent practice and finally assessment which helped to pre-service teacher to organize English classes. These lesson plans considered important gamified indicators such as badges, leaderboards, rewards and different games to improve listening comprehension skill with the target group.

**5.2.2.3 Acting.** In this stage, the researcher carried out the classes with the lesson plans elaborated. The lesson plans were elaborated taking into account the gamification strategies such as leaderboards, badges, competition and listening games such as Simon says, pointing, running dictation game and pass the balls. Furthermore, these gamification strategies allowed students to interact among them and be more motivated in class. The flexibility of the plan allowed the researchers to make precise adjustments during the action phase by following strategies implemented as an effective response to the questions that manage the research process. The teaching intervention took place in the mornings and lasted ten weeks, with forty sessions. It was carried out by providing face-to-face classes through the academic year 2022-2023 at the educative institution in the city of Loja 8:30 to 9:10, Tuesday 7:10 to 7:50 and 8:30 to 9:50 and Wednesday from 8:30 to 9:10. In the process of teaching and learning the English

language, the classes were conducted using gamification strategies, which helped to obtain the desired results, that is, were improved EFL listening comprehension.

**5.2.2.4 Evaluation and Reflecting.** At this stage, the researcher applied the post-test to verify if participants have improved their listening comprehension, as well as, the questionnaire was administered to know the participants' perception about gamification strategies. After analysing the quantitative and qualitative data gathered throughout and after the course of the intervention, the results were analysed. The limitation from this intervention was the administration of the time when the teacher applied the games in each session. The results were presented along with conclusions and recommendations that can benefit in both developing future research on the subject as well as providing answers to the study's specific research questions

### **5.2.3 Data collection sources and techniques**

According with the previous information, the present research work used quantitative and qualitative techniques to gather and analyses data in order to understand the process examined. As explained by Creswell (2012) quantitative data, provide such as scores on instruments, in this case the pre-test and post-test ([annex 1](#)) and the questionnaire, whereas qualitative data, provide actual words of people in the study, in this case, the questionnaire and the observation checklist ([annex 2](#))

Thus, the quantitative and qualitative technique and source for this research was paper and pencil method. Based on this, the researcher designed a pre-test and post-test. The paper and pencil method is divided in two categories: selection and supply. (Gay et al., 2012). The pre-test and post-test were performed to collect quantitative data where five questions were designed with emphasis on selection items (e.g. multiple choice and matching question), on the other side, supply items include questions that requires (e.g. write a short answer and fill in the blanks). These instruments aided to measure the level and the improvement that students had in English listening comprehension skill, respectively. Also, these test measures listening for general understanding listening for specific information and listening for sequence. From there, the data obtained in the pre-test and post-test were analysed through the use of criterion reference scoring to assess the student's performance according to the grading scale established by the Ministry of Education. (Gay et al., 2012).

As well as a questionnaire instrument aligned with the paper and pencil method, which contain ten mixed questions: open and closed ones. (Creswell, 2012). It was elaborated to collect qualitative data based on a Likert Scale that was used to know and understand students'



perceptions towards the use of gamification strategies for their learning process such as emotions, competition, cooperation, achievement, badges, and leaderboards

Besides that, for qualitative techniques, the researcher used observation checklist instrument to corroborate information with the questionnaire to describe gamifications strategies such as motivation, emotions, badges, competition, leaderboards and games played in class in the achievement on the development of English listening comprehension skill. It was done as participant observant because the researcher was directly involved in the educational set by coordinating and developing the activities that were carried out in the classroom being the teacher. Thus, sharing in with what Gay et al., (2012) mentions that: in participant observation consist on that the observer becomes a part of and a participant in the situation being observed.

#### ***5.2.4 Data Analysis***

For measuring the importance of the present study research work, added quantitative data analysis was done using descriptive statistics. In this sense, Ronald & Fisher (2009) point out that another way that statistics helps us to organize, describe, summarize and present experimental data. It means is in drawing inferences and making decisions based on data.

With the use of frequency tables and the measure of central tendency to express the reality of the selected population, this methodology helped the teacher in the measurement of the pre-test and post-test and at the same time in the comparison of the results with the valuation scale established by the MinEduc (2016) ([Annex 3](#)).

Moreover, the researchers used frequency tables and the measures of central tendency to present the results. This statistic tools helped in the measurement of the pre-test and post-test. At the same time, it was useful to compare the results with the valuation scale established by the MinEduc. A thematic analysis was utilized to analyze the qualitative data. Ibrahim (2012) defines as a type of qualitative analysis. It is used to analyze classifications and present themes (patterns) that relate to the data. So therefore, it is considered the most appropriate for any study that seeks to discover using interpretations.

The observation checklist notes were categorized to identify the main facts using gamification on improving listening comprehension, experiences and beliefs held by the researcher and colleagues Finally, these patterns were classified into related codes, enabling data collection in controllable pieces and narrative production.

## 6. Results

The pre-test and post-test results aided the researcher to verify the effectiveness of gamification on English listening comprehension skill among superior basic education students at a public institution of Loja city during 2022-2023 school year. The attained pre-test results are present in the following table.

### 6.1 Pre-test Results

**Table 2**

*Pre-test results on the Performance of Tenth-Grade Students' Listening Skills*

Student's code	LG 2/2	LSI 4/4	LS 4/4	TOTAL 10
UELDATG01	2.0	2.5	3.0	7.5
UELDATG02	2.0	2.5	0	4.5
UELDATG03	2.0	1.5	4	7.5
UELDATG04	2.0	3.5	1.3	6.8
UELDATG05	0.0	3.5	3.2	6.7
UELDATG06	2.0	2.0	0.8	4.8
UELDATG07	2.0	3.5	0.0	5.5
UELDATG08	0.0	3.5	3.0	6.5
UELDATG09	2.0	2.5	1.7	6.2
UELDATG10	0.0	2.5	2.8	5.3
UELDATG11	2.0	3.5	3.0	8.5
UELDATG12	0.0	3.5	2.7	6.2
UELDATG13	0.0	1.5	3.0	4.5
UELDATG14	2.0	3.0	0.4	5.4
UELDATG15	0.0	3.0	1.3	4.3
UELDATG16	0.0	2.5	1.0	3.5
UELDATG17	2.0	3.0	4.0	9
UELDATG18	2.0	2.0	3.0	7
UELDATG19	0.0	2.5	0.75	3.25
UELDATG20	2.0	3.5	4	9.5
UELDATG21	0.0	2.5	3.5	6
UELDATG22	2.0	2.5	2.85	7.35
UELDATG23	2.0	3.5	3.25	6.8
UELDATG24	0.0	3.5	1.4	4.9
UELDATG25	0.0	3.0	1.2	4.2
UELDATG26	0.0	3.0	2.8	5.8
UELDATG27	0.0	4.0	3.5	7.5
UELDATG28	2.0	2.5	3.0	7.5
UELDATG29	2.0	3.5	2.85	7.4
UELDATG30	0.0	1.5	0.5	2.0
UELDATG31	0.0	2.5	1.95	4.5
UELDATG32	0.0	0.0	3.25	3.3
UELDATG33	2.0	1.5	2.25	6
<b>Mean</b>	<b>1.0/2</b>	<b>2.7/4</b>	<b>2.3/4</b>	<b>6/10</b>

UELDATG: Unidad Educativa Lauro Damerval Ayora, TG: Tenth Grade: 01=Student's code. LG: Listening for General Understanding, LSI: Listening for Specific Information, LS: Listening for Sequence.

Table 2 illustrates the results of the pre-test that was applied to the tenth grade of superior basic education before the intervention proposal to measure the target group's listening

comprehension skill components such as: listening for general understanding, listening for specific information and listening for sequence.

The average score obtained by the students in the pre-test was 6/10. This result placed the participants in a poor qualitative range according to the national grading scale. This demonstrates that students who participated in this research had a low level in English listening comprehension skill.

Regarding the listening subskill “listening for general understanding”, which mean is 1/2 (50%) students performed poorly. They were not able to recognize the topic of a short oral text. This means that it was difficult for them to understand the text they were listening to because they had little knowledge of the vocabulary related to the general contextual information mentioned in the audio. A medium result was found in the subskill “listening for specific information”, with a mean score 2.7/4 (67.5%). They had problems to understanding the particular details, since they could not concentrate on the relevant parts mentioned in the audio. Finally, in the subskill “listening for sequence”, the participants obtained an a 2.3/4 (57.5%) This determined that the participants had problems to order the information transmitted by the speakers, it means that they could not orderly organize the events chronologically.

On the whole, the results showed that before the intervention plan, they faced problems in some listening subskills in their majority. Based on that, the researcher decided to apply an intervention proposal by using gamification.

