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Gamification and English listening skills through technology among middle basic education students at a public institution of Loja city. School year 2022-2023.

Gamificación y habilidades auditivas en inglés a través de la tecnología en estudiantes de educación básica media en una institución pública de la ciudad de Loja. Año lectivo 2022-2023.

> **Trabajo de integración curricular previo a la obtención del título de Licenciada en Pedagogía del Idioma Inglés.**

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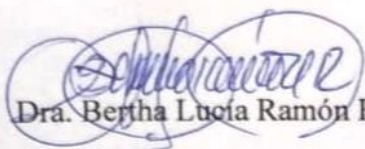Dra. Bertha Lucia Ramón Rodríguez

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Dedication

I dedicate this research work first of all to God for being my guide and strength, as thanks to this I have managed to finish my degree. To my parents, for they have always been by my side, giving me their advice and unconditional support at all times. To my sister and my grandparents for being my motivation. Finally, I would like to dedicate this thesis to my best friends, colleagues, and all those people who, in one way or another, have contributed to the achievement of my goals.

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Ana Elizabeth Macas Castillo

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1. Title

Gamification and English listening skills through technology among middle basic education students at a public institution of Loja city. School year 2022-2023.

2. Resumen

La capacidad de escuchar ocupa un lugar importante en el aprendizaje, ya que es una de las cuatro destrezas principales en la adquisición de idiomas. En la enseñanza de la lengua inglesa debería hacerse especial hincapié en esta destreza, ya que es imposible hablar sin escuchar antes. El presente trabajo de investigación tiene como objetivo principal describir la influencia de la gamificación mediante el uso de la tecnología en el desarrollo de las habilidades auditivas en estudiantes de educación básica media de una institución pública de la ciudad de Loja durante el año lectivo 2022-2023. Además, esta investigación utilizó un diseño de investigación acción práctica con un enfoque de método mixto con el fin de recolectar datos cuantitativos y cualitativos mediante el uso de los instrumentos de pretest - posttest, cuestionario y notas de campo. Para el análisis de los datos se utilizó la estadística descriptiva y se emplearon medidas de frecuencia y de tendencia central mediante el programa EXCEL. La puntuación media global que obtuvieron los alumnos en el pretest fue de 4,51/10. Afortunadamente, la mayoría de las dificultades de los alumnos con sus destrezas auditivas en inglés se resolvieron durante el posttest, como lo demuestra la puntuación media de 8,46/10 que obtuvieron. En consecuencia, los resultados mostraron que los alumnos mejoraron significativamente en el desarrollo de sus destrezas de comprensión de escucha tras la aplicación del plan de intervención. Principalmente, la motivación que producen los juegos desempeñó un papel importante a la hora de fomentar el entusiasmo de los alumnos por el aprendizaje. En resumen, se concluyó que la gamificación tuvo un impacto positivo en el desarrollo de las habilidades de escucha de los estudiantes, principalmente en los aspectos de escuchar para comprender el vocabulario, escuchar la idea principal, conocimiento fonológico, escuchar información específica y escuchar los detalles. Para ello los estudiantes encontraron las estrategias gamificadas y sus elementos aplicados como relevantes para su proceso de enseñanza-aprendizaje.

Palabras claves: Habilidades auditivas, Gamificación, Motivación, estrategias de enseñanza.

2.1 Abstract

Listening has an important place in learning as it is one of the four major skills in language acquisition since it is essential in foreign language learning. This skill should be highly emphasized in English language instruction because it is impossible for the people to speak without listening first. The present research work has as a main objective to describe the influence of gamification by using technology on the development of listening skills among middle basic education students at a public institution in Loja city during the school year 2022-2023. Furthermore, this research used a practical action research design with a mixed method approach in order to gather quantitative and qualitative data thought the use of the instruments of pretest, posttest, questionnaire and field notes. The data analysis was processed using descriptive statistics thought frequency measures and measures of central tendency using the EXCEL program. The mean overall score that the students received on the pretest was 4,51/10. Fortunately, most of the students' difficulties with their English listening skills were resolved during the post-test, as evidenced by their mean score of 8,46/10. In consequence, the results showed that the students improved significantly in the development of their listening skills after the application of the intervention plan. Mainly, the motivation that the games produce played an important role in fostering students' enthusiasm for learning. In summary, it was concluded that gamification had a positive impact on the development of students' listening skills, mainly in the aspects of listening for vocabulary, listening for gist, Phonic awareness, listening for specific information, and listening to the details. For that the students found the gamified strategies and its elements applied as relevant to their process of teaching-learning.

Key words: Listening skills, Gamification, Motivation, strategies.

3. Introduction

Listening is crucial for language acquisition because it provides input to the learner so it is impossible for the people to speak without listening first. Tyagi (2013) states that listening skill is key to receiving messages effectively. According to the National Curriculum of English of Ecuador (2019), It should be taken into account learners are expected to achieve A.2.2 level of English proficiency when they graduating from 7th EGB, students develop their skills of asking and answering simple questions on familiar subjects and getting main ideas.

However, according to the researcher observation students had problems building up these listening skills. Students were in trouble identifying the main idea of simple spoken messages, they just can analyze a few key items of specific information in listening skills. In addition, some researchers like Hogan at el., (2014) affirm that listening comprehension has been given little attention and students have many problems on performing this skill in comparison with the other macro English language skills.

In order to develop English listening skills, this research project has established the following research question: How does gamification through technology influence the development of listening skills among middle basic education students at a Public Institution in Loja city during the School year 2022-2023? also, for this, it was necessary to determine three sub problems: what is the level of improvement in listening skills by using gamification through technology? what are the gamification strategies that help in the development of listening skills? and finally, what are the students' perceptions about gamification provided through technology on the development of listening skills? The target group is 7th EGB students at a public institution of Loja city.

Previous studies have demonstrated that using gamified activities in third grade students was positive, since the students had progress in terms of the difficulties identified in their listening skills before the implementation of the activities (Mazabe 2021). In addition, Muhammad et al. (2020) states using games is significantly useful to be used for enhancing the students" listening skills. Similarly, Rahmawati (2016) claims that the implementation of gamification could motivate students to learn English and improve listening skills. Despite the benefits of gamification, these previous studies have some deficiencies and therefore researchers recommend to design gamified learning to improve other skills with different participants. Due to this gap, it was considered

necessary to conduct research with a broader population, in this case with 29 students of 7th grade. Moreover, the methodological proposal was developed based on gamification tools such as Lyrics training, British Council, Ello taking into account the elements that the researcher did not address in order to obtain more effective results.

This study is expected to provide valuable contributions to the research sector, as it has helped students to improve in the development of listening skills and has also contributed to pre-service teachers by providing innovative proposals such as gamification. In addition, it has contributed to the professional community by inspiring other researchers to carry out relevant studies to overcome the problems encountered in the classroom and improve the quality of pedagogical strategies in English language learning.

The intervention proposal of this research work was carried out during 40 hours, with a population of 29 students of basic secondary education of a public institution of the city of Loja during the school year 2022-2023. The variables studied were gamification with the elements of points, prizes, budgets and the listening variable with the sub-skills of listening in terms of vocabulary comprehension, listening for essentials, listening for details, listening for specific information and phonic awareness. This research was carried out successfully, but there were some limitations, such as the too short time of application of the intervention, in addition some students did not have devices such as cell phones or computers to perform the different games, therefore their learning was affected. Finally, there is a lack of previous studies in this area of research, especially studies with related variables.

Based on the aforementioned issue, the general objective of this research was to describe the influence of gamification by using technology on the development of listening skills among middle basic education students at a public institution in Loja city during the school year 2022-2023. Moreover, three specific objectives were established: To characterize the level of improvement in listening skills by using gamification through technology. And to apply gamification strategies that help in the development of listening skills. Finally, to describe the students' perceptions about the impact of gamification through technology on listening skills.

4. Theoretical Frame

This section will show the theoretical foundations collected from different sources of information in relation to the independent variable of gamification, and depend variable of listening skills that were identified in this research work. This literature first describe, the concept of gamification, gamification design, gamification and technology, gamification as motive resource for students and gamification strategies for developing listening skills. On the other hand, is it presented the second variable of listening skills, the topics related are, the definition of skill, what is listening skills, the importance of listening, the listening components, process of listening, approaches to listening, types of listening, stages of listening, activities for development of listening of listening and finally approaches to assessing listening. Likewise, the literature review will provide scientific information about how to improve students' listening skills through gamification, and it also will contribute to having a better understanding of this research.

4.1. What is Gamification?

As the literature review has been analyzed by several authors, gamification is a strong wide term, some researchers try to conceptualize it. As Morschheuser et al., (2017) said that "Gamification has become a popular method of enriching information technologies" (p. 1298). Similarly, in the research article of Johnson and Woodcock (2017) "gamification is understood as the application of game systems, competition, rewards, quantifying player/user behavior into non-game domains" (p. 1). Gamification and emerging technologies have a strong relationship. It all starts with its definition, which can be summarized as "the application of game mechanics in non-game related contexts" Figueroa, (2015), as mentioned in Deterding et al., (2011)

Gamification elements can bring a positive outcome to students' learning and it should be widely implemented by teachers in the teaching and learning process. Some design Elements of games include User Engagement, Reward, Leaderboard, Achievement, Motivation, Learning and Challenge. In order to find a well-constructed gamification design, Stieglitz et al. (2017) have proposed the structure of the Game Mechanics, Game Dynamics, and Aesthetics (MDA) framework. Each structure is included in the appropriate game elements.

4.2 Gamification Design: Game Mechanics, Dynamics and Aesthetics

4.2.1 Game Mechanics

At the level of data representation and algorithms, game mechanics explain the unique components of the game. It may have a significant impact on student's motivation and engagement. Despite their close relationship, it is vital to note that game mechanics and game rules are distinct concepts. The last one determines the accepted behaviors followed when applying the respective mechanisms, but the game rules specify the behaviors or actions that lead users to level up or down (Stieglitz et al., 2017).

- **Points:** Numeric accumulation based on certain activities
- **Badges:** Visual representation of achievements for the use shown online
- **Leaderboards:** How the players are ranked based on the success
- **Progress bards/ Progression:** Show the status of a player
- **Performance graph:** Shows player performance
- **Quests:** Some of the tasks players have to fulfill in-game
- **Levels:** A section or a part of the game
- **Avatars:** Visual representation of a player or alter ego.
- **Social elements:** Relationship with another user through the game
- **Rewards/ reward system:** System to motivate players that accomplish a quest.

5.2.2 Game Dynamic

The dynamics of a game define the runtime behavior of the mechanics interacting with player inputs and each other's outputs throughout the time. Consequently, the participant's motivational behavior towards the game mechanics is a result of dynamics. It is essential for game and gamification designers to identify and fulfill the needs of all users. The dynamics involve the following gamification elements (Stieglitz et al., 2017):

- Rewards
- Status
- Achievement
- Self-expression
- Competitions

- Altruism

4.2.3 Aesthetics

When a player connects with a game system, aesthetics refers to the desired emotional responses elicited in the player, demonstrating emotional responses in people, according to the MDA framework such as fun and surprise. Their motivation and engagement are increased as students interact with the system. Aesthetics include the following elements (Stieglitz et al., 2017):

- **Sensation:** Game as sensory pleasure.
- **Fantasy:** Game as make-believe.
- **Narrative:** Game as drama.
- **Challenge:** Game as an obstacle course.
- **Fellowship:** Game as a social framework.
- **Discovery:** Game as uncharted territory.
- **Expression:** Game as self-discovery.
- **Submission:** Game as a pastime.

4.3 Gamification and Technology for Educational Purposes

In the 21st century Teaching English around the world has become a major educational challenge. Indeed, English is the world's second language in the developing world's aspirational language. Today's students have grown up with digital technologies, therefore, they are digital natives. Pupils have a new profile and different attitudes towards the learning process. Teachers have to solve relevant questions and face new challenges in adapting the teaching process to learners with different learning styles, needs, preferences, and requirements. Furthermore, as Siemens (2005) explains, more learners are aware of the advantages of the internet and the strength of Connectivism. "Gamification is one of the educational approaches and techniques that increase learners' motivation and engagement". (Kiryakova et al., 2014, p.2)

Gamification appears to be a very enjoyable learning method for many students and even their teachers because it consists of playing and having fun while learning, so it is a facet of learning encouraged by all levels of the educational system. Gamification is not a new strategy in education, as game concepts have been used to motivate, stimulate, and impart content since the

beginning of the schooling system. The use of these game elements will not only be performed during the early childhood educational stages, as these playful experiences can be enjoyed regardless of age and whether or not it is clear that present educational elements are embedded in these strategies (Largo & Carmona, 2020).

Learning and instruction can benefit from gamification since it can increase student involvement. It is not a novelty in education that many educators struggle with student attention and participation in their classrooms. Gamification can be a useful tool for addressing learner engagement and participation concerns in the classroom because of its entertaining and lively character. Furthermore, gamification in learning and education comprises a collection of activities and procedures, game players can learn while playing and reach goals by completing assignments (Kim et al., 2017).

From the point of view of Kim et al. (2017) gamification is not just meant to be fun and entertaining for learners. It is also a teaching method that could be used to improve the impact of instruction on student achievement. Gamifying the lessons will make learning more fun for students and help them reach their learning goals in the long run. The mentioned authors argue that with gamification students will be able to:

- Increase student engagement and motivation.
- Enhance learning performance and academic achievement.
- Improve recall and retention.
- Provide instant feedback on students' progress and activity.
- Catalyze behavioral changes
- Allow students to check their progress.
- Promote collaboration skills.

4.4 Gamification as a motivational resource for students

In the globalized world of the 21st century, one of the main challenges for students is the acquisition of a second language, and to achieve this requires great motivation on the part of the students. As Wentzel (2013) states "Motivation is central to successful learning and achievement". It influences how individuals think, act, and feel while learning. Therefore, L2 teaching has integrated new concepts to motivate learners in the pursuit of developing their language skills. One

concept that suits digital natives learning l2 is gamification. According to Whitton (2014) Gamification is wider than using games techniques for learning in a formal context, but can encompass it; it is not about using that techniques from games that can promote learning and engagement, and applying them in different contexts. It also empowers and engages the learner with motivational skills towards a learning approach and the maintenance of a relaxed and fun environment. There is also another definition that says Gamification is using game-based mechanics, aesthetics and game thinking to engage people, motivate action, promote learning, and solve problems. (Kapp, 2012)

According to Largo & Carmona, (2020) motivation is the driving force behind many human activities, particularly learning. Motivated students are willing to exert significant mental effort and employ deeper and more effective learning strategies. Some of the fundamental characteristics of learning strategies that increase motivation are:

- Experimentation or learning by doing.

- Interactivity and immediate feedback.

- Allow and naturalize the error.

- Give control to the learner.

Findings clearly show that playing improves learning because motivation increases and anxiety decreases when enjoyment is present in the learning process. There is no question that the games follow the four defined learning strategies: playing is action, which leads to experimentation and active learning; there cannot be a game without interaction and continuous feedback; trial and error is the fundamental method by which people learn to play and improve; and the player maintains control of the game and decides what actions to take at each step.

4.5 Gamification Strategies for developing listening skills
4.5.1 What is a gamify strategy?

Gamification strategy is the process of taking something that already exists, such as a computer application, websites, or an online community, and using gamification techniques to motivate ongoing participation and long-term engagement of students as they learn.

4.5.2 Lyrics Training

Figure 1. Lyrics Training
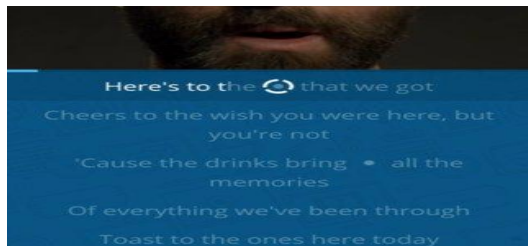
Note. Retrieve from *Multiple-choice Options* (Gari, 2021).

