



UTMACH

FACULTAD DE CIENCIAS SOCIALES

**CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y
EXTRANJEROS**

**USE OF GAMIFICATION FOR THE DEVELOPMENT OF LISTENING
SKILLS IN ENGLISH**

**GALLEGOS MACAS PRISCILA MELANIA
LICENCIADA EN PEDAGOGIA DEL IDIOMA INGLES**

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**SISTEMATIZACIÓN DE EXPERIENCIAS PRÁCTICAS DE INVESTIGACIÓN Y/O
INTERVENCIÓN**

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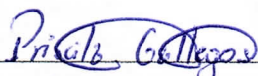
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DEDICATION

I dedicate this research to God for allowing me to get to this point, without his blessing none of this would be possible, on the other hand to my family without their emotional support I could not move forward in the course of this process, to my daughter for being my greatest motivation to achieve this and especially to my life partner Jefferson for being the person who trusted me and was my support during this journey, it was not easy but we have managed to get this far.

Priscila Gallegos Macas

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INTRODUCTION

The importance of English in today's world is undeniable. It has become the global language of communication, education, and business. Mastering it opens doors to academic, professional, and personal opportunities. It facilitates access to information, improves international job competitiveness, and enables participation in global projects. Additionally, learning English enriches personal life by opening the door to new cultures and experiences.

One of the most complex skills in learning English is listening, which has been identified as a significant weakness in English teaching programs. This is due to the lack of emphasis on its development, as it not only limits individuals' ability to interact effectively in various contexts but can also negatively affect their access to educational and professional opportunities.

The development of oral skills (speaking and listening) in the context of a foreign language is more challenging for learners because, without immersion in the natural context of the language, they are not exposed to authentic and continuous linguistic input that helps them advance in their communicative competence (Brown, 2014).

Therefore, it is imperative for English teaching programs in Ecuador to revise their pedagogical approaches and dedicate greater attention to the development of strong listening skills to enhance language comprehension.

English is currently considered the most important language, and this phenomenon has

grown with globalization, making it the primary international language. As such, it has gained greater relevance in response to the need to access modern information and the demands of the labor market (Cativo de Cornejo, 2015, p. 64).

Consequently, the main shortcoming in listening skills in Ecuador is the lack of practice and exposure to spoken English. Teaching often focuses on grammar and vocabulary instead of listening comprehension. Opportunities for linguistic immersion and access to English resources are scarce. Teacher training may be limited, and many Ecuadorians lack motivation due to insufficient cultural exposure. Effective teaching strategies and the promotion of English's importance are needed to overcome these limitations.

From Arevalo's (2019) perspective, "The teacher should create a system for monitoring activities to keep the students' attention and improve listening skills" (p. 9-10). This suggests that teachers should be motivated to develop activities that enhance listening skills.

Regarding the development of listening skills in students, several learning tools can be applied to improve this area, including gamification, which is crucial as it turns learning into an interactive and enjoyable experience. By using games, applications, or interactive platforms, students' motivation and engagement increase as they practice in realistic and meaningful contexts. Additionally, gamification allows for adapting the level of difficulty to individual needs, provides immediate feedback and rewards for progress, and fosters collaboration and teamwork.

During the research at Manuela Cañizarez School with 4th-year EGB students, the following deficiencies were identified:

- Students exhibit difficulty comprehending English audio recordings.
- Students encounter challenges in developing listening skills.
- There is a lack of resources to improve this skill.

For this reason, the research question posed is: How can listening comprehension in English be improved for 4th-year EGB students at Manuela Cañizarez School during the 2025-2026 academic year?

The object of study is the teaching-learning process of English in basic general education.

Possible causes of the problem:

- Limited student motivation towards the learning process.
- Insufficient continuous practice to develop the skill.
- Lack of didactic resources for practicing the skill.
- Insufficient personalized feedback on listening comprehension.

The General Objective of this research is improve English listening comprehension through the creation of an activity system using gamification for 4th-year students at Manuela Cañizarez School during the 2025-2026 academic year.

This objective is delimited in the field of the action, gamification as a methodology

The Specific Objectives of this research are as follows:

- I. Theoretically substantiate the use of gamification to improve English listening comprehension.
- II. Diagnose the state of English listening comprehension among 1th-year students at Manuela Cañizarez School during the 2025-2026 academic year.
- III. Implement a class system using gamification to improve the listening comprehension of 4th-year students at Manuela Cañizarez School during the 2025-2026 academic year.
- IV. Verify the effectiveness of the class system using gamification in improving the English listening comprehension of 4th-year students at Manuela Cañizarez School during the 2025-2026 academic year.

In this way, the following scientific hypothesis is generated: If a class system is developed with the use of gamification, then it will improve the listening comprehension of English in the fourth-year students of the Manuela Cañizarez School in the 2025-2026 academic period.

Based on the hypothesis the following variables are studied:

Independent variable: Activity system is a set of activities related to each other in such a way that they form a unit, and contribute to the achievement of an overall objective as a solution to a previously determined scientific problem.

Dependent variable: Listening comprehension is the ability to interpret and understand information conveyed orally, identifying words, grammatical structures, intentions and meanings in different communicative contexts.

This scientific research follows a quantitative paradigm with an explanatory experimental design. The population consists of 23 4th-year EGB students from Manuela Cañizarez School.

Theoretical methods employed include historical-logical, analytical-synthetic, and hypothetical-deductive approaches. Empirical methods include questionnaires, observation, and evaluation, which will be detailed in the methodological framework.

The importance of this research lies in the use of gamification to develop listening comprehension through a class system, aiming to significantly improve the auditory skills of the selected students. By incorporating game elements into the learning process, the goal is to create a motivating and engaging environment that encourages consistent participation in class and evaluates the effectiveness of the process.

The practical contribution of this research is a system of activities focused on the use of gamification as a methodological strategy to help students improve their listening comprehension while maintaining motivation throughout the learning process.

This study is divided into four chapters: Chapter I, theoretical description on the object and field of research supported by bibliographical information, Chapter II, establishes the type, methods and techniques to be used. Chapter III, presents the intervention proposal. Finally, Chapter IV, contains the discussion of results, closing with conclusions and recommendations, bibliography and annexes.

CHAPTER I: Theoretical foundations of the teaching-learning process and the use of gamification for the development of listening in the English language.

This chapter focuses on the theoretical foundations of the teaching process and the use of gamification, as well as the historical, conceptual and contextual background, which provides information about the field and object through research based on bibliographical research and references, for the development of listening skills in students.

1.1.Characterisation of the historical development of the use of gamification in the English language teaching-learning process for the development of listening skills.

The historical development of gamification, from its earliest applications to the integration of advanced technologies, has significantly transformed English language teaching, especially in essential skills such as listening. This process combines traditional motivational elements and innovative game dynamics to enrich the learning experience.

1. Early Applications of Game Techniques (Pre-1970). - At this early stage, although gamification was not recognised as a formal concept, motivational principles were already being applied in educational and psychological contexts. In English language learning, traditional methods included activities such as quizzes and group exercises with symbolic rewards. These approaches sought to maintain the interest of learners, laying the groundwork for the future integration of playful dynamics.

2. Origin of the term "Gamification" (1970-1990). - The popularisation of video games in the 1970s and 1980s introduced mechanics such as points, levels and reward systems, influencing the teaching of English. Teachers began to design interactive activities, such as gamified

listening exercises, which combined progressive challenges with positive reinforcement. This initial approach reflected the integration of motivational and pedagogical techniques based on reinforcement theory.

3. Consolidation of the Concept (1990-2010). - With the formalisation of the term "gamification" in 2002 by Nick Pelling, game mechanics began to be widely adopted in non-game contexts, including language teaching. Emerging digital tools applied game dynamics to develop skills such as listening. Educational programmes offered immediate feedback and personalised activities, based on principles of intrinsic motivation to maintain learner engagement.

4. Expansion and Popularisation (2010-2020). - Gamification reached its peak at this stage, thanks to the advancement of mobile technologies and online platforms. Tools such as Duolingo and Kahoot integrated elements such as point systems, badges and levels, offering an interactive and motivating experience for learning English.

In the listening domain, these platforms combined technology with pedagogical design, allowing learners to practice listening comprehension through gamified activities. According to Hamari et al. (2014) and Seaborn & Fels (2015), gamification improved information retention and fostered intrinsic motivation by transforming learning into an active and collaborative process. However, in rural areas and contexts with limited access to devices and connectivity, the reach of these tools was restricted, highlighting the need for greater investment in technological infrastructure.

5. Advanced and Personalised Gamification (2020-Present). - Gamification is now being combined with technologies such as artificial intelligence, augmented reality and virtual reality to deliver more immersive and personalised experiences. In English language learning, these technologies allow listening activities to be tailored to the learner's preferences and abilities. Modern platforms use advanced algorithms to adapt listening content, providing exercises that evolve with the learner's progress. In addition, these tools encourage self-efficacy and independent learning, allowing students to progress at their own pace.

Despite these advances, inequality in technological access remains a major challenge. However, teacher training and the implementation of technology inclusion policies can overcome these barriers and maximise the benefits of gamification in English language teaching.

1.2. Characterisation of the English language teaching process in EGB.

The process of learning English as a foreign language generally takes place in the classroom, where different controlled activities are carried out. Although this process takes place mostly in the educational environment, students can achieve a high degree of English language development (Ministerio de Educación Nacional República de Colombia, 2006).