## 6.2 Post-test Results

**Table 3**

*Post-test results on the Performance of Tenth-Grade Students’ Listening Skills*

<b>Student’s code</b>	<b>LG 2/2</b>	<b>LSI 4/4</b>	<b>LS 4/4</b>	<b>TOTAL 10</b>
UELDATG01	2.0	2.0	3.5	7.5
UELDATG02	2.0	3.0	3.0	8
UELDATG03	2.0	4.0	4.0	10
UELDATG04	2.0	3.0	4.0	9
UELDATG05	2.0	2.0	4.0	8
UELDATG06	2.0	3.5	3.3	8.8
UELDATG07	2.0	3.5	4.0	9.5
UELDATG08	2.0	1.0	3.0	6
UELDATG09	2.0	4.0	4.0	10
UELDATG10	2.0	3.5	3.3	8.8
UELDATG11	2.0	4.0	4.0	10
UELDATG12	2.0	3.5	4.0	9.5
UELDATG13	2.0	2.0	2.8	6.8
UELDATG14	2.0	3.5	3.3	8.8
UELDATG15	0.0	3.5	2.5	6

UELDATG16	2.0	4.0	1.5	7.5
UELDATG17	2.0	4.0	4.0	10
UELDATG18	2.0	3.0	3.5	8.5
UELDATG19	0.0	1.0	2	3
UELDATG20	2.0	4.0	4.0	10
UELDATG21	2.0	4.0	4.0	10
UELDATG22	2.0	4.0	3.0	9
UELDATG23	0.0	3.5	4.0	7.5
UELDATG24	2.0	2.5	2.0	7.0
UELDATG25	2.0	4.0	2.5	6.5
UELDATG26	2.0	4.0	3.0	9
UELDATG27	2.0	4.0	3.0	9
UELDATG28	2.0	4.0	3.5	9.5
UELDATG29	2.0	2.5	3.0	7.5
UELDATG30	0.0	1.5	4.0	5.5
UELDATG31	2.0	1.5	3.0	6.5
UELDATG32	2.0	4.0	4.0	10
UELDATG33	2.0	3.8	3.0	8.8
<b>Mean</b>	<b>1.8</b>	<b>3.2</b>	<b>3.3</b>	<b>8.3</b>

UELDATG: Unidad Educativa Lauro Damerval Ayora, TG: Tenth Grade: 01=Student's code. LG: Listening for General Understanding, LSI: Listening for Specific Information, LS: Listening for Sequence.

The results in Table 3, show that students achieved a total mean score of 8.3/10 in the posttest. This result placed students in a satisfactory qualitative score range, which demonstrates that students who participated in this research had an important improvement in their English listening comprehension skill.

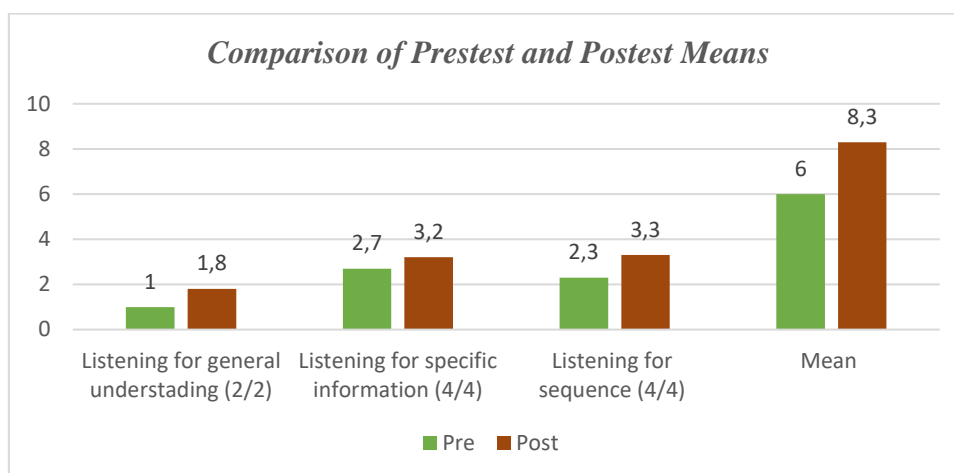
The best improvement students gathered was in Listening for General Understanding, which is confirmed with the highest mean score of 1.8/2 (90%). The participants understood the majority context of the audio. Contrarily, the data reveals that the minimum increase students obtained in listening for specific information, with the mean 3.2/4 (80%). They showed a marked improvement in the listening for sequence 3.3/4 (82.5%) since the students could pay attention to sequence connectors to order information. But despite of the betterment in this aspect, they continue striving to follow sequence in shorter spoken texts.

**Table 4**

*Comparison of Pre-test and Post-test results*

Aspects	Pre test	Post Test
<b>Listening for General Understanding (2)</b>	1 (50%)	1.8 (90%)
<b>Listening for Specific Information (4)</b>	2.7 (67.5%)	3.2 (80%)
<b>Listening for Sequence (4)</b>	2.3 (57.5%)	3.3 (82.5%)
<b>Mean</b>	<b>(10)</b>	<b>6/10</b>
		<b>8.3/10</b>

**Figure 1:** Comparison of the grades between the pre and post-test



The results in Table 4 and figure 1 state that the gamification applied during the development of this research work helped students to improve their listening comprehension skill, which is reflected on the difference between the pre-test mean score of 6/10 and the post-test mean score which was 8.3/10. It is evident that students achieved a significant improvement in their English listening comprehension skill.

It is noticeable that students' weaknesses were overcome after the intervention proposal. As it can be seen, they achieved an evident improvement in listening for general understanding from 1/2 (50%) in the pre-test to 1.8/2 (90%) in the post-test, with a significant difference of 40%, so that it means that students could understand the majority part of the context that the audio mentioned. In the listening for sequence subskill from 2.3 (57.5%) in the pre-test to 3.3 (82.5%) in the post-test, with 25% of evident improvement. Students demonstrated that they were capable of listening and ordering the events mentioned by the speaker. Nevertheless, students' enrichment in listening for specific information subskill was not successful as it was expected, but there was a noticeable improvement which is shown with the pre-test mean 2.3 (57.5%) and the post-test mean 3.2 (80%), with 22.5% of progress. Students were able to recognize particular and relevant details mentioned in the audio. To sum up, the application of gamification strategies was helpful to progress listening comprehension skill, since after the intervention plan students were able to identify main and specific details while listening. As a result, students were able to understand the full context of the audio, recognize particular details and they were capable of ordering the information mentioned by the speaker. Lastly, the researcher used the results from the questionnaire to verify the improvement in the students' listening comprehension skill.

### 6.3 Questionnaire results

At the end of the intervention plan, the researcher used a questionnaire instrument to explain the students' perception about the use of gamification on the development of English comprehension skill among tenth grade student in a public institution in the city of Loja, during the 2022-2023 school year. The results are presented in the following tables.

**Table 5**

*Indicators: Enjoy-dynamic*

Questions 1,2	Always	Usually	Sometimes	Never	Total
Did you enjoy playing games with your classmates?	70%	10%	16.7%	3.3%	100%
Using a gamified presentation of the lesson makes the course process more dynamic?	34.37%	59.37%	6.25		100%

As a general tendency, table 5 shows that applied games for teaching English listening were positive. The 70% of students who enjoy playing games answered “always”, since the students enjoy sharing with their classmates, 59.37% of students indicated that using a gamified presentation of the lesson makes the course process dynamic answering “usually”, it means that including listening games made the English class more interesting. Meanwhile, 3.3% of the students indicated that they never enjoyed playing games with their classmates. Some reasons for it, according to the students, were that they had problems with some of their classmates. From the notes written by the researcher, some students did not like to play in class, some reasons were they had problems with some contents or did not understand the game.98/8

**Table 6**

*Indicators: Motivation, competition*

Questions 3,4,5	Always	Usually	Sometimes	Never	Total
Did you feel motivated when you earned badges and awards in listening games?	37.5%	31.25%	21.87%	9.37%	100%
Do you agree that a competitive environment helps you to improve your English listening learning?	50%	43.75%	6.25%		100%
Did you feel motivated when you see your name on the leaderboard?	12.5%	46.87%	34.37%	6.25%	100%

As shown in Table 6, 37,5 of the students responded that they felt motivated when the teacher provided them with badges. Students commented that they felt happy when the teacher

gave them badges and awards because they had never received awards before. Similarly, 50% of the students indicated that they agreed that a competitive environment helps them improve their listening comprehension learning. The students commented that they had to learn very well to create a competition among themselves, so they could ensure winning a proposed competence among them because they had to know and understand to win the listening game. In addition, 21.87% of the students felt motivated when the teacher provided badges or awards in the listening games. Thus, the students commented that earning a "badge" means for them to improve and keep working. And 34.37% of the students felt motivated when their names appeared on the leaderboards, as they were empowered when they were first on the leaderboards of the listening games or activities. On the other hand, 9.37% of the students commented that they were never motivated when the teacher provided them with badges and 6.25% were not motivated when they saw their names on the leaderboards. From the notes, they commented that they do not feel motivated when the teacher provides a badge or awards. They added in the notes that "badge" does not mean and is not motivated in anything. At the same time, they commented that seeing their names on the leaderboard does not motivate them.

