Gamified Activities As A Pedagogical Tool To Improve English Listening Skills In Third

Grade Students Of The Obando E.I. Municipality Of San Agustin

Proyecto Aplicado para Optar al Título de Maestría en Mediación Pedagógica en el Aprendizaje

de Inglés

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Maestría en Mediación Pedagógica en el Aprendizaje de Inglés

2021

Acknowledgements

Dreams come true if you go hand in hand with God and the best guides and counselors.

A new dream in my life is concluding and I want to express my most sincere thanks firstly to God and to everyone who was with me in this process: my parents, siblings, children, my thesis director, Filder Segura, my thesis advisor Juan Carlos Lopez, course directors, and each of the tutors who guided me in this process. My special gratitude to the Universidad Nacional Abierta y a Distancia - UNAD and to the Director of the program, Diana Liceth Martínez. Thank you very much for your empathy and understanding towards me, for understanding that each person has difficulties and situations that at times try to make them give up everything we want to achieve. Thanks for believing in me.

Resumen

El propósito de este trabajo de investigación es utilizar las actividades gamificadas como herramienta pedagógica y analizar sus efectos en el aprendizaje de la capacidad de escuchar en inglés en estudiantes de tercer grado de la Institución Educativa Obando del Municipio de San Agustín. Las actividades gamificadas están diseñadas para ser desarrolladas en clases en el área de inglés, favoreciendo el trabajo cooperativo, destacando el uso de la tecnología como herramienta en el aprendizaje de esta habilidad comunicativa. Se enfoca en la investigación-acción ya que propone cambiar y mejorar las prácticas pedagógicas existentes en la Institución Educativa; Desde el punto de vista metodológico, la encuesta se utiliza como instrumento de recolección de información. Las actividades gamificadas propuestas se pueden utilizar en cualquier aula de tercer grado.

Palabras clave: juego, comprensión auditiva, enseñanza, aprendizaje, metodología.

Abstract

The purpose of this research work is to use the gamified activities as a pedagogical tool and analyze its effects in the learning of listening skill in English in third grade students of the Obando Educational Institution, Municipality of San Agustin. The gamified activities are designed to be developed in classes in the English area, favoring cooperative work, highlighting the use of technology as a tool that facilitates the development of gamified activities that foster this communicative skill. It focuses on action research as it proposes changing and improving the existing pedagogical practices in the Educational Institution; From the methodological point of view, the survey is used as an instrument for collecting information. The proposed gamified activities can be used in any third-grade classroom.

Key Words: Gamified activities, listening skill, teaching, learning, methodology.

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Introduction to the Research Study

Introduction to the Research Study

The general objective of fostering English listening skill is to develop the student's ability to listen to the content of a message of a conversation. It is not a matter of repeating some grammatical or structural content, or some content but also and above all, of exercising in the effective use of the language in its interaction and communication process.

This research focused mainly on the development of listening skill in English by third grade students from the Obando Educational Institution, through gamified activities as a pedagogical strategy. This proposal is made to contribute to the development of other projects that seek to transform those traditional educational classrooms through the gamified activities methodology.

According to Iquise & Rivera (2020) there is an evident link between games and emotions, which transforms it into an interesting way to promote learning, since it has been shown that memory works better when there is an emotional or experiential link with what you want to remember.

Llagostera, (as cited in Iquise & Rivera (2020) explains that gamification comes to persuade the user, in this case, the student, to participate in the game, to turn a simple task into something attractive and challenging, this through persuasion. A persuasion coming from the dynamics, from the simulation of the activity, from the way the game is shown, provoking in the student that desire to participant.

Context of the Research Problem

The English language is currently important in the classroom, where students develop different skills and abilities that will serve them not only in school but also in their daily lives. This is how this research is aimed at using the gamified activities as a methodological tool for teaching listening skill in English in third grade students of the Obando Educational Institution.

Readers of this project will find specific contributions on the importance of teaching-learning listening skill in English. I hope that this research will serve as a model for teachers and future teachers, so that they see the gamified activities as a pedagogical tool for the teaching-learning of English, especially listening skill.

Research Question(s), Objective(s) and Hypotheses

Research Question

The different situations presented give rise to the following question to be addressed in the research:

¿How gamified activities improve listening skills in English Language in third grade students of the Obando E.I. Municipality of San Agustin?

General Objective

To use gamified activities and analyze its effects in the English listening skills in third grade students of the Obando E.I. Municipality of San Agustin.

Specific Objectives

To diagnose the state of students listening skill in English language.

To identify the types of gamified activities to use for the development of listening skill in English.

To Determine the different types of gamified activities conducive to students of the Obando E.I. Municipality of San Agustin.

To apply the games within the English classes of the selected group.

Research Line

The line of research Argumentation, Pedagogy and Learning is the one that supports the development of this research process, and it is attached to the School of Education Sciences - **ECEDU** of UNAD.

This line complies with the following:

- Cognitive and communicative skills.

- Learning strategies and instructional design for virtual learning environments.

- Use of the educational software SAY IT to develop argumentative skills.

- Argumentation and discursive practices

- Argumentation processes and philosophy of language.

- Argumentation and construction of knowledge.

According to the results after using gamification and ICT, this project, from a methodological and theoretical point of view, contributed to the development of the research line Learning Strategies and Instructional Design for Virtual Learning Environments, since it was shown that the use of gamification and ICT within the educational context motivates schoolchildren to focus on their learning process to enrich vocabulary, improve their orality, therefore, it highlights the usefulness, novelty and effectiveness of using this type of strategy. Similarly, because using gamified activities and the use of kahoot as support strategies for teaching and learning showed that they can affect the motivational and executive functions of schoolchildren, which can also be implemented in a virtual learning environment.

Rationale for the Study

The role of the teacher is based on being a guide for their students in the process of learning the foreign language, providing tools to adequately develop their skills (Gonzalez, 2018).

It is important to provide playful, creative tools and strategies that facilitate teaching within the English literacy teaching-learning process.

Wipf, (as cited in Cordoba, et al, 2005) in the article "Strategies for Teaching Second Language Listening Comprehension" defined listening as: an invisible mental process, which makes it difficult to describe. Listeners must discriminate between different sounds, comprehend vocabulary and grammatical structures, interpret emphasis and intention, retain and interpret all this both within the immediate context and a larger socio-cultural context.

During my pedagogical practice I have heard the comment: "the students do not understand what they speak or listen to in English". According to the above, the complications and problems that students face in solving situations related to listening in English, the close relationship that exists between the difficulties of the English learning process and school failure leads us to think that there is something in school that is not working as it should be.

The teacher must guide, give instructions, correct, encourage, and make nice classes to the student who must be truly active in the classroom, so, we must consider that there is not a learning problem but a lack of fun classes. When the teacher arrives at his/her classroom, he/she finds in each of his/her students a different world in terms of their way of thinking, learning, feeling and perceiving their surroundings, but this perception goes to the background because when planning and developing the class, it does so in a general way, assuming that all of his/her

students acquire the knowledge imparted, that is, that they all learn in the same way and he/she does not give importance to the gamified activities and playful.

Considering the above, it is necessary to know and identify the pedagogical processes developed by the teachers of the third grade of the Obando Educational Institution in the teaching to favor listening skill in English through gamified activities, taking it as a fundamental tool in the development of language classes and improving children's learning.