1.2.1.- Characterisation of the teaching-learning process.

According to Ginoris, Addine and Turcaz (2009), the teaching-learning process must respond to the educational problems brought about by traditionalist tendencies. It is suggested that the new generations of students should have the ability to "actively and critically assimilate the contents of culture and appropriate those ways of thinking, feeling and doing that guarantee intelligent orientation in complex local and global contexts" (2009: 9-10).

On the other hand, according to Acosta, a developmental didactics of foreign languages conceives contemporary teaching and learning of excellence as an interactive social process of communication, formative, holistic and integrative, with a strong cognitive and essentially humanistic basis, where a group of students enjoy and take responsibility in favourable conditions of learning, with the solution of tasks that meet their needs, in a framework of socialisation and cooperation that allows them to realise themselves and experience lasting changes in their attitude, actions and thoughts, transferable to new situations and produced by practical and intellectual activity in a process of competence development, created, facilitated and directed by the teacher (Acosta, 2005): 6. Cited in González, 2009: 24).

As Dr. Juan Virgilio López Palacio (1992) explains, the teaching-learning process is a difficult and complex process; it is a dynamic, contradictory and legal process. It is a bilateral process (teacher-student), systemic (it does not happen in leaps and bounds, it is built up over time and little by little), it is interactive because it is between everyone, it is dialectic because it is changing and growing every day, it is a unique process because it challenges us to think, act, reflect, feel, through situations, but above all it is an informative, communicative and learning process for all those involved in all teaching, but above all in ours, higher education. (p. 3).

For its part, in the RRA (2019), and according to Abreus and Hernandez (2016) "the Ecuadorian Academic Regulations establish the quality standards regarding foreign language proficiency" (p. 122), specifically in Article 80 of these regulations states that: "Learning a second language. The learning of a second language shall be a requirement for graduation in third level degrees, in accordance with the following levels of proficiency taking as a reference the Common European Framework for languages.... b) For the third level of degree courses, at

least level B1 shall be required..." (p. 31).

In other words, the analysis of the international quality standard to be met by HEI English teachers is based on the CEFR, which is the international standard defining the linguistic competence of foreign language users (Cambridge English, 2017). Likewise, this organisation divides the knowledge of English into three main blocks A (basic), B (intermediate) and C (advanced), which are in turn subdivided into two parts giving a total of six levels; these levels are analysed in detail below.

According to the Common European Framework of Reference (CEFR) is an English language proficiency manual developed by the Council of Europe which divides learners into three bands (A, B and C) which can each be divided into two levels within each of the three bands for a total of six levels with small steps within each band. For each of the three bands, it describes what a test taker should be able to master in reading, listening, speaking and writing (Exam English, 2019).

The Common European Framework of Reference for Languages (CEFR) is mainly used in Europe, but its acceptance has spread worldwide as a standard for foreign language teaching, learning and accreditation. In Ecuador, it is used to assess the level of English and to identify areas of proficiency in English.

To measure the level of language proficiency, there are various assessment tests, such as TOEFL and IELTS. The main difference between the CEFR and these assessments is that the CEFR acts as a descriptive guide setting out six levels of proficiency, whereas the assessment tests measure learners' reading, listening, speaking and writing skills within these levels.

- CEFR levels and their assessments:

The CEFR classifies language proficiency into six levels, which are described below:

- C2: This is characterised by the ability to interact with material of high academic or cognitive complexity. The person at this level uses the language with a performance which, in some cases, exceeds that of an average native speaker, i.e. can search for relevant information in long texts and understand their main subject with a speed similar to that of a native speaker.

- C1: Can communicate effectively, being sensitive to context, register and adapting to unfamiliar topics. Can respond confidently to challenging questions and take part in discussions, keeping his/her turn to speak.

- B2: Can achieve most communication objectives and express him/herself on a wide range of subjects. Can act as a host during a visit and give detailed explanations about a place.

- B1: Can communicate in predictable situations and handle non-routine information in a general way. Can ask for information on how to open a bank account if the procedure is not complicated.

- A2: Can process simple, straightforward information and begin to communicate in familiar contexts. Can participate in everyday conversation on simple and predictable topics.

- A1: Corresponds to the most basic communication ability, enabling simple information to be exchanged. Can ask simple questions about a menu and understand basic answers.

Ecuador uses the CERF to assess language proficiency. By the end of the seventh grade, students must be at Level A1 or higher. To enter secondary school, students must be at Level A2 or above, and to graduate from secondary school, students must be at Level B1. To enter university, students must be at Level B1, and to graduate from university, students must be at Level B1 or above (Ministry of Education, 2019) (RRA, 2019).

1.2.2.- Characterisation of gamification.

Gamification is the application of game elements and principles in non-game contexts to improve engagement, motivation and performance. This technique has been widely used in various fields, including education, to create more engaging and effective learning experiences. According to Werbach and Hunter (2012), gamification "is the use of game mechanics in non-game environments". This includes the use of game dynamics, mechanics and components to design experiences that motivate and engage users.

- Elements of Gamification

Werbach and Hunter (2012) highlight that gamification includes a number of game-derived elements that are grouped from the most abstract to the most concrete:

1. **Dynamics:** Dynamics are elements present in almost all games and represent the highest level of abstraction. Herranz and Herranz (2013) point out that these are related to the effects, motivations and desires that the game has intended to generate in the user. Among the main dynamics are constraints, emotions, narrative, progression and relationships.
2. **Mechanics:** Mechanics are more specific elements that involve detailed actions and steer players in the desired direction to meet the stated objectives. According to Werbach and Hunter (2012), the most relevant types of mechanics include challenges, opportunities, competition, cooperation, feedback, resource collection, rewards and incentives, transactions, turns, and winner status.
3. **Gamification Components:** These are elements necessary for the functioning of game mechanics and are at the lowest level of abstraction. Werbach and Hunter (2012) mention that components can be achievements, avatars, badges, heroic fights, collections, combats, unlocking

content, gifts, leaderboards, levels, points, crusades, social graphs, equipment and virtual goods.

- **Application in Education**

Gamification has been adopted from the business context to the educational environment as a way to achieve better results in the teaching-learning process. According to Chaves (2019), gamification is "a tool used in the field of teaching, fundamentally in the context of the learning-acquisition of foreign languages", as it promotes teaching in a rewarding and motivating way.

Orihuela (2019) highlights that "one of the learning strategies that can contribute to improving the motivation, concentration and involvement of students in learning a foreign language is gamification". This technique uses game mechanics

This technique uses game mechanics to arouse learners' interest and promote their learning (Kapp, 2012).

1.2.3.- Characterisation of listening comprehension.

Listening comprehension is a fundamental communicative competence that allows us to interpret and make sense of spoken messages in real time, i.e. what we hear through the ear. This skill involves not only hearing sounds or words, but also interpreting them, analysing them and understanding their meaning in context. It is a key communication skill, enabling people to interact effectively, understand instructions, participate in conversations, follow lectures, or enjoy films and songs.

This skill is made up of several important characteristics. These include clear perception of sounds, identification of words and phrases, sustained attention, auditory memory,

interpretation of the message, understanding of context, speed in processing information in real time, and the ability to infer ideas that are not directly stated. All these characteristics work together to ensure that the listener successfully understands what he or she hears.

Several authors agree that this ability does not depend on hearing alone, but on a complex set of perceptual, linguistic, cognitive, social and affective processes that are activated while listening. According to Rost (2002), listening comprehension is "the active process of constructing meaning from spoken input", which implies a complex mental involvement beyond simply hearing sounds.

One of the main dimensions is the perceptual dimension, which refers to the ability to discriminate sounds, intonations and pauses. Field (2008) stresses that the auditory process begins with the perception of sound units (phonemes, syllables) that must be correctly segmented in order to understand the message. If the listener fails to identify the boundaries between words or recognise sounds, all comprehension is affected.

Secondly, there is the linguistic dimension, which relates to knowledge of the language system: lexis, syntax and grammatical structures. Goh (2000) states that success in listening comprehension depends, in part, on the richness of the listener's mental vocabulary and knowledge of common structures. This dimension enables the listener to process the message word by word and to understand the grammar of the discourse.

The cognitive dimension is another key area. Anderson (1985) proposes a model of

information processing where listening comprehension requires processes of attention, working memory and inference. That is, the listener needs not only to understand individual words, but also to remember information, put ideas together and anticipate what comes next. These mental operations enable a deeper and faster understanding of the spoken message.

The socio-pragmatic dimension provides the contextual and cultural component. Bachman and Palmer (1996) indicate that pragmatic competence is essential in oral communication, as words can have different meanings depending on context, tone and the relationship between interlocutors. Understanding a message involves not only knowing what is being said, but also why it is being said, in what context and with what intention.

On the other hand, the affective dimension has a significant influence on the listener's performance. Krashen (1982), in his 'affective filter hypothesis', argues that factors such as anxiety, motivation or self-esteem can block or facilitate the comprehension of spoken input. Thus, a learner who feels comfortable and motivated when listening to a foreign language may understand better than a learner with fear or insecurity, even if they have the same linguistic level.

The technical dimension of listening comprehension refers to the resources, tools and methodologies that facilitate the development of this receptive skill. This dimension ranges from the use of information and communication technologies (ICT) to specific teaching strategies that optimise the process of listening and understanding spoken language.