**Table 7**

*Games developed in the classroom*

<b>Question 6: Using the following scale, rate the following games depending on which ones you liked the most to improve your listening?</b>	<b>Favorite</b>	<b>Liked</b>	<b>Disliked</b>	<b>Least favorite</b>	<b>Neutral</b>	<b>Total</b>
Game "Pointing"		50%	40%		5%	100%
"Running Dictation Game"	88%	12%				100%
The Great Shopping			61%		39%	100%
Simon Say	85%	12%			3%	100%
Pass the balls	85%	15%				100%
Bingo	95%	5%				100%

As it is visible in table 7, which shows the tenth grade students' preferences about different listening games, such as "bingo", "pointing", "running dictation", "the great shopping", "Simon says", "pass the balls" to develop and improve their listening comprehension. According to the perceptions of 100% of the participants, the games that they indicated as favorites were "bingo" with 95%, "running dictation game" with 85%, and "Simon says" with 88% and 2. These games were useful because students knew their difficulties and shared them with their partners. They improved and developed a good role in each game. In relation to the "bingo" game, the students commented that they felt confident because it is a well-known game and they only had to learn and study the content of the class. In addition,

50% of students indicated that they liked the game pointing. In relation to the game “the great shopping”, 61% of the students indicated that they did not like the game. And 39% of students indicated “neutral”. With the notes written, the researcher could support that the students had problems understanding the rules of the game. In addition, most students said that in the game “the great shopping” their peers did not cooperate to work properly and encouraged noise and indiscipline, so students felt a little frustrated which is reflected on why they did not like these games.



## 7. Discussion

The present research work was focused to improve the listening comprehension skill through gamification strategies among tenth grade students at a public institution in the city of Loja during the 2022-2023 school year. The researcher sought to respond the following sub-questions:

The first question in this research was “What is the effectiveness of gamification on the improvement of English listening comprehension skill among superior basic education students at public institution of Loja city. School year 2022-2023? Through the application of the pre-test and post-test it was clearly visible that students improved their overall score from 6/10 to 8.3/10 with a remarkable difference of 2.3 points. Students were able to understand the context, order information and recognize relevant information from the conversations. This means that students had a positive result in their listening comprehension after the application of gamification. Based on the research findings, it is in agreement with Syafii et al., (2020), who determined that the application of games was helpful because students improved their listening ability when they developed tasks and activities. In addition, another study carried out by Mazabel (2021) concluded in her research that students were more interested in wanting to play and learn and this was reflected in the activities, for example they understood the conversations and different activities carried out in class. In fact, the application of gamification in English class has an important role in listening skill because it increases the importance in the English subject, since students are more involucrate and interested in any activity.

Regarding to the next question that considered this study was “What gamification strategies can help to improve English listening comprehension skills among superior basic education students at a public institution of Loja city? Through the questionnaire written by students and observation checklist written by the researcher, the strategies such as leaderboards, competition, badges, awards, dynamic environment and the different games during the intervention process can help to improve English listening comprehension, in other words gamification strategies make students feel more enjoyable and interactive in the classroom, because they are involved in learning more effectively and in an interesting way. These facts were collected through the questionnaire completed by students. This is in agreement with Andyani (2015) who states that games as strategies help to maintain and encourage student's interest in the class. In fact, the strategies mentioned before can foster students' participation in listening class because they are more interested and showed curiosity in the activities, which is noticed in good students' performance.

Considering aforementioned information, the third question that this study raise was “What are the students’ perceptions about gamification strategies on the development of English listening comprehension skills among superior basic education students at a public institution of Loja city?” Based on the questionnaire given to students and observation checklist written by the researcher. In terms of listening comprehension, during the gamification strategies sessions, students showed interest in the activities by giving their attention to the pre-service teacher. At this point, it is important to mention that students not only keep focused during the activities, but the activities also increase their attention to the learning outcomes as they make them take their own initiative to learn more. This finding reflects the claims made by Mee et al., (2020) who comments that the combination of interesting gamified tasks or activities causes students' attention in English language learning. In addition, they noticed that students could reduce students' anxiety by using gamification strategies in class, also they mentioned that the use of interesting and enjoyable games can motivate and students are more participative in the classroom. In addition, the use of gamification elements such as badges, leaderboards, competition and listening games played in groups helped to develop critical thinking, problem solving and imagination on improving listening comprehension skill. These results agree with the finding of other study made by Juntunen (2019) which indicated that these elements facilitates learning by encouraging user engagement and problem solving. As matter of fact, using gamification elements have a significant impact on students listening comprehension skill, because during the teaching and learning process they make the students enjoy this new experience by promoting motivation, engagement, communication and collaborative learning.

Based on an essential fact in this study, applying listening games was efficacious to improve listening comprehension skill. So, students were more interested in class and their improvement was notorious with the application of games. This is in agreement with Rodliyah (2016) who mentions that including interactive games in class makes the students passionate and they develop good roles in each game with the purpose to feel satisfactory, and at the same time they progress their listening skill in each session.

During the development of this intervention, the following limitations were identified: due to practical limitations, there was no control group for the intervention process, therefore, the results cannot be generalized. Moreover, the time was not enough to apply innovative strategy due to the short period of time that the intervention plan took place. In addition, some

students dropped out of the institution and also some others students were frequently absent for that reason it influences the students' performance.

## **8. Conclusions**

- The use of gamification on the improvement of English listening comprehension skill among tenth grade students was effective, since they have overcome their difficulties in this skill. In this sense, students improved their understanding of the context, specific details and order of the information while they listened, showing that the use of gamification had a positive impact. However, a little number of students got difficulties in the subskill listening for specific information, because they could not recognize main points from conversations.
- Considering the questionnaire answered by students and observation checklist written by the researcher, the application of gamification strategies and games developed in the improvement process of English listening comprehension skill was positive, since the different perspectives from students had good replies to gamification strategies and games. It means that during the process the implementation of these strategies and games, made the students interest in listening comprehension skill an also gave the students challenges to improve their skill being process becomes more relevant and motivating to them.
- The present study made clear that using gamification strategies in tenth grade was significant, since the students energetically participated, enjoyed and motivated during their progress of improvement in their listening comprehension skill. For that reason, the adoption of gamification strategies, in other words, interactive learning within their learning environment encourage students to have a better learning experience as compared to the traditional method of teaching

## **9. Recommendations**

- More broadly, it is advisable to apply the use of gamification in English class in order to improve listening comprehension skill. Teachers should consider gamification as a new method being significant experience, since students are more active and participatory during the improvement process, it means that gamification encourage students to overcome their difficulties listening comprehension.
- Teachers ought to apply gamification strategies and games as part of their daily lesson in order to improve students' listening comprehension skill. In addition, they should consider gamification strategies as one of the best tools to improve the listening comprehension skill in English, because this allows to get involved with bigger interest and motivation in the construction of knowledge breaking the traditional method of teaching.

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## 11. Annexes

### Annexe 1. Pre-test and Post-test for Listening Comprehension Skill



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Universidad  
Nacional  
de Loja

Universidad Nacional de Loja

Pedagogía de los Idiomas Nacionales y Extranjeros  
Facultad de la Educación, el Arte y la Comunicación

### Pre Test and Post Test Listening Comprehension Skill

**Date/Time:** \_\_\_\_\_

**Student Code:** \_\_\_\_\_

**Course:** \_\_\_\_\_

**Level:** A2.1 10mo

#### Listening skills to be tested

- Listening for General Understanding
- Listening for specific information (words)
- Listening for Sequence.

Dear students, the present questionnaire is intended to find out what potential you may have in your English listening comprehension skill. Therefore, I ask you to address the following questions with complete sincerity and as honestly as possible.

#### Considerations:

- Do not worry about your identity as it is an anonymous test
- Do not worry about your score. The scores will not influence your academic school grades.
- Read very carefully and use a pencil.

#### Listen part 1 (audio) Listening for General Understanding

1) Listen carefully the following conversation, and circle the correct sentence where is identifying the topic (1p)

- Antonio's accident
- Antonio's sister accident
- Antonio's trip

#### Listening for Specific Information

2) Listen and check the correct answer. Mark an (X) under the picture (1p)  
Where does Antonio decided to go?



b) Wall climbing



c) Climb a rock

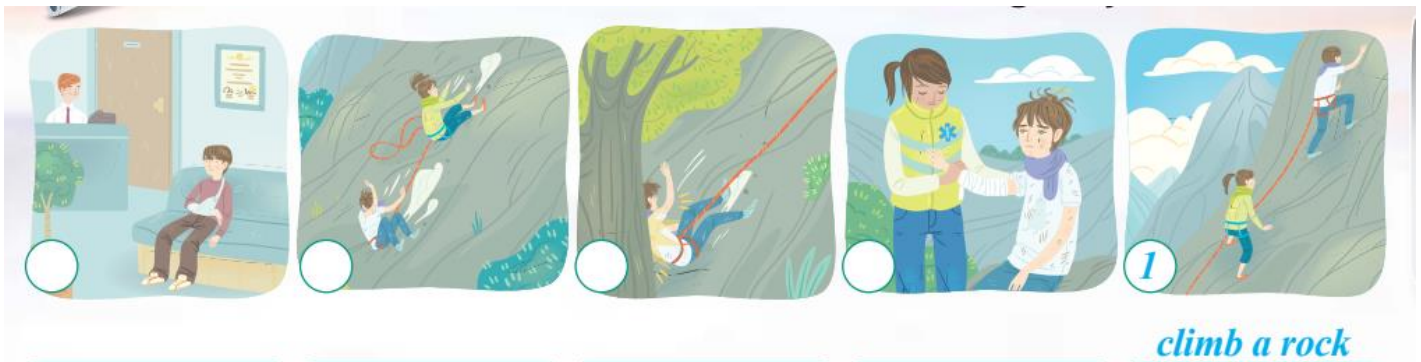


d) Rollerblading

**Listen part 2 Listening for Sequence**

**3) Label the pictures. Use the Word Bank. Then Listen to Antonio's narration and number the events chronologically**

Word Bank
a. climb a rock
b. crash into a tree
c. wait for the doctor
d. slip and fall
e. put a cast on