In our country the English teaching system has been based on traditionalist methods. According to English in action (2021) to learn English not only it is enough to study, to learn grammar, memorize vocabulary, carry out practices and different exercises.

After a process of inquiring students about how teachers teach English in the classroom and observing some classes, it was determined that teachers in the primary grades tend to apply a master class, where students remain seated at their desks, receiving the information provided by the teacher, which makes the class boring and tedious; they teach but their classes do not arouse interest in their students, who are more eager to hear the bell to go out for recess and to be able to play dynamically than to focus their attention on the subject that the teacher is explaining.

According to Arias & Castiblanco (2015) it is important that the teacher allows the student, in addition to being a receiver, to play and interact with his/her surroundings, exploring and taking risks in another language. It is here where the role that the gamified activities play as a pedagogical strategy becomes important, since it allows breaking with traditionalist schemes, fostering spaces to have fun, for interaction, communication, and therefore, achieve meaningful learning.

Game is a fundamental activity for children and is part of their life. Playing is a way of discovering the world that surrounds them, a form of expression and communication. The game stimulates the cognitive functions of perception, attention, and memory; it is an indispensable factor for the harmonious development of their thought, language, body, and personality; therefore, it must be conceived as a means of learning (Calero, 2005).

Game is a great way to practice new vocabulary. Instead of going home and memorizing word lists, they get to use them, which, in turn, helps them remember more. Games can also help students to get rid of inhibitions when it comes to speaking the language, which is a problem for many students. Games help them to be more creative and spontaneous when using the language, helping them overcome shyness. In fact, games can help students enhance their communication skills in general, even outside of the classroom (Crocker, 2019).

Rationale for the Research Problem

This project takes as a starting point the promotion of listening skills in English to implement gamified activities as a pedagogical tool for its development with the third-grade students of the Obando Educational Institution.

Rationale for the Methodologies to Address the Problem

Listening, it is one of the most important skills for a proper application of the language in any context. In addition, this aspect requires special attention.

 Ruiz (as cited in Mora & Camacho, 2019) affirms that the teacher must be armed with pedagogical and recreational resources so that the students leave behind their apathy and disinterest in English, to achieve connections between the content to be taught and their interests so that they can naturally apply the Anglo-Saxon language in real life.

Taking the approaches made by Piaget (1963), who states that game is a valuable aid that stimulates the global development of the child's intelligence, he collaborates in the acquisition of schemes and structures that facilitate the elaboration of cognitive operations.

Games can be used as a means of teaching in English class and have the following advantages:

- They increase creativity and imagination.

- They generate fun and therefore the students remember the content more effectively.

- They practice listening skills in English to comprehend grammatical structures, vocabulary, and phonetics in meaningful contexts.

Gamified Activities Implemented

As part of the design of the application, kahoot game was chosen, it was adapted to the needs and level of the students.

The implementation of these activities part of the kahoot game, allowing students to work individually, in groups and in fun, developing their listening skills in English through it, in the same way, starting from videos taken from YouTube with songs and dialogues.

In these activities, the student is induced by watching videos and activating prior knowledge to develop listening skills in the English language. The idea is that the student listens and then answers the questions according to what he/she understood. This game consists of 7 questions about listening to words and phrases, this game is repeated several times so that the student gets his/her ear used to listening in English and understands what he/she hears.

Kahoot game methodology: Students are invited to play kahoot and explained what the game consists of:

1º.- Students have to prepare their devices (tablet, mobile or computer) and access the internet to the Kahoot website www.kahoot.it

Figure 1

Kahoot Website

Note. This figure indicates that the first thing the student have to do to play kahoot is to prepare the devices.

2º.- The pin that all the equipment must enter is projected on the screen. (Each time you start a game session, the pin is different.)

Figure 2

Pin

Note. This figure shows the kahoot pin and where to insert it.

3º.- Players enter the PIN that appears on the screen on their device + the name with which they are going to participate.

Figure 3

Nickname

Note. This figure indicates that the players must write the name with which they are going to play.

4º.- The question appears on the main screen. There are 4 possible answers or true and false and 1 minute to answer. The following are the questions and the answer options of the game:

Figure 4

Question 1

Note. This figure shows the question on the main screen and the possible answers.

Figure 5

Question 2
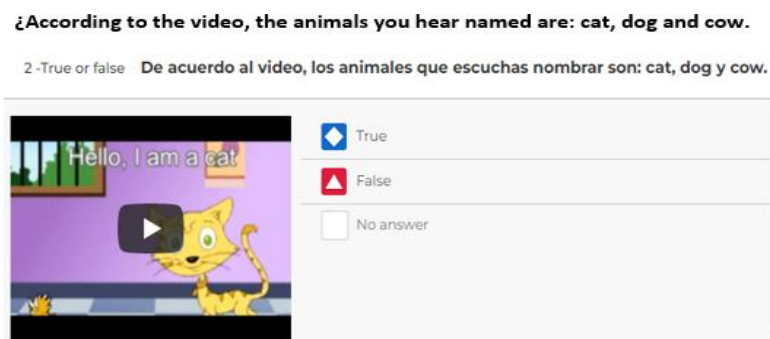
Note. This figure shows the question on the main screen and the possible answers.

Figure 6

Question 3

¿What color is the book she is looking for?

3 -Quiz   De que color es el libro que busca ella?

- black
- white and red
- red and blue
- gray and green
- No answer

Oh, now I remember! I put it there yesterday before dinner. Thank you!

Note. This figure shows the question on the main screen and the possible answers.

Figure 7

Question 4

¿How is called little red riding hood in English?

4 -Quiz   Como es llamada caperucita roja en inglés?

- Cute little girl
- Little red riding hood
- little pigs
- mom
- No answer

Note. This figure shows the question on the main screen and the possible answers.

Figure 8

Question 5

¿What fruits are named in the song?

5 -Quiz   Que frutas nombran en la canción?

Orange, banana, pear, apple.

Tangarine, pear, grape.

Apple, pineapple, melon, watermelon

grape, orange

No answer

Note. This figure shows the question on the main screen and the possible answers.

Figure 9

Question 6

Four, five and six are numbers in English and are named in the video.

6 -True or false   four, five y six son números en inglés se nombran en el video.

True

False

No answer

Note. This figure shows the question on the main screen and the possible answers.

Figure 10

Question 7

Note. This figure shows the question on the main screen and the possible answers.

5º.- Each student or group has to answer the correct answer in one minute: the color blue, red, orange or green on their tablet / mobile / computer. The teacher gives "Next" to move on to the next question, once the players have answered. Example:

Figure 11

Answer Options

Note. This figure shows the possible answers guided by colors blue, red, orange or green on their tablet / mobile / computer.

6º.- In the tablet / mobile / computer appears what has been the result. In case of not getting it right, it appears what the correct result is.