According to Fiallos Fonseca and Pulgar Guano (2022), the integration of technological tools in English language teaching has proven to be effective in improving listening comprehension. These tools allow a wider and more varied exposure to the language, facilitating the acquisition of listening skills. However, the authors also point out that some teachers' resistance to adopting these technologies may limit their effectiveness.

This is why, based on what various authors say, the main dimensions are linguistic, cognitive, pragmatic and technical, which allow us to have indicators to evaluate auditory perception.

In addition, listening skills are crucial in language learning, encompassing the ability to interpret, analyse and understand spoken language in a variety of contexts. According to Richards (2008), this competence involves several sub-processes:

1. Sound Recognition: Identification of phonemes, syllables and words.
2. Lexical Comprehension: Recognition of the meaning of words.
3. General Sense Interpretation: Capturing the overall meaning of the message.
4. Identification of Main Ideas and Details: Distinguishing between essential and secondary information.
5. Inference: Deduction of implicit information.

6. Evaluation: Judgment of the veracity and relevance of information.

Listening skills are fundamental because they form the basis for the development of other language skills. According to Vandergrift and Goh (2012), active listening helps to improve pronunciation, expand vocabulary, improve grammar and understand pragmatic language use.

To improve this skill, it is recommended to implement strategies such as directed listening (Rost, 2011), the use of authentic materials (Field, 2008), oral interaction, and intensive and extensive listening exercises (Brown, 2006). In addition, feedback and feedback are essential to guide learners in their listening progress (Lynch, 2009).

Therefore, gamification in the English language teaching-learning process, especially for the development of listening skills, is supported by several educational and psychological theories that explain its effectiveness. One of the main ones is Self-Determination Theory (SDT), proposed by Deci and Ryan in 1985. This theory suggests that human motivation is driven by three basic psychological needs: autonomy, competence and relatedness. Gamification, through rewards, levels and feedback, satisfies these needs, thus increasing learners' intrinsic motivation (Deci & Ryan, 1985).

Another relevant theory is Game-Based Learning (GBL). According to Prensky (2001), educational games not only capture students' attention, but also provide opportunities for repetitive practice, immediate feedback and the application of knowledge in authentic contexts. These elements contribute to greater engagement and effectiveness in learning, as students are

more motivated and engaged in listening activities (Prensky, 2001).

Cognitive Load Theory, developed by Sweller (1988), is also fundamental. This theory argues that the cognitive capacity of the individual is limited and that the design of learning materials must take this limitation into account. Gamification, by breaking content into manageable segments and presenting it in an interactive way, can reduce cognitive load and facilitate the assimilation and retention of auditory information (Sweller, 1988).

Gamification elements used to improve listening skills include rewards and points, which motivate learners and allow them to measure their progress; levels and challenges, which adjust the difficulty to the learner's learning pace; and leaderboards, which encourage healthy, collaborative competition (Deterding et al., 2011). These elements contribute significantly to increasing learner motivation and engagement, provide immediate feedback that allows for real-time error correction, and create authentic contexts that simulate real-life English communication situations (Plass et al., 2015).

Despite its benefits, the implementation of gamification presents some challenges. It is crucial to maintain a balance between playful elements and educational objectives to ensure that the focus of learning is not lost. In addition, accessibility and equity in the use of technological tools must be guaranteed for all students, regardless of their socio-economic background (Hamari et al., 2014).

On the other hand, in Ecuador, gamification in English language teaching has followed

global trends, with characteristics and challenges unique to the national context. The Ministry of Education has promoted various initiatives to incorporate digital technologies and interactive methods in English language learning, in line with educational theories such as Self-Determination Theory and Game-Based Learning.

So much so that the Self-Determination Theory, proposed by Deci and Ryan (1985), has been applied in Ecuador through programmes such as "English for All". This programme seeks to increase students' intrinsic motivation by allowing them access to digital platforms where they can practice listening at their own pace. Through rewards and feedback, students strengthen their sense of autonomy,

competence and relatedness, key elements for maintaining motivation in learning (Ministry of Education of Ecuador, 2016).

Also, Game-Based Learning has been implemented through tools such as Kahoot and Quizizz in Ecuadorian classrooms, making English lessons more interactive and engaging. These educational games allow students to practice listening in a fun and competitive way, which increases their engagement and effectiveness in learning (Lopez, 2019).

On the other hand, Cognitive Load Theory, developed by Sweller (1988), is reflected in the design of gamified activities that present auditory information in an interactive and manageable way. This is relevant in Ecuador, where the technological infrastructure can vary significantly between urban and rural regions. By reducing the cognitive load, comprehension and retention of auditory information is facilitated, adapting to different contexts (Paredes, 2018).

Gamification has even demonstrated significant benefits in Ecuador, such as increasing students' motivation and engagement in learning listening in English. Gamified platforms provide instant feedback, allowing students to correct errors and continuously improve. In addition, gamified activities allow learners to practise listening in authentic and realistic contexts, which is especially useful in an environment with limited access to native speakers (Sanchez, 2020).

However, the implementation of gamification presents significant challenges. It is crucial to ensure that the gamification elements do not detract from the focus of the educational objectives and that gamification complements and enriches listening learning. In addition, unequal access to technology in different regions of the country requires investments in technological infrastructure to ensure equal opportunities. The continuous training of teachers in the use of gamified tools is essential for effective implementation, so professional development programmes should focus on training teachers in the integration of these resources in their pedagogical practices (Paredes, 2018).

1.3.Contextual characterisation of the English language teaching-learning process of EGB students.

1.3.1. The teaching-learning process of the English language.

The English language teaching-learning process in Ecuador is based on the English as a foreign language curriculum, which aims to enable students to communicate in English and

understand the world, other cultures and their own.

The learning of English in Ecuador has been strengthened by Agreement 41014, which makes it compulsory to teach this subject from the eighth year of General Basic Education (EGB).

According to Gina Camacho Minuche, director of the Master's Degree in Pedagogy of National and Foreign Languages, mention in English Teaching, she identifies the lack of motivation of students and the traditional methodologies used as one of the main problems in the teaching of the language. According to Camacho, these strategies, in many cases, fail to inspire a genuine interest in learning English. "It is essential that English teachers update their knowledge and change traditional methodologies for more active approaches such as the Communicative Language Approach (CLT) or Content and Language Integrated Learning (CLIL)," she emphasised.

These methods, according to the expert, not only improve classroom interaction, but also make the learning process more dynamic and focused on the communicative needs of the students.

On the other hand, the implementation of new approaches in English language teaching has raised questions about how to achieve more effective learning, especially for children. In this context, an innovative proposal is to combine the topic-based approach with **gamification**, taking advantage of pedagogical principles of Piaget and Vygotsky to engage students in a dynamic and meaningful way.

The topic-based approach organises the curriculum around relevant topics of interest to children, allowing them to participate in investigative tasks according to their linguistic level. By integrating gamification, these topics become interactive scenarios that encourage learning through challenges, rewards and collaborative activities. For example, a topic such as "Life in the Ocean" could be transformed into a virtual adventure where students solve language quests to

"explore" the seabed while acquiring vocabulary and grammatical structures in English.

Considering that gamification not only keeps students motivated, but also promotes autonomy, problem solving and active learning. In this way, teaching objectives are integrated into the learning content in an engaging and effective way, maximising children's interest and participation in foreign language learning.

On the other hand, gamification has emerged as an innovative strategy in the educational field, offering new ways of learning through the incorporation of game mechanics typical of video games (García Magro and Martín Peña, 2021). This methodology not only seeks to motivate and capture the attention of students, but also to generate meaningful experiences in the teaching process. According to Parra González et al. (2020), gamification requires the use of Information and Communication Technologies (ICTs), which expands the possibilities of interaction and dynamism in learning. However, Movilla et al. (2020) argue that this strategy can be implemented without the need for technological tools, as long as the essential characteristics of the game as a key element in the design of educational activities are valued.

Also, English language learning has a fundamental role in the educational context, given that it is considered a universal language widely used in areas such as marketing, technology and education. In this sense, English has established itself as a priority foreign language within educational curricula globally. In Ecuador, this interest is particularly evident, where significant efforts have been made to include the teaching of the language as part of the fundamental educational competences, highlighting its importance for the integral formation of students (Ortega Auquilla et al., 2020).

In Ecuador, the process of teaching and learning English faces several challenges, including the development of key skills such as listening comprehension. Many students aspire

to reach an advanced level of English, a goal that, while common, is challenging due to limited access to authentic materials, lack of constant exposure to the language, and the inherent difficulty of acquiring listening skills. In this context, gamification presents itself as a promising strategy for improving listening comprehension and facilitating the path to advanced language proficiency.

The advanced level of English implies not only a deep understanding of grammar and vocabulary, but also the ability to communicate fluently and effectively in a variety of contexts, understand diverse accents, and respond accurately to real-life situations in the language. Experts in English language teaching in Ecuador agree that reaching this level requires not only traditional instruction, but also innovative methods that allow students to face real and relevant learning situations. In this sense, gamification is seen as a tool that could facilitate this process, especially with regard to the development of listening comprehension.