Lyrics Training is a website (Web 2.0) that provides language learners with a fun way to practice listening skills by embedding YouTube music videos of popular songs. Users can choose from 6 languages and three levels of difficulty (easy, medium, and hard). Solomon (2007), states that "Web 2.0 are the tools with similarities to a desktop application, with the advantage of not requiring installation on the hard drive to work" (pg.12) instead, the user only needs an internet browser and connection to the world wide web.

You can access Lyrics Training online or via an app. To get started, you choose your 'target language' in the top-right of the screen, choose a genre, then scroll to choose a song (you can search by song title too). It's not necessary to register at this stage, although there are some additional features available if you do. Lyrics Training can be used by anyone, whatever their language level. As you watch the video of the song you chose, the lyrics are presented below, in one of three different ways:

- karaoke style – so you can read or sing along
- with gaps for you to type in the missing words
- with gaps for you to select from 'multiple-choice' options.

You only see the lyrics line by line, as they are sung, and this is the challenge with the second and third options: you have to try to type or select the correct words before the next line starts. If you're fast and don't make many mistakes, your score will be higher.

With the second and third options, before the video starts you choose your level. 'Level' here isn't linked to any scale (such as the CEFR) but instead it relates to the number of words you have to guess during the song. Remember, the more words you have to guess, the faster you have to be. It can be tricky on some songs, but when the level of the challenge is right, it's enjoyable. This tool helps students to train their ears to dramatically improve the ability to recognize sounds and words in a foreign language in a very short period of time, training the brain almost unconsciously, whether you know the meaning of all the words or not. You can easily access Lyrics Training online or via an app. To get started, you choose your 'target language' in the top-right of the screen, choose a genre, then scroll to choose a song in relation to the preferences of the students. According to Harmer (2007) "the most difficult part of selecting songs for educational purposes is to know what songs are both meaningful and pleasant for students" (p. 320). That is why it is important to know how to choose the types of music according to the interests, preferences, and ages of the students for motivating them to develop listening skills.

Nunan (2011), states that listening tasks will vary according to the age, developmental stage, and proficiency level of the learner. Young, beginning learners enjoy rhymes, songs, and activities that involve physical movement and the manipulation of objects. Older learners, particularly pre-teens, can engage in more cognitively demanding tasks that involve a range of listening strategies, such as listening for gist, listening for the key information, and making inferences.

According Nunan (2011) music adds new dimensions (art and emotion to the classroom). Students can benefit from songs that are enjoyable, memorable, and stimulating. Teenagers, in particular, who may be shy about speaking in front of their peers in a foreign language, are often less intimidated when the words are those of a famous singer. Another benefit is that the songs are frequently familiar, especially when teachers allow students to bring in songs of their choice to work on in class. There are also several advantages in terms of language and skill development. Songs assist students in focusing on pronunciation aspects such as accentuation patterns. Furthermore, songs frequently contain useful and predictable elements, such as the use of rhyme,

which aids the listener in predicting vocabulary. Choruses cause us to hear the same phrases with different emphasis multiple times, giving students multiple chances to understand the lyrics. Songs frequently contain inspiring stories.

Finally, songs bring in a variety of accents, voices, cultures, and ideas. Finding the right piece, as with all authentic material, is not easy. The lyrics must be audible, relevant, and helpful. It is becoming increasingly easier to access songs. To contrast that Borromeo (2015) (Borromeo, 2015) states that use of songs seems to help students to retain more information. This may be possible thanks to the use of songs as a tool for practicing the listening skill.

As a result, song use in classes might be helpful for students to remember grammar structures, words, or phrases presented in song. This implementation, however, needs to be in agreement with the school's language program. Nevertheless, students are free to practice outside the classroom.

4.5.3 British Council

Figure 2. British council

Note. Retrieved from *(Britishcouncil.org.)*

This app is called Learn English Podcasts, and you can get it for free on your Android device. It is a British Council-created tool that features new podcasts every week. You can download each episode to listen to it offline while also reading the text if you need to understand it better. A significant feature of this application is the ability to slow down the speed when you are having difficulty understanding the listening. You can listen to audio on a variety of topics, including travel and business. The British Council created the Learn English Podcast app. The twenty hours

of free podcasts will be ones you look forward to listening to and learning from, with interesting and engaging interviews with people talking about real-life topics (celebrities, food, and more). The audio also includes a moving script and comprehension questions for each episode.

4.5.4 ELLLO *(English Listening Library Online)*

Figure 3. ELLLO (English Library Online)

Note. Retrieved from *English Listening Library Online (elllo. or)*

ELLLO offers free audios for non-native English speakers. It includes more than 2000 recordings. They are grouped by level but with the particularity that the nationality of the speakers is indicated, so the learner has access to different accents so that this site is very useful to develop your listening skills. You can search by topic, country, level or type of media (audio, video, game). In addition, once the resource is selected, it can be listened to while reading the script, or it can be hidden. In this script, we will see highlighted words, and in the "Vocabulary" tab we will have their definition, pronunciation, and examples of use. On the right side, there are the "Study options" that allow you to take vocabulary and comprehension quizzes, and the Mixer allows you to listen to six people talking about the same topic or answering a question. They usually mix several accents and also include quizzes. Most recordings can be downloaded free of charge as .mp3 files. It also includes audio-based games.

Listening skills

4.6 Definition of skill

Skill frequently is defined as: "The learned ability to bring out the pre-determined results with maximum certainty, often with the minimum outlay of time, energy or both" (Knapp, 1963, p. 4). In other words, is the process of mastering a task or group of duties with progressively more ease.

4.6.1 What is listening skills?

Listening is one of the most crucial language abilities in communication, which allows us to share our views with others. Therefore, listening is the most common language skill utilized in daily life.

Listening is the linguistic activity we use most frequently and is naturally considered the main skill in mother tongue acquisition. The importance of listening in communication begins with the realization that it is the first language skill to learn. According to Cahyono (2009) "A new-born baby will first listen to the voices and sounds in his/her environment in order to internalize linguistic input, before he/she speaks and learns to read and write" (p. 194)

The four English language skills that pupils need to master are listening, speaking, reading, and writing. These abilities are divided under the two areas of receptive and productive language. Speaking and writing are regarded as productive language abilities, whereas reading and listening are seen as receptive abilities. Reading and listening as receptive language are essential for language learners to acquire. If students are good at listening; as a result, they will understand and even have a good competency in productive skills speaking and writing. Bich Ngoc (2021) states that listening is the foundation of speaking and writing because it is the input. If students are not effectively receptive to input while listening, they will struggle to perform well in writing and speaking for feedback. This demonstrates the importance of listening because it helps students lay the groundwork for speaking and writing.

Nunan (2011) defines listening as

Listening is critical for language acquisition because it provides input to the learner. The acquisition will simply not occur if there are no opportunities to hear the target language. Listening is the fuel that powers aural language acquisition. Another reason it is significant is that it accounts for roughly 60% of all language use in quantitative terms. Extensive listening opportunities release the pressure on beginners to produce language immediately. Furthermore, listening provides learners with models that they can emulate when the time comes to speak. (p.48).

Ngoc, P. (2021) define listening as a "process in which the individual focuses on selected aspects of the audio input, then from the meaning of the words heard and associates them with existing knowledge". (p.4) According to Tyagi (2013) Listening skill is key to receiving messages effectively. It is a combination of hearing what another person says and psychological involvement with the person who is talking. Listening is a skill of Language. It requires a desire to understand another human being, an attitude of respect and acceptance, and a willingness to open one's mind to try and see things from another's point of view. It requires a high level of concentration and energy. It demands that we set aside our own thoughts and agendas, put ourselves in another's shoes and try to see the world through that person's eyes

Thus, listening might be defined as the capacity to recognize and comprehend what others are saying. It is a difficult practice as well, but by using prior knowledge, we can aid children in understanding what they hear. Because listening involves several processes and goes beyond just hearing, it is an active process. Finding the significance and message of the sound requires listening.

4.7 The importance of listening

Koichi (2003) States that listening is an important skill for the person who is learning English because in verbal communication we cannot communicate with each other without listening to the speaker's utterances and understanding them. In addition, everyone wants to listen to what English speakers are saying at a natural speed and understand it. Everyone wishes to understand English films, TV programs, music, and announcements. In other words, the purpose of learning English is to communicate in the real world. The development of listening skills is very useful for several reasons, which are detailed below.

✓ Listening is crucial in the language classroom because it gives the learner input. Learning simply cannot begin without understandable input at the appropriate level.

✓ Authentic spoken language challenges the learner to try to understand the language as it is used by native speakers.

✓ For the learner, spoken language is a means of interaction. Since learners must interact to understand, access to listening to native speakers of the foreign language is essential. In addition, the fact that learners do not understand the language they hear serves as an impetus, if not an impediment, to interaction and learning.

✓ Listening exercises allow teachers to draw students' attention to new forms of language (vocabulary, grammar, interaction patterns).

4.8 Listening components

According to Tyagi (2013) Listening includes a number of crucial components, which are as follows:

✓ Discriminating between sounds

✓ Recognizing words and understanding their meaning

✓ Identifying grammatical groupings of words,

✓ Identifying expressions and sets of utterances that act to create meaning,

✓ Connecting linguistic cues to non-linguistic and paralinguistic cues,

✓ Using background knowledge to predict and to confirm meaning

✓ Recalling important words and ideas.

4.9 Process of listening

According to Tyagi (2013), the listening process is divided into five stages. They are hearing, understanding, remembering, evaluating, and responding.

✓ **Hearing**: It refers to the physical response caused by sound waves stimulating the sensory receptors of the ear; hearing is perception of sound waves; you must hear to listen, but you do not have to listen to hear (perception necessary for listening depends on attention). The brain screens stimuli and allows only a few to come into focus; this selective perception is known as attention, and it is a necessary condition for effective listening.

✓ **Understanding:** This step aids in understanding the symbols we have seen and heard; we must analyze the meaning of the stimuli we have perceived; symbolic stimuli include not only words but also sounds like applause and sights like blue uniforms that have symbolic meanings as well; the meanings attached to these symbols are a function of our previous associations as well as the context in which the symbols occur. The listener must understand the intended meaning and the context assumed by the sender for successful interpersonal communication.

✓ **Remembering:** Remembering is an important part of the listening process because it indicates that a person has not only received and interpreted a message, but has also saved it in the mind's storage bank. Listening requires selective attention and memory; what is remembered may differ significantly from what was originally seen or heard.

✓ **Evaluating:** At this stage of Listening, only active listeners participate. At this point, the active listener weighs evidence, separates fact from opinion, and determines the presence or absence of bias or prejudice in a message; the effective listener ensures that this activity does not begin too soon; starting this stage of the process before a message is completed requires that we no longer hear and attend to the incoming message as a result, the listening process ends.

✓ **Responding:** This stage requires that the receiver complete the process through verbal and/or nonverbal feedback; because the speaker has no other way to determine if a message has been received, this stage becomes the only overt means by which the sender may determine the degree of success in transmitting the message.

Figure 4. Listening components
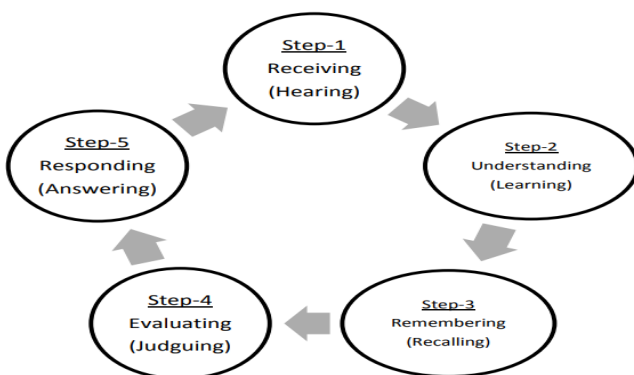
4. 10 Bottom-up and top-down approaches to listening

To describe the listening process, researchers have traditionally used two models. The bottom-up model emphasizes decoding the smallest units-phonemes-to guide us to meaning. This method is based on discrete linguistic units in the text. The top-down model emphasizes the use of prior knowledge to predict content. This could be knowledge of the world, knowledge of the speaker or context, or analogy (if the situation is familiar, listeners can guess what they will hear next). The top-down model is dependent, at least in part, on the listener; much of the understanding is based on what is going on in the mind before listening begins, whereas the bottom-up approach is more dependent on the sounds heard.

4.10.1 Bottom-up processing

It's trying to make sense of what we hear by focusing on the different parts: the vocabulary, the grammar or functional phrases, sounds, etc. Nunan (1991) states that Bottom-up processing implies starting from what we know about sounds, words, and discourse markers and then we assemble the units to understand the whole. Students "segment the stream of speech into its constituent sounds, link these together to form words, chain the words together to form clauses and sentences, and so on" (p. 17).

Bottom-up strategies include:

- ✓ listening for specific details
- ✓ recognizing cognates
- ✓ recognizing word-order patterns

4.10.2 Top-down processing

This starts with background knowledge called schema. This can be content schema (general knowledge-based hen on socialization, life experiences, and previous learning) or textual schema (knowledge of the language and content used in a particular situation: the language you need at a bank is different than what you need when socializing with friends). (Helgesen & Brown, 2007, p.6). In order to improve learners' listening skills, it is important to activate prior knowledge. The

idea of prior knowledge relates to the top-down model of language processing. Thus, this model is based to a great extent on the listener. In top-down processes, the listener goes from the whole to the parts, i.e. "the listener uses what they know of the context of communication to predict what the message will contain, and uses parts of the message to confirm, correct, or add to this". Top-down strategies include:

- ✓ Listening for the main idea
- ✓ Predicting
- ✓ Drawing inferences
- ✓ Summarizing

4.11 Types of listening

Nation & Newton (2009) distinguish two types of listening:

- ✓ One-way listening: Typically associated with the transfer of information (transactional listening).
- ✓ Two-way listening: Typically associated with maintaining social relations (interactional listening).

The strategies and processes needed are determined by the situation, the type of input, and the reasons for listening. Conversations are classified into two types: **transactional and interactional.** Transactional conversations take place when one person requires something, such as an airline ticket. These conversations are more formulaic, whereas interactional conversations, such as when friends get together for a chat, are less predictable and more varied. Wilson (2008), emphasize some types of listening that are describe bellow:

4.11.1 Listening for gist

This refers to the occasions when we want to know the general idea of what is being said, as well as who is speaking to whom and why, and how successful they are in communicating their point.

4.11.2 Listening for specific information

This refers to the occasions when we don't need to understand everything, but only a very specific part. For example, while listening to a list of delayed trains, we are only interested in hearing news about one particular train - the one we want to catch - and so we listen selectively for this specific information. We ignore everything else.

4.11.3 Listening for detail

This refers to the type of listening to we do when, for example, we need to find errors or determine differences between one passage and another. We cannot afford to ignore anything because, unlike listening to a list of delayed trains, we don't know exactly what information will help us to achieve our task

4.11.4 Inferential listening

This refers to the type of listening we do when we wish to know how the speaker feels. It may involve inferring and predicting things. Strategies and techniques are used to practice listening as comprehension in the classroom. These include:

- ✓ Predicting the meaning of messages
- ✓ Identifying keywords and ignoring others while listening
- ✓ Using background knowledge to facilitate selective listening
- ✓ Keeping the broad meaning of a text in mind while listening

4.11.5 Phonemic Awareness

A phoneme is the smallest linguistic component that can alter the meaning of a word. There are between 41 and 44 phonemes in English. Every word is made up of a combination of these sounds. Despite this, there are only 26 letters in print that represent the sounds. The building blocks of language are called phonemes. We simply add, remove, or rearrange the phonemes to create new words.