**4) Listen again and match the sentence with the sequence connector used in the audio.**

- |                                      |                        |
|--------------------------------------|------------------------|
| a) The paramedics arrived            | 1) After that          |
| b) We walked to the base of the rock | 2) First               |
| c) I slipped and fell                | 3) Finally             |
| d) They took me to the hospital      | 4) A few minutes later |
| e) I crashed into a tree             | 5) Then                |

**5) Listen to Antonio's story again and complete the sentences. (Listening for specific information)**

While	When
-------	------

- \_\_\_\_\_ were really high up, I slipped and fell.
- I broke my arm \_\_\_\_\_ I crashed into a tree.
- \_\_\_\_\_ the paramedics arrived, I was shaking.
- I was falling \_\_\_\_\_ my sister was trying to get hold of me.

## Annexe 2. Questionnaire and Observation Checklist



Universidad Nacional de Loja  
Pedagogía de los Idiomas Nacionales y Extranjeros  
Facultad de la Educación, el Arte y la Comunicación  
**Students' perceptions questionnaire**

**Dear students:**

As pre-service Teacher and researcher it is a great importance to know your perceptions of using games in order to support the improvement in the English listening comprehension skill. Thus, please answer this anonymous questionnaire honestly, since the data will be significant to achieve the research objective.

**1) Did you enjoy playing games with your classmates?**

Always	Usually	Sometimes	Never
--------	---------	-----------	-------

Why?.....

**2) Using a gamified presentation of the lesson makes the course process more a dynamic?**

Always	Usually	Sometimes	Never
--------	---------	-----------	-------

Why?.....

**3) Did you feel motivated when you earned badges?**

Always	Usually	Sometimes	Never
--------	---------	-----------	-------

Why?.....

**4) Do you agree that a competitive environment helps you to improve your learning?**

Always	Usually	Sometimes	Never
--------	---------	-----------	-------

Why?.....

**5) Did you feel motivated when you see your name on the leaderboard?**

Always	Usually	Sometimes	Never
--------	---------	-----------	-------

Why?.....

6) Using the following scale (1 favorite, 2 liked, 3 disliked, 4 least favorite, 5 neutral), rate the following games depending on which ones you liked the most to improve your listening.

Game "Pointing"	"Running Dictation Game"	"The Great Shopping Idioms"	"Pass the balls"	"Simon says"	"Bingo Game"

**Why is your favorite?**

.....

.....

.....

**Why is your least favorite?**

.....

.....

.....

### Observation Checklist

Item	Yes	No	Sometimes	Observation
Games requires too much engagement time				
Games played in groups help to develop critical thinking, problem solving, and imagination.				
Games provides cooperative learning environment				
It's easy for the teacher to apply games in the classroom				
Students get side tracked and do not focus on learning when games are used				
It's difficult to evaluate students' performance learning from playing games				
Lack of supporting materials for how to best use the games for learning				
Games contributed to the development of creativity				
Games reduce learner's anxiety				
Games inspired student to sustain their interest				
Students feel a competitive environment				
Using games are highly motivating and entertaining way of teaching language specially for weak learners				
Games into learning activities helps to develop learners behaviorally.				
Gamification engaged students emotionally by achieving goals, enjoying the feeling when they face a challenge and overcome it.				
Students feel games have clear rules and objectives				
Gamification motivate students to learn better.				
<b>Listening Comprehension Skill</b>				
The audios has sequence about topic				
Audios recorders have a high quality				
Students asked to teacher for clarifications about listening task				
Teacher reproduces the audios more than 2 times.				
<b>Listening Stages</b>				
<b>Pre-Listening</b>				

The listening exercises arise interests of learners to start new lessons				
Student are interest for give predications around the listening exercises				
Students made the brainstorming ideas around the listening text				
<b>While Listening</b>				
Students are ready to effective listening				
Students understand the instructions				
Students has trouble understanding, so they give up and concentrate less				
<b>Post listening</b>				
Students explore effectively the listening materials in order to comment				
Students uses new vocabulary in written answers that they heard from listening activities.				
Listening tasks integrate language skills among students				

### Annexe 3. National Grading Scale


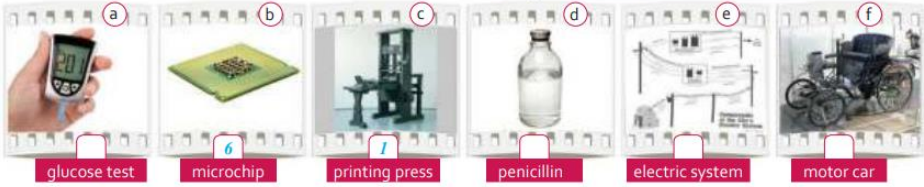
**Table 8**

*EFL listening rubric*

<b>Scale</b>	<b>It accounts for</b>
<b>Very successfully (9-10)</b>	Student performance demonstrates mastery of the topics studied in relation to the evaluation indicator.
<b>Successfully (7-8.99)</b>	Student performance achieves the learning in relation to the assessment indicator.
<b>No successfully (4-6.99)</b>	Student performance is close to achieving the learning in relation to the assessment indicator.
<b>Improvable (1-3.99)</b>	Student performance does not meet the learning in relation to the assessment indicator.
<b>Does not perform (0)</b>	The student did not complete the project



## Annexe 4. Lesson Plans

Lesson plan 1	
<b>Class:</b> tenth-year	<b>School year:</b>
<b>Language Level:</b> A1.2	<b>Topic:</b> Past Simple “A Changing World”
<b>Date:</b>	<b>Type of institution:</b>
<b>Pre-service teacher:</b>	
<b>Bibliography:</b> Ingles-A2.1-student-book-10EGB-ForosEcuador.pdf	<b>Lesson Objectives</b>
Textbook: Ministerio de Educación English book A2.1 Flashcards Worksheets Computer Speaker Markers	At the end of the lesson, students will be able to listen for specific dates to determine the chronological order of events.  To exchange information about inventor and their inventions in the past
Warm-up and Objective Discussion	
Teacher shows some inventions from the past until now. For example:	
	
Then, Teacher asks them if these are past or new inventions. Finally, teacher tells them that by the end of the lesson, students will be able to listen for specific dates to determine the chronological order of events and to exchange information about inventor and their inventions in the past	
Instruct and Model	
<b>Instruct</b>	
Teacher presents a listening exercise and number these inventions in chronological order.	
	
From the listening exercise, teacher and students looks for some of the verbs from the listening activity in the Word Search and complete the Simple Past tense list. <b>See Annex 1</b>	
Simple Present	Past Simple
build	Built
invent	Invented
discover	Discovered
create	created
develop	developed
work	Worked

Make	Made
find	Found
<p>Then, teacher explains the grammar part about Past Simple  <b>See Annex 2</b>  <b>Model</b>  Teacher writes some verbs in present simple and students have to tell the past form</p>	
Simple Present	Past Simple
do	did
Paint	Painted
Ride	Rode
create	Created
develop	Developed
Walk	Walked
Drink	Drank
Love	Loved
<b>Guided Practice</b>	
<p><b>Whole class</b>  Students have to listen the lecture and pay attention to verbs in past.  <b>See Annex #3</b>  <b>Less guided Activities</b>  Students have to write the wh-questions for the following answers. Pay attention to the colored words.  <b>See Annex #4</b></p>	
<b>Independent Practice</b>	
<p><b>Whole class</b>  <b>Game: “Pass the ball”</b>  Teacher starts to read out a series of irregular verbs and among them 2 regular and students have to stop the ball when they listen the regular verbs. The students who recognize more are the winner.  The teacher writes on the table (leaderboards)</p>	
<b>Assessment</b>	
<p><b>In pairs.</b>  In a worksheet, students have to listen to the lecture again and complete the chart below.  Also, they have to ask and answer wh-questions about these inventors and their inventions.  <b>See Annex #5</b></p>	