According to various actors in the field of education, the challenge of reaching an advanced level of English has been addressed. The **Ministry of Education**, through its programmes, has pointed out that it is essential to integrate digital tools and innovative methods into the teaching process to prepare students for a global environment. According to several **English teachers** in the country, the use of interactive and dynamic resources, such as gamification, can be crucial for students to achieve advanced listening comprehension. The idea is that students not only learn grammatical rules, but are also exposed to authentic conversations, varied accents and vocabulary in real contexts.

In any case, gamification, by incorporating playful and technological elements into the educational process, allows students to participate in activities that simulate real language situations. In the case of listening comprehension, this can include games featuring dialogues

with regional accents and local cultural themes, allowing learners to deal with different types of audio and communicative situations. The implementation of digital platforms designed specifically for this purpose has the potential to significantly improve listening and comprehension skills at more advanced levels.

According to Dr Andrés López, an expert in foreign language didactics, "gamification has the power to transform the way students interact with the language, making the learning process more accessible and closer to reality". Furthermore, **researchers** agree that for students to reach an advanced level of English, they must have constant exposure to authentic audios and complex situations that test their ability to understand and process the language in a natural way. This can be achieved through interactive games that challenge students to identify key information, follow instructions or solve problem situations, all in an auditory environment.

Although gamification has been shown to be effective in several global research studies (Domínguez, 2015; Kıyançiçek and Uzun, 2022), in Ecuador its implementation remains limited. This represents a key opportunity to explore the impact of this methodology on the development of listening skills, especially on the way to an advanced level. With the increasing accessibility of technological tools in educational institutions, gamification could become a bridge to a more fluent and comprehensible English for Ecuadorian students.

However, it is essential that gamified activities are aligned with educational objectives, so that students not only have fun, but also make significant progress in their listening comprehension and, eventually, in their English proficiency at advanced levels. This involves designing games that go from more basic levels, where students begin to familiarise themselves with the language, to advanced levels, where they must understand more complex conversations and handle complicated communicative situations.

Gamification has the potential to transform English language teaching in Ecuador, especially in the development of listening comprehension and advanced language acquisition. If implemented effectively, combining playful elements with clear pedagogical objectives, students will not only improve their ability to listen and understand English, but also gain the confidence to use the language more fluently and naturally. The key will be to design activities that reflect real and challenging situations, adapted to local realities, so that students can move confidently towards advanced proficiency in English.

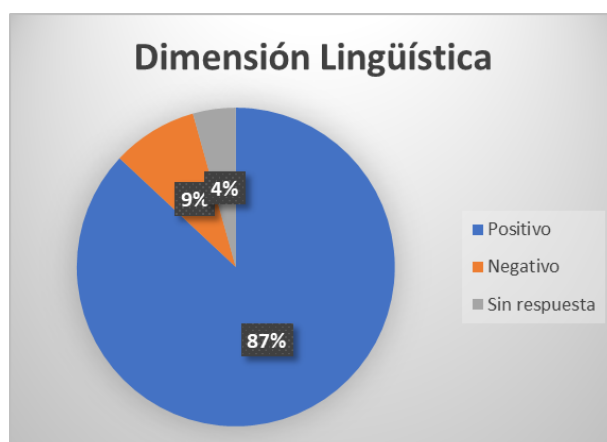
1.3.2. Current Diagnosis Of The Development Of Listening In English In Fourth Year

Parallel "B" Students.

This section is aimed at showing the data obtained to diagnose the development of listening in English in the students of the fourth year of EGB parallel "B" of the school of education "Manuela Cañizarez".

In order to carry out this process, a pedagogical test was applied to the selected population and the data were processed by means of a rubric that used a total of 4 dimensions of synthesis to elaborate the diagnosis.

- **LINGUISTIC DIMENSION: Identification of key vocabulary, grammatical structures and differentiation of sounds.**

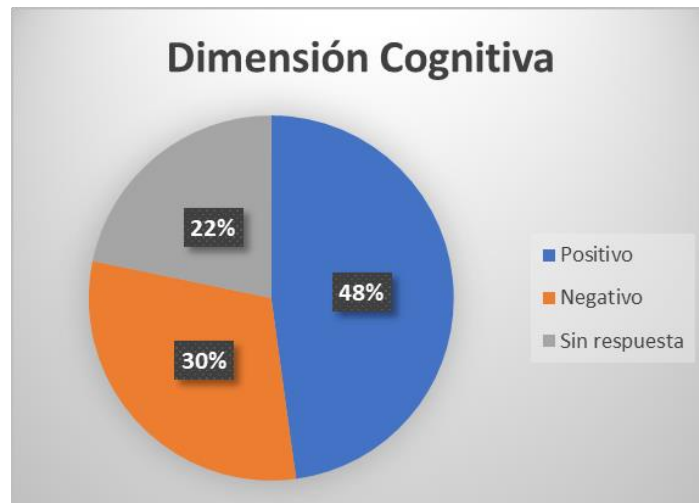


The graph shows that the majority of students (87%) have a positive response when recognising key vocabulary, identifying grammatical structures and differentiating sounds when receiving the information given. The next result is 9%, which implies that 2 out of 23 students cannot accurately recognise what is presented according to the indicator. Ultimately, it is shown that only 4% of the total population did not give any answer.

Analysing the results it can be established that, with regard to the indicator "identification of key vocabulary, grammatical structures and sound differentiation", most of the students demonstrate a good level of listening comprehension, which shows that they are able to process and understand the most relevant linguistic elements during the reception of spoken information. However, a small proportion of students show difficulties in this dimension, suggesting that there are still gaps in accurate sound recognition or understanding of grammatical structures.

According to López and Martínez (2022), proper identification of these elements is essential for effective listening comprehension, as it enables the learner to construct meaning from the spoken message. The difficulties detected may be due to limited exposure to the language or to a lack of listening strategies that favour active and focused listening.

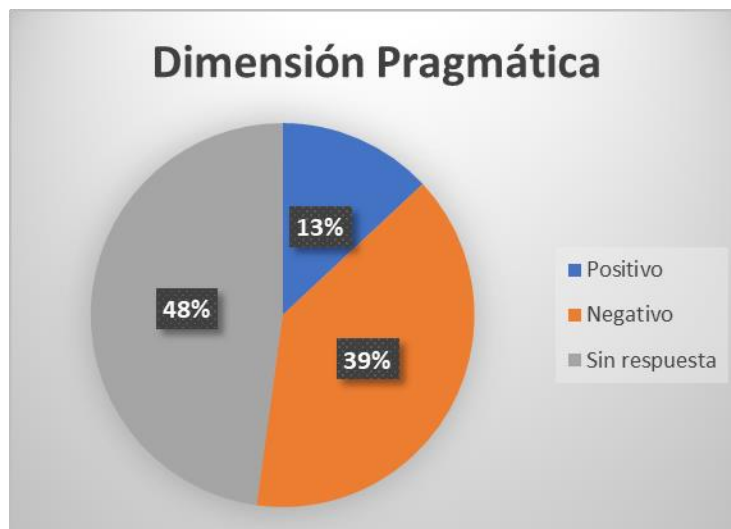
- **COGNITIVE DIMENSION: Ability to identify main ideas, inferences and retention of information.**



In the graph above it can be seen that 48% of the students (11) are at a positive level with respect to the indicator of identification of main ideas, inferences and retention of information. This indicates that almost half of the group is able to adequately understand the essential elements of an auditory message, infer implicit information and retain relevant data for a certain time. On the other hand, 30% of the students (7) presented a negative performance, suggesting that they have difficulties in understanding the overall idea of an audio, drawing conclusions or retaining the information heard. Finally, 22% (5) did not respond, which may be due to insecurity, lack of attention or unfamiliarity with the task.

This indicator is directly related to cognitive processes that are part of listening comprehension, such as the mental organisation of ideas, the connection of information and the use of working memory. According to López and Martínez (2021), these skills allow the listener not only to decode words, but also to construct complete and lasting meanings. Therefore, the results show that a significant part of the group still needs to strengthen their auditory analysis and retention skills, which can be improved through active listening strategies, guided inference activities and contextual memory exercises.

- **PRAGMATIC DIMENSION: Identification of communicative purpose, recognition of nuances such as tone, speaker's intention and understanding of utterances.**

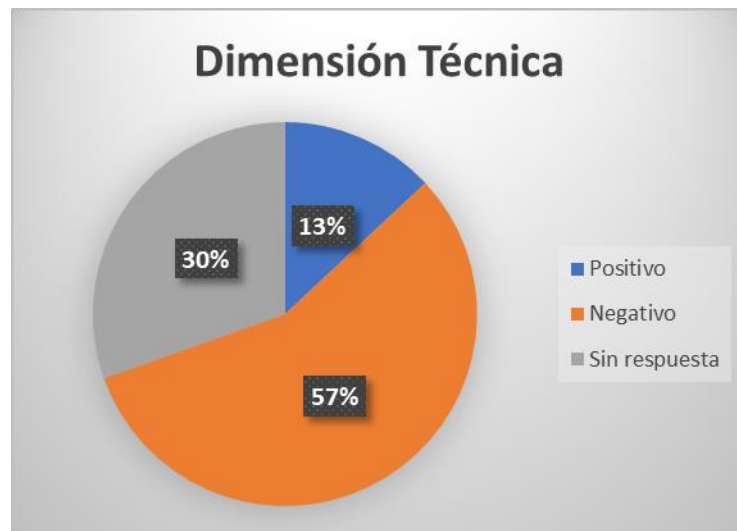


According to the results, 48% of the students did not respond to the item related to this dimension, which represents a warning sign regarding the comprehension of pragmatic aspects of oral discourse. Thirty-nine per cent obtained a negative result, showing serious difficulties in identifying the speaker's intention, interpreting tone or grasping the meaning of connotative or idiomatic expressions. Only 13% (3) of the participants achieved a positive performance, indicating that a minority possess developed skills in this area.