The beginning point for phoneme awareness is experience with words. To break it down into smaller components, the sounds and word parts must be in our working language. Readers benefit from familiarity with sounds in the same way that an experienced chef can identify

ingredients when tasting a recipe. Tasks that involve manipulating the sounds in words promote comprehension. Keep in mind that these are verbal exercises designed to improve your listening skills. Play games in which children must guess what happens when the /p/ in pig is replaced with a /d/. A child who can recognize a manipulated word is on his or her way to becoming a reader and writer.

Adams (1994) states that in speaking and listening, EFL learners concentrate on understanding the meaning as a whole, and processing phonemes, syllables, and words happens on its own. Students have phonemic awareness even if they haven't learned it in a formal setting. This phonemic awareness is undeniably present during listening comprehension. According to Cheung et al., (2001) phonemic awareness is defined as "the ability to analyze spoken language into its component sounds and manipulate these smaller units." This means that phonemic are analyzed and manipulated while listening. According to some authors, phonemic awareness is the awareness of words at different phonemic levels. People can tell the difference between words like light, might, and right by recognizing the phonemes /l/, /m/, and /r/ at the beginning of each word. As a result, phonemic awareness influences the process of listening comprehension because it deals with speech sounds.

4.11.6 vocabulary in listening

Learning vocabulary through listening is one type of meaning-focused input learning. In order to gain reasonable comprehension and success at guessing from context, learners would need at least 95% coverage of the running words in the input.

According Kacani & Cyfeku (2015), Vocabulary is an important aspect of language and communication skills. Teaching new vocabulary words in a foreign language classroom can be a challenge for many teachers. This is because a complete knowledge of a word needs far more than simply recognizing the word or being able to give its meaning; it includes learning its: form (spoken and written form, word parts), meaning (form and meaning, concepts and referents, associations) and use (grammatical functions, collocations and constraints on use).

The following strategies suggested for Kacani & Cyfeku (2015), are necessary to be used when aiming at effective vocabulary teaching while building listening and therefore helping their learners learn language for communicative purposes: Dividing text vocabulary into active and

passive parts to save time for more practice activities; effectively repeating the target vocabulary to strengthen and enrich it by considering repetition spacing and repetition nature; Using clear instructions and definitions to improve vocabulary acquisition from oral input; Using English in different phases and situations of the lesson to provide more practice input; Choosing vocabulary teaching and learning activities based on the activity's goal and the psychological conditions it employs to help learners reach their learning goal To improve vocabulary learning, increase learners' engagement with lexical items in various listening and speaking activities.

4.12 Listening process

Wilson, (2008) proposed a format of a good listening lesson. A lesson plan can be linked to the listening process. As a result, it is divided into three stages: pre-listening, while-listening, and post-listening.

4.12.1 The pre-listening stages

The strategies outlined below to assist our students in preparing for what they will hear, giving them a better chance of success in any given task. The first stage of pre-listening typically entails activating schemata to assist students in predicting the content of the listening passage. The second stage is to create a reason for people to listen. Perhaps there is an information gap that needs to be filled, or an opinion gap, or pre-set questions, or the students have asked questions based on what they expect to hear.

4.12.2 While listening

Students hear the information once, probably in summary, though there may be times when they need to hear specific information or listen in detail. This gives them confidence and clarifies any doubts they may have. They then listen again, either to double-check or to answer more detailed questions. It is critical that students perform different tasks each time they listen (listening to check answers is slightly different from listening to answer questions). How many times should a passage be read aloud to students? "Once," some commentators say. They point out that while we may not get second and third chances for teaching purposes in real life, multiple opportunities to hear the input provide students with a safety net that helps to reduce their anxiety. Other considerations for the passage include difficulty, length, pedagogical focus, and the potential for

boredom. Students may only need to listen to the difficult section again. If the emphasis is on close language analysis it may be necessary to repeat several times, whereas if the emphasis is on listening for gist, it will not be. Hearing the same passage three times is probably the limit before boredom sets in. Furthermore, if a listener is still unable to decode a word or phrase after three hearings, the problem is unlikely to be solved by repeated exposure to the same recording.

4.12.3 Post-listening

The entire class checks answers, discusses difficulties such as unfamiliar vocabulary, and responds to the passage's content, usually orally but sometimes in writing. This can be done in a plenary session (with the entire class) or in pairs or groups. (Wilson, 2008)

Table 1. Listening Process summary

Pre-listening	Activate schemata: What do know? Reason: Why listen? Prediction: What can expect to hear?
While listening	Monitor: Are my expectations met? Monitor : Am I succeeding in the task?
Post-listening	Feedback: Did I fulfil the task? Response: How can I respond?

Note: Retrieved from *How to teach listening* by Wilson, 2008.

Raza (2016) states that an interactive listening class begins with a warm-up or prelisting activity. Pre-listening involves activating and expanding on existing schemata as well as introducing new vocabulary. Pre-listening is followed by a series of while-listening activities at the individual, pair, and group levels. Post-listening activities serve as backup and reinforcement.

4.13 The teacher's role in carrying out a listening lesson plan

✓ **A tailor:** The listening text must 'fit' the class in the same way that a suit or dress must. The topic, level, genre, and so on must all be appropriate.

- ✓ **A stand-up comedian**: Or maybe a storyteller. The teacher is frequently the best source of information. Teachers who can 'hold' an audience are in high demand (just make sure you stop speaking before the audience stops listening).
- ✓ **A sleuth:** Teachers must be able to analyze the language in a recording as closely as Sherlock Holmes analyzed clues before class. These are the kinds of questions you should ask: Will my students grasp this idiom? Can they deal with the variety of verb tenses in this context? Will they be able to understand all of the contractions in this passage? Do they have to? Will they understand the joke?
- ✓ **An engineer:** When using recordings, the teacher must have a working knowledge of how the equipment works and, more importantly, how it sometimes does not work.
- ✓ **A spy:** The teacher should keep an eye on the students' hands and faces while they are listening. Are the answers written by the students? Do they appear perplexed? Who is intelligently nodding? Why is one of the students looking at the incorrect page?
- ✓ **A doctor:** Teachers must be diagnostic experts. What happened? Why? Was it the speed, the vocabulary, the accent, the subject, or the fact that it's Friday evening and the heat is turned up too high?
- ✓ **A firefighter:** If everything goes wrong and the listening passage is too difficult, the teacher must get everyone out of trouble, much like a firefighter might.
- ✓ **A tour guide:** Teachers can highlight what's interesting (that bit of spoken grammar, that bit of slang, that metaphor that also occurs in the students' mother tongue) while ignoring everything else. And, like any good tour guide, they should make sure everyone is on board before proceeding.

Naturally, the role a teacher chooses depends on a variety of factors, including the type of class and whether the lesson is at the pre-listening, while-listening, or post-listening stage, but teachers are likely to find themselves in most or all of these roles at some point.

4.14 Effective listening strategies

In 2008 (Wilson) states that cognitive strategies, metacognitive strategies, and socio-affective strategies are the three types of strategies. Cognitive strategies are those that we employ to complete a specific task. Metacognitive strategies are associated with learning in general and frequently provide long-term benefits. Socio-affective strategies are concerned with how learners

interact with other speakers and how they perceive learning. Good listeners employ multiple strategies concurrently and in accordance with the task at hand. They may listen to a radio broadcast on a regular basis "metacognitive", take notes on the key points "cognitive", and then meet fellow students in the cafe (for their doughnut) and tell them all about it "socio-affective".

The important thing to remember about strategies is that some of them can be taught. Teachers can emphasize the importance of predicting in exam situations. What word (noun or adjective) will fill in the blank? What kind of data (a name or a number) is missing here? Students may be instructed to list down keywords while listening to radio news headlines. One of the most important things teachers can do to develop their students' listening competence is to teach them to be strategic about listening. (Wilson, 2008).

4.15 Listening Technology

The widespread availability of audiotapes, videotapes, CD-ROMs, DVDs, and internet downloads of sound and video lessons has greatly expanded the potential input material for language learning. As a result, it is becoming increasingly important to select the most appropriate input, chunk the input into manageable and useful segments, develop support material (particularly for self-access learning), and train learners in the best uses of this input.

The advancement of computerized speech synthesis, speech enhancement, and speech recognition technology has also allowed students to 'interact' with computers in ways that mimic human interaction. It is also critical to use intelligent methodology that assists students in focusing on key listening skills and strategies so that 'use of technology' is not mistakenly equated with instruction (Nunan & Carter, 2001).

4.15.1 The Internet

The internet is an indispensable tool in the teacher's box. However, learners who connect to a number of websites and applications for learning English can find many useful things. These sites contain listening texts, questions, answers, and even explanations. There are a number of advantages, such as the fact that students can practice listening alone in their own time. The activities can be repeated, which means that students can work at their own pace and there is also scope for intensive and extensive listening. One last important one: many of these websites are

free. Many young students and teachers tend to be quite comfortable with technology. As Prensky (2001), describes today's students, who have grown up with cell phones, and computers as "digital natives"

4.16 Activities for the development of listening texts

There are various types of listening tasks that can be assigned, and the most appropriate listening assignment should be:

- ✓ **Dictation exercise:** This is a common listening exercise that is usually develop in the early years of school. It necessitates that students have a comprehensive understanding of a language's phonological, syntactic, and semantic systems. To complete this task, the teacher distributes a handout omitting some sentences from the text, then plays the tape and instructs students to listen to the text and write down the missing sentences.
- ✓ **True/False:** Identify whether the statement is true or false based on the listening. These activities are best suited for assessing surface level knowledge, but they can also be designed to assess higher order thinking.
- ✓ **Pictures:** A single image or a series of images may be used. Students are then asked to identify images or components as they are mentioned, either by naming or ordering them in the order they are mentioned.
- ✓ **Answering questions:** Students are required to provide longer and more detailed answers to the questions based on the content of the listening.
- ✓ **Gap-filling:** A gap-fill exercise requires students to replace words missing from a given a passage with several gaps.

4.17 Approaches to assessing listening

According to Buck (2001) there are three main approaches to testing listening; the discrete point, integrative and communicative approaches.

4.17.1 Discrete-point approach

The basic idea of the discrete point approach is that language, the units of linguistic knowledge and test each one of these separately there are too many elements to test them all, and

so test developers sample the most important ones, and the assume that knowledge of these is representative of knowledge of the whole language. The role of test developers is to measure samples of language structures for test takers who are expected to generalize them to other language forms. For example, in testing listening, test takers are given short oral utterances to assess their oral comprehension. True/false questions or prompts, fill-in-the-blank and spelling questions, MC and picture tasks can be used to assess segmental features of minimal pairs, stress, intonation, grammar, and vocabulary. Furthermore, discrete-point tasks rely on the use of phonemic discrimination, response paraphrase, and evaluation (Hidri, 2017).

4.17.2 Integrative approach

Integrative testing highlights the use of test items, for instance, in writing. This shift paved the way for a new perception of language and language learning that was being shaped, moving from discrete parts in the early days of language teaching to the idea that language would be weaved into wider structures that call for a bigger involvement on the part of test takers (Hidri, 2017).

In this approach two common integrative language assessments include cloze test and dictation. Dictation is used to assess primarily listening even though all skills are used simultaneously. The Cloze test involves taking an authentic reading passage and removing words from it. The test creator determines which words to remove. It is usually every sixth or seventh word, but it could be more or less, or only key vocabulary. Furthermore, the student is not always given a list of potential words from which to choose.

4.17.3 Communicative approach

The concern in communicative testing is whether the listener can use the language to communicate effectively rather than general knowledge of the language. It is necessary to understand which test items conform to a communicative test in order to effectively establish one. Authentic texts, communicative purposes, and authentic tasks can all be used as test items. These three approaches were taken into account when assessing listening sub-skills. That is, the evaluation focuses on isolated elements of the language, the ability to integrate elements of the language, and communicative ability. The characteristics of a communicative language test include

meaningful communication, authentic situations, unpredictable language input, creative language output, and integrated language skills (Sharifovich, 2017).

4.3. Past studies

In this section, there are some studies related to the influence of gamification through technology on the development of listening skills. These research work support the basis of the development of this research which highlights the relevant aspects of the impact of gamification on English listening skills.

Table 2. Previous Studies about Gamification and English listening skills

Author/ Year	Country	Research type	Research design	Population	Level of Education
Muhammad et al. (2020)	Indonesian	Article	descriptively	39 students	Tertiary
Melya et al. (2019)	Indonesian	Article	quantitative	392 students	Secondary
Kuswandi et al. (2021)	Indonesian	Article	Descriptively	32 students	Tertiary
Rahmawati (2016)	Indonesian	Tesis	Mixed	12 students	Tertiary
Núñez (2018)	Spain	Tesis	Qualitative	3 EFL Teachers	Primary
Mazabe (2021)	Colombian	Tesis	Qualitative	23 Students	Primary

Note. Classification of the previous studies about gamification in English listening skills.

For the analysis of this research work, were selected six previous studies as table 1 shows, these studies are focused on the improvement of English listening skills in students at different educational levels.

First of all, Muhammad et al. (2020) conducted the research of "Enhancing listening skills using games", the gained data of this study were analyzed descriptively to know the process and the result of improvement caused by the application of each game. Moreover, this study aims at finding out the most appropriate games for enhancing listening skills to 39 randomly chosen students of the Faculty of the Economics Muhammadiyah University of Ponorogo. In addition, the instruments used to collect data were, listening test, observation checklist, questionnaires. Finally, the findings of the research work showed that using games is significantly useful to be used for

enhancing the students" listening skills and since the research findings showed positive results. It is recommended to the future researcher, especially those who are interested in applying games to prepare deliberate planning before conducting a similar study to implement the game run well because these Games also had the weaknesses.

Furthermore, in this study was used quantitative research method, conducted by Melya et al. (2019), about "The Use of Running Dictation Technique to Improve Students' Listening Skill". The aim of this research work was to improve the listening for detail sub skill by applying running dictation technique. Moreover, the population in this research was 392 students the second grade students of MTsN Model Banda Aceh, which was taken by using the purposive sampling technique. The instruments that helped to recollect data were pre – test, post –test, scoring rubric, file notes. Finally, this research concluded that Running dictation can be one of way to improve the listening for details sub skill in listening classroom. The writer found that the use of Running Dictation technique effective and successfully improved students' listening skill.

Rahmawati (2016) carry out the study of "Designing a set of supplementary listening materials using gamification in the intermediate listening class". For this study was used mixed research method. In addition, this research aims to develop supplementary listening materials using gamification in the international listening class to 12 randomly chosen students. Further, the instruments used were interview and class observation guide. Finally, the researcher concluded that the designated material could motivate the students to learn English and improve listening skills. The researcher also recommends future researchers to design gamified learning to improve other skills with different participants.

In the same regard, Nuñez (2018) conducted the research called teaching and learning English in Early Childhood and Primary Education. The research method used was qualitative. Moreover, the main aim of this research was to define gamification and compare it to game-based learning. The participants of this research were 3 EFL teachers. In addition, the instruments used were semi-structured interviews. Eventually, the main finding of this study was that Gamification, which is a great tool for teaching and learning the four linguistic skills in an integrated way.

In 2021, Kuswandi et al. published a paper in which he describes the development of gamification based supplementary Listening Materials to Improve Students' High Order Thinking

Skills. The research method used for this study was qualitative. Therefore, the aim of this research was to develop supplementary listening materials using gamification in the Listening Class to 32 randomly chosen students. In addition, the data for this study were collected using interviews. Moreover, the major finding of this study was that gamification strategy accomplished the objectives of higher order thinking skill where students complete the understanding of analyzing, evaluating, and creating. Having gamified learning strategy in an EFL classroom, students are able to enhance their knowledge in a fun and easy to access. Finally, it is highly recommended to be implemented gamification in an English classroom to make the teaching and learning process more fun, interesting and a joinable which makes the students more engaged into the teaching and learning process.