<b>Lesson plan 2</b>		
<b>Class:</b> tenth-year		<b>School year:</b> 2022-2023
<b>N<sup>a</sup> students:</b> 39-40 Age: 14 – 16 years old		<b>Topic:</b> Spelling Rules of Regular Verbs
Language Level: A2.1		<b>Type of institution:</b> Public
<b>Date:</b> November 01, 2022 <b>N<sup>a</sup> of periods:</b> 3 <b>Class:</b> 10mo A	<b>Date:</b> November 01, 2022 <b>N<sup>a</sup> of periods:</b> 3 <b>Class:</b> 10mo A	<b>Pre-service Teacher:</b> Diana Abigail Torres Rodríguez
<b>Materials</b> Ingles-A2.1-student-book-10EGB-ForosEcuador.pdf	<b>Lesson Objectives</b>	
Textbook: Ministerio de Educación English book A2.1 Flashcards Worksheets Computer Speaker Markers	At the end of the lesson, students will be able to classify the regular verbs by using listening records taking into account the spelling rules	
<b>Warm-up and Objective Discussion</b>		
<p>After learner the Past Simple, the teacher presents a roulette with different questions such as: “When was the last time you “helped somebody” “visited a friend” “cooked a cake or pizza” in order to active the prior knowledge with emphasizes the regular verbs.</p> <p>Then, teacher tells them that at the end of the lesson, students will be able to classify the regular verbs by using listening records taking into account the spelling rules</p>		
<b>Instruct and Model</b>		
<p><b>Instruct</b> Firs, teacher presents some cards of verbs and ask them if they know what regular verb is. Then, teacher reproduces a list of regular verbs in past and then teacher write on the board. After that, teacher explains the different rules of spelling with regular verbs</p> <p><b>Model</b> The teacher uses some verbs from the list and classifies them takin into account the rules and also the pronunciation of each verb from the list and after that students need to repeat each verb.</p>		
<b>Guided Practice</b>		
<p><b>Whole class</b> Teacher asks students to write ten regular verbs in a sheet, after the students have already written the verbs, the teacher asks students for each verb what rule apply. <b>See Annex #3</b></p> <p><b>Less guided Activities</b> Teacher writes unscramble regular verbs in the past tense on the board and ask students to write them in a correct way.</p>		
<b>Independent Practice</b>		
<p><b>Whole class</b> <b>Game: “Bingo”</b> Students have to listen and identify the regular verbs (past form) from a reading.</p>		

<b>Assessment</b>
<p><b>In pairs.</b> In a worksheet, students have to listen and change the verbs into past and put them in the correct column each spelling rules</p>

<b>Lesson plan 3</b>	
Class: tenth grade	School year: 2022 -2023
N <sup>a</sup> students: 39 Age: 14 – 16 years old	Topic: Vacation Time
Language level: A2.1	Type of institution: Public
Date: 07 November 2022 N <sup>a</sup> of periods: 2	Pre-service teacher: Diana Abigail Torres Rodríguez
<b>Materials</b>	<b>Lesson Objectives</b>
Textbook Title Ministerio de Educación	At the end of the lesson, students will be able to exchange personal information about vacations activities by using past progressive.
<b>Warm-up and Objective Discussion</b>	
<p>Show student’s pictures of famous vacation destinations you think they might know something about. Ask students words that describe these places. Give them some vocabulary so that they match certain activities such as camping or swimming with vacation destinations. Have an opinion with the students in order to determine the activities they are more familiar with or the activities they like doing on vacation.</p>	
<b>Instruct and Model</b>	
<p><b>Instruct</b> First, show a PowerPoint Presentation about Past Progressive. The presentation shows information about vocabulary “Activities at recreational parks and beach resorts” such: <b>“Beach Resort”, “Fisherman’s Lodge”, “Fun Camping”. “Nature Trails”</b> After that, ask them about the activities to say where they would do such or such activity, for example: swim: beach resort; ride: nature trails.</p> <p><b>Model</b> Teacher give some extra examples of actions in the Past Progressive form so that students have a better idea of this particular tense. Teacher explain the meaning of new vocabulary in order to make sure they understand what those words mean by making mime the actions. Then teacher say the words and ask them to repeat, correcting pronunciation mistakes.</p>	
<b>Guided Practice</b>	
<p>Give students a worksheet with the picture of “Nature Trails” and ask students listen and select the picture that best matches the conversation. Then, students listen again to complete the grammar chart about was/were</p> <p><b>Less guided activities</b> Group work. With a picture of some recreational activities, each student has to remember and write sentences using was/were</p>	
<b>Independent Practice</b>	

“Was/were game”.

This is a speaking activity in the form of a board game to practice asking and answering questions using past progressive: was and were. It also contains yes no questions and information questions <https://busyteacher.org/25878-waswere-board-game.html>

#### Assessment

Pair work. Students have to share their personal favorite vacation activities using past progressive. For example: I was hiking in my last vacation

#### Lesson plan 4

**Class:** tenth-year

**School year:** 2022 -2023

**N<sup>a</sup> students:** 39-40

Age: 14 – 16 years old

**Topic:** Connectors of Sequence “Extreme Vacation”

**Language level:** A2.1

**Type of institution:** Public

**Date:** November 21, 2022

Date: November, 22, 2022

**Pre-service teacher:**

Diana Abigail Torres Rodríguez

**N<sup>a</sup> of periods:** 3

**N<sup>a</sup> of periods:** 3

**Class:** 10mo A

**Class:** 10mo B

#### Materials

#### Lesson Objectives

Textbook: Ministerio de Educación English book A2.1  
Flashcards  
Worksheets  
Computer  
Speaker  
Markers

At the end of the lesson, students will be able to listen for specific words by using sequence connectors to determine the order of events  
Share a personal narrative about vacation event using connectors of sequence

#### Warm-up and Objective Discussion

After, teacher explain the game “Simon says” and give some instructions. For example: First, stand up, then clap your hands, after that move on the end of the class. Then, teacher ask them “What did you do in their last vacation”?

Then tell the students that by the end of the lesson, they will be able to listen for specific words and share personal narrative about their vacation events and the importance of listening in learning a language.

#### Instruct and Model

### Instruct

First, the teacher reproduces the audio about “Antonio’s narration” and then she presents flashcards about vocabulary from the listening audio and explain their meaning.

For example, of: “climb a rock”, “crash into a tree” “wait for the doctor”, “slip and fall” and “put a cast on”

Then, teacher explains the different sequence of connectors using the audio about “Antonio’s narration”. For example: “**First, then, after that, a few minutes later, finally**”

**Resource audio:** <https://drive.google.com/drive/folders/1-V-qNPIRukO-IISq8aGPWIPxtp1AOf2L>

### Model

Teacher put the flash cards disorder on the board and write on the other side of the board the different connectors of sequence, and she tells the two first events. Finally, students have to continue with the last different events.

#### For example:

First, we walked on the base of the rock

Then, I slipped and fall

After that, ----- A

few minutes later -----

Finally-----

### Guided Practice

Give students a worksheet where they have to listen again about Antonio’s narration and number the events chronologically using the Word Bank.

a. climb a rock

b. crash into a tree

c. wait for the doctor

d. slip and fall

e. put a cast on

#### For example:



### Less guided activities

In the worksheets, students have to listen again and match the sentence with the sequence connector used in the audio.

#### For example:

The paramedics arrived

We walked to the base of the rock

I slipped and fell

They took me to the hospital

I crashed into a tree

After that

First

Finally

A few minutes later

Then

### Independent Practice

<p><b>Whole class</b> Students play a “Bingo” about connector of sequence. In pairs students are going to play “bingo” to determine the correct order of events about Antonio’s narration. The students who has the three first events are the winner. Finally, teacher provides awards to the winners.</p>
<b>Assessment</b>
<p><b>In pairs.</b> Students have write a short paragraph about their last vacation using the different sequence of connectors For example: First, I went to the supermarket Then, I bought some candies When the students finished, they are going to share their paragraph with their classmates.</p>

<b>Lesson plan 5</b>	
<b>Class:</b> tenth-year	<b>School year:</b> 2022 -2023
<b>N<sup>a</sup> students:</b> 39-40 Age: 14 – 16 years old	<b>Topic:</b> Similar meanings “Adventure Tales”
<b>Language level:</b> A2.1	<b>Type of institution:</b> Public
<b>Date:</b> November 28, 2022 <b>N<sup>a</sup> of periods:</b> 3 <b>Class:</b> 10mo A	<b>Date:</b> November, 28, 2022 <b>N<sup>a</sup> of periods:</b> 3 <b>Class:</b> 10mo B <b>Pre-service teacher:</b> Diana Abigail Torres Rodríguez
<b>Materials</b>	<b>Lesson Objectives</b>
Textbook: Ministerio de Educación English book A2.1 Flashcards Worksheets Computer Speaker Markers	At the end of the lesson, students will be able to identify details in a narrative text from a recording and develop their reading comprehension by identifying words with similar meanings.
<b>Warm-up and Objective Discussion (10min)</b>	
<p>First, teacher asks students write down a series of four or five words and explains them that in each series there should be two words that are synonymous. Give them one example. countryside, country, travel, landscape, forest <b>For example:</b> Synonym of “countryside” is rural Then, tell that the students that by the end of the lesson, they will be able to identify details in a narrative text from a recording and develop their reading comprehension by identifying words with similar meanings.</p>	
<b>Instruct and Model (50min)</b>	

### Instruct

First, teacher presents pictures and a list of words related to adventures and explains the meaning too.