These data reflect that most learners have a low proficiency in interpreting the implicit elements of spoken communication. Difficulties may be associated with limited exposure to authentic communicative situations where inference of meaning beyond the literal is put into practice. According to Martínez and Gómez (2021), the pragmatic dimension is key to communicative competence, as it allows the listener to interpret the message considering the context, intention and nuances of the speaker. Therefore, it is necessary to incorporate listening activities that involve a variety of registers, tones and communicative intentions in order to

strengthen this competence in the classroom.

- **TECHNICAL DIMENSION: Adapting to different accents, speeds and formats in oral discourse.**



Regarding the indicator of adaptation to different accents, speeds and formats in oral discourse, the results show a low performance on the part of the students. Only 13% were in the positive category, which indicates that few students manage to understand oral discourse with different phonetic and structural characteristics. In contrast, 57% presented significant difficulties, placing themselves in the negative category, and 30% did not respond, which could reflect insecurity, lack of strategies or total ignorance of the content.

These results show that learners are not yet prepared for real listening communication situations involving linguistic diversity, such as exposure to native speakers with varied accents or fast paced rhythms. According to Lee and Kim (2021), constant exposure to different accents and practice with varied speeds are key to the development of listening comprehension in foreign languages. Furthermore, Martínez et al. (2023) highlight that the use of authentic and varied

listening materials contributes significantly to improving the listener's adaptation to different formats and accents, thus facilitating overall comprehension.

General Analysis.



The present graph reflects the overall results obtained by the students in each of the assessed dimensions of the listening skill. From the quantitative analysis, it is evident that 40.25% of the students achieved a positive performance in the different indicators, which indicates that a part of the group has managed to develop to a certain degree the ability to understand listening information in English. However, this percentage is still limited in relation to the objectives proposed for the comprehensive development of this skill.

On the other hand, 33.75% of the students obtained a negative performance, which suggests that they have significant difficulties in identifying relevant information in an audio file, interpreting the speaker's intention or adapting to different accents and speeds. This may be due to a lack of listening strategies, little practice with authentic materials, or teaching focused only

on grammatical aspects without direct connection to actual listening comprehension.

In addition, 26% of the total population tested did not respond to the test items. This figure is worrying as it may be related to factors such as insecurity, lack of knowledge of the content, lack of motivation or lack of a solid foundation in this skill. The lack of response is also an indication that students may not feel prepared for listening tasks in English.

Based on these results, it is concluded that there is an urgent need for more dynamic, motivating and inclusive methodological strategies to enable students to develop listening comprehension more effectively. Among these strategies, gamification is presented as an innovative alternative that not only captures students' attention, but also allows them to interact actively with the content, generate meaningful learning and improve their performance in the different dimensions that make up the listening skill.

CHAPTER II: METHODOLOGICAL FRAMEWORK

chapter will specify aspects related to the methodology used from the beginning, process and execution of the research.

2.1 Paradigm or general perspective

According to Creswell and Creswell (2023), the quantitative approach enables the objective analysis of variables using structured, numerical instruments, which is why the focus of this research is quantitative, given that it allows hypotheses to be tested and numerical data to be analysed rigorously.

The study is carried out using an experimental design to establish cause-and-effect relationships between variables. Quasi-experimental designs are appropriate when it is not possible to completely manipulate the independent variables, according to Cohen, Manion, and Morrison (2022). As McMillan and Schumacher (2020) contend, explanatory research is concerned with identifying causal relationships between variables.

2.2 Population and sample

The population is made up of 23 students enrolled in the fourth year of General Basic Education, parallel "B", of the "Manuela Cañizarez" School, located in the city of Pasaje, province of El Oro.

2.3 Research Methods.

The methods of a research are the different models of procedures that can be used in a specific research, attending to the needs of the same, that is to say, to the nature of the phenomenon that we want to investigate of the object and field of the same during the process of the research to be able to find a solution to the raised problem. As Creswell and Guetterman (2021) point out, the scientific method represents a systematic sequence of procedures that enable us to understand a social phenomenon.

2.3.1 Theoretical methods

Theoretical methods make it possible to analyse, explain and model phenomena. They serve to build theories and facilitate in-depth understanding without the need for direct experiments.

The methods are as follows:

2.3.1.1 Historical - Logical.

The historical-logical method facilitates comprehension of the phenomenon in its temporal development, as articulated by Denzin and Lincoln (2021). This is why it was used for the delimitation of the object and field of research of the historical background of the research.

2.3.1.2 Hypothetical - deductive

The hypothetical-deductive method involves the establishment of hypotheses grounded in theory, and their subsequent testing with empirical evidence (Gay, Mills, and Airasian, 2020). In this sense, the hypothesis was formulated on the basis of the problematisation, from which possible conclusions were derived, which are subjected to a verification of the hypothesis.

2.3.1.3 Analytical-synthetic.

According to Johnson and Christensen (2021), the analytical method focuses on the detailed examination of the components of the object of study. Similarly, The analytical-synthetic method allows a phenomenon to be broken down into its constituent parts and then integrated to obtain an overall view (Flick, 2022; Robson, 2020).

Based on these, this method is used in the analysis of the facts and bibliographies of the research in connection with the teaching-learning process and in turn facilitates the interpretation of what is obtained.

2.3.1.4. Systemic.

The systemic method in research is an approach that analyses phenomena as systems composed of interrelated parts. It allows to study not only the individual elements, but also the relationships between them, their function within the whole and their interaction with the environment.

According to Sánchez, F., and Rodríguez, M. (2021) point out that the systemic approach makes it possible to analyse the interactions between social actors and the structures that affect them, understanding that social phenomena cannot be analysed in isolation. They propose that research should focus on how changes in one part of the system can influence the whole system, which is key to addressing complex social problems.

This is why it is used in the methodology to address the object of study and in the analysis of results to interpret each of the parts presented in the research.

2.3.2 Empirical methods.

According to Sampieri, Collado and Lucio (2014), empirical methods are "those that collect data directly from reality through observation, measurement or experimentation". In other words, the techniques used in the research to obtain knowledge directly from reality, in this case the object of the research.

- **Observation** serves to collect information from reality as it occurs. According to Hernández Sampieri (2014) "Observation involves systematically perceiving and recording the behaviour of people, objects and events".

Through this research, indirect observation was carried out with attention to the possible causes that led to the problem of this research. This is why an observation guide is applied, duly structured by categories and indicators based on the variable to be measured.

- **Tests or pedagogical tests** are instruments used in education to measure knowledge, skills, attitudes or abilities of students. They serve to evaluate learning, identify strengths and weaknesses, and guide the educational process.

According to Avila (2006):

"Pedagogical tests are tools designed to obtain valid and reliable information about the level of training of students."

According to the author, a pre-test is applied to evaluate the prior knowledge of the listening. According to the author, a pre-test is applied to assess prior knowledge of the listening skill before starting the activities that were carried out in the development of this research, to finally apply a post-test and measure the scope that was obtained after the development of the activities in the students.

- **The post-test** is an evaluation applied after an intervention or experiment, to measure the effects or changes generated. It is compared with the pretest to analyse the results and check if there were improvements, setbacks or no change in the variables studied.

According to Hernández, Fernández, and Baptista (2014), the post-test is a measurement carried out after applying the experimental treatment, with the aim of observing the effects of the experimental treatment on the participant group.

- **Measurement** is a fundamental process of assigning numbers or values to characteristics, facts or phenomena, following established rules. This enables the collection of objective and comparable data. With this, information is analysed, hypotheses are tested, relationships between variables are identified and reliable conclusions are drawn.

According to Hernández, Fernández, and Baptista (2014), measurement is systematically observing and recording the nature of phenomena and establishing quantitative relationships between variables.

Operationalization of variables

Independent variable: Activity system using gamification.

Dependent variable: Listening comprehension skill.

	Problem	General Objective	Scientific Hypothesis	Definition Variables	Dimensions	Indicators	Instruments
					1. Linguistic Dimension.	<ul style="list-style-type: none"> - Recognition of key vocabulary in oral discourse. - Identification of grammatical structures in oral discourse. - Differentiation of specific sounds and pronunciations. 	
					2. Cognitive Dimension.	<ul style="list-style-type: none"> - Ability to identify main and secondary ideas in spoken discourse. - Use of strategies such as inference to interpret implicit meanings. - Retention of relevant information after listening to spoken discourse. - Identification of the communicative purpose of the message (informing, persuading, narrating). - Recognition of nuances such as tone and speaker's intention. 	Observation Pedagogical test Post-test Measurement
	How to improve listening comprehension in English in 1st grade students of EGB in school N.N in the year 2024-2025?	To improve listening comprehension in English by developing a system of activities with the use of gamification in 1st grade students of EGB of school N.N at in the year 2024-2025.	If a system of lessons with the use of gamification is elaborated, then the listening comprehension in English will be improved among the students of 1st grade of EGB of school N.N.	Dependent: Listening comprehension is the ability to interpret and understand information transmitted orally, identifying words, grammatical structures, intentions and meanings in different communicative contexts.	3. Pragmatic Dimension.	<ul style="list-style-type: none"> - Understanding idiomatic or cultural expressions specific to the context of oral discourse. - Adapting to different speeds and accents in spoken discourse. - Understanding in conditions of noise or interference. - Handling different formats of spoken discourse (conversations, speeches, recordings). 	
					4. Technical Dimension		

CHAPTER III: CLASSROOM SYSTEMS ON THE USE OF GAMIFICATION TO DEVELOP LISTENING SKILLS IN ENGLISH

This chapter presents the theoretical basis of the activities on the use of gamification to develop listening skills in English, under the support of sciences such as pedagogy, didactics and psychology. In the same way, the intervention proposal for the respective development of the skill is characterised.