Figure 12

Result of the Question
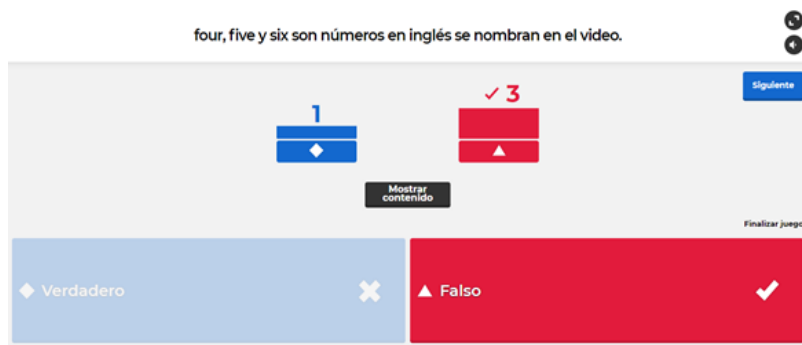
Note. This figure shows the results of the wrong and correct answers.

7º.- In the main screen will appear what the results have been. In this case, one group has succeeded and the other has not, and the ranking of who is in first position and with how many points is displayed. The group that answers the questions first adds points and the Kahoot adds the points once the questionnaire ends, thus announcing the winner.

Figure 13

Ranking

Note. This figure shows the points of the players.

8º.- Once finished, it appears on the main screen who has been the winner.

Figure 14

Winner

Note. This figure shows the podium with the winners.

10º.- Each player team can score the game: In addition, at the end of the game session, Kahoot himself makes a report of how the game has gone for the teacher, and so you can analyze who has answered, whether he has done it right or wrong, what needs to be reinforced and even gives the possibility of repeating the questionnaire.

Figure 15

Score the game

Note. This figure shows that each team or players can rate the game.

11th. - The teacher will be able to view the final ranking of the score and save the results of the game, so the final report will be downloaded in Excel format to assess which questions have worked best / worst and be able to analyze the results. Example of report in Excel with kahoot results:

Figure 16

Final Ranking

Note. This figure shows the final ranking of the game.

Literature Review

Introduction to the Literature Review

Acquiring listening skill in English are experiences that mark the child's life; hence the importance of being able to access it in a natural and calm way. Listening in English then becomes fun and enjoyable interactions, in which the child can enjoy his/her achievements and learn of his/her mistakes.

According to the research of Latha (2018) of the four linguistic activities, Listening, Speaking, Reading, writing; Listening is the most important skill to acquire. In his study, he found that games are also very important in the development of this ability, since the results indicated that games well selected and applied by the teacher can significantly improve word

recognition, expand vocabulary and at the same time can increase your achievement in the ability to understand what you are hearing.

How to use Kahoot for Online Activities?

1. Kahoot will generate the game's PIN code, which is displayed large at the top of the screen. Now is when players can join the game from another computer, visiting Kahoot with the mobile application for Android.

2. In the application, press Enter PIN and type the numbers of the PIN code of the Kahoot! in progress. Press Enter and the only thing left for you to join the game is to choose which nickname you want to use, which will be how the other players see you.

3. After the teacher starts the game, the student must answer the different questions about what they hear in the songs, movies, and conversations, when the students answer immediately, he knows if you have done it correctly, in which case he earns points, which increase if you are in streak. At the end of the game the podium is shown -if it was activated- so that those who have correctly answered the greatest number of times are rewarded.

State of the Art

This section presents the findings on the antecedents related to gamification and the importance of using gamified activities in learning English in elementary school children. The antecedents consulted were diverse, such as thesis, articles, and other texts that gave evidence of the importance of the use of gamification to improve the ability to listen to English.

The following study can be mentioned:

The work done in the University of Burgos of Spain by Alonso Gonzalez, 2016 entitled "Gamification as a motivating element in the teaching of a second language in primary

education" in which he talks about gamification and its motivating role in the Primary Education classroom. The first part investigates the importance of motivation to achieve appropriate learning. The term gamification and its application to learning English as a foreign language are also defined and explained. The results of the staging were very positive since it has achieved an extraordinary participation and interest on the part of the students. In addition, the results have been very good academically, with all the children achieving the necessary content.

The article of Pedro Fabricio Molina, 2020 from Ecuador "Gamification as a didactic strategy for learning the English Language" which consists of analyzing gamification as a didactic strategy for learning English. This author cites to (Chavez, 2019) who affirms that gamification is a tool used in the field of education, fundamentally in language learning. To achieve this content, a documentary review-bibliography related to this topic was made. The results of this article affirm that gamification is a strategy that enhances the learning of English using the game to motivate and capture the interest of the student.

The gamification can be understood and worked from the ethnological, pedagogical, psychological, sociological point of view, among others, to show this we will cite the theory of Piaget who has studied the game and its importance in child development and that will be very useful in the moment to define our games for learning and improve listening skills. Jean Piaget (1992), affirms that knowledge is constituted by the child through the interaction of their mental structures with the environment, more specifically, we can say that knowledge is actively constructed from the action that the subject performs on the object of knowledge, logically understanding this as a physical and mental action depending on the overall cognitive structure that comes into play.

According to Piaget, the game is a valuable help that stimulates the global development of children's intelligence. For this Swiss psychologist and pedagogue, the game, in addition to fulfilling a biological function and in the development of morality, collaborates in the acquisition of schemes and structures that facilitate the development of cognitive operations. Within his theory of child development, playful activity reflects the intellectual structures of each moment of development, in such a way that a type of game corresponds to each stage.

Theoretical Framework

Literacy in a Second Language

All studies on language learning are aimed at providing answers on how a foreign language is learned, that is, it is a question of presenting the factors involved in the process of learning a foreign language. Theoretical currents over time have tipped the balance towards one or the other factors, so *behaviorism* Skinner (1953) bases motivation on exclusively external factors, while constructivism incorporates the cognitive perspective and the experience of the learner. For its part, the interactive model defines motivation as a state of cognitive and emotional activation that produces a conscious decision to act and that gives rise to a period of sustained intellectual or physical effort, to achieve a previously established goal or goals (Williams & Burden, 1999).

As fundamental contributions we can highlight Fernandez, (2009), "The overcoming of behaviorism with Chomsky's generative model that defends the ability to create language when innate mechanisms are activated in contact with the data to which one is exposed" (p.52). Krashen's monitor *model* and its controversial but very fruitful dichotomy *acquisition* vs. *learning. Bialystok's model* that places the transition from learning to acquisition through functional practice and from acquisition to learning through formal practice.

Vygotsky's constructivist contributions and the scaffolding for language learning in a nearby development area thanks to interaction. The studies on *learning strategies* initiated by Selinker in the early seventies, from fundamental contributions such as those of Bialykstok (1970) or Ellis (1985). If we focus our attention on learners, the CEFR provides other useful variables such as a detailed list of the areas and contexts in which one interacts in a foreign language Council of Europe (2002):

> Each act of use of the language is part of the context of a specific situation within one of the areas (spheres of action or areas of interest) in which social life is organized. The choice of areas in which students are prepared to be able to act has far-reaching consequences for the choice of communication situations, purposes, tasks, topics, and texts that make up the teaching and examination materials and activities. (p.49)

The Framework divides these areas into personal, public, professional, and educational and examines external situations that directly influence the way in which each is acted (Council of Europe, 2002).

Figure 17.

Places.

the institutions or organizations that come into play (e.g.

University, company, family).

the texts that can be found within the chosen situation (e.c. forms, advertising brochures, instruction manuals)

the place where they occur (e.g., home, street, hospital)

the people involved (e.g., police, co-workers, family, and friends)

the actions carried out by the persons involved (e.e. administrative procedures, registrations, family events)

the events taking place in the chosen situation (e.e. holidays, illnesses, interviews)

the objects of the environment for the chosen situation (e.c. tools, furniture, official documents).