Mazabe (2021) carries out the research called develop the study of Gamified Activities as a Pedagogical tool to improve English Listening skills in third grade students of the Obando E.I. Municipality of San Agustin. For this study a qualitative research method and the data were collected using surveys. Therefore, the population of this study was 23 students of school. In addition, the main of this research was to use gamified activities and analyze its effects in the English listening skills in third grade students of the Obando E.I. Municipality of San Agustin. Overall, the main findings of the study were that using gamified activities in third grade students was positive, since the students had progress in terms of the difficulties identified in their listening skills before the implementation of the activities. The schoolchildren began to understand words and short phrases when listening to them, showing that gamification is more effective in achieving optimal learning

Concluding Statement of the Review

The goal of this review is to instruct the reader on the benefits and significance of using gamification to teach listening in innovative and meaningful way. This is significant because gamification provides teachers different strategies to motivate students, with the main goal of capturing students' attention and interest in developing listening skills. Many studies have been conducted about the implementation of gamification in the educational setting.

The majority of the research on this topic focuses on the positive effects of gamification elements in learning. However, there has been a significant lack of research on this topic, more research and evidence are required to obtain more results on the role of gamification in the

educational environment, particularly in the process of learning English. More research is needed to determine which gamification elements should be used in the classroom to make it more interactive.

To conclude, the main purpose of this study was to improve students listening skills through the strategy of gamification among middle basic education students at a public institution in Loja city during the school year 2022-2023. According to the literature review, all elements of the gamification strategy were absolutely necessary and interactive in order to keep the students motivated and make the class interesting for the students. Similarly, all of the aspects that comprise the ability to listen were crucial in developing of this skill. In fact, the gamification strategy was essential to enhancing students' listening skills because it allows students to expand their knowledge in a fun and easy-to-access manner.

5. Methodology

5.1. Setting and participants

The research work was conducted at a public educational institution in the city of Loja, which is located in southern Ecuador, in the zone 7. The geographic coordinates in decimal degree of this city are: Latitude -3.96952° or 3° 58' 10" and south Length -79.2072° or 79° 12' 26" west.

The population of this study was the students of Middle Basic Education level of a public institution in the city of Loja. The sample was a group of seventh year of basic education students. The participants were selected using a convenience sample that is proposed by Cresswell & Cresswell, (2018) who state that in convenience sample, respondents are chosen based on their convenience and availability. In other words, these sample shared criteria such as: all they are in the seventh grade, they have a range similar between 9 and 11 years old. In convenience sampling technique units are chosen for inclusion in the sample because they are the most easily accessible to the researcher. At the same point, the selected sampling of this research was 29 students of seven year of middle basic education, of which 13 males and 16 females.

5.2 Procedures
5.2.1 Method

The current research design responds to a mixed approach. Cresswell & Cresswell, (2018) claims that mixed method involves the collection and "mixing" or integration of both quantitative and qualitative data. It entails gathering, analyzing, and combining quantitative and qualitative research in a single study or a longitudinal program of investigation. The goal of this type of research is to show that combining qualitative and quantitative research yields a better understanding of a research problem or issue than either research approach alone.

In this case, qualitative data were gathered through a questionnaire designed to analyze the various viewpoints, emotions, and perceptions of the sample under study regarding the use of gamification. In addition, to verify if the intervention has generated positive impact in the development of listening skills. On the other hand, in order to have quantitative data, a pre-post-test was implemented in order to obtain an average in listening skills and also to measure the level of improvement with the application of the intervention plans.

In the same context, the hypothetic-deductive method was used, which focuses on the statement of research questions or hypotheses that serve as a basis for the research process, and by deducing the potential findings from the study once it has been completed. This type of research predicts hypotheses that are based on existing theoretical knowledge. Next, consequences are deduced and empirically measured in order to test the theory in practice and gather evidence (Lawson, 2015). Thus, the researcher proposed the following hypothesis: Gamification helps students in seventh-grade middle basic education of a public institution in Loja city to improve their listening skills.

5.2.2. Research Design

Considering that this study includes the application of an intervention proposal, it responds to an action research model. Creswell (2012) points out that action research embraces a process that consists of some steps which are well-designed in order to carry out an investigation successfully. Consequently, the process of this kind of research includes identifying a social issue in order to study; finding out resources to help address the identified issue; developing and implementing an action plan; and finally, performing a reflection on the study findings. Therefore, the researcher started choosing the action research as an alternative to solve the research problem: How does gamification help students in seventh-grade middle basic education of a public institution in Loja city to improve their listening skills?

5.2.3 Diagnosing

The study began by recognizing an issue in the development of the listening skills with the target researched group. The researcher was able to find out some more data about the problem, so it was possible to develop a more detailed diagnosis. Through this analysis, it was feasible to state and define a research general problem which was addressed to ask How does gamification through technology influence the development of listening skills among Middle Basic Education students at a Public Institution in Loja city during the School year 2022-2023?

In order to guide the research process, the main problem was divided into three sub questions which are aligned to find out the level of improvement, the strategies and students' perceptions about gamification over English listening skills.

5.2.2. Action Planning

After identifying the central problem with listening skills, the researcher looked into a wide range of information and alternatives of possible solutions in order to address the problem efficiently. From all of these hypotheses, a plan of action has been developed that contains crucial strategies that will allow the target group to improve their listening skills. The plan was aligned to the research question stated in the study and the research instruments have been designed according to both, the characteristics of the participants and the design of the research study. It is important to note that the study will be conducted with a group of young students, therefore researcher ethics will be taken into account.

5.2.3. Acting

At this step, the researcher has an effective intervention plan that has emerged through deep research of theoretical references. It will be put into practice by applying specific gamification strategies which will help to improve the problem in listening skills. The proposal will be addressed to solve the research problem. The plan of intervention will be implemented as a strategy that will be continually monitored, evaluated, and revised to determine its effectiveness during the research process. During the application of the proposal, the researcher will collect the data by using several research techniques and instruments that will permit recording important information. Later, it will be utilized to relate or triangulate the data and present the study findings. The flexibility of the plan will allow the researcher to make specific adjustments during the action stage by monitoring the strategies applied as an effective response to the questions that guide the research process.

5.2.4. Evaluating & Reflecting.

This phase aims to analyze the outcomes obtained from the plan of intervention by interpreting the quantitative and qualitative data collected during the course of action. The general findings will be reported by establishing conclusions and recommendations that can help both to answer the research-specific questions stated in this study and to develop further research about the topic. It is important to share the results because they may be useful to a variety of educators who are always looking for ways to enhance their methods for teaching English as a foreign language.

5.2.3 Data collection sources and techniques

 The following is a description of the instruments and techniques that was utilized to conduct this study, the researcher created tests, questionnaire and field notes. These instruments were used before, during, and after the implementation of intervention plan to collect qualitative and quantitative data.

Paper-and-pencil method was used to collect information from pre- test and post -test and questionnaire. This method refers to a general group of assessment tools in which candidates read questions and respond in writing. Gay et al., (2012) states that paper-and-pencil methods are classified into two types: selection and supply. Selection methods include multiple choice, true-false, and matching questions. In supply type, the items include questions that require the responder to fill in the blanks or write a short answer or essay. In order to measure students' listening skills knowledge, two tests were executed before and after the application of the intervention plan. Thus, the pre-test was taken at the beginning of the intervention plan in order to diagnose students' knowledge related to listening skills, whereas, the post-test was applied to obtain data about students' improvement in listening skills after the application of the intervention plan. The pre- test and post -test consist of 5 questions which included the same questions, which included multiple-choice, matching, categorizing words and completion. in which the different sub-skills of listening were evaluated; listening in vocabulary, phonic awareness, listening for a gist, listening for specific information, listening for details. For grading the pre-test and post- test was used a criterion-referenced scoring, where an individual's performance on an assessment is compared to a predetermined, external standard.

As claimed by Creswell, (2012) a pretest provides a measure on some attribute or characteristic that you assess for participants in an experiment before they receive a treatment. A posttest is a measure on some attribute or characteristic that is assessed for participants in an experiment after a treatment. Thus, the pre-test was taken at the beginning of the intervention plan in order to diagnose students' knowledge related to listening skills, whereas, the post-test was applied to obtain data about students' improvement in listening skills after the application of the intervention plan. The pre- test and post -test included the same questions, which included multiple-choice, matching, categorizing words and completion.

The instrument of questionnaire was used to gather qualitative and quantitative data. Gay, L., Mills, G., & Airasian (2012) states that a questionnaire is a written collection of self-report questions to be answered by a selected group of research participants. According to Creswell, (2012) questionnaires may include both closed-ended and open-ended questions. The advantage of this type of question is that the predetermined closed-ended answers can provide useful information to support theories and concepts in the literature. However, open-ended responses allow you to explore the reasons for closed-ended responses and identify any comments respondents may have that go beyond the closed-ended responses.

Regarding, a questionnaire was applied at the end of the intervention plan, this instrument consisted of five questions: four multiple choice questions and one closed question. The purpose of the questionnaire was to gather information on the students' perceptions of the impact of gamification through technology on listening skills.

Observation is crucial when using qualitative data collection method. According to Creswell (2019), for certain questions "observation is the most appropriate and effective data collection approach" (p. 382) since it obtains much more objective information. Since we developed and carried out the lesson plans for various educational institutions, we took part as participant observers. We occasionally observed our peers in order to provide and receive feedback, so we also participated as non-participant observers. The observational technique involves using field notes as a tool to record significant details and events that occurred during the development of each class. According to Gay et al., (2012) field notes should describe all relevant aspects of the situation as accurately and completely as possible. They contain two kinds of information: Descriptive information about what the observer saw or heard on-site during the course of the study, and reflective information about the researcher's personal reactions to observations, experiences, and thoughts during the observation sessions.

In this case, eight field notes were developed during the 10 weeks, which were taken immediately after the class in order to collect true data without alterations. In addition, this instrument also documented students' reactions, attitudes, and feelings towards the implementation of gamification activities to develop listening skills in the language.

5.2.4. Data analysis

To process the quantitative data, the researcher applied a descriptive analysis, which used statistical procedures. This method helps to summarize the general trends of the quantitative results. Therefore, the researcher interpreted the pre- and post-test scores by incorporating a measure of central tendency: the mean. The pretest/posttest results and overall mean comparison were displayed in tables, detailing the scores obtained in each listening subskill. In addition, the questionnaire data were processed and presented using tables for analysis and interpretation, and these findings were corroborated with the field notes collected during each English lesson. Finally, both the information collected from the pre-posttest and the questionnaire were entered into the EXCEL program for statistical analysis and visual representation. Each table and bar chart has a descriptive and narrative text in order to interpret the findings and corroborate the results (Creswell, 2012).

6. Results

6.1 Pretest and Posttest Results

Objective 1: The pretest and posttest results allowed the researcher to characterize the level of improvement in listening skills by using gamification through technology among middle basic education students at a public institution in Loja city during the School year 2022-2023. The attained pretest results are present in the following table.

6.1.1 Pretest results

Table 3 *Pretest results on the performance of English listening skills of the seventh-year students.*

Students´ code	LV 2/2	PA 2/2	LG 1/1	LSI 2/2	LD 3/3	TOTAL 10/10
EEBJI01S	0.99	0.10	1.00	0.66	0.10	2.85
EEBJI 02S	2.00	0.99	1.00	2.00	2.00	7.99
EEBJI 03S	1.33	0.66	1.00	2.00	0.10	5.09
EEBJI 04S	2.00	2.00	1.00	1.00	0.10	6.10
EEBJI 05S	2.00	0.10	1.00	2.00	0.10	5.20
EEBJI 06S	0.66	0.10	1.00	2.00	2.00	5.76
EEBJI 07S	1.33	0.10	0.10	0.66	0.10	2.29
EEBJI 08S	2.00	0.10	1.00	2.00	0.10	5.20
EEBJI 09S	0.99	0.66	1.00	1.33	0.10	4.08
EEBJI 10S	0.33	0.10	1.00	2.00	0.10	3.53
EEBJI 11S	0.66	0.10	1.00	2.00	0.10	3.86
EEBJI 12S	0.10	0.33	0.10	1.00	1.00	2.53
EEBJI 13S	0.50	0.10	1.00	1.33	0.10	3.03
EEBJI 14S	0.50	0.33	0.10	0.66	0.10	2.59
EEBJI 15S	0.50	0.10	1.00	0.66	0.10	2.36
EEBJI 16S	2.00	0.99	1.00	2.00	1.00	6.99
EEBJI 17S	1.33	0.10	1.00	2.00	0.10	5.20
EEBJI 18S	0.10	0.10	1.00	2.00	2.00	4.50
EEBJI 19S	2.00	0.10	1.00	0.66	0.10	3.86
EEBJI 20S	8.99	0.10	1.00	0.66	0.10	2.85
EEBJI 21S	2.00	1.33	0.10	2.00	2.00	7.43
EEBJI 22S	2.00	0.10	0.10	2.00	0.10	4.30
EEBJI 23S	0.99	0.66	1.00	0.66	0.10	3.41
EEBJI 24S	2.00	0.33	1.00	1.33	1.00	5.66
EEBJI 25S	2.00	0.99	1.00	0.66	0.10	3.86
EEBJI 26S	0.66	0.10	1.00	0.66	0.10	2.52
EEBJI 27S	0.33	0.99	1.00	2.00	0.10	3.53
EEBJI 28S	2.00	1.33	1.00	0.66	1.00	5.99
EEBJI 29S	1.00	1.33	0.10	2.00	1.00	5.43
MEAN	**1.22**	**0.53**	**0.84**	**1.40**	**0.52**	**4.51**

Table 3 provides an overview of the pre-test results displayed that seventh grade students gather a mean score 4.51/10. It was administered before the application of the intervention plan, with the aim to identify the most significant problems in the development of English listening skills. It is a fact that 93.10% of the population could not reach the average score (7/10) proposed by the Ministry of Education on the national grading scale. Thus, the findings confirmed that students present poor knowledge to manage the different sub skills of listening such as listening for vocabulary, phonic awareness, listening for gist, listening for specific information, listening for details.

Related to the "listening for vocabulary", the mean score obtained was 1.22/2. The results showed that the participants had difficulties to listen and recognize the group of words related to the sound /sh/ for instance; shop, ship, shapes. Therefore, cannot identify their meaning. In a similar way, regarding "Phonic awareness", the mean score was 0.53/2. In this aspect the students' recognition of the similar sound endings -tion/ sion in words was not as effective as expected and it was where they made more mistakes compared to other skills.

In concern of "listening for gist"; the mean score was 0.84/1. This result showed that students had problems in the task of identifying the main idea because they had poor vocabulary relating to general information about the context mentioned in the audio.

In the section of "listening for specific information", with a mean of 1.40/2 score the results showed that the students had difficulty in listening for particular information and answering questions, it means students were not familiarized with the vocabulary of content of the audio.

At last, in the "listening for details" with a mean 0.52/2 score. This result demonstrated that students were no capable to listen a group of words and write, if the participants completed the information they wrote the pronunciation instead of the spelling.

In summary, the analysis of the data collected showed that students need to improve English listening skills since the five of the sub skills evaluated had a low average. For that reason, the researcher decided to apply gamification strategy to improve the level of students in English listening skills.