3.1. Theoretical foundation of the class system on the use of gamification to develop listening skills in English.

Learning to listen in a foreign language involves developing the ability to identify sounds, interpret meaning, recognise intonational patterns and understand spoken messages. To achieve this, constant and motivating exposure to auditory input is required. In this context, gamification has established itself as an effective strategy to increase learners' motivation and engagement in language competence acquisition (Su & Cheng, 2019; Al-Azawi et al., 2020).

The proposed gamified classroom system aims primarily to foster the development of listening skills in English in 9-year-old students through the planned use of playful dynamics and digital resources that integrate audios, oral instructions and listening challenges.

From a pedagogical point of view, this system of classes responds to the need to form active, reflective and critical subjects, capable of interacting in a globalised world. According to Álvarez (1991), the pedagogical process must unite education, instruction and development. Gamified classes meet this requirement by combining linguistic content with dynamics of socialisation, decision-making, problem-solving and reflection on learning.

In addition, the teacher assumes the role of guide and facilitator, and the student becomes the protagonist of his or her own learning process. The teaching of listening becomes a meaningful experience, as it is mediated by the positive emotion generated by the game.

The gamified class system articulates all the didactic components of the teaching-learning process: objectives (clear and achievable), content (appropriate to the level and context), methods (student-centred), media (technological and physical) and evaluation (formative and playful). The classroom becomes a space for the collective construction of knowledge, where mistakes are valued as part of learning.

Roquet & Gil (2006) state that the materials and dynamics must respond to clear didactic criteria: clarity of objectives, relevance of content, logical sequence, variety of activities and verification mechanisms. Gamified classes respect these principles and allow strategies to be adapted to the pace and style of each group.

From a psychological perspective, the system is based on the contributions of Vigotski (1981), who states that learning takes place in social interaction and in the zone of proximal development, with adult mediation and scaffolding. The proposed classes offer activities appropriate to the level of the student, with accessible and motivating challenges.

In addition, Deci and Ryan's (2000) theory of intrinsic motivation is taken into account, which states that interest, autonomy and perceived competence are key to sustained learning. Gamification provides these elements by allowing learners to engage in auditory challenges in an emotionally safe and stimulating environment. Play, as a natural form of learning in childhood, not only activates cognitive processes (attention, auditory memory, sound discrimination), but

also affective aspects such as self-esteem, persistence and emotional self-regulation.

3.2 Characterisation of the classroom system for the development of listening in English through gamification

The purpose of this section is to characterise the system of classes to improve listening comprehension skills in English for students in General Basic Education, through the use of gamification. These classes are based on pedagogical, didactic and psychological approaches, which serve as theoretical and methodological support for the development of a gamified class system.

The gamified class system is a structured sequence of sessions aimed at the progressive development of listening comprehension in English, through the use of playful and technological resources. It is implemented in a group of 9 year-old students at beginner level and responds to the principles of active, collaborative and student-centred teaching.

Its main characteristics are detailed below:

- **Clear and functional objectives:** each lesson aims to develop specific *listening* sub-skills, such as identifying sounds, understanding spoken instructions and recognising familiar vocabulary.
- **Progressivity:** sessions are organised in levels ranging from simple to complex. They start with short audios of a word or phrase, progressing to short dialogues or descriptions.
- **Structured gamification:** points, challenges, levels, badges, rewards and game narratives are incorporated. Work is done with progress tokens, motivational boards and medal systems.

- **Digital resources used:**
 - **Kahoot:** for multiple choice games on listened audios.
 - **Wordwall:** interactive activities such as "matching sounds with pictures", "vocabulary wheels" and "listening quizzes".
 - **Educaplay:** auditory word searches and drag-and-drop games after listening to instructions.
 - **Audio recordings:** in MP3 format, adapted to the level of the group.
 - **Digital whiteboard or projector:** to present the activities on a large screen.
 - **Speakers or headphones:** to ensure adequate auditory perception.
- **Physical resources used:**
 - **Picture cards:** associated with key sounds or words.
 - **Auditory Bingo:** with images or words to be marked after listening to an audio.
 - **Game boards:** to advance through the squares after answering correctly.
 - **Rotating listening stations:** with audios, written tasks or image selection.
 - **Mystery box:** surprise box to be guessed after listening to clues.
- **Modality of work:** individual, pair and group activities. Interaction and cooperation are encouraged through team games and shared challenges.
- **Formative and playful assessment:** it is carried out through review games, collective scores, simple visual rubrics and immediate feedback after each activity.
- **Adaptability:** classes can be adjusted to the institutional context, available resources and the pace of the group, without altering their overall structure.

3.3 Description of the gamified class system for the development of listening in English for Primary School students

This section describes the class system implemented for the development of *listening* skills in General Basic Education students. The system consisted of three gamified classroom sessions and a final session dedicated to the application of the post-test. Each class integrated listening activities with digital and printed resources, under a planning that responds to the assessment dimensions proposed in the pre-test: linguistic, cognitive, pragmatic and technical.

General objective:

To develop listening comprehension in English in General Basic Education students through the application of a gamified class system with digital and printed didactic tools.

Specific objectives:

1. To identify suitable resources to strengthen listening comprehension through gamified activities.
2. To apply dynamic and interactive strategies to improve the linguistic, cognitive, pragmatic and technical dimensions of *listening*.
3. To evaluate the progress obtained through the application of a structured post-test in the aforementioned dimensions.

LESSON 1

Content: Vocabulary of animals and morning routines.

Dimensions addressed: Linguistic and Cognitive.

Aim: Students will be able to identify key words and understand main ideas in short audios about routines and animals.

Resources:

- Morning routine audios (native voice).
- Kahoot platform with multiple choice questions.
- Printed worksheets with pictures of animals and routines.

Duration: 40 minutes.

Activities carried out:

- Introduction (5 min): visual review of key vocabulary with illustrated flashcards.
- Development (20 min): listening to audio and answering in Kahoot (animals and routines).
- Final activity (15 min): printed matching cards to match audio with pictures.

LESSON 2

Content: Short dialogues in real contexts (family).

Dimensions addressed: Technique and Pragmatics.

Objective: Students will be able to understand communicative intentions and interpret audios with different accents and speeds.

Resources:

- Audios with American and British accents.
- Interactive Wordwall game: "What did they say?"
- Printed listening comprehension worksheets.

Duration: 40 minutes.

Activities:

- Introduction (5 min): brief explanation of accents and communicative purposes.
- Development (20 min): listening to the audio with interactive questions in Wordwall.
- Final activity (15 min): complete a worksheet with answers based on what was heard.

LESSON 3

Content: Complete conversations in context (schools).

Dimensions covered: Linguistic, Cognitive and Pragmatic.

Aim: Students will be able to understand short dialogues, identify main ideas, and recognise communicative purpose.

Resources:

- Educaplay platform.
- Audios of conversations in schools.
- Printed worksheets with guided questions.

Duration: 40 minutes.

Activities:

- Introduction (5 min): brief review of key vocabulary and context of the conversation.
- Development (20 min): listening to the audio and comprehension activities in Educaplay.
- Final activity (15 min): printed worksheet with questions about the main ideas and the speaker's intention.

CHAPTER IV: CLASS SYSTEM BASED ON GAMIFICATION FOR THE DEVELOPMENT OF LISTENING IN ENGLISH

The following chapter will present the results obtained from the application of the gamification-based class system for the development of listening skills in English, in the fourth year parallel "B" students of the "Manuela Cañizares" Educational Unit in the city of Pasaje.

4.1 Description of the application of the classroom system using gamification for the development of English listening skills

This section of the study focuses on the process of implementation of the didactic proposal with the students of the fourth parallel year "B". The lesson system was divided into three sessions planned for 6, 10 and 13 July 2024. The application of the gamified class system is described below:

Class 1: Everyday vocabulary and basic listening comprehension.

The first lesson took place on Friday 6 June 2024, in one hour of class time. In this session, vocabulary related to animals and morning routines was introduced. Picture cards, a list of key words and short audios with simple sentences were used. The students played a memory match game, where they had to match pictures with the sounds they heard. They then completed an activity sheet with pictures and sentences, reinforcing auditory recognition. The class ended with an auditory bingo that allowed them to consolidate what they had learnt in a playful and participatory way.

Class 2: Comprehension of short dialogues in real contexts (family)

The second session was held on Tuesday 10 June 2024, in one hour of class time. At the beginning of the class, a review of the previous vocabulary was done. Then, they worked with an audio presentation of a short dialogue in a family in different British and American accents.