Note. This figure shows the place where students are prepared to communicate and use the language.

The model of Spolsky (1989) collects the factors, all of them allusive to external linguistic realities, that affect the process of learning second languages and how they are articulated. To sum up, there are several factors that must be considered when working with students with no previous schooling experience (Reimer, 2008):

Table 1.

No Previous School Experience.

WITH NO PREVIOUS SCHOOLING EXPERIENCE	• Allow the practice of strategies with known material.
	• Divide the use of strategies into successive steps. For example, in the first session an image is
	• presented, in the second session with that image, in the third session more
	• information is added to the image, and so on.)
	• Encourage the social use of strategies and peer learning.
	• Try to anticipate the difficulties that apprentices may have in the face of the novelty of reflection on learning strategies.

Note. This figure shows the factors that must be considered when working with students with no previous schooling experience.

It is becoming increasingly obvious that no methodology is ideal for all learners since, when analyzing a specific classroom situation, all of them can find both positive and negative aspects. Rather than applying a method, we can consider that learning a second language (certain skills of a second language in our case) must be understood as a process of adaptation to different

contexts, different motivations, as well as the adoption of varied didactic practices. From this eclectic perspective we look for concrete ways to empower our students to "do things with the written language" with all that it entails. Eclecticism that is not confused with "anything goes".

It is not just the learner's factors that influence learning. The teachers (and their attitude, expectations about the student, personality, motivational experience, teaching style) the center (the resources that are possessed, the ratio of students, the norms and the institutional variability must be taken into account to obtain a global vision of the increase in learning.

The communicative approach to language teaching affects the role of the teacher. In the case of the group of apprentices we are dealing with, this perspective must be completely changed. None of our students have had previous directed learning experience. Not even for listening skill. None have attended class before. Here the theories of Lev S. Vygotsky take on special relevance: the process of learning the language from a social perspective. Knowledge is not transmitted from one individual to another but is built through cognitive operations induced in social interaction. All this framed in an action-oriented approach, to the achievement of extralinguistic objectives.

Gamified Activities Features

We could define the game, from the field of teaching foreign languages, as an activity that leads to learning while having fun.

It is about incorporating into the classroom games that promote a relaxed atmosphere in which the learner shares with his/her playmates an authentic communication experience; therefore, it is important to consider gambling as a real communication activity.

The gamified activities relax the student and encourages creative participation by raising a need for the use of English. Although we must be careful when proposing an activity, since if it were not, such as, for example, an activity that has been proposed at the last moment, or that is to be filled, it will lose all its potential. And so that this does not happen, we must dedicate the necessary time and always bear in mind when designing any activity, the needs and motivation of the students. The end of this process leads to capture the attention and awaken the interest of the student (Cuesta, 2018).

For a conscious use of games in the classroom, we will base ourselves on some aspects that must be considered according to Bello (1990)

What is the approach to the game and how the students are grouped for each activity (group or individual), that is, the organization of the activity?

Be clear about what material will be used for each type of game and what language will be used for interaction in the game as basic structures that help to start, develop, and end the game. These structures should be shown and explained to the students before starting the game to get them to become familiar with this vocabulary and to know how to use it in a useful and conscious way.

Attend to the different game modalities that could be classified according to the objective they pursue, such as: vocabulary games, which in most cases consist of searching and finding the missing word or writing the appropriate word. Another type of game is that of grammatical structures that help to fix structures already known to the student. And creativity and communication games that are more extensive and allow the use of a wider and more complete

vocabulary. With this type of games, the development of expression and understanding will be greater.

In addition to these types of games, we have resources that we learned and learn from day-to-day experiences and that if we add a bit of imagination, we can go to the same games that we have learned with our mother tongue. We can also attend to proposals from the students themselves, or take ideas from cultural television programs, always looking for a good use of games to work with our students. Any proposal that departs from traditional teaching will be valid. After all, we want to draw the maximum attention of children in these types of learning. (p.139)

English language teaching-learning methodology

The English language is taught as a subject of study in public and private educational institutions in Colombia. English is taught as a foreign language. It is known that most teaching methods and strategies are not as effective. The fact is that there is no research, analysis, systematization of experiences, or debate on this topic.

Harmer (2001) points out that there are at least five factors that are determining factors in the teaching-learning process of the English language: the teacher, the student, the methodology, the curriculum, and the educational context. These factors under favorable conditions can lead students to develop higher levels of learning, but under unfavorable circumstances they can interfere and greatly affect results. So, the key is to determine whether these factors work for or against public and private educational institutions. From there it is possible to explain or at least justify the failure to reach the students' levels of communicative competence in English.

Public and private institutions should begin a process of internalization, a campaign for the recognition of English from preschool, training the English teacher himself in the process of teaching language learning. Likewise, create the necessary spaces, consider the realities, and needs of the students, the teacher, then, must allow the student to bring to school what they have as a personal interest in English and incorporate it into the classrooms in the same language teaching process. Brown (1994) considers that English teachers should promote contextualized learning experiences that respond to the interests and needs of their students, thus modeling a pedagogical practice consistent with the current trend in language teaching, as well as theories Learning.

Over the years, a series of changes were carried out in all aspects of society and consequently, radical changes were generated in the role of the educator within the teaching-learning process. His academic activity would no longer be limited to teaching classes, but these would constitute a part of his obligations. Suárez (1991) maintains that the educator ceases to be a transmitter of knowledge and becomes a facilitator of experiences who plans the teaching process, motivates, reinforces, and collaborates with students, poses problems, generates discussions, and can evaluate students. your students and at the same time evaluate yourself.

The student, for his part, becomes an active subject within the educational process; a being that thinks, creates, transforms, informs itself, consults, criticizes, discusses, organizes, and plans its own learning and is capable of self-evaluation. Within this new conception, the teacher will no longer be the only one who provides information, but the student can also enrich it by contributing their own knowledge, feelings, and ideas, so that learning is more effective and meaningful. In this way, the role of the educator will be to explicitly and deliberately guide and

orient all the activities of the students and create the optimal conditions for learning to occur (Suarez, 1991).

Literacy

In recent years, like Makin & Jones (2007) claim that literacy was seen as something that was taught in school when children entered it; and specifically, in the reading and writing part. But it is known that today literacy is a broad term that includes some other skills different from the typical ones (i.e., writing and reading); in those skills we can find listening or talking. All those skills can help us communicate effectively and make sense of the world, as the National Literacy Trust mentions on its website.

In addition, Freire (1985), a reference in adult literacy, based his work on the integration of notions of active learning in sociocultural environments. As Freire (1985) states, it is important to incorporate the student's sociocultural realities into the learning process itself and then use the learning process to challenge these social processes. Furthermore, it states that the notion of "critical literacy" is a goal that can be achieved through profound readings that include interpreting, reflecting, interrogating, theorizing, investigating, exploring, probing, and questioning, and written texts from the social world.

Considering other concepts, an according to Makin & Jones (2007) "Literacy is one of those challenges, with children from minority cultural groups or of minority linguistic origin and children living in poverty at particular risk of low literacy performance in school" (p.5). It is appropriate to ensure the literacy issues of these children from primary school onwards and to build based on the education system. From the above point of view, we can infer that cultural and socio-economic concerns play an important role at this time in growing literacy. Makin, & Jones

(2007) mention that "Literacy learning begins within children's homes and communities, with families as the first literacy educators" (p.6).