6.1.2 Post-test Results

Table 4. Post-test results on the performance of English listening skills of the seventh-year students.

| Students´ code	LV 2/2	PA 2/2	LG 1/1	LSI 2/2	LD 3/3	TOTAL 10/10
EEBJI01S	2.00	0.99	1.00	2.00	3.00	8.99
EEBJI 02S	2.00	2.00	1.00	2.00	2.00	9.00
EEBJI 03S	2.00	0.99	1.00	2.00	2.00	7.99
EEBJI 04S	2.00	0.33	1.00	2.00	2.00	9.00
EEBJI 05S	2.00	2.00	1.00	1.00	2.00	8.00
EEBJI 06S	2.00	0.99	1.00	2.00	3.00	8.99
EEBJI 07S	2.00	2.00	1.00	1.33	3.00	9.33
EEBJI 08S	2.00	0.33	1.00	2.00	2.00	8.00
EEBJI 09S	2.00	1.66	1.00	2.00	3.00	9.66
EEBJI 10S	2.00	0.33	1.00	2.00	2.00	7.33
EEBJI 11S	2.00	2.00	0.10	2.00	2.00	8.01
EEBJI 12S	2.00	0.33	1.00	2.00	2.00	8.00
EEBJI 13S	2.00	2.00	1.00	1.33	3.00	9.33
EEBJI 14S	2.00	1.33	1.00	1.33	3.00	8.66
EEBJI 15S	2.00	2.00	1.00	2.00	2.00	9.00
EEBJI 16S	2.00	1.33	1.00	2.00	2.00	7.33
EEBJI 17S	2.00	1.33	1.00	2.00	3.00	9.33
EEBJI 18S	2.00	2.00	1.00	2.00	2.00	9.00
EEBJI 19S	2.00	1.33	1.00	2.00	2.00	8.33
EEBJI 20S	2.00	1.66	1.00	2.00	3.00	9.66
EEBJI 21S	1.66	0.33	1.00	2.00	2.00	8.00
EEBJI 22S	2.00	1.33	1.00	2.00	2.00	8.33
EEBJI 23S	2.00	1.33	1.00	2.00	2.00	8.33
EEBJI 24S	2.00	2.00	1.00	2.00	2.00	9.00
EEBJI 25S	2.00	0.33	1.00	2.00	3.00	9.00
EEBJI 26S	1.00	1.66	1.00	2.00	3.00	9.66
EEBJI 27S	2.00	1.66	1.00	2.00	2.00	8.66
EEBJI 28S	2.00	0.33	1.00	2.00	3.00	8.33
EEBJI 29S	2.00	0.33	1.00	1.00	3.00	7.33
MEAN	**1.95**	**1.25**	**0.96**	**1.86**	**2.41**	**8.43**

Note**: EEBJI**= Escuela de Educacion Basica Jose Ingenieros, **LV**= Listening for vocabulary, **PA**= Phonic Awareness, **LG**= Listening for gist, **LSI**= listening for specific information, **LD**= Listening for details

The results of Table 4 represent the mean score of the post-test obtained from seventh grade students after forty sessions instruction during 10 weeks. Moreover, the students achieved a total score of 8.43/ 10 in English listening skills which according to the rating scale, the students are placed at satisfactory level.

The highest mean score that students achieved was 0.96/1 (96%). This score belongs to the "listening for gist" sub skill. This result demonstrated that students developed the skill of identifying the general idea of the task because they already obtained an efficient vocabulary in the context mentioned in the audio. In the same way, another valuable score mean was achieved in the aspect of "the listening for vocabulary" 1.95/2 (97.5%) which is evident that students were able to listen and identify the sound with their meanings of different words related to specific group of vocabulary. In contrast, the data exposed that students acquired the lowest improvement in the "Listening for details" with a mean score of 2.41/3 (80.3%). This results manifest that students increased their skills in listening to every detail of the audio. But despite of improvement in this sub skill, students still get confused when they heard these words on audio or in a quick conversation.

6.1.3 Comparison of the Pre and Post-test means

Table 5. Comparison of the pre-test and post-test means of seventh grade on the performance of listening skills
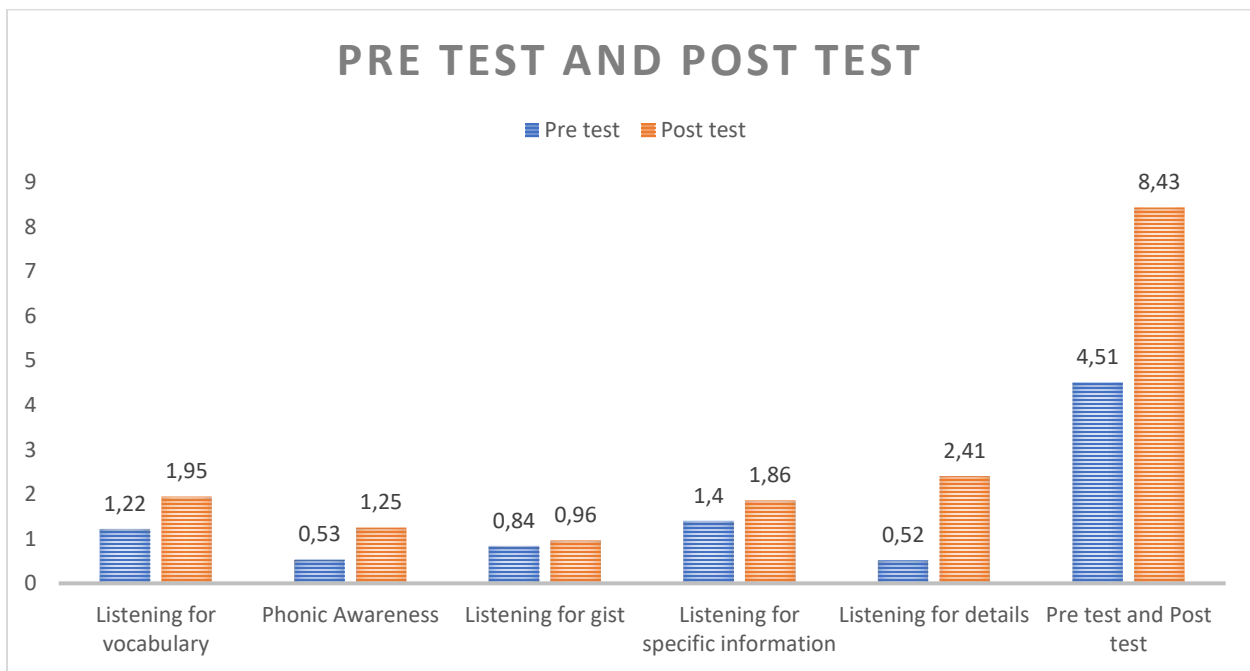
Note: **LV**= Listening for vocabulary, **PA**= Phonic Awareness, **LG**= Listening for gist, **LSI**= listening for specific information, **LD**= Listening for details

As can be seen from the table 5, it shows a comparison between the pre-test and post-test scores, which evaluated the level of improvement in English listening skills before and after applying the intervention plan based on gamified activities through technology to improve English

listening skills. The results obtained support a positive improvement in the different sub skills of listening.

Students demonstrated high performance in the aspect of "listening for details" which mean score change from 0.52 / 3 (17.3%) in the pretest to 2.41/3 (80.3%) in the post test. It showed that students were able to listening to every detail of the audio, and try to understand as much as possible. In the aspect of "listening for vocabulary" the mean score increased from 1.22/2 (61%) in the pre-test to 1.95/2 (97.5 %) in the post-test, this important progress that evidences students can easily listen to a group of words and recognize their meaning. "Moreover, in "listening for specific information" which mean score change from 1.40/ 2 (70%) in the pretest to 1.86/2 (93%) in the post test. It showed that students were able to listen some specific words and expressions at the time they listened to the recording. Additionally, it is notable that the aspect of "listening for gist", they developed the ability to listen and identify the general idea in the audio, the score means changed from 0.84/1(84%) in the pre-test to 0.96/1 (96%) in the post-test. Finally, the lowest improvement was in "phonic awareness" with a score of 0.53/2 (26.5%) to 1.25/2 (62.5%). These results showed that the students increased their abilities to differentiate similar final sounds endings. But they have not mastered this skill yet. As a consequence, it is evident that the mean score of the post-test 8.46 /10 was high enough to reach the expected average 7/10 as establishing by the national grading scale.

The improvement in the listening skills of the students was evidenced in the results of the pre and post-test. Also, the results collected in the questionnaire and the field notes corroborate that the gamification application fulfilled its objective of improving the listening skills of the students.

6.2 Questionnaire Results

Objectives 2: To describe the students' perceptions about the impact of gamification through technology on listening skills among middle basic education students at a public institution of Loja city during the school year 2022-2023.

Objective 3: To apply gamification strategies that help in the development of listening skills among middle basic education students at a public institution in Loja city during the school year 2022-2023.

Table 5. Use of technological games

Questions	Always	Sometimes	Usually	Never
Did you like the use of technology games in the English class to increase your listening skills?	89,66%	10,34%	0%	0%

Note: table showing the use of technology games in English class

As shown in Table 5, the highest percentage of students 89.66% answered that they "always" liked the application of technological games in the classroom, while 10.34% of them chose "sometimes". According to the open questions of the questionnaire, most of the students commented that they like the application of games and the classes are more interactive and dynamic. Consequently, games make them lose boredom and learn better. Regarding the lowest percentage said that "sometimes" they liked the games, students stated that on some occasions they lost the game and got frustrated.

Table 6. Game benefits

Questions	Always	Sometimes	Usually	Never
Do you think that learning through games are funny and interesting?	96.55%	3.45%	0%	0%
Did you actively interact and participate in class when you played a game?	89.66%	6.90%	3,45%	0%

Note: Table showing the benefits of the games

As a general trend, Table 6 shows some benefits regarding the use of gamification in the English class (participation/interaction/interest /funny). Gamification had a positive impact during the intervention and it was useful for the students to improve students listening skills. The highest percentage was 96.55%, where the students expressed that the games always have seem fun and interesting and 89.66% expressed that they actively participate and interact when the teacher applied games in their classes. While 3.45% expressed that sometimes the games were fun and interesting. Consequently, 6.90% expressed that sometimes they interacted and actively participated in the class. Finally, 3.45% usually interacted and actively participated in class, all

this because they did not study and did not know the answers when applying the game and as a consequence, they did not earn points and lost. But as, they won awards little by little they improved, studied more, and became more competitive.

Table 7. Gamification Elements

Question	Fully motivated	Very motivated	Slightly motivated	Poorly motivated
How motivated did you feel when teacher use points, badges and awards for your participation during the class?	86,21%	13.79%	0%	0%

Note: table showing the gamification elements

As shown in Table 7, the highest percentage of students 86.21% responded that they felt "Fully motivated" when teacher used points or badges and awards for their participation during the class and in the same way 13.79% of students felt "very motivated". Since 0% of the students expressed that they felt "slightly motivated" and "poorly motivated" when teacher use the gamification elements in class. It means that, the elements of the game bring very significant benefits and it is what motivates students to participate actively in the class.

Based on the open questions, the students expressed their support for their "fully motivated" selection, stating that they were very motivated to participate actively in class by the application of the elements of the game and so they felt happy to win points and prizes.

Table 8. Gamified strategies

Question				
Which of these gamified tools do you like the most?	**A Lot**	**Enough**	**A Little**	**Not at all**
Lyrics Training	89.66%	10.34%	0%	0%
British council	96.55%	6.90%	0%	0%
Ello	75.86%	24%	0%	0%

Note: table showing the gamified strategies

As shown in Table 8, the gamified tool that the students expressed they like the most was the British Council 96.55%, they really liked using it because it offered a variety of games, topics

interviews with people who talked about real life topics, besides it has the ability to slow down the speed.

For Lyrics Training, 89.66% of students choose this application because they liked it very much, since this application allowed them to watch videos of songs of any genre and suitable for their level, it helped them develop the ability to listen for understanding vocabulary since they had to listen to the song and fill in the missing words the faster they did it, they earned points and won the game. From the field notes, it can be deduced that the karaoke part of this app helped students to improve their pronunciation and learn to differentiate the sounds of different words.

For Ello 75.86% of the students chose the option "a lot" because they liked this application since it offers games and quizzes with different interactive tasks in which they had to listen to a fragment of a conversation, read a question and choose the corresponding image etc. On other hand 24% chosen "enough". According to the open questions, for some students the activities presented in this application were so long.

7. Discussion

The main goal of this research work was to describe the influence of gamification by using technology on the development of listening skills among middle basic education students at a public institution in loja city during the school year 2022-2023. Furthermore, this section contrasts the results obtained in this investigation with the theoretical framework and the previous studies used in this research.

The first question of this research sought to determine what is the level of improvement in listening skills by using gamification through technology among middle basic education students at a public institution in loja city? This question was answered with the help of the pretest and posttest instruments, the results of which indicated that there was a difference of 4.51/ 10 to 8.46/10 between the two evaluations, where it was clearly visible that students improved their overall score.

This means that the application of gamification got its objective of improving the students' listening skills. Especially, in the areas of listening for vocabulary, listening for gist, identifying specific information, and listening for details, as the students were able to identify vocabulary from an audio, differentiate sounds from words, and listening for general and specific information quickly. This finding is in agreement of Mazabe (2021) who argues that using gamified activities in third grade students was positive, since the students had progress in terms of the difficulties identified in their listening skills before the implementation of the activities.

The second question of this research focused on answering "What are the gamification strategies that help the development of listening skills in middle school students in a public institution in the city of Loja? Based on the results of the questionnaire elaborated by the students and the field notes taken during the research, a strong relationship was found between the use of gamified strategies such as British council, lyrics training, Ello and the elements of gamification motivated students and helped them to improve the development of listening skills. Students were able to easily identify vocabulary and differentiate sounds from words in an audio, find main ideas and find specific information too. In addition, planning focused on the study of didactic materials, such as the correct development and creation of a lesson plan and activities using Gagné's nine instructional support events, thus adequately developing students' knowledge, elements of gamification with the materials and activities according to the student's interest.

This outcome supports previous research made by Rahmawati (2016) showed the designated gamified material could motivate the students to learn English and improve listening skills.

On the question what are the students' perceptions about gamification through technology on the development of listening skills among middle basic education students at a public institution of Loja city? it was answered with the results of the questionnaire where we could evidence that the game elements liked to the students and brought many benefits such as good environment, participation, interaction, especially motivation that engaged them to learn. In conclusion, gamification had a positive impact in the students' perceptions about games during the intervention and it was useful for the students to improve students listening skills.

These findings further support the idea of Muhammad et al. (2020) who points out that concerning the students" feelings towards the implementation of games, commonly they felt that Game motivates them in listening. Since they thought that listening using a Game entertains them, the Game can make the class interesting and fun. In addition, Figueroa, (2015) said that Gamification elements can bring a positive outcome to students' learning and it should be widely implemented by teachers in the teaching and learning process.

This study was a success, but there were some limitations, such as the insufficient time for the intervention plan. Previous research studies in this research area, primarily studies with related variables, are lacking. In addition, due to the nature of the present investigation (single pre-post-test design with no control group), the findings are not transferable to large populations. In addition, due to the short time spent during the application of this research, it is difficult to conclude that this modality influenced students to use this type of strategy outside the educational environment of research. Therefore, an additional study with the application of a control group and applied in a longer period is suggested to clearly understand the association between the use of gamification in the development of students' listening skills.

8. Conclusions

The use of gamified activities improved listening skills, specially listening for details where students were able to listen every part of the audio as much as possible, whereas listening for gist did not get good impact in the final results.

The application of gamified strategies especially British council and Gagne's instructional events, in order to effectively design lesson plans and enhance learning helped to reach their students' needs and consequently, to obtain significant learning achievements.

The perception of the students towards gamification was very positive, as it brought multiple benefits to the classroom, such as: interactive and dynamic participation, besides they feel without fear. In other hand, the application of the gamified strategies helped them to improve the listening skills in a funny way.

9. Recommendations

Teachers should apply and use a variety of gamified tools and link them with the topics that they are going to teach and so help students to improve their level in listening skills. Some strategies that can be applied are the different gamified digital tools which offer us a variety of media to help engage students, presenting information, develop useful games and assess students in multiple ways in order to meet students learning styles.