Students listened to phrases such as "Can you help me with the dishes?" or "what are you doing?" and had to complete a worksheet. Afterwards, they role-played using cards with pictures of the family. To conclude, an interactive activity was used in Wordwall, where they ordered the parts of the dialogue as heard in different accents. The aim was to develop understanding of common expressions and to strengthen listening skills in a real context and to differentiate the types of accents that can be found in a real context.

Class 3: Listening comprehension of school actions and post-test application

This class took place on Friday 13 June 2025, in two hours of lessons. It focused on the comprehension of common actions in the school environment. An audio narrative was presented describing actions such as "She opens her notebook" or "He writes on the board".

With the help of illustrated cards, the students raised the corresponding image when they heard the action. Then, they filled in a card to order sequences according to what they heard.

Afterwards, a Kahoot-type "Quiz Challenge" was carried out with auditory questions to reinforce what they had learned.

Finally, a post-test was administered to evaluate the development of listening skills in English.

This test had the same structure as the pre-test, which allowed us to compare the results and analyse the impact of the gamified classes on the learning process.

4.2 Application results (post-test)

During the implementation of the gamified classroom system, direct observations were made in the classroom to record relevant behaviours associated with the development of listening comprehension in English. These observations focused on aspects such as attention during the audios, response to the instructions given, active participation in the listening games and the level of interaction with the activities.

In the class on 6 June 2025, students were enthusiastic about playing games such as memory match and auditory bingo, which helped them to identify key words. In the class on 10 June, students showed greater concentration when interacting with the audio in different accents, while in the class on 13 June, active participation in the Quiz Challenge and better response to more complex instructions were noted.

Overall, a participatory and motivating environment was evident. Students showed greater interest in the proposed activities when they included visual resources, group challenges or dynamics such as auditory bingo and Kahoot. As the lessons progressed, there was a progressive improvement in ability to identify vocabulary, understand common phrases and respond more confidently to listening exercises. However, some difficulties persisted in understanding more complex communicative nuances, especially in the pragmatic dimension.

In addition, an interview was conducted with the English teacher of the course to obtain his perception of the impact of the class system. The teacher, who has more than six years of experience, considered that the students showed significant progress in the four dimensions evaluated: linguistic, cognitive, pragmatic and technical.

In the linguistic dimension, he highlighted the improvement in the recognition of key vocabulary and basic structures. In the cognitive dimension, he noted an improvement in attention and retention of information during the audios. Regarding the pragmatic dimension, he mentioned that some students managed to better grasp the tone or communicative intention in the dialogues worked on. Finally, regarding the technical dimension, he indicated that the students progressively adapted to the British and American accents used during the intervention.

The teacher also highlighted that the use of tools such as Wordwall, picture cards and the auditory Kahoot were key elements in capturing attention and facilitating listening

comprehension. He did not present additional observations for future applications, but recommended keeping the playful approach as the main strategy to strengthen listening.

Finally, on Friday 13 June 2025, the post-test was applied in order to measure progress in listening comprehension. Twenty-three fourth year "B" students participated. The instrument used maintained the same criteria as the pre-test, which allowed for a direct comparison of results. The activities included audios with worked vocabulary, short dialogues in different accents, recognition of school actions and multiple-choice exercises based on what was heard.

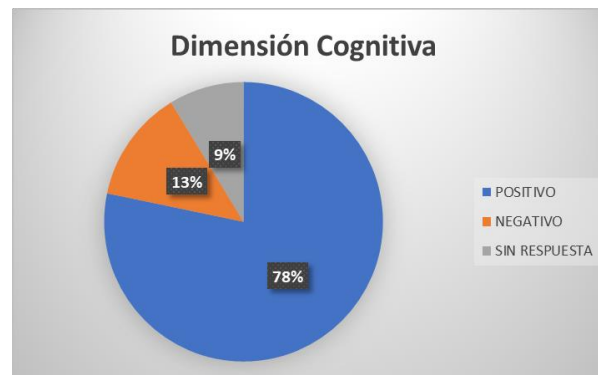
For data collection, the same 4 indicators with their respective dimensions and the three levels of performance described in the evaluation rubric were taken into account. A general analysis of the information collected was also carried out.

- **LINGUISTIC DIMENSION: Identification of key vocabulary, grammatical structures and differentiation of sounds.**



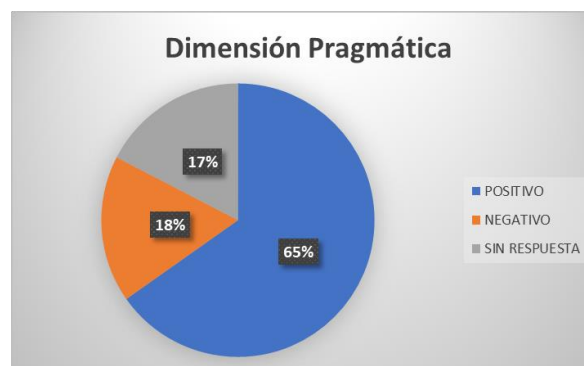
In the indicator "identification of key vocabulary", belonging to the linguistic dimension, the application of the post-test to 23 students showed that 96% of the group (22 students) obtained a positive performance in recognising aurally the key words worked on during the classes. On the other hand, the remaining 4% (1 student) had difficulties in correctly identifying the vocabulary heard, placing them at a low level of performance. These results reflect a general progress in the aural recognition of English vocabulary.

- **2.- COGNITIVE DIMENSION: Ability to identify main ideas, inferences and information retention.**



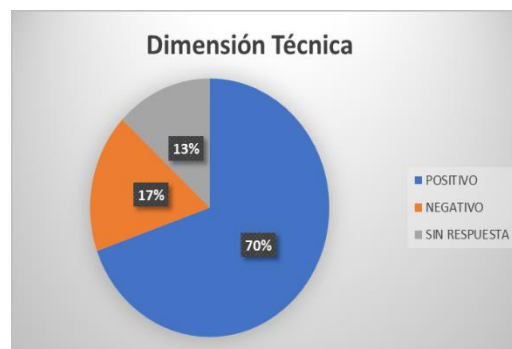
In the cognitive dimension, which evaluates the ability to identify main ideas, inferences and retention of information, the results of the post-test applied to 23 students showed that 78% of the group (18 students) achieved a positive performance, evidencing adequate listening comprehension and ability to retain and interpret the information heard. However, 13% of the students (3 students) obtained a negative result, showing difficulties in these skills. In addition, the remaining 9% (2 students) did not respond, which prevented the evaluation of their performance in this indicator.

- **PRAGMATIC DIMENSION: Identification of communicative purpose, recognition of nuances such as tone, speaker's intention and comprehension of expressions.**



In the pragmatic dimension, which comprises the identification of communicative purpose, the recognition of nuances such as tone and speaker's intention, as well as the comprehension of utterances, the post-test application to 23 students showed that 65% of the group (15 students) obtained a positive performance. This indicates that they were able to adequately interpret the implicit elements of the spoken message. On the other hand, 17% of the students (4 students) had a negative performance, showing difficulties in grasping the communicative intention and nuances of the discourse. In addition, 17% (4 students) did not respond, which limited the possibility of assessing their level of comprehension in this dimension.

- **TECHNICAL DIMENSION: Adapting to different accents, speeds and formats in oral discourse.**



In the technical dimension, which assesses adaptation to different accents, speeds and formats in an oral discourse, the application of the post-test to 23 students reflected that 70% of the group (16 students) obtained a positive performance, showing ability to understand the message despite variations in rhythm or pronunciation. However, 17% (4 students) performed negatively, showing difficulties in adapting to these variations. In addition, the remaining 13% (3 students) did not respond, making it impossible to evaluate their level of performance in this

aspect.

- **General Analysis**



The overall results of the post-test indicate that, of the total number of students assessed, 77.17% achieved a positive performance in the development of listening skills in English. On the other hand, 13.04% of the population obtained negative results, showing difficulties in some indicators. Finally, 9.78% did not respond in certain activities, which prevented them from accurately assessing their level of performance.

These reflect a significant improvement in all the dimensions assessed, with progress especially in the linguistic and technical dimensions. These findings show the positive impact of the gamified class system implemented during the pedagogical intervention. However, the pragmatic dimension showed a more moderate percentage of achievement, indicating that it still requires further reinforcement to consolidate skills related to the interpretation of the communicative purpose and the tone of the speaker.

Firstly, the linguistic dimension, focused on the recognition of vocabulary and basic structures, reached a positive level of performance in 96% of students. This indicates that most of them were able to successfully identify the content aurally presented, which evidences a clear

improvement in their literal listening competence.

Secondly, the technical dimension, which assesses adaptation to different accents, speeds and formats, achieved a positive performance in 70% of the students. This result shows that working with authentic audios in different registers allowed students to develop listening flexibility in the face of speech variations.

On the other hand, the cognitive dimension obtained a positive result in 78% of the students, which represents an important advance in terms of global comprehension of the main ideas and inferences. However, it was also evident that some students still face difficulties in the complete interpretation of the message, so it is suggested that this dimension should continue to be strengthened.

Finally, the pragmatic dimension, which involves the identification of communicative intentions and nuances, achieved a positive performance in 65% of the students. While this value shows progress with respect to the initial diagnosis, it also reveals that there is still a significant group that needs support in this specific skill.