Applicability of Gamified Activities in the Classroom

Considering the typology of the gamification in the foreign language class, proposed by various authors, it is necessary to know the considerations that its applicability involves, that is, the measures that must be considered, so that said strategy has an effective development in the classroom (Basal, 2015). According Arias & Castiblanco (2015), games for young children need to have simple language and must be easy to explain, configure, and finally, be able to play.

Everyone should be able to participate, and it should be fun. It is likely that the mother tongue will have to be used more to explain the game, although we should try to gradually introduce simple phrases. Thus, the best way to ensure that students understand is to play with one or more children. In the next stage, the organization of the class, is a key stage for the solidity of the gamified activity. According to the authors, it is important to try to involve as many children as possible in it. Then, in the third stage, that of the gamified activity is where the two previous stages are validated and refuted. Children should be taught the language they need to fully play each game, including the language necessary to organize it correctly and to organize themselves when playing.

Finally, in relation to the role of the teacher in the game, while the children are playing the game, their role should be to observe, listen and monitor the language of the children. It is also necessary to give the necessary instructions and explanations where certain linguistic difficulties of the children are observed, although what is never conducive to doing is correcting the students in excess or assuming the role of protagonists of the game. At this stage, it is the children who really should play the game for themselves.

From a methodological point of view, the teacher must consider the level of knowledge of the students, their age, their interests and needs, and the school context when planning recreational activities. The authors highlight that it is important for students to know the pedagogical utility of the game in formal communicative situations, so that it really constitutes meaningful learning and thus avoids the feeling of loss of time that is sometimes generated in class.

That said, when selecting the appropriate game for each class and each teaching situation, a series of restraints must be considered as proposed Arias & Castiblanco (2015):

- They must provide a real communication opportunity, although within artificially defined limits.
- They should stimulate the acquisition of the foreign language by increasing the degree of motivation in the student.
- They must promote a positive, relaxed atmosphere, encouraging the participation of all students.
- Its own structure should allow students to exploit their knowledge of the foreign language flexibly.
- They should be able to be used as a preliminary trial on some aspect to be introduced, as a check on what has already been learned, as a review, or as a need's diagnosis. (p.53)

On the other hand, Merrakchi (as cited in Arias & Castiblanco, 2015) affirms that the teacher must follow an educational approach designed from the training experience of his students and skills, opting for a game with which he reaches his objective (install skills). The success of the game focuses on the phase of its presentation. The teacher is the guarantor of the

educational nature of the activity; therefore, he is responsible for presenting a game to the children for the first time. According to the above, this author distinguishes three phases in the classroom game:

- First, the spontaneous phase is distinguished, during which the child has time to discover the game, see the objects in the game, ask questions.
- Second, there is the technical phase, which results from the need to establish a code (words, signs, gestures ...) to respond to instructions. During this stage it is observed that the rules can appear gradually, as the game develops.
- Third, a creative phase, which is no less important than the previous two. To carry it out, you can start with the establishment of a code by the children. At this stage, the child must be led to create, to invent for himself (understand the game). (p.54)

Teaching-Learning Process

Learning is the process through which abilities, skills, knowledge, behaviors, or values are acquired or modified because of study, experience, instruction, reasoning and observation. This process can be analyzed from different perspectives, so there are different theories of learning. This is one of the most important mental functions in humans, animals, and artificial systems.

Human learning is related to education and personal development. It must be properly oriented and is favored when the individual is motivated. The study about how to learn is interest of the neuropsychology, educational psychology, and pedagogy. Learning is conceived as the change of behavior due to experience, that is, not due to maturational factors, biological rhythms, illness, or others that do not correspond to the interaction of the organism with its environment. It

is the process by which a certain skill is acquired, information is assimilated, or a new knowledge and action strategy is adopted.

It is defined as the movement of the cognitive activity of the students under the direction of the teacher, towards the domain of knowledge, skills, habits and the formation of a scientific conception of the world." It is considered that in this process there is a dialectical relationship between teacher and student; which are differentiated by their functions; the teacher must stimulate, direct and control learning in such a way that the student is an active, conscious participant in said process, "teaching" and the student's activity is "learning".

The teacher-student relationship occupies a fundamental place in this teaching-educational context: the teacher has an important role, and the teaching aids multiply the possibilities of exercising more effective action on the students.

The game

The game is an activity inherent to the human being. All of us have learned to relate to our family, material, social and cultural environment through game. It is a very rich, broad, versatile, and ambivalent concept that implies a difficult categorization. Etymologically, the researchers refer that the word game comes from two words in Latin: "locum and ludus-louder" both refer to joke, fun, and are often used interchangeably with the expression playful activity.

Game as a pedagogical tool becomes a key piece for the development of work, especially because it is a permanent experience that is part of man from the earliest stages of life. Authors such as Roger Callous, Moreno Palos, etc. They include in their definitions a series of characteristics common to all visions of which some of the most representative are:

✓ It is free.

✓ Organize actions in their own and specific way.

✓ It helps to know the reality.

✓ Allows the child to assert himself.

✓ It favors the socializing process.

✓ It fulfills a function of inequalities, integrating and rehabilitating.

✓ In the game the material is not essential.

✓ It has rules that the players accept.

✓ It takes place in any environment

✓ Help education in children

✓ Reduce stress, etc.

The gamified activities are useful and necessaries for the development of the child to the extent that this is the protagonist. The gamified activities always make implicit or explicit reference to the relationships between childhood, fun and education. The gamification is an activity that has the end, that is, the individual performs the activity itself to achieve the objective that is to be pleasant. The gamification has an intrinsic purpose character and is liberating from conflicts, since it ignores problems or solves them. One of its main characteristics is over-motivation, which aims to make an ordinary activity a supplementary motivational activity. Early and varied play contributes positively to all aspects of growth and is linked to the four basic dimensions of child development which are the psychomotor, the intellectual, the social and finally the affective-emotional.

There are two types of games; free game and directed game.

Free game is when it manifests spontaneously, a characteristic form in childhood, where it is the player himself who establishes the temporal and spatial limits of the activity, it is carried

out on his own initiative and is self-directed by the player or players. The directed game also called organized game, educational game, pedagogical game, intentional game, didactic game, among others; It is used to achieve a predetermined objective in different fields such as education, recreation, psychology, the toy industry, among others; to which the intention of who applies them always comes before them and in which almost all the action of their development is planned.

The games to be developed in the research belong to the type of directed game, since they are used to achieve a predetermined objective, there are rules that must be followed by all participants and there is a person who oversees directing them so that the objective is fully met.

Within the Directed Games it is distinguished in several moments:

Game Planning. The games must be selected in relation to two fundamental aspects: the objectives to be met within the curriculum design and the characteristics of our students (motor, cognitive, affective, etc.), although in no way we must forget their interests, number of participants, material available and facilities among others.

Explanation of the Game. In the application of the game, much of the success of these is due to the way the direction is carried out. Regarding the way of presenting the gamified activities to the participants, the teacher must:

- ✓ Have the required material ready.
- ✓ Form balanced groups.
- ✓ Capture everyone's attention.
- ✓ The explanations must be easy to understand and use demonstrative examples that facilitate the understanding and assimilation of the game.