Another recommendation is to use different gamified strategies as: British council, Lyrics training, Elllo, with the purpose to get students participation in the teaching learning process in a dynamic and funny way.

Teachers research how students prefer to develop their listening skills, so they include student's perceptions in teaching learning process.

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design+techniques+in+non-
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11. Annexes

Annex 1. Pretest /Posttest

FACULTAD DE EDUCACIÓN EL ARTE Y LA COMUNICACIÓN PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS.

STUDENT'S CODE: _____ **GRADE**: _____

DATE: _____ **TIME:** 40 minutes

1. **Listen to the record and complete the sentences with the words below. Track 1 (listening for vocabulary), 3 points.**
   Objective: To measure vocabulary in listening

   a). I like _____.

   b). This is a big _____.

   c). There are five _____.

   d). The _____is green.

   e). Here is the _____.

   f). This is a flower _____.

   1. shop   2. shapes   3. ship
   4. fish   5. bush   6. trash

2. **Listen to the words and classify according sounds /tion/ /sion/. Track 73 (Phonic awareness), 3 points.**

   Objective: To differentiate the sounds **/tion/ /sion/**

   (tion)   **(sion)**

   a) …………   d) ………...

   b) ………...   e) …………

   c) ………...   f) ………….

3. Listen and underline the right option. What is the listening about ?. Track 65 (Listening for gist), 1 point.

Objective: To identify the main idea of a listening
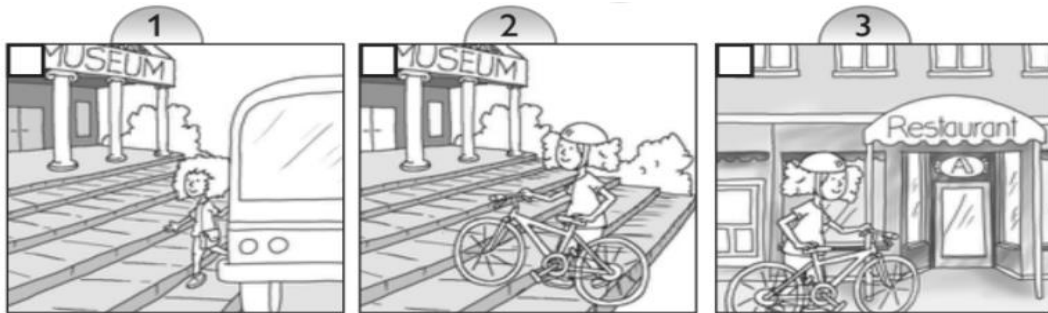
<u>a) She goes to the museum by bus</u>

b) She goes to the museum by bicycle

c) She goes to the restaurant by bicycle

4. **Listen to the story and answer the following questions. Track 77 (Listening for specific information), 3 points.**

Objective: To recognize a very specific part of a listening

> My family likes to watch television. There are lots of different programs to watch, I like to watch programs about animals and how to stop pollution. Mom watches programs about vacations. Dad likes to watch sport on the television. Sometimes, it's hard for us to choose what program to watch.

a) **What does the family like to watch?**

----
b) **What programs mom watches?**

----
c) **What program does the father like to watch?**

----

5. **Listen and write the words that you hear. Track 76. (Listening for detail), 3 points.**

Objective: To understand every word in detail

a) …………………   b) …………………..   c) …………………..

Annex. Answer key

1. **Listen to the record and complete the sentences with the words below. Track 1 (listening for vocabulary), 3 points.**

   a) fish

   b) ship

   c) shapes

   d) bush

   e) trash.

   f) shop.

2. **Listen to the words and classify according sounds /tion/ /sion/. Track 73 (Phonic awareness), 3 points.**

   a) vacation

   b) pollution

   c) celebration

   d) explosion

   e) television

   f) division

3. Listen and underline the right option. What is the listening about ?. (Listening for gist), 1 point.

   a) She goes to the museum by bus

   b) She goes to the museum by bicycle

   c) She goes to the restaurant by bicycle

4. Listen to the story and answer the following questions. Track 77 (Listening for specific information), 3 points.

   a) Television

   b) About vacations

   c) Sport

 5. Listen and write the words that you hear. Track 76. (Listening detail), 3 points.

   a) pollution

   b) vacations

   c) division

Annex 2. Questionnaire

DATA COLLECTION SOURCE: QUESTIONNAIRE

STUDENT'S CODE: _____   **GRADE:** _____

Objective: To collect information about the student's perceptions of the effectiveness of gamification in the improvement of English listening skills. Dear student, read each question carefully, and pick up the answer you think is best. Please answer the question honestly, your answers will be anonymous and confidential.

1. Did you like the use of technology games in the English class to increase your listening skills?

Always (…..)	Usually (…..)	Sometimes (…..)	Never (…..)

Why……………………………………………………………………………………………………….

2. Do you think that learning through games are funny and interesting?

Always (…..)	Usually (…..)	Sometimes (…..)	Never (…..)

Why…………………………………………………………………………………………………?

3. Did you actively participate in class when you played a game?

Always (…..)	Usually (…..)	Sometimes (…..)	Never (…..)

Why…………………………………………………………………………………………………?

4.How motivated did you feel when the teacher used points, budgets and awards for your participation during the class?

Fully motivated (…)	Very motivated (…)	Slightly motivated (…)	Poorly motivated (…)

Why……………………………………………………………………………………………………

5. Which of the following gamified strategies did you like the most?

British Council (…..)	Lyrics Training (…..)	ELLO (…..)

Why…………………………………………………………………………………………………?

THANKS FOR COMPLETING THE QUESTIONNAIRE!

Annex 3. Field Notes

Aplicación y evaluación de Propuestas Innovadoras en la Enseñanza Aprendizaje del Idioma Inglés.

Preservice teacher: Ana Macas	
Observer Involvement: Active Participant/Nonparticipant	**Setting: Classroom**
Individual observed:	
Topic: Past regular verbs	
Date: October 27th, 2022	**Time:** 80 min	**Class size:** 29

Descriptive Notes *(Who, what, when, where, why, how) (Detailed, chronological notes about what the observer sees, hears; what occurred; the physical setting)*	**Reflective Notes** *(Concurrent notes about the observer's thoughts, personal reactions, experiences) Theoretical framework*
The teacher begins to share with the students the previous knowledge about the song. (He plays a part of the song "I can run" and Guess What the song is about from the title). He then asked the students. Do you notice any difference in the pronunciation of ed (kissed, touched, burned, and cried)? discuss some differences between the final ed sound of each found verb. Then tell them that by the end of the week they will be able to recognize the consonantal sounds (d/t/ɪd) of regular verbs. Then the teacher, use the lyrics training app, listen and complete the song with the lyrics. The teacher explains to the students some rules of regular verbs (d/t/ ɪd). The teacher makes the letter training website available to the students where they have to listen and choose the correct verbs in the past tense to fill the gap. As a guided practice, the teacher shows the students the verbs that the song contains and then explains the meaning of each one. (kissed, touched, burned and cried) - Sing the song with the students and in groups, everyone imitates the actions of the verbs that each group says	The motivation of the students increased by introducing them to this new application called lyrics training, it was also possible to show that the students like to watch videos and repeat the lyrics of the songs, the classroom environment becomes more interactive especially when the students practice karaoke with the lyrics of the songs and at the same time they practice the pronunciation of different words in the foreign language.

Source: Gay, Mills, Airasian, 2012, p 429. Educational Research. Competencies for Analysis and Applications

Annex 4. Grading Scale

Grading Scale According to the Ministry of Education

Quantitative score range	Qualitative score range
9-10	**Very satisfactory**
7-8.99	**Satisfactory**
4-6.99	**Little satisfactory**
1-3.99	**Neeeds to improve**
0	**Fail**

Annex 5. Informed Consent Form

DECLARACIÓN DE CONSENTIMIENTO INFORMADO

Señores. _

PADRES DE FAMILIA

Reciban un afectuoso saludo.

Por medio de la presente me permito solicitar su autorización y consentimiento para la participación de su hijo/a en la realización del proyecto de investigación. "Gamificación y habilidades auditivas del idioma ingles a través de la tecnología en los estudiantes de Educación Básica Media". El cual tiene como objetivo mejorar las habilidades de escucha del idioma Ingles mediante el uso de la Gamificación y la tecnología.

Yo……………………………………, con cédula de identidad Nº …………………… representante del estudiante……………………………he leído el documento de consentimiento informado que me ha sido entregado, he comprendido el tema y el objetivo del proyecto que se va a llevar a cabo.

También he sido informado/a de que mis datos personales y de mi representado/a serán protegidos y manejados bajo confidencialidad por parte del investigador.

En conocimiento pleno me sirvo consentir y autorizar la participación e mi hijo/a en la realización del proyecto a cargo del estudiante de la Universidad Nacional de Loja con fines investigativos y de aprendizaje.

En la cuidad de Loja, a las …H…...de……………………… (día/ mes/ año).

Firma…………………………………………...

Nombres y Apellidos………………………

C.I.…………………………………………...

REPRESENTANTE

Annex 6. Lesson plans

LESSON PLAN 1

Class: Seventh year **Parallel "A" and "B"**	School year: 2022 - 2023
N° Students: 30 **parallel** A 15 boys and 15 girls **Age:** 11- 12 years **N° Students:** 231 **parallel** F 14 boys and 17 girls **Age:** 11- 12 years	**Topic:** Past regular verbs
	Type of institution: Public
Date: October 27th, 2022 **Schedule:** 7: 10 – 9: 50 **N° of periods:** 2	**Pre-service teacher:** Ana Elizabeth Macas Castillo
Materials	**Lesson Objectives**
Lyrics Training App Cellphone Computer The module of English "7mo"	At the end of the lesson, Students will be able to recognize the (Consonant sounds (d/t/ ɪd) of regular verbs through the use of Lyrics Training app.
Warm-up and Objective Discussion	
Share with the Students previous knowledge about the song. (Play a part of the song "I can run" and Guess What the song is about from the title). Then ask students. Do you notice some differences in ed pronunciation (kissed, touched, burned, and cried)? Discuss some differences between the final ed sound of each verb found. Then, tell them that at the end of the week, they will be able to recognize the consonant sounds (d/t/ ɪd) of regular verbs and importance of them in learning language.	
Instruct and Model	
Instruct First, use the lyrics training App, listen and complete the song with the lyrics. Teacher explain the students some rules of regular verbs (d/t/ ɪd). **Model**	

The teacher provides the students with the lyrics training website where they have to listen to and choose the correct verbs in the past tense to fill the gap.

Students have to complete the gap-fill exercise using the transcript of the lyrics below the video. These blank spaces were missing words in the song lyrics, which students would listen to, and type as the song played. When a key was hit, and if the letter was right, lyrics in the blank space would start to appear, if it was wrong it would not indicate an error, instead, nothing would be typed, and the user would need to hit another key.

 Resources: https://es.lyricstraining.com/

Guided Practice

Show the students verbs that contain the song then explain the meaning of each one. (kissed, touched, burned, and cried) - Sing the song with the students and in groups, everyone imitates the actions of the verbs that each group says

Less guided activities

 In the worksheets, students have to listen and match the verbs with the corresponding picture.

Independent Practice

Students have to write 5 sentences in past tense. They need to use the verbs provided by the teacher. (looked, played, painted, cooked, listened, painted).

Assessment

Students listen and classified the verbs in past found in the song with t/d/ ɪd consonant sounds

t	d	Id

Materials: Worksheets

LESSON PLAN 2

Class: Seventh year **Parallel "A" and "B"**	**School year:** 2022 - 2023
N° Students: 30 **parallel** A 15 boys and 15 girls **Age:** 11- 12 years **N° Students:** 231 **parallel** B 14 boys and 17 girls **Age:** 11- 12 years	**Topic:** Past simple
	Type of institution: Public
Date: November 17th, 2022 **Schedule:** 7: 10 – 9: 50 **N° of periods:** 2	**Pre-service teacher:**

Materials	Lesson Objectives
The module of English "7mo" Worksheets Computer speaker	At the end of the lesson, Students will be able to listen for details and tell events in past through song lyrics activities.

Warm-up and Objective Discussion
The teacher starts the class by telling the students how their weekend was, and shows them images of some verbs, then asks students how your weekend was, what did you do? Where did you go? each student shares her ideas in class. To do this, teacher uses a ball and says tingo tingo tango and each student participates. Then, tell the students that at the end of the lesson, they will be able to listen for details and tell events that occurred in past and the importance of listening in learning a language.

Instruct and Model
Instruct First, the teacher presents an interactive video of past simple (how to use, some rules and structure) Then discuss some doubts of the topic. **Model** Students have to enter in the lyrics training app and complete some activities Students have to listen and fill in the blanks using the past simple Students have to listen and choose the correct word according to the song. "Rude" by magic

Students have to listen and put in order from 1 to 7 the sentences in each paragraph according to.

Resources: https://es.lyricstraining.com/

Guided Practice

Give students a worksheet where they have to unscramble the words and form sentences in the past tense?

 For example:

You, to, did, the, school, go?

Did you go to the university?

Rent, you, another, Apartment, rent?

Did you rent another apartment?

Less guided activities

 In the worksheets, students have to listen and circle the correct verb.

Independent Practice

In pairs. Students have asked and answers yes/ no questions in past tense

Examples

Did you watch television last night?

Yes, I did

Did you wear a face mask in Halloween?

Yes, I did

Assessment

Students listen and write the verb in the brackets in past simple.

I ……(come) along

I …(take) my turn

Materials: Worksheets

LESSON PLAN 3

Class: Seventh year **Parallel "A" and "B"**	School year: 2022 - 2023
N° Students: 30 **parallel** A 15 boys and 15 girls **Age:** 11- 12 years **N° Students:** 231 **parallel** B 14 boys and 17 girls **Age:** 11- 12 years	**Topic:** Present Perfect." Black Friday"
Date: November 17th, 2022	**Type of institution:** Public
Schedule: **N° of periods:** 2	**Pre-service teacher:**
Materials	**Lesson Objectives**
The module of English "7mo" Worksheets Computer speaker	At the end of the lesson, Students will be able to listen for specific information and to talk about experiences in our lives using present perfect..
Warm-up and Objective Discussion	
The teacher starts the class by showing the students colorful pictures about black Friday vocabulary such as (bargain, consumer, afford). etc. Then explains them and asking questions like: What do you think Black Friday is? Do you think it is good or bad to buy a lot of things? Do you think Black Friday is a good idea for Ecuador? after that, students go to the board and brainstorm. Then teacher tells students that at the end of the lesson, they will be able to listen for specific information related black Friday and tell events in past that have importance in the present.	
Instruct and Model	
Instruct First, the teacher presents an interactive video of present perfect (how to use, some rules and structure). Give students some examples: I have just finished my exam He has already washed the dishes The teacher has not corrected the homework They have been in a relationship for 12 years Then discuss some doubts of the topic.	

Model

Students have to enter in British council and play a game related present perfect

Students have to read the sentence. Choose the correct answer

Students have to burst the bubbles in the correct order to make sentences about present perfect

Resources: https://www.youtube.com/watch?v=KINqahY65LU

British Council: https://learnenglishkids.britishcouncil.org/grammar-practice/present-perfect-experiences

Guided Practice

Give students a worksheet where they have to unscramble the words and form sentences in the present perfect?

  For example:

You, seen, have, Big ben?

Have you seen Big Ben?

Mountain, has, climbed, ever, she?
Has she ever climbed the mountain?

Less guided activities

 In the worksheets, students have to listen and circle true or false for these sentences.

Example:

a. He's been to London. <u>true</u> false

 b. He's met the Queen. true false

Independent Practice

Group work.