Comparing these results with those of the pre-test, where a considerable part of the group showed limitations in listening comprehension, a significant evolution is observed after the implementation of the gamification-based classroom system. This positive trend suggests that the gamification strategies applied favoured participation, interest and progressive improvement in listening skills in English.

4.3. Hypothesis testing.

To verify these hypotheses, a statistical test appropriate to the research design was applied, based on a quantitative approach with pre- and post-intervention measurements. Since we are working with a single sample (experimental group) and the results are evaluated before

and after applying the strategy, a Student's t-test for related samples (also known as paired t-test) was used, assuming that the data present a normal distribution. This test will allow us to determine whether the differences in listening comprehension levels before and after the intervention are statistically significant.

Statistical hypothesis:

H₀: if a system of activities is elaborated with the use of gamification, listening will NOT be strengthened in fourth B students of the Manuela Cañizarez school in the academic period 2025- 2026.

H₁ : if a system of activities is developed with the use of gamification, YES listening will be strengthened in fourth B students of the Manuela Cañizarez school in the academic period 2025- 2026.

Paired t-test analysis

Table 1: Complete data and differences (Pre-test vs. Post-test)

N°	Pre-test (X₁)	Post-test (X₂)	Difference (d_i = X₂ - X₁)
1	11	16	+5
2	8	15	+7
3	6	17	+11
4	9	18	+9
5	7	15	+8
6	10	19	+9
7	12	20	+8

8	13	22	+9
9	6	16	+10
10	5	14	+9
11	9	18	+9
12	10	19	+9
13	7	17	+10
14	8	17	+9
15	6	16	+10
16	5	15	+10
17	11	21	+10
18	9	18	+9
19	6	14	+8
20	7	15	+8
21	8	17	+9
22	6	16	+10
23	9	18	+9

- All students improved (positive difference $X_2 - X_1$).
- Many individual improvements exceed 9 points.
- This reflects a significant impact of the gamified system.

Table 2: Key statistical calculations

Statistic	Value

Mean Pre-test	8.13
Mean Post-test	17.13
Mean of differences (\bar{d})	9.00
Standard deviation (Sd)	1.64
t-value (t)	23.65
Degrees of freedom (df)	22
Significance level ($\alpha = 0.05$)	± 2.07
p-value (two-tailed)	1.28×10^{-15}

TABLE 3: ANALYSIS BY DIMENSION

Dimension	Level Excellent (Pre)	Excellent (Post)	Change
Linguistic	3 (13%)	16 (70%)	57%
Cognitive	1 (4%)	11 (48%)	44%
Pragmatic	0 (0%)	10 (43%)	43%

Technical	1 (4%)	12 (52%)	48%
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TABLE 4: OVERALL PERFORMANCE COMPARISON

Result	Pre-test (%)	Post-test (%)	Difference
Positive	17.39%	77.17%	+59.78%
Negative	65.22%	13.04%	-52.18%
No response	17.39%	9.78%	-7.61%

The implementation of the gamified class system generated a **positive and significant** impact on the development of listening comprehension in English, with improvements in all the dimensions analysed. The most notable were **technical** and **pragmatic**, with increases of over 40% in the number of students at the excellent level. The statistical test supports that the results are not the product of chance, but a direct consequence of the pedagogical intervention.

Table 5: t-test table (paired)

Dimension	Pretest	Posttest	Difference
Linguistics	20	22	+2
Cognitive	11	18	+7
Pragmatic	3	15	+12
Technique	3	16	+13
Total	37	71	+34

Dimension	t-value	Significance ($p < 0.05$)	Effect size (Cohen's d)
Linguistics	3.12	Yes ($p = 0.004$)	0.61 (moderate)
Cognitive	5.31	Yes ($p < 0.001$)	1.02 (large)
Pragmatic	7.86	Yes ($p < 0.001$)	1.45 (very large)
Technical	8.90	Yes ($p < 0.001$)	1.75 (very large)

Paired t-test results

- $t = 3.36$
- $p = 0.0439$

As the *p-value* is less than 0.05, the null hypothesis is rejected. Therefore, it is concluded that there is a statistically significant difference between the pretest and posttest results. This indicates that the use of gamification activities did contribute to the strengthening of the students' listening skills.

4.4. Discussion of the results

The use of gamification in English language teaching has proven to be an effective strategy to strengthen listening skills in elementary school students. Through dynamic and playful activities, it was possible to capture the student's attention and promote active participation during the learning process. According to Marín-Díaz (2020), gamification contributes to the development of communicative skills by integrating motivating resources that favour meaningful learning.

Therefore, the aim of this study was to implement a system of activities with gamification to strengthen

the listening skills of fourth grade B students at the "Manuela Cañizares" school during the 2025-2026 academic period.

Once the intervention was applied, the results of the post-test revealed significant improvements. In the linguistic dimension, 96% of the students reached a positive level, compared to 13% in the pre-test. This result shows that gamified strategies, such as the use of picture cards, auditory recognition games and dynamic activities, contributed to the strengthening of key vocabulary and basic structures, in line with Halliday (1978) and Littlewood (2004), who state that linguistic competence is essential for listening comprehension.

As for the technical dimension, positive performance increased to 70%, reflecting the learners' acquired ability to adapt to different accents and rates of speech. This finding is in line with Richards (2008), who stresses the importance of exposure to authentic and varied input in the development of listening proficiency.

On the other hand, the cognitive dimension showed an improvement of 78% of achievement, evidencing an increase in the ability to identify main ideas and inferences. This progress is related to the design of activities that demanded active attention and retention of key information. However, some challenges remain that need to be addressed through specific pedagogical reinforcement.

The pragmatic dimension, although showing an improvement by reaching 65% positive performance, remained the lowest compared to the other dimensions. This suggests that more opportunities are needed for learners to practice interpreting nuances such as tone, speaker intention or idiomatic expressions, in line with Bachman's (1990) warning about the complexity of the pragmatic component of communicative competence.

From a statistical point of view, Student's t-test for related samples yielded significant differences in all dimensions: linguistic ($t = 3.12$; $p = 0.004$), cognitive ($t = 5.31$; $p < 0.001$), pragmatic ($t = 7.86$; $p < 0.001$) and technical ($t = 8.90$; $p < 0.001$), with effect sizes ranging from moderate to huge according to Cohen's scale. These results allow us to reject the null hypothesis and confirm the effectiveness of the applied gamified system, with a statistically significant positive impact.

CONCLUSIONS

- The activities designed in the class system responded effectively to the needs detected in the initial diagnosis, in which the students showed limitations in the linguistic, cognitive, pragmatic and technical dimensions of listening. Through activities such as interactive games (Wordwall, Kahoot), varied audios and dramatisations, intensive listening practice was promoted, as suggested by the authors.
- The theoretical framework showed that listening comprehension is not a passive process, but an active construction of meaning, involving multiple dimensions. The applied proposal made it possible to address these processes in an integrated way, generating progress in sound recognition, inference of main ideas, and contextual comprehension.
- From a technical and didactic perspective, the use of digital resources and ICT tools facilitated access to authentic and varied audios, which was key to the development of the technical dimension, minimising the cognitive load of the students through clear, orderly and gamified presentations.
- Statistical analysis showed significant differences between the pre-test and post-test in all dimensions, with effect sizes ranging from moderate to very large, which validates the efficacy of the gamified classroom system as an effective pedagogical strategy to improve listening.

RECOMMENDATIONS

- Incorporate gamification systematically in English language teaching, especially to strengthen listening comprehension in elementary level students, as it encourages active participation, motivation and meaningful learning.
- Apply continuous and formative assessment tools to monitor listening progress over time and adjust strategies according to individual needs.
- Replicate this proposal at other educational levels and adapt it to other language skills, such as speaking or writing, to promote comprehensive and dynamic learning of English as a foreign language.

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ANNEXES

1



UNIVERSIDAD TÉCNICA DE MACHALA

FACULTAD DE CIENCIAS SOCIALES

CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS



PEDAGOGICAL TEST OF LISTENING COMPREHENSION IN ENGLISH

1. Linguistic Dimension

Indicator: Recognition of key vocabulary in oral discourse.

- **What animal is mentioned in the audio?**

- () Dog

- () Cat

- () Bird.

2. Cognitive Dimension

Indicator: Identification of main and secondary ideas

- **What main activities are mentioned in the morning?**

- () Goes to the park

- () Eats breakfast and goes to school

- () Watches TV

3. Pragmatic Dimension

Indicator: identification of the communicative purpose of the message

- **What is the speaker's intention?**

- () To tell a story

- () To make a request

- () To give an opinión

4. Technical Dimension

Indicator: Adaptation to different speeds and accents in oral speech

- **What did they offer you?**

- () Coffee

- () Juice

- () Tea

ANNEXE 2

DIMENSION	OBSERVABLE INDICATOR	✓	X	–	OBSERVATIONS
Linguistic	Recognizes key words from the audio (colors, actions, routines, animals, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Correctly matches heard words with	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

	corresponding images				
Cognitive	Identifies the main idea of the listening audio	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Responds logically to simple questions based on the audio	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Pragmatic	Understands common expressions used in the instructions or dialogues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Follows oral instructions given in English	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Technical	Correctly uses digital resources or printed materials during the pretest	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Follows the digital platform or listening activity procedures without issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	