Direction of the Game. Once the game is organized, its implementation must be based on animation, a fundamental aspect for its pedagogical success. The aspects that the teacher must observe during the development of the game are, among others:

✓ That everyone intervenes as actively as possible in the activity.

✓ Verification: in the realization of the game, it must be ensured that the participants strive to respect the established rules.

✓ Constantly encourage the participation of all players.

Gamification

Gamification is a recent term that refers to the use of ludic or game methodologies in the educational, digital, and business fields, mainly. Gamification could be summarized as the strategy of "learning by playing (Zichermann & Cunningham, 2011).

Learning

Learning is the process through which abilities, skills, knowledge, behaviors, or values are acquired or modified because of study, experience, instruction, reasoning, and observation (Lean Learning, 2012). In the human being, the learning capacity has come to constitute a factor that surpasses the common ability in the same evolutionary branches, consisting of behavioral change depending on the given environment. Thus, through the continuous acquisition of knowledge, the human species has achieved to some extent the power to become independent from its ecological context and even to modify it according to its needs (Rojas, 2001).

To learn, you need four fundamental factors: Intelligence, previous knowledge, experience, and motivation. Although all the factors are important, it should be noted that without motivation any action taken will not be completely satisfactory (Riva, 2009). When it comes to

learning, the motivation is "wanting to learn", it is essential that the student has the desire to learn. Although the motivation is limited by the personality and will power of each person.

The experience is "knowing how to learn", since learning requires certain basic techniques such as: Comprehension techniques (vocabulary), conceptual (organize, select, etc.), repetitive (recite, copy, etc.) and exploratory (experimentation) (Riva, 2009). Good organization and planning are necessary to achieve the objectives.

Finally, there is intelligence and prior knowledge, which at the same time is related to experience. About the first, it is said that to learn, the individual must be able to do so, that is, they must have the cognitive abilities to build new knowledge. According to Riva (2009) there are several processes that are carried out when anyone is ready to learn. The students when doing their activities perform multiple cognitive operations that make their minds develop easily. These operations are, among others:

- A reception of data, which involves a recognition and a semantic-syntactic elaboration of the elements of the message (words, icons, sound) where each symbolic system requires the putting into action of different mental activities. Texts activate language skills, images perceptual and spatial skills, etc.

- The understanding of the information received by the student who, based on their previous knowledge (with which they establish substantial connections), their interests (which give meaning to this process) and their cognitive abilities, analyze, organize, and transform (they have an active role) the information received to develop knowledge.

- Long-term retention of this information and associated knowledge that has been developed.

The transfer of knowledge to new situations to solve the questions and problems that arise with their contest.

Learning types.

Learning types According to Valle-Arias (1993):

The types of learning are:

Receptive Learning. In this type of learning the subject only needs to understand the content to be able to reproduce it but does not discover anything.

Learning by Discovery. The subject does not receive the content passively; discovers concepts and their relationships and rearranges them to fit his cognitive scheme.

Repetitive Learning. It occurs when the student memorizes content without understanding or relating it to his/her previous knowledge, does not find meaning in the content studied.

Meaningful Learning. It is the learning in which the subject relates their previous knowledge with the new ones, thus providing them with coherence with respect to their cognitive structures.

Observational Learning. Type of learning that occurs by observing the behavior of another person, called a model.

Learning Spanish in Primary Education

During the entire stage of Primary Education, the experiences, knowledge, and capacities in the languages that children know will be of great importance to understand and build strategies, meanings, and structures during their participation in acts of communication. As well reflected in Royal Decree 1513/2006 on Minimum Teaching of Primary Education, in Foreign

Language it is intended to achieve the training of students so that they can use it and finally can understand, speak, and converse, read and to write. To achieve this goal, the use of games leads to a very natural teaching of English, since the game has always been a common learning technique throughout history.

Authors such as Erikson (1982) among others, share the opinion that children tend to be much more stimulated and motivated in English classes when games are played and resources such as images, real objects etc. are used, instead of traditional materials such as textbooks or worksheets.

Advantages and disadvantages of the use of the game in the teaching-learning of English

To explore the use of games in the classroom, we will consider possible benefits and possible disadvantages for learning the English language. The benefits of playful learning of English are the following:

- They keep the class alive and interesting. - Students keep their motivation high during learning. - They help the teacher to be closer to his students in a pleasant way. As a result, they facilitate the teaching-learning process.

- And finally, I think it is important to highlight that if both the student and the teacher have a good time, it is a sign that the teacher is also looking for their own motivation and, by achieving it, it will be much easier to transmit any knowledge to the students.

- The possible disadvantages that we should consider when teaching this type of classes could be the following:

- We will be presented with situations in which students will want to measure up and play well, but they will find the possibility of failing. It is normal and the failure or error is honored.

- In the gamified activity, if the student is showing interest and it is still difficult for him, it will be necessary to encourage him and give him help to reach that goal, which is learning.

- There are also important values to instill in our students, such as respect for others. - Teachers know that each student has a different capacity and therefore they will not all learn at the same time, and this should be very clear to them. Some of these ideas are based on Garrido (2009).

Benefits of Gamification

More and more teachers are turning to gamification as a resource to engage students in the classroom. For those who still do not know the concept of gamification, it is a teaching method by which children learn through play, thus turning the classroom into a much more pleasant and attractive environment for them (Alzate, 2020).

According to Alzate (2000) some of the most notable benefits of using gamification in the classroom are:

Improve the Child's Behavior in the Classroom. Gamification has resulted in improved classroom behavior for children in general. Games that help children control their breathing and heart rate improve student behavior in the classroom.

Develops Logic and Cognitive Ability. When students are tasked with creating their own video game, in which they are "forced" to develop their own story, the cognitive ability and logic of children is being effectively promoted.

They grow in Creativity and Mature in the Classroom. By finding themselves in situations where they must use their imaginations to create scenarios and create stories, children make the most of their creativity.

Gamification Improves the Child's Attention and the Relationship with the Teacher. When we encourage the child's learning through play, the child's attention improves, his ability to participate and learn, and the relationship with the teacher is strengthened.

Learning by Playing

The game, as a teaching method, is very old, since in the Primitive Community it was used empirically in the development of skills in children and young people who learned from the elders how to hunt, fish, farm, and other activities that were transmitted from generation to generation. In this way the children were able to assimilate in an easier way the procedures of the activities of daily life.

From the studies carried out by philosophers, psychologists and pedagogues, different theories have emerged that have tried to give different definitions about the game. There are different types of games: rule games, constructive games, role-playing games, creation games, pretend games, and educational games. Children's games are the predecessors of educational games and arose before Pedagogical Science itself. The gamification is a fun recreational activity that serves to develop skills through an active and affective participation of students, so that in this sense creative learning becomes a happy experience.

The idea of applying gamified activities in the educational institution is not a new idea, there is news of its use in different countries, and we also know that in the Renaissance great importance was given to the gamified activities." The use of playful activity in the preparation of future professionals was applied, in its beginnings, in the sphere of management and organization of the economy. "Gambling, as a form of human activity, has great emotional and motivational potential that can and should be used for educational purposes, mainly in educational institutions.