Students have to associate the pictures with the words

#### For example:

1. barbed-wire fence
2. trail
3. Town
4. Waterfall



After, teacher presents a recording and the transcription as well. Some words are in red. Teacher ask them to read and to associate words with their meaning. (predict)

For example: **region**, **adventurous**, **search**, **shortcut**, **lost**.

A group of school students took a tour of a natural park for their summer vacation. The tour guide knew the trails of the **region** very well. In the afternoon, he invited the school kids to join him in an **adventurous** hike to a waterfall. The kids' screams of excitement did not let the guide finish his instructions on how to begin the trail and continue the climb to the waterfall. Some kids walked really fast when they reached a barbed-wire fence. One girl had a cut on her arm, so a teacher had to go back to the town with this girl to see a doctor. Then two other students took a **shortcut** and ended up **lost**, so the guide cancelled the trip to the waterfall to start the **search** along with the local police for these two students. In the evening, the authorities were looking for the two students while the group was walking back to the hotel. Three hours later, while the group was watching a video of the waterfall, the phone rang. They had found the missing students. The police officers were searching for the kids while they were trying to set up a tent in the forest; it was midnight. They were fine, yet both were tired and scared.

In this activity, teacher is intending to help students exploit the context asking question to understand better and to be able to express their meaning in English.

### Resources

**Audio:** <https://drive.google.com/drive/folders/1-V-qNPIRukO-IISq8aGPWIPxtp1AOf2L>

### Model

Teacher explains the meaning of two words in read from reading giving some options. Then, students have to continue with the next words

#### For example:

- **Region** means: **area**, city, park
- **Scared** means: happy, sad, **frightened**
- **Adventurous** means: audacious, timid, generous
- **Shortcut** means: road, trail, shorter, route
- **Lost** means: found the way, missed the way, on the way.
- **Search** means: exploration, lose, call

### Guided Practice (20min)

-Give students a worksheet where they have to listen follow again, read and answer the following question about the events of the story.

### Less guided activities

After learned the connectors of sequence (First, Then After that A few minutes later, Finally), students have to read again and unscramble the reading using the connectors of sequence.

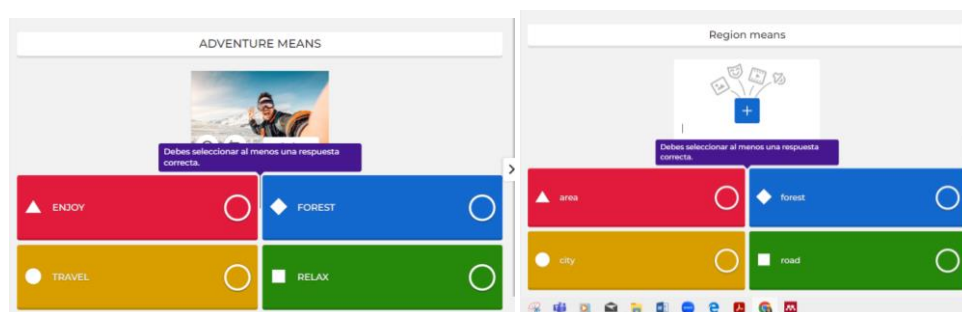
### Annex: worksheet

### Independent Practice (20min)



**Whole class**

Students play a “kahoot” about similar words about “Adventures Tales”  
 At the end, teacher provides some badges to students for your participation.  
<https://create.kahoot.it/creator/bb6c9ce6-c06e-4cfb-885c-502446cab36>



**Assessment (20min)**

**In pairs.** Students have to complete a summary of the reading using synonyms.  
 Teacher tells students to go back to the vocabulary activity in the reading and they have to use some of the words.

**For example:**

A group of students toured a(n) *area* (a) of a natural park. They were in an \_\_\_\_\_ (b) hike when two students took a(n) \_\_\_\_\_ (c) and \_\_\_\_\_ (d) in the forest. Police officers started an \_\_\_\_\_ (e) to find the two students. The police found the students later that night. They were \_\_\_\_\_ (f)

<b>Lesson plan 6</b>	
<b>Class:</b> tenth-year	<b>School year:</b> 2022 -2023
<b>N<sup>a</sup> students:</b> 39-40 Age: 14 – 16 years old	<b>Topic:</b> Hobbies “Imperative Mode”
<b>Language level:</b> A2.1	<b>Type of institution:</b> Public
<b>Date:</b> December 5, 2022 <b>N<sup>a</sup> of periods:</b> 3 <b>Class:</b> 10mo A	Date: December, 5 1, 2022 <b>N<sup>a</sup> of periods:</b> 3 <b>Class:</b> 10mo B <b>Pre-service teacher:</b> Diana Abigail Torres Rodríguez
<b>Materials</b>	<b>Lesson Objectives</b>
Textbook: Ministerio de Educación English book A2.1 Flashcards Worksheets Computer Speaker Markers	At the end of the lesson, students will be able to identify specific details from some different conversations, and exchange information about hobbies by using the imperative in affirmative and negative form.
<b>Warm-up and Objective Discussion (10min)</b>	

First, teacher asks to students using imperatives “Sit down please” “Stand-up” “Raise your hands” “Open the book” “Close the book”

Then, teacher asks to students about what is their favorite activity in free time?

Finally, tell that the students that by the end of the lesson, students will be able to identify specific details from some different conversations, and exchange information about hobbies by using imperative in affirmative and negative form.

### Instruct and Model (50min)

#### Instruct

First, teacher presents pictures and asks students about the hobbies that are shown in each one of the pictures.

For example:



Then, teacher reproduces 4 audios and students have to complete with the following words:

**Breakdance**

**plasticine**

**coin**

**jewelry**

Teacher gives them look at the key words so that they are able to complete the dialogs

#### Conversation 1

**A:** What are you up to these days, Mike?  
**B:** I joined a breakdance academy. I really like it.  
**A:** There is nothing like good music.  
**B:** I completely agree with you.

#### Conversation 2

**C:** Do you have any hobbies?  
**D:** I do. I belong to a \_\_\_\_\_ making workshop. You can make some money making earrings and rings.  
**C:** Really, how much are we talking about?  
**D:** You must learn how to make jewels, first!

#### Conversation 3

**E:** What's \_\_\_\_\_ collecting really like?  
**F:** It is really interesting. In my opinion, you get to know a lot about a country when you look at its coins and bills.

#### Conversation 4

**G:** What are you doing these days, Lisa?  
**H:** I am making models 24/7. \_\_\_\_\_ modeling is so absorbing.  
**G:** Aren't you just playing with that?  
**H:** Not at all. You should know a bit more about this activity.  
**G:** I think you are right. How should I start?

After, teacher gives the dialogues and ask them to read the dialogues

Teacher reproduces many times the words with emphasizes in pronunciation, after students listen and repeat the words: **Breakdance, plasticine, coin, jewelry.**

Finally, teacher explains the grammar part about Imperative mode whit the following grammar chart.

#### Reflect on Grammar

<b>Ask</b>	your teacher about your steps.
<b>Draw</b>	a draft of your project.
<b>Join</b>	a local club of stamp collectors.

<b>Don't</b>	<b>put</b>	dirty stamps in your albums.
<b>Don't</b>	<b>place</b>	your products on wooden surfaces.
<b>Don't</b>	<b>stop</b>	practicing your steps.

To make affirmative sentences in the imperative, use the **infinitive** form of the verb without **to**.

To make negative sentences in the imperative, use **don't** before the **verb**.

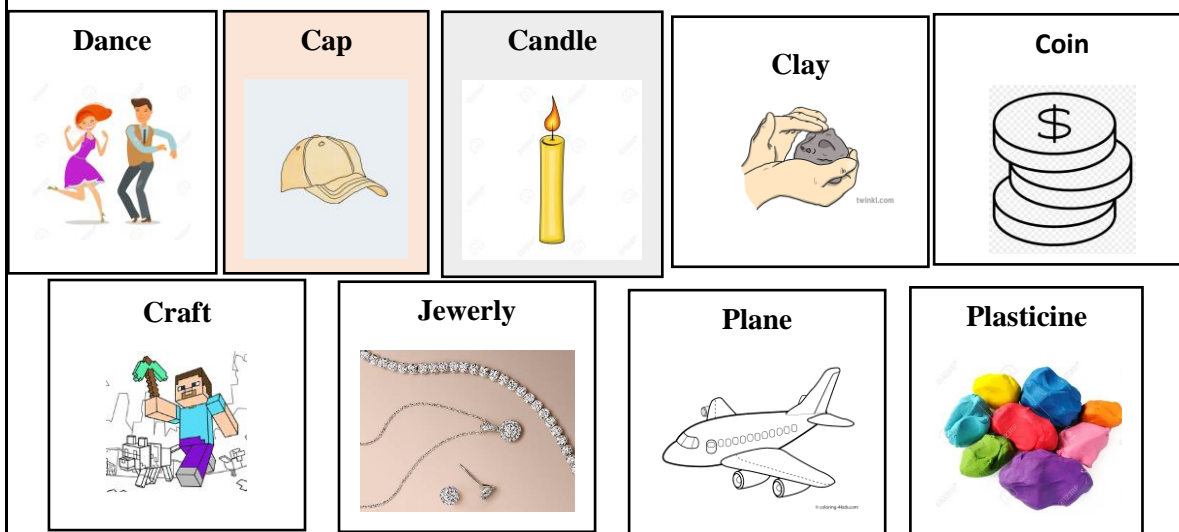
Teacher explains the do's and don'ts of a hobby.