Give your opinion! Do you think Black Friday is a good idea for Ecuador? What about Buy Nothing Day? Take turns explaining your opinions to the whole class.

Assessment

Students listen and Match the vocabulary about black Friday with the corresponding meaning.

bargain. something sold at a cheap price

consumer. someone who buys goods and services

afford. have enough money to buy etc….

Write 4 sentences in present perfect using the vocabulary

Big stores have offered discounts or **bargains** on this day.

On Black Friday, many **consumers** start shopping for Christmas

Materials: Worksheets

LESSON PLAN 4

Class: Seventh year **Parallel "A" and "B"**	**School year:** 2022 - 2023
N° Students: 30 **parallel** A 15 boys and 15 girls **Age:** 11- 12 years **N° Students:** 231 **parallel** B 14 boys and 17 girls **Age:** 11- 12 years	**Topic:** Simple future (will). You have $500! What will you do?
Date: November 17th, 2022	**Type of institution:** Public
Schedule: **N° of periods:** 2	**Pre-service teacher:** Ana Elizabeth Macas C
Materials	**Lesson Objectives**
The module of English "7mo" Worksheets Computer speaker	At the end of the lesson, Students will be able to listen for details and tell predictions, promises and things that want to do in the future.

Warm-up and Objective Discussion
The teacher starts the class by asking students imagine yourself walking along a street. On the ground, you see a lottery ticket. You pick it up, and take it to the lottery office. Your number wins! You have $500! What will you do? each student shares her ideas in class. Then tell the students that at the end of the lesson, they will be able to listen for details and tell predictions, promises and things that they want to do in the future.

Instruct and Model
Instruct First, the teacher presents a <u>nerpood slides</u> and explain how to use the simple future (structure, uses and rules) and give them some examples. I will clean my room You will do this exactly   She will eat at home Then show students a video where they have to interact with the teacher.

Model

Students have to enter in British council and match words to the pictures e.g. (plane, train, moon)

Students play a game **"one day we will have flying cars"** where they have to listen the grammar chant. Choose the correct answer.

Students have to put will or won't and a verb in the sentences.

Resources: https://learnenglishkids.britishcouncil.org/grammar-chants/one-day-well-have-flying-cars

https://nearpod.com/library/

Guided Practice

Give students a worksheet. They have to complete the sentences in simple future using the auxiliary verb will.

Example:

I (help) …<u>will help</u>...you tomorrow

She (cook)…<u>will cook</u>...next week

Less guided activities

Individual work. In your notebook, make a list of things you will buy, if you win $ 500 or things you will do. Write the cost of each one and make 5 sentences.

Independent Practice

In Groups. Students have to discuss. What will the future be like? Will we have flying cars? Tell the class your ideas!

Assessment

Students have to listen and complete the poem using the simple future with the words in the box.

Go- will- won't x2- have-it- fly

"One day we'll have flying cars"

One day we'…. have flying cars and houses on the moon. We …. have them tomorrow but I hope we'll … them soon. I'll …. to work by rocket and you'll go by super train. It won't take long, …'ll be much faster than a plane. When we go on holiday, perhaps we'll go to Mars, but we… need a spaceship, we'll just … there in our cars.

Materials: Worksheets

LESSON PLAN 5

Class: Seventh year **Parallel "A" and "B"**	School year: 2022 - 2023
N° Students: 30 **parallel** A 15 boys and 15 girls **Age:** 11- 12 years **N° Students:** 231 **parallel** B 14 boys and 17 girls **Age:** 11- 12 years	**Topic:** Modal Can I can run! Can you?
Date: November 28ᵗʰ, 2022	**Type of institution:** Public
Schedule: **N° of periods:** 2	**Pre-service teacher:** Ana Elizabeth Macas C

Materials	Lesson Objectives
The module of English "7mo" Worksheets Computer speaker	At the end of the lesson, Students will be able to listen for details and talk about your abilities. Also, use the can to ask for or give permission in informal contexts

Warm-up and Objective Discussion
Can you imagine going to a market and instead of hearing a person saying, "You can buy 15 oranges for 1 dollar," you hear someone saying, "You can take 15 oranges for your family for free"? Then tell the students that at the end of the lesson, they will be able to listen for details and talk about your abilities. Also, use the can to ask for or give permission in informal contexts

Instruct and Model
Instruct First, the teacher presents a <u>nerpood slides</u> and explain how to use the Modal Can (Uses, Affirmative, negative, interrogative sentences). Then presents an interactive video with some examples. **Model** Students have to enter in British council and listening the song **"I can run"** then have to imitate each action. Example: I can jump, I can swim, I can dance etc. Students have to listen and match the words of the song with the picture. Students play a game **"I can run".** Listen to the song and put the sentences in order.

Resources: https://learnenglishkids.britishcouncil.org/songs/i-can-run

https://nearpod.com/library/

BRITISH COUNCIL **LearnEnglish Kids**

I can run

Song

I can run, I can run
I can run and run
And I'm having lots of fun
I can run, I can run
Can you?

I can jump, I can jump
I can jump and run
And I'm having lots of fun
I can jump, I can jump
Can you?

I can swim, I can swim
I can swim and run
And I'm having lots of fun
I can swim, I can swim
Can you?

I can hop, I can hop
I can hop and run
And I'm having lots of fun
I can hop, I can hop
Can you?

I can skip, I can skip
I can skip and run
And I'm having lots of fun
I can skip, I can skip
Can you?

Materials: Worksheets

Annex: Song "I can run"
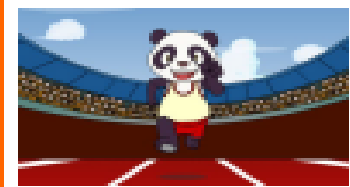
Game: I can run

Game   ∧

I can run

Listen to the song and put the sentences in order.

I can skip.

I can run.

I can jump.

I can swim.

I can hop.

LESSON PLAN 6

Class: Seventh year **Parallel "A" and "B"**	**School year:** 2022 - 2023
N° Students: 30 parallel A 15 boys and 15 girls **Age:** 11- 12 years **N° Students: 231 parallel** B 14 boys and 17 girls **Age:** 11- 12 years	**Topic:** Past simple – was/ were
Date: December 1st, 2022	**Type of institution:** Public
Schedule: **N° of periods:** 2	**Pre-service teacher:** Ana Elizabeth Macas C
Materials	**Lesson Objectives**
The module of English "7mo" Worksheets Computer speaker	At the end of the lesson, Students will be able to listen for details and talk about past experiences.
Warm-up and Objective Discussion	
The teacher starts the class by doing the dynamic of the broken telephone. First, divides the students into two groups; the first participant of the first and second group receives a written message "We were so tired that we decided to stay at home" that no one else can read, and must transmit this message to the ear of the classmate next to him. This in turn, has to transmit it to the next participant, and so on until the last person is reached. The last person must write the complete sentence on the blackboard. The person who writes correctly is the winner. After that, teacher informs the students that at the end of the lesson, they will be able to listen for details and talk about past experiences.	
Instruct and Model	
Instruct First, the teacher presents a <u>nerpood slides</u> and explain how to use the past simple was/ were (Uses, Affirmative, negative, interrogative sentences).	

Teacher shows students some flashcards and make some examples using past simple was/were

Model

- Through the lyrics training app students have listen the song "I was at the seaside" and underline the sentences in past
- Students play a game. they have to read the sentence. Choose the correct answer using was/ were
- Students play a game. They have to burst the bubbles in the correct order to make sentences. (Affirmative, negative, interrogative)

See Annex 1

Resources

Game: https://learnenglishkids.britishcouncil.org/grammar-practice/past-simple-verb-be

Pictures: https://www.liveworksheets.com/yr18112if

Guided Practice

Make it right!

Teacher give students a worksheet. Students have to find the mistake in each sentence and correct it.

a. He <u>were</u> here yesterday: He was here yesterday.

b. I weres asleep by 11 o'clock last night: …………..

c. Were she happy with her test result? ……………

d. Why was you in the garden this afternoon? ……..

e. We wasn't in the same class last year. ……………

f. They was scared of the dark. ……………………..

g. He is very hungry yesterday. ……………………...

h. It weren't a very exciting film…………………….

Less guided activities

Individual work. Write and draw!

Draw a picture of your last trip and write about it. (At least 4 sentences using was/ were)

………………………..

………………………..

………………………..

Independent Practice

In Groups. Students will create a dialogue using the sentences that made before. Then they practice it in class.

Example:

Marco: Hi, were you with your friends yesterday?

Angie: Hello. Yes, I was and you?

Marco: I was at home watching movies.

Angie: Were you sad?

Marco: No, I wasn't. I just wanted to be with my family.

Assessment

Students have to listening and answer the following questions about the interview.

Students have to read the sentence. Circle the correct answer

See annex 3

Materials: Worksheets

Video: https://soundgrammar.com/learn/L2-CEFR-A1/L2-07-Was-Were.htm

Annex 1: Game about past simple

Past simple – verb 'to be'

Read the sentence. Choose the correct answer.   7 items remaining

He _____ sick yesterday.

○ were

○ was

○ is

Annex 2: Game about burst the bubbles in the correct order to make sentences

Game

Score 0%   ♡5 ⓞ0.00

by 11
o'clock

last   asleep   night.

I was

7 items remaining

⟳ Try again   ◀ⁱ Unmute

.

Song about "I was at the seaside"

I was at the seaside

Grammar chant

Past simple – verb 'to be'

On Monday I was at the seaside
With my best friend Mark
We were at the beach all day
Until the sky was dark.

On Tuesday we were at the funfair
In the local park
We were on the rides all day
Until the sky was dark.

On Wednesday we weren't at the beach
I wasn't in the park
We were at the shops all day
Until the sky was dark.

On Thursday I was back at school
With my best friend Mark
We were with each other all day
Until the sky was dark.

Annex 3: Assessment activity

Read the sentence. Circle the correct answer.

a. He sick yesterday. **were / was / is**.

b. I in the football team last year. **am / were / was**

c. you at school yesterday? **Where / Were / Was**

d. She late for school today. **wasn't / weren't / isn't**

e. Where your brother and sister last weekend? **were / was / are**

f. We at home last night. **wasn't / weren't / we're not**

g. It sunny and hot yesterday. **has / were / was**

2. Students have watch the video and answer the following questions about the dialogue.

1) How was the movie?

☐ a) Scary

☐ b) Boring

2) Where was she last night?

☐ a) Back home

☐ b) At work

3) How was the test?

☐ a) Very long

☐ b) Not easy

4) What was not there?

☐ a) Jason and Sue

☐ b) Tom and Katie

LESSON PLAN 7

Class: Seventh year **Parallel "A" and "B"**	**School year:** 2022 - 2023
N° Students: 30 **parallel** A 15 boys and 15 girls **Age:** 11- 12 years **N° Students:** 231 **parallel** B 14 boys and 17 girls **Age:** 11- 12 years	**Topic:** Uses of Quantifiers (How many, How much)
Date: December 1ˢᵗ, 2022	**Type of institution:** Public
Schedule: **N° of periods:** 2	**Pre-service teacher:** Ana Elizabeth Macas C
Materials	**Lesson Objectives**
The module of English "7mo" Worksheets Computer speaker	At the end of the lesson, Students will be able to use how much and how many to talk about quantities e.g (How many tables are there in class? How much money do you have?)

Warm-up and Objective Discussion

The teacher projects a roulette with questions related to the topic, the teacher names a student and turns the roulette and each student shares ideas according to the question that corresponds to him or her, so that they are brainstorming. After that, teacher informs the students that at the end of the lesson, they will be able to use much and many to talk about quantities.

Resource: https://wordwall.net/es/resource/16808296/countable-and-uncountable-nouns

Instruct and Model

Instruct

First, the teacher presents a <u>nerpood slides</u> about countable and uncountables nouns.
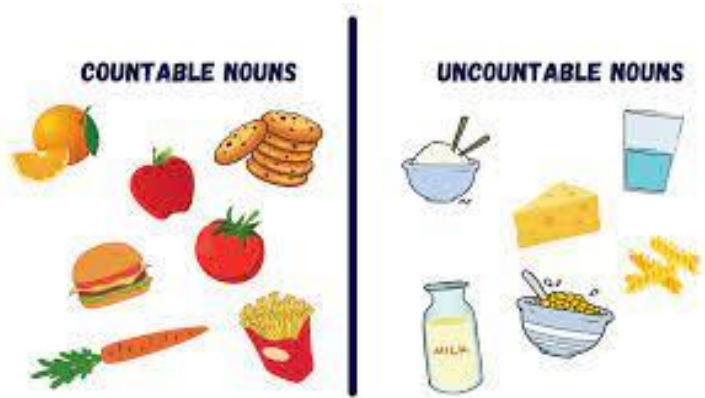
Then Teacher explains the use of (how many and how much) and give some examples.

Model

▪ Students play a game in which they have to put the nouns in the correct group (countable and

uncountable).

▪ Students play a game**.** They have to read 8 sentences and choose the correct answer and then have to burst the bubbles in the correct order to make sentences, they have 20 seconds to make each sentenece.

See Annex 1

Resources: https://learnenglishkids.britishcouncil.org/grammar-practice/much-and-many

https://wordwall.net/es/resource/14050524/countable-and-uncountable-nouns

Guided Practice

Teacher give students a worksheet. Students have to find the mistake in each sentence and correct it.

a. He's got <u>much</u> homework today. <u>He's got a lot of homework today.</u>

b. How many chocolate do you eat every day? ……………………..

c. There aren't computers many at my school ..……………………..

 d. I spend much time playing computer games……………………

 e. She ate much sweets yesterday. ………………………………..

f. They didn't find many information on the website. ……………..

Less guided activities

Individual work. Students have to classify the countable and uncountable nouns from the table

Rice	sugar	coffee	eggs	money	milk	apple	juice

See annex 2

Independent Practice

In Groups. Students will form sentences using (how many and how much) using nouns they wrote in the previous activity, and then they are going to interact in each group answering the questions. Example:

How many times do you use the mobile cell each day?   I use it twice

How many times do you use the electric fan each day?   -----------

How much time do you need to wash your clothes?   <u>I need one hour to wash my clothes</u>

How much time do you need to make coffee?   -----------

Assessment

Students have to read the sentences and underline the correct one.

Students have listening to the audio and answer the following questions about the interview.

See annex 3

Materials: Worksheets

Video: https://elllo.org/english/grammar/L2-04-AimeeTodd-House-HowMuch-many.htm

Annex 1: Games about quantifiers

Game

Much and many

Read the sentence. Choose the correct answer.

8 items remaining

There isn't _____ information.

○ much

○ many

● ● ● ● ● ● ● ● ●

‹ ›

⚑ Finish   ↻ Try again

Game

Much and many

Burst the bubbles in the correct order to make sentences.

WORD 2 WORD

Start

Annex 2: Classification the countable and uncountable nouns from the table

Rice	sugar	coffee	eggs	money	milk	apple	juice
Countable nouns				Uncountable nouns			

Annex 3: Activity of assessment

Read the sentences and underline the correct one.

a.	I haven't got much time! I haven't got many time! I haven't got some time!	_____
b.	I've got much computer games. I've got many computer games. I've got lots computer games.	_____
c.	Our teacher doesn't give us most homework. Our teacher doesn't give us many homework. Our teacher doesn't give us much homework.	_____
d.	How much TV programmes do you watch? How many TV programmes do you watch? How more TV programmes do you watch?	_____
e.	How some money does a chocolate bar cost? How many money does a chocolate bar cost? How much money does a chocolate bar cost?	_____

Listening the audio and answer the following questions about the interview.