The gamification is an essential tool to be exploited in all its dimensions during the teaching-learning process, the gamified activities assure each child the possibility of incorporating elements of reality into himself, he should confront the teacher with his classroom task and ask himself how much we can transform our activity in favor of the conquest of know ledge of the education of our students.

Teachers of the initial and primary level must seek by all possible means the child's approach to game.

Jean Piaget indicates that the game would be the result of the subject's experimentation on the external world. Then the processes of assimilation and accommodation participate in it, thus producing an active transformation between subject and world. According to the evolutionary level, the corresponding game could be mentioned. For the sensory-motor level, the functional exercise game would agree (primary, secondary, and tertiary circular reactions), for the preoperative period the symbolic game would correspond, for the specific operative period the regulated game and for the formal operative period the mental game.

The didactic material are the physical elements that the teacher or anyone uses to carry out a good teaching and reach the only purpose that is learning, these are of great help especially

when it comes to teaching children and more than the entire area of education. language: In this regard, Piaget tells us that "For good cognitive development, physical experience is of vital importance; one that is born from one's own action and from the manipulation of physical objects such as water, sand, plasticine, among others".

For this reason, today many educators have chosen to implement and create more playful materials, designed according to their needs, and this is also considered the first facilitator of learning. Said material must propose learning methods that attend to the acquisition of significant learning processes of the students. It is up to him to supply the necessary and pertinent information, it must then be a self-sufficient, striking material that provides the motivational resources to feed back the interest in the study, finally, it must allow self-evaluation; It is essential that the student knows what he has learned and how he must recover the objectives not reached, the external evaluation must be carried out in perfect coherence with the self-evaluation and address the same objectives.

The great advantage of using didactic resources is that they lead the student to obtain significant learning through motivation, here it is vitally important to consider the student's previous knowledge and this learning usually helps the student to build their own knowledge schemes.

Conceptual Framework

Currently, Educational Institutions have a document called syllabus, which includes everything related to basic performances, performance indicators, contents and transversal projects; that syllabus is prepared according to the methodology adopted by the educational institution and it becomes the compass that guides the planning and development of the different themes in each of the classes and that in order to be effective, it must be known and applied by all the teachers who are part of the educational community, that is, they should all speak the same language. At the Obando educational Institution, primary school teachers mostly declare that this has a defined and established methodology within the syllabus regarding the teaching of English, they know it and apply it, this methodology is "new school".

It is important to reconsider that before helping the child to foster English listening skill, the teacher must know and understand the way in which the child acquires knowledge, it must be taken into account that when the child is in third grade around eight (8) and nine (9) years old to learn English, he already comprehends basic vocabulary of the language; therefore one of the most important missions within the educational institution must be to offer activities, experiences and materials to third grade students that allow them to acquire listening skill in English in a didactic, fun, enjoyable, enthusiastic way; awaking in them interest in learning.

From the time the child is born until he has reason, game has been and is the axis that moves his expectations to seek a time of rest and relaxation. Hence, children should not be deprived of playing because with the game they develop and strengthen their experiential field, their expectations are maintained, and their interests are focused on meaningful learning. The game, taken as entertainment, smoothest the rough and difficulties of life, for this reason it eliminates stress and promotes rest. One of the main activities of the child is the game, since

through this he interacts with the environment that surrounds him, the gamification is pleasant, fun, allows the active participation of the child in solving problems, the gamified activities become the best means of expression that the child may have.

Gamified activities are for fun, enjoyment and is also used as an educational tool. Its importance in education lies in the empirical evidence when it has served as a means for learning, it has been considered as the most appropriate way to teach to children and it has held a very important place to make teaching more pleasant, transmit knowledge and promote values. Teaching while playing is a strategy that motivates in creative and meaningful learning.

When asked to the students of third grade of primary about the use of the gamified activities in the development of the classes of English and more exactly in the strengthening of listening skill, 60% answered that the teacher never uses gamified activities, compared to 40% who answered that sometimes; therefore 50% of the surveyed students consider the English class boring, compared to 25% who consider it pleasant and another 25% for whom it is indifferent. Then they were asked if they would like classes of English to involve more game to improve listening skill in English, 100% answered yes, since according to them the classes would be more fun and cooler, which shows that students enjoy learning through gamified activities, it facilitates the acquisition of meaningful knowledge.

By making the classes more fun, the student will work with more pleasure and won't do it by the simple fact of meeting with certain requirements or obtaining a grade, living the educational process in a pleasant way, avoiding the monotony of the activities in the development of classes, thereby promoting a more active participation of the students in their development, and posing new challenges in learning, behavior and ways of relating between students and teachers.

When asked the teacher of elementary school Obando Educational Institution about the use of gamified activities as a strategy to favor the teaching-learning of listening skill in English, 100% of them stated that do not use it, that within the results obtained highlight the improvement of children's learning and interest in the class, strengthen their autonomy and their skills in school performance, somewhat contradicting the answers given by the students.

Trying to identify the different gamified activities that teachers play in the classroom, they were asked about the type of gamified activities that they use in their development to promote the teaching-learning of listening skill in English, responses that attracted attention, because gamified activities are mentioned in which the children are always sitting in the chairs, they do not stimulate teamwork or classes through fun, these are not considered as gamified activities by the students; since for them the gamified activities are to form teams and compete.

Considering the results obtained in the survey of teachers and third-grade students made on this study population, the interest in teaching and promoting listening skill in English among primary students is born through gamified activities to motivate them and facilitate their learning. Currently, the role of the teacher has been reconsidered, who is considered today as the guide and mediator of learning instead of just transmitting information, becoming an active, participatory, and innovative agent in the teaching-learning process specifically in listening skill in English.

The research does not intend to change teaching-learning methods but to implement strategies that involve play, adjusting it to this process, highlighting that the child is a creative, active, and intelligent subject or as Piaget says, "a knowing subject". The project consists of strategies that facilitate the teaching-learning of listening skill in English, emphasizing the gamified activities; since through the gamification the student can develop skills and capacities necessary to appropriate knowledge, turning the classroom into a space where different didactic,

lively, active, pedagogical, and creative activities can be carried out, all of which are aimed at awakening their interest in English learning.

The gamification should be considered as an important activity in the classroom, because it provides a different way of acquiring knowledge, it provides rest and recreation for the student; they allow the participant's interest to be directed towards the areas that are involved in the playful activity. The skillful and initiative teacher invents gamified activities that match interests, needs, expectations, age and learning rhythm, thus avoiding that their classes become tedious and boring. To start applying this methodology, simple but fun and interesting gamified activities are recommended, where you can experience and value teamwork, since complicated gamification detracts interest from its performance.

Learning to listen in English means that the child does it in a comprehensive way and allows the development of increasingly elaborate levels of thinking, communication and interaction with others and with the environment in a positive way. In addition to being a skill very valuable to learn, continue studying and continue learning, not forgetting that these learning processes have their difficulties, so it is appropriate and pertinent to program and develop playful activities that bring out gamified activities, making all this pleasant and easy to access knowledge of himself and the surrounding world.

Rationale of the Research Study on the Literature

Given that this research project aims to develop communication skills in the English language, especially the listening skill, a conceptualization of it is offered below, considering its definition, characteristics, and importance.