#### Resources

**Audio:** <https://drive.google.com/drive/folders/1-V-qNPIRukO-IISq8aGPWIPxtp1AOf2>

**Model:**

Teacher presents the following words using flashcards with the in Spanish in order to complete the following listening activity.



Then, teacher helps to students to complete the following list

Hobbies		
<u>salsa</u>	, <u>hip hop</u>	, <u>ballet</u> dancing
<u>          </u>	, <u>          </u>	, <u>cap</u> collecting
<u>craft</u>	, <u>          </u>	, <u>          </u> making
<u>          </u>	, <u>clay</u>	, <u>          </u> modeling

**Guided Practice (20min)**

-Give students a worksheet where they have to listen to a radio talk show about the Do's and Don'ts of some hobbies and complete the information

**Annex: worksheet**

**Less guided activities**

-In the worksheet, students have to read the following extract from a blog and circle the correct imperative form

**Annex: worksheet**

**Resource audio:** <https://drive.google.com/drive/folders/1-V-qNPIRukO-IISq8aGPWIPxtp1AOf2L>

**Independent Practice (20min)**

**Whole class**

Students play a "Running Dictation Game" about "Imperative Mode" DO and DONT'S

The teacher dictates imperative form **for example:**

- Think something important
- Consider important points
- Don't stop experimenting new activities

At the end, teacher writes the 3 students on the board who don't have mistaken as winners






**Assessment (20min)**

**In pairs.** Students have to have a conversation with a partner about the do's and don'ts of a hobby. At the end, students have to share with their classmates

For example:

**Student A: What are the do's and don'ts of jewelry making?**

**Student B: Join a club, find people with similar interests. I think you should...**

Lesson plan 7									
<table border="1" style="width: 100%;"> <tr> <td style="width: 50%;"><b>Class:</b> tenth-year</td> <td style="width: 50%;"><b>School year:</b> 2022 -2023</td> </tr> <tr> <td><b>N<sup>a</sup> students:</b> 39-40 Age: 14 – 16 years old</td> <td><b>Topic:</b> Travelling Mishaps “Idioms”</td> </tr> <tr> <td><b>Language level:</b> A2.1</td> <td><b>Type of institution:</b> Public</td> </tr> <tr> <td><b>Date:</b> December 12, 2022 <b>N<sup>a</sup> of periods:</b> 3 <b>Class:</b> 10mo A</td> <td><b>Date:</b> December, 12, 2022 <b>N<sup>a</sup> of periods:</b> 3 <b>Class:</b> 10mo B <b>Pre-service teacher:</b> Diana Abigail Torres Rodríguez</td> </tr> </table>		<b>Class:</b> tenth-year	<b>School year:</b> 2022 -2023	<b>N<sup>a</sup> students:</b> 39-40 Age: 14 – 16 years old	<b>Topic:</b> Travelling Mishaps “Idioms”	<b>Language level:</b> A2.1	<b>Type of institution:</b> Public	<b>Date:</b> December 12, 2022 <b>N<sup>a</sup> of periods:</b> 3 <b>Class:</b> 10mo A	<b>Date:</b> December, 12, 2022 <b>N<sup>a</sup> of periods:</b> 3 <b>Class:</b> 10mo B <b>Pre-service teacher:</b> Diana Abigail Torres Rodríguez
<b>Class:</b> tenth-year	<b>School year:</b> 2022 -2023								
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Materials	Lesson Objectives								
Textbook: Ministerio de Educación English book A2.1 Flashcards Worksheets Computer Speaker Markers	At the end of the lesson, students will be able to recognize the idioms from a short conversation and share an experience related to travelling by using daily idiomatic expressions.								
Warm-up and Objective Discussion (10min)									
First, teacher asks to students about what <b>they think about travelling?</b> Asks students <b>if they like travelling and how frequently they do it?</b> Then, teacher tells the students that by the end of the lesson, they will be recognize the idioms from a short conversation and give oral presentations by using daily idiomatic expressions related to traveling									
Instruct and Model (50min)									
<p><b>Instruct</b>            First, teacher presents pictures and list of “word bank” related to adventures.  <b>For example:</b></p> <ol style="list-style-type: none"> <li>5. To have itchy feet</li> <li>6. To hit the road</li> <li>7. To live out of a suitcase</li> <li>8. To be a Sunday drive</li> <li>9. To hit the pedal to the metal</li> </ol> <p>Teacher asks students to describe the pictures.            Then, students have to associate the pictures with the words.</p> <div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div style="text-align: center;">  <p>a</p> </div> <div style="text-align: center;">  <p>b</p> </div> <div style="text-align: center;">  <p>c</p> </div> <div style="text-align: center;">  <p>d</p> </div> <div style="text-align: center;">  <p>e</p> </div> </div> <p>After, teacher asks them about some of the individual word meanings and try to match the definition with the idiom by inferring their meaning.            Finally, teacher reproduces an audio and students have confirmed or correct their ideas.</p>									

Resource: <https://drive.google.com/drive/folders/1-V-qNPIRukO-IISq8aGPWlPxtP1AOf2L>

### Model

Teacher asks students about the conversation in order to confirm they understood the idioms. Have students tell you what each one of the participants said in the conversations. Teacher writes their ideas on the board.

Then, teacher writes what each one said in the audio.

### For example:

1. To enjoy traveling: to live out of a suitcase
2. To hit the road: to be a Sunday driver
3. To live out of a suitcase: to hit the pedal to the metal
4. To be a Sunday drive: to hit the road
5. To hit the pedal to the metal: to have itchy feet

After teacher reads and students repeat the idioms.

### Guided Practice (20min)

-Give students a worksheet where they have to listen a short conversation and write the idioms in front of their definitions.

### Less guided activities

After listened the idioms, students have to read and fill in the gaps with the idioms from the previous exercise.

See Annex #1

### Independent Practice (20min)

### Whole class

Teacher divides the class into 6 groups and each group seat in a circle.

Students play a “The Great Shopping Race” about the idioms that they learned

First, teacher gives each group an idiom from the listening conversation.

Teacher gives each group the meaning cards for their idiom.

Afterwards, the teacher gives each group an idioms list.

Then, to do this, each team must send out one person from their group and no more than one person to obtain the first meaning card for their idiom from another group.

The player should go to the right shop and asks for example of “to enjoy travelling”

When they got the right product, he/she could return to the table and the next person could go off in search of another idiom.

At the end of the game, teacher provides some badges to for their participation.

### Assessment (20min)


**In pairs.** Students have to share how they feel about traveling. Use the idioms from this lesson.

At the end, students have to share their experience with the classmates.

### For example:

Student A: I can **live out of a suitcase**

Student B: When I knew about our trip, I was **ready to hit the road**

<b>Lesson plan 8</b>	
<b>Class:</b> tenth-year	
<b>School year:</b> 2022 -2023	
<b>Nª students:</b> 39-40 Age: 14 – 16 years old	
<b>Topic:</b> Father and Son “Modal Verbs”	
<b>Language level:</b> A2.1	
<b>Type of institution:</b> Public	
<b>Date:</b> December 19,2022	<b>Date:</b> December, 19, 2022
<b>Nª of periods:</b> 3	<b>Nª of periods:</b> 3
<b>Class:</b> 10mo A	<b>Class:</b> 10mo B
<b>Pre-service teacher:</b> Diana Abigail Torres Rodríguez	
<b>Materials</b>	<b>Lesson Objectives</b>
Textbook: Ministerio de Educación English book A2.1 Flashcards Worksheets Computer Speaker Markers	At the end of the lesson, students will be able to recognize the modal verbs from a conversation and express opinions, obligation and advice by using the modal verbs.
<b>Warm-up and Objective Discussion (10min)</b>	
Teacher asks students about the do’s and don’ts of social networks. Teacher writes their ideas on the board so that you can review the use of the imperative. Ask if they think it is okay for parents to be involved in these activities. Then, teachers tells them that by the end of the lesson, students will be able to recognize the modal verbs from a dialog and express opinions, obligation and advice by using the modal verbs and the importance of listening in a learning a language.	
<b>Instruct and Model (50min)</b>	
<p><b>Instruct</b> First, teacher presents pictures and list of “word bank” related to social media. <b>For example:</b></p> <ol style="list-style-type: none"> <li>1. <b>Friends</b></li> <li>2. <b>Email</b></li> <li>3. <b>Social network</b></li> </ol> <p>Teacher asks students to describe the pictures. Then, students have to associate the pictures with the words.</p>  <p>Then, teacher asks them what each word means. Tell them that they will find these words in the dialog that follows. Also, asks them to predict how these words will be used in the dialog especially since the title of the lesson is “Father and Son”.</p> <p>Then, teacher explains the grammar part about MODAL VERBS Teacher explains the grammar with the examples that are using the modal verb in the dialog (audio)</p>	



(listening)

Reflect on Grammar			
	<b>HAVE TO + verb</b>	<b>MUST + verb</b>	<b>SHOULD + verb</b>
<b>Affirmative</b>	It expresses obligation based on external circumstances or rules. You <b>have to have</b> an email to create a Facebook account.	It expresses an emphatic point of view based on the speaker's opinion. I <b>must have</b> contacts as my "friends."	It is used to give advice. You <b>should find</b> your friends from work.
<b>Negative</b>	It expresses absence of rules. You <b>don't have to be</b> so strict about social network rules.	It expresses prohibition or emphatic point of view. You <b>mustn't be</b> friends with your children on the Internet.	It is used to give advice. You <b>shouldn't</b> your family as friends.
<b>Interrogative</b>	It asks about rules. Do <b>I have to</b> have an email?	It asks whether something is necessary. <b>Must</b> you <b>be</b> friends with your children on the Internet?	It is used to ask for advice. What <b>should</b> I <b>do</b> then?