1) How many bathrooms are in his house?

a) One

b) Two

c) Three
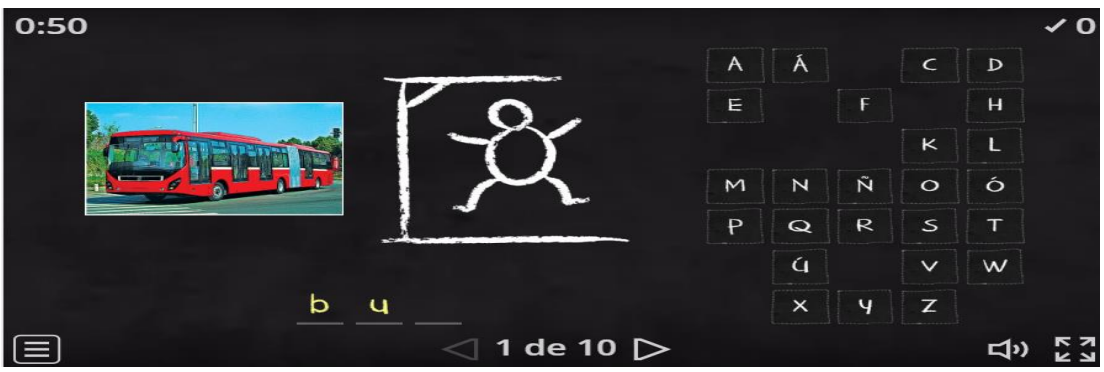
2) How many chairs are in the kitchen?

a) None

b) Two

c) Four

3) Does he have many shoes?

a) Yes, he does.

b) No, he does not.

c) He does not say.

Lesson plan 8

Class: Seventh year **Parallel "A" and "B"**	School year: 2022 - 2023
N° Students: 30 **parallel** A 15 boys and 15 girls Age: 11- 12 years N° Students: 231 **parallel** B 14 boys and 17 girls Age: 11- 12 years	Topic: Means of transport
Date: December 22nd, 2022	Type of institution: Public
Schedule: N° of periods: 2	Pre-service teacher: Ana Elizabeth Macas C.

Materials	Lesson Objectives
The module of English "7mo" Worksheets Computer Speaker Projector	At the end of the lesson, Students will be able to use vocabulary related to means of transportation and listening for details.

Warm-up and Objective Discussion

The teacher starts the class with the hangman game, where the students have to watch the mage and guess the letters of the words of the means of transportation, the student who says the correct letters before the attempts run out is the winner. After that, teacher informs the students that at the end of the lesson, Students will be able to use vocabulary related to means of transportation and listening for details.

Resource: https://wordwall.net/es/resource/33400951/juego/means-of-transport-kids-heroes

Instruct and Model

Instruct

First, the teacher presents students with a video showing the different means of transportation (air, land and water). Then explains the use of (get on/ off of) (get in/ out).

Tip

You get on/off of something that is big and public like a plane, a train or a bus.

You get in/out something that is small and private like a taxi or a car.

inglés Para Niños

MEDIOS DE TRANSPORTE en Inglés y Español | Inglês Para Niños
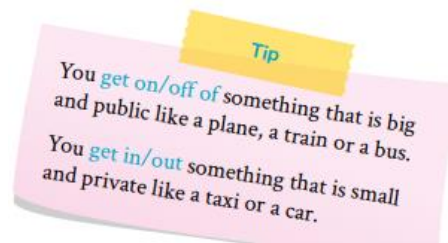
Model

Students have to read the book and identify the different means of transportation they find in it. (book page 2)

Learners have to match the words in the box to each picture. Write the corresponding vocabulary word on the line below each picture. (book page 3)

| taxi | trolley | metro | canoe | motorbike | bus | bike | boat |
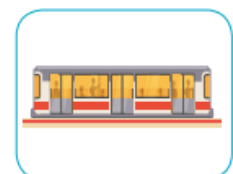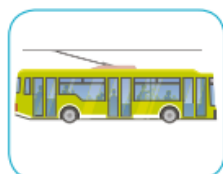
Guided Practice

Teacher give students a worksheet. Students have to circle the letter that best completes these sentences or short conversations.

• **She ……. her car and drove away.**

a. got on **b.** got in **c.** got off **d.** got out

• **How did you get here today?**

I …………...bus.

a. came **b.** rode the **c.** drove **d.** came on

 • **How did you get here today?**

I ………...

a. rode **b.** took **c**. got **d**. drove

• **He ………. the taxi and went in a store.**

 a.   got on **b**. got in **c**. got off **d**. got out

Less guided activities

Individual work. Students have to classify the words in the correct column. (land, Air, water)

See annex 1

Independent Practice

Pair work. Ask and answer the questions. Take turns to answer these questions.

a. What kind of transportation do you take?

b. How is transportation different between the city and the countryside?

c. What's one thing you could do to improve transportation where you live?

Assessment

The students have to find 8 types of transport in the alphabet soup.

Students have. listen to each audio and match it with the corresponding means of transport

See annex 3

Materials: Worksheets

Video: https://www.liveworksheets.com/ez1936mq

Annex 1: Activity of classification of the words in the correct column

Car	ship	train	kayak	submarine	Parachute	airplane	truck	helicopter

Land	Air	Water

Annex 2: Activity. In the alphabet soup find 8 types of transport

b	u	s	t	y	u	i	o	c
p	o	i	u	y	g	c	z	a
r	r	v	a	n	y	i	u	r
t	a	x	i	l	b	n	b	a
s	d	t	y	t	r	a	i	n
s	h	i	p	l	l	l	k	k
r	y	u	j	l	ñ	ñ	e	n
t	u	y	b	o	a	t	t	m

Activity. Listen to each audio and match it with the corresponding means of transport

Click to listen. Then join
with arrows.

LESSON PLAN 9

Class: Seventh year **Parallel "A" and "B"**	**School year:** 2022 - 2023
N° Students: 30 **parallel** A 15 boys and 15 girls **Age:** 11- 12 years **N° Students:** 231 **parallel** B 14 boys and 17 girls **Age:** 11- 12 years	**Topic:** Pronunciation of schwa /∂/ sound
Date: December 29nd, 2022	**Type of institution:** Public
Schedule: **N° of periods:** 2	**Pre-service teacher:** Ana Elizabeth Macas C.
Materials	**Lesson Objectives**
The module of English "7mo" Worksheets Computer Speaker Projector	At the end of the lesson, Students will be able to produce and recognize the schwa sound (phonic awareness) that is found in words like about and bus.
Warm-up and Objective Discussion	
The teacher starts the class with a bingo game, the students have to point out the words that the teacher says example (the, Travel, about, around, banana, father, bus). When a student manages to cross out all the words said by the teacher either in a horizontal or vertical line he/she will become the winner. Then the teacher explains that at the end of the lesson, Students will be able to produce and recognize the schwa sound that is found in words like the ones that heard in the game they have just played.	

Game elements: Points and rewards

Instruct and Model

Instruct

First, the teacher presents a video explaining, what the schwa sound is? tips for pronouncing the schwa sound and examples of words in which it can be found.

Resource: https://www.youtube.com/watch?v=uf3zBHoWrSM
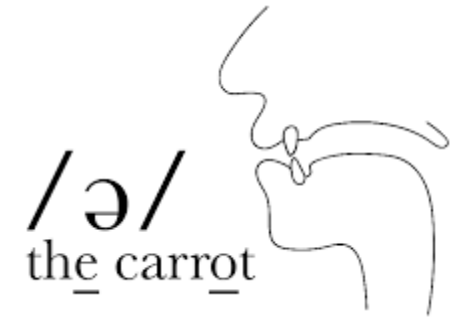
Video:https://www.google.com/search?q=%C3%B1%C3%B1lecciones+sobre+le+schwa+para+ni%C3%B1os&oq=%C3%B1%C3%B1lecciones+sobre+le+schwa+&aqs=chrome.4.69i57j33i10i160l4.11654j0j1&sourceid=chrome&ie=UTF-8#fpstate=ive&vld=cid:f0f720c6,vid:vX5eFv2qBqA

Model

Teacher asks students to say these words out loud (the Schwa sound is bold):

1) **a**
2) th**e**
3) **a**bout
4) **a**round
5) banan**a**.
6) fath**e**r
7) sof**a**
8) b**u**s
9) tr**a**vel
10) **o**ther
11) **a**nd
12) carr**o**t

Now say these sentences out loud (the Schwa sound is bold):

1) I have **a** carr**o**t **a**nd **a** banan**a**.

2) He talk **a**bout his tr**a**vel to Spain.

3) My fath**e**r went **a**round th**e** store

4) I was sitting alone on th**e** b**u**s.

5) I was thinking **a**bout cooking **o**ther carr**o**t

Guided Practice

Teacher give students a worksheet. About what is schwa? they have to answer true or false according to the statement.

1. The phonetic symbol of schwa is /ə/ (….)
2. The words **bus** and **about** have the schwa sound (….)
3. **I**t is essential to use schwa for people to understand you (….)
4. Knowing about schwa helps improve your listening skills (…)
5. Schwa sounds like a grunt or short burp (…)
6. The schwa sound is the most frequent sound in English (…)

Less guided activities

Individual work. Identify and underline the words that are pronounced with a schwa sound.

a. bus	f. other
b. words	g. around
d. listen	h. and
e. banana	i. about

Independent Practice

Pair work. Carefully pronounce the words with the schwa sound you identified in the previous activity.

a. b**u**s	f. **a**nd
b. **a**round	g. **o**ther
d. Banan**a**	h. th**e**

Assessment

Students have to record themselves pronouncing 5 words with vowel sound schwa. (About, bus, travel, table, sof**a**, the) and send it to the teacher via Wassap.

Materials: Wassap

See annex 1

Annex 1: Record yourself pronouncing the following words with the schwa sound.

Above	2 points
b**u**s	2 points
sof**a**	2 points
Around	2 points
th**e**	2 points

LESSON PLAN 10

Class: Seventh year **Parallel "A" and "B"**	School year: 2022 - 2023
N° Students: 30 **parallel** A 15 boys and 15 girls Age: 11- 12 years N° Students: 231 **parallel** B 14 boys and 17 girls Age: 11- 12 years	Topic: Simple future (will). Will buses take us to the Moon?
Date: January 12th, 2023	Type of institution: Public
Schedule: 7: 10 – 9: 50 N° of periods: 2	Pre-service teacher: Ana Elizabeth Macas C

Materials	Lesson Objectives
The module of English "7mo" Worksheets Computer speaker	At the end of the lesson, students will be able ✓ To listen for details and make, plans, promises, or offers in the future.

Warm-up and Objective Discussion

The teacher begins the class by showing the students a drawing and asking: Suppose you wake up tomorrow morning with wings. How will your life change? Each student shares his/her ideas in class. Then teacher tell the students that at the end of the lesson, they will be able to listen for details and make, plans, promises, or offers in the future.

Instruct and Model

Instruct

First, the teacher presents a <u>nerpood slides</u> and explain how to use the simple future to make plans, promises, or offers.

Examples.

I will clean my room

You will do this exactly

 She will eat at home

Then show students a video where they have to interact with the teacher.

Resource: https://www.youtube.com/watch?v=TCFr-UEqnbI
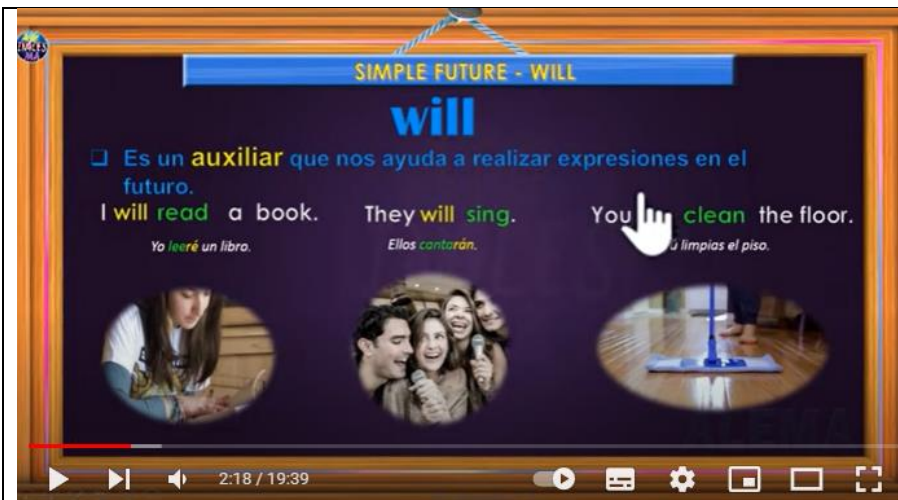
Model

Students have to enter in British council and match words to the pictures e.g. (plane, train, metro, bike, moon)

Students play a game **"one day we will have flying cars"** where they have to listen the grammar chant. Choose the correct answer.

Students have to put will or won't and a verb in the sentences.

Resources: https://learnenglishkids.britishcouncil.org/grammar-chants/one-day-well-have-flying-cars

See Annex 1

Guided Practice

Individual work. Imagine you are travelling by train to another city or country. Complete the form with your personal information. Then, share with a partner.

CENTRAL RAILWAY LINE / RESERVATION FORM / CANCELLATION

Train # and Name: _____   Date of travel: _____

Class: _____   Seat #: _____

From (place): _____   To: _____

◯ One way (only go to your destiny)   ◯ Round trip (go to your destiny and then come back)

Departure time between: _____   Arrival Time between: _____

S. Number	Name	Sex M/F	Age
1			

ZCM 368   Adapted from: https://bit.ly/2MvaEhM

Less guided activities

Pair work. Role play.

Student A is a travel agent.

Student B is a traveler.

Travel agent: ask the traveler about the information on his/her reservation.

Traveler: look at your ticket from Exercise 1. Answer the agent´s questions.

a. What train number will you take?

b. What date will you leave?

c. What class will you be in?

d. What is your seat number?

Independent Practice

In Groups. Imagine you will take a trip to a city in Ecuador. Plan your trip. Write five places you will visit/see.

…………………………………………..

………………………………………….

………………………………………….

………………………………………….

Then, find another pair of students who will go to the same city. Ask them what they will see over there.

Assessment

Students have to answer the following questions about the interview.

1) She says she will _____.

☐   a) go shopping

☐   b) bake food

☐   c) visit her grandparents

2) She says she will _____ the kids.

☐   a) make cookies

☐   b) play in the snow

☐   c) sing songs

3) Why will he go to Thailand?

- ☐ a) To relax at the beach
- ☐ b) To make friends
- ☐ c) To do some work

Complete the sentences to make plans, promises, or offers for the future.

    a. (help you with those bags)
       I ………………………….
    b. (see you tomorrow)
       She ……………………
    c. (send you an email)
       He …………………….
    d. (call you later)
       She …………………...
    e. (go to the doctor)
       They………………….

Materials: Worksheets

Resource: https://elllo.org/english/grammar/L3-04-Future-Will.htm
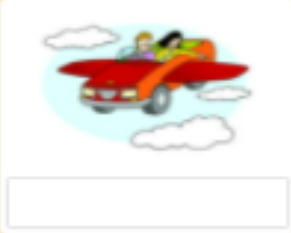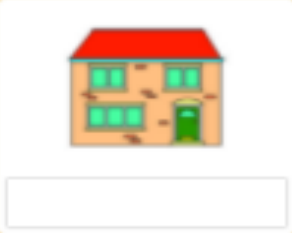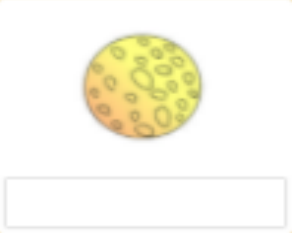
Annex 1: vocabulary related "one dayy we'll have flying cars

Video about the game "One day we'll have flying cars"

One day we'll have flying cars

Listen to the grammar chant. Choose the correct answer.

One day we'll have flying _____

○ bikes

○ cars

○ trains

📢 Finish   🔁 Try again