**Resource Audio:** <https://drive.google.com/drive/folders/1-V-qNPIRukO-IISq8aGPWIPxtp1AOf2L>

**Model**

Teacher discuss with them which sentences express advice, obligation or emphatic point of view, based on the context. Teacher asks them role-play the dialog.

After that, teacher presents the correct sentences where there are modal verbs.

**For example:**

- You **have to** have an email to create a Facebook account
- I **must** have contacts as my "friends."  You **should** not have your family as friends.
- You **must** have your own social connections.
- Facebook **must** be for groups of friends
- You **mustn't** be friends with your children on the Internet.  You **should** find and make your own friends on the Internet  You **should** invite your friends from work.

After teacher reads and students repeat the sentences, teacher asks them the reason why is "must", "have" "should" with the purpose to emphasize the use of modal verbs.

**Guided Practice (20min)**

Students have to listen the situations and match with their corresponding comments on the right.

**Less guided activities**

Students have to unscramble the words and complete the sentences using modals verbs. Students read the sentences to whole class. **See Annex 1**

**Independent Practice (20min)**

**Whole class**

**Game: "Doing what are you told" (gamification)**

Teacher divides the class into 6 groups of 6 students.

Students have to write affirmative and negative by using "have to", "must and should" according to the chat.

So, teacher asks them for rules, essentials, advices, things you do not need to do, things prohibited, and not a very good idea about **"HOW TO BECOME A GOOD**

**MASTER"**

Finally, teacher writes the names of students who answer correctly. **(leaderboard) (indicator)**

**See Annex 2**

**Assessment (20min)**

Individual work

In a worksheet, students have to listen a fragment from an interview and circle the correct expression. Write about some of the following hobbies using the modal verbs photography, cooking, hiking, videogames, reading.

For example:

A: In my opinion, you should begin with some simple dishes. Student

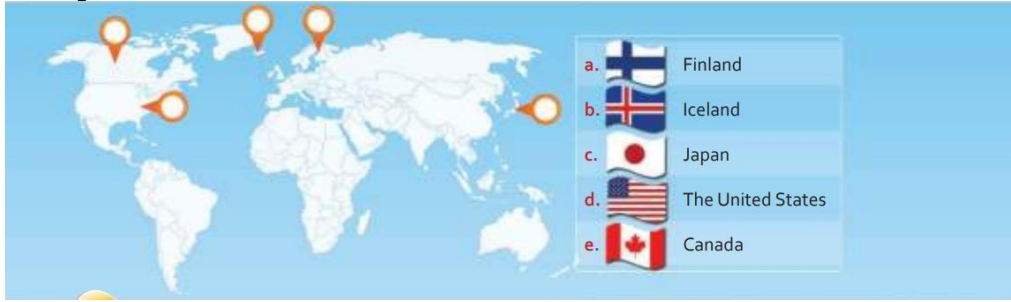
B: You must be an expert to cook for other people See Annex 3

Lesson plan 9		
<b>Class:</b> tenth-year		<b>School year:</b> 2022-2023
<b>N<sup>a</sup> students:</b> 39-40 Age: 14 – 16 years old		<b>Topic:</b> Some Countries and their records “Comparative and Superlative”
<b>Language level:</b> A2.1		<b>Type of institution:</b> Public
<b>Date:</b> December 19.2022 <b>N<sup>a</sup> of periods:</b> 3 <b>Class:</b> 10mo “A”	<b>Date:</b> December 19.2022 <b>N<sup>a</sup> of periods:</b> 3 <b>Class:</b> 10mo “B”	<b>Pre-service Teacher:</b> Diana Abigail Torres Rodríguez
Materials	Lesson Objectives	
Textbook: Ministerio de Educación English book A2.1 Flashcards  Worksheets Computer Speaker Markers	At the end of the lesson, students will be able student to extract specific details in a listening exercise.  To describe places using the superlative degree of adjectives	
Warm-up and Objective Discussion (10min)		
First, teacher presents them some pictures showing characteristics of countries for example: Peaceful country (Iceland) Popular destination (United States) Oldest population (Japan) Cleanest air (Japan) Most expensive cellphone plans (Canadá) Finally, teacher tells them that by the end of the lesson, students will be extract specific details in a listening exercise and to describe places using the superlative degree of adjectives and the importance of listening in learning language.		
Instruct and Model (50min)		



**Instruct**

First, teacher presents a flashcard about some countries.

**For example:**

Then, teacher asks students to locate these countries on the map.

Also, teacher asks them if they know what these countries are famous for.

Teacher writes the information on the board and encourage them to express their ideas using adjectives.

After that, teacher tells them listen to some record announcement

Teacher reproduces it three times:

Listening for General Understanding

### Lesson plan 10

**Class:** tenth-year

**School year:** 2022-2023

**N<sup>a</sup> students:** 39-40  
Age: 14 – 16 years old

**Topic:** Unusual Occupations “Compound Word”

Language Level: A2.1

**Type of institution:** Public

**Date:** January 10, 2023  
**N<sup>a</sup> of periods:** 3  
**Class:** 10mo A

**Date:** January 10, 2023  
**N<sup>a</sup> of periods:** 3  
**Class:** 10mo A

Pre-service Teacher: Diana Abigail Torres Rodríguez

#### Materials

Textbook: Ministerio de Educación English book A2.1  
Flashcards  
Worksheets  
Computer  
Speaker  
Markers

#### Lesson Objectives

At the end of the lesson, students will be able to listen for detailed information about occupations by playing an audio two or three times.

To exchange information about different occupations

#### Warm-up and Objective Discussion

Teacher shows a series of pictures and students have to think possible occupations.

**For example:**

Finally, teacher tells them that by the end of the lesson, students will be able to listen for detailed information by playing an audio two or three times and to exchange information about occupations

### Instruct and Model (50min)

#### Instruct

First, teacher presents flashcards about jobs. For example:

1. Dog walker
2. Snake walker
3. Braille translator
4. Toy designer

Then, teacher asks them for the meaning. They must try to guess the meaning of the words. After that, teacher asks them number the following jobs and they must give 1 to the strangest and 4 to the most common.

Then, teacher tells them the correct meaning. Finally, they practice the words

After that,

teacher explains the grammar part about Compound Words showing pictures.(examples)

**See Annex #1**

Finally, teacher tells them listen the following conversations and tick (✓) what each person does.

**See Annex 2**

**Resource:** <https://drive.google.com/drive/folders/1-V-qNPiRukO-IISq8aGPWIPxtp1AOf2L>

#### Model

Teacher tells them that they are going to learn some occupations.

**For example:**

- Movie director
- Computer programmer
- Ice-cream taster
- Party planner

After teacher explains what means each occupation, she read and students repeat

Then, teacher gives them some concepts and they have to match with correct occupation.

And finally, teacher reads all and students repeat too.

**See Annex 3**

### Guided Practice

-Teacher presents soup of letters about occupations. They have to find 8 occupations use some of the words for the job descriptions in grammar explanation

#### Less guided activities

Students have to read the following job descriptions and they have to participate writing title of the professional required

**See Annex 4**

### Independent Practice (20min)

#### **Whole class : Game “Pass the ball” (GAMIFICATION)**

First, the teacher asks the students to sit on the floor in a circle and gives one of the students the ball. Next, the teacher stops the music suddenly that indicates the students must stop passing the ball and students have to choose a card and tell the correct occupation. After that, the teacher starts the music again and gets the students to carry on passing the ball round.

At the end of the game, teacher gives some rewards students who participate in the game.

**See Annex 5**

### Assessment (20min)

**Individual work** In a worksheet, students have to listen a conversation and complete.

2: Students have to share their ideas about the different occupations

For example

**A:** What do you think of being a movie director?

**B:** That seems to be very interesting!

**See Annex 6**