Definition of Listening Skill

Listening is the first skill and basic ability in learning a new language that beginners must learn. It is a receptive skill meaning that the language learning beginners receive new words from what they have heard or listened to. The ability to receive will affect the ability to produce. If they are good at listening; as a result, they will understand and even have a good competency in productive skills namely speaking and writing (Nuraini, 2019).

Importance of Listening Skill

The goal of learning a foreign language is centered on developing communicative competence. For years we have seen how different strategies have been created within the classroom to improve and facilitate this skill. However, these practices have not been implemented effectively and thus their role has been significantly reduced.

Listening is the most significant part of communication as it is pivotal in providing a substantial and meaningful response. Especially in learning a language for communicative purpose, listening plays a vital role, as it helps the language learner to acquire the comprehension of messages conveyed can be based solely on tone of voice, pitch, and accent; and it is only possible when we listen. Without understanding input appropriately, learning simply cannot get any improvement. In addition, without listening skill, no communication can be achieved (Renukadevi, 2014).

According to Renukadevi (2014) as we get to understand spoken language by listening it is easier to improve the other skills and gain confidence. Other than being the primary form of communication, listening helps the language learner to understand the beauty of the language, especially in terms of communicative language teaching. It is said that the basis for

communicative competence is listening as it provides the aural input and enables learners to interact in spoken communication and hence language learning largely depends on listening. Thus, listening forms, the concrete basis for the complete language proficiency.

In our country, the English teaching system has been based on traditionalist methods, where the student only receives concepts, structures, or grammar, leaving aside the production of said knowledge. For this reason, it is important that the teacher allows the student, in addition to being a receiver, to play and interact with their surroundings, exploring and taking risks in another language. It is here where the role played by the gamified activities as a pedagogical strategy becomes important, since it allows breaking with traditionalist schemes, fostering spaces for interaction, communication, and therefore, meaningful learning.

Within the classroom, the teacher, in addition to being a counselor, is a participant in the student's learning process, for this reason it is important that various activities are carried out in this space with materials that meet the needs of the students. Likewise, it is necessary for the teacher to encourage in the student the importance of taking risks in learning a language, since making mistakes in this acquisition process is something natural and they should not be afraid. Less room should be given to grammar explanations and more work in real contexts, which allow the learner to put into practice the language he is acquiring.

Research Design

Introduction to the Research Design

The content developed in this chapter is related to the type of research, instruments, population, diagnosis, and hypotheses.

Methodological Design

This project focuses on action research because the researchers participate actively in the educational process in which the study subjects are immersed. Action research is proposed to change and improve existing practices, whether educational, social and / or personal, it is developed in a participatory way, that is, in groups that propose the improvement of their social practices or experiences, methodologically it is developed following a spiral process that includes four phases: Planning, Action. Observation and Reflection. It unites theory and practice, knowledge, and action, it is projected in three dimensions: personal, professional, and political. The potential generated from scientific knowledge from practitioners is recognized and research communities and practitioners are connected. According to Elliot (2005) action research interprets what happens from the point of view of those who act and interact in the problem situation, for example, teachers and students, teachers, and principal.

Research Method

According to Ruiz (2013), the quantitative and qualitative approaches allow the collection and analysis of data to answer research questions, test previously established hypotheses and rely on numerical measurement, counting and statistics to accurately establish patterns of behavior in a population (as cited in Guelmes & Nieto 2015).

This is why the methodological approach of this research work was mixed, because for the analysis of the data, qualitative and quantitative aspects were applied. For this, it was first necessary to determine that, for decision-making regarding the investigation, a statistical analysis should be carried out, which would be handled in tables of percentages according to each of the results of both the pre-test and the post-test. In addition to this, the qualitative is used through the information collected in the surveys, both the input and the output, it also shows the results in detail, as a weighty argument for the study.

Context of the Research

According to the results obtained in the information collection process, the following categories can be defined:

1- Literacy learning processes for students in the third grade of elementary school of the Obando Educational Institution.

2- The pedagogical practices of the third-grade teacher of the Obando Educational Institution in the teaching of English.

3- The game as a tool for learning English in students of the third grade of the Obando Educational Institution.

Within the processes of teaching-learning of English in the Obando Educational Institution, it can be highlighted that although because it is a rural Institution, the "New school" Program must be developed, most of the teachers use the method complementing it with other methods, making classes monotonous and boring for students, who increasingly show little interest in learning, demanding new pedagogical practices from teachers that reawaken their desire to learn, for participate in classes and because they remain within an Educational

Institution, the classes do not involve play, they do not stimulate teamwork, the students remain most of the time sitting in their chairs waiting for the bell to ring for class change or to go out to recess where if they can have fun and share with their classmates.

As previously mentioned, the use of gamified activities to improve English listening skill in students is of great importance, since it is highly motivating and stimulating for children, because they see the gamified activities as a pleasant and enjoyment, for which the acquisition of these two basic language skills will be more pleasant if done in the middle of a playful activity.

Population and Sampling Procedures

Although the research is focused on third grade boys and girls, it is also necessary to work with the teacher who teach English in the Institution, Obando headquarters, because in the development of their work they rotate and at some point, they develop classes in these grades. In this sense, the size of the sample are 23 students assigned to the courses subject to study of the school

Researcher's Impact

The most significative impact will be analyzed the effects of gamified activities in the English listening skills in third grade students of the Obando E.I. Municipality of San Agustin in 2021, this impact is presented in an institutional way

Ethical Protocol

The protocol was drawn up for the authorization through informed consents given to the entire educational community. (See annex D). Age less than 12 years: Consent is granted by the legal representative, usually the parents, after having heard the opinion of the minor. It is what is known as assent.

Between 12 and 16 years: Consent is granted by the legal representative, after having the opinion of the minor according to their intellectual and emotional capacity, especially in situations where the risk to the life of the minor is low.

From the age of 16: We would be in the so-called health age of majority and the subject is autonomous to make decisions without having to intervene any other person. But in those situations of serious risk to health, it is necessary to have the legal representative of the minor. And this is the same for consenting or refusing treatment.

In the participation in clinical trials, assisted reproduction techniques, and organ extraction and transplantation, authorization requires that the subject has reached the age of 18. Otherwise, their parents or guardians must intervene.

In the case of girls between the ages of 16 and 17, consent to the voluntary interruption of pregnancy rests with their legal representatives.

Data Collection Techniques

The survey as a research technique is characterized by using a series of standardized procedures, from whose application a set of data from a sample estimated as representative of a population or larger universe are collected, processed and analyzed. The aim of the survey is to achieve the relationships between demographic, economic and social variables. Also, the valuations of demographic statistics as errors, omissions and inaccuracies. It seeks to deeply find patterns of demographic variables and their factors associated with the teaching of English. It tries to periodically assess the results of a running program (Hernández, et al, 2014).

Description and Rationale of the Instruments

Analytical surveys: They seek, in addition to describing, to explain the reasons for a certain situation (Hernández, et al, 2014). This survey has 2 types of questions:

Open-ended Question Survey: The answer is not limited to multiple options, but the respondent is required to answer freely. This allows for more detailed answers about the reasons and forms of a particular topic. You can also get answers that were not considered when making the form, and you can use these answers to create relationships with other variables and answers.

Closed Question Survey: In this type of survey, the respondent must choose from one of the answer options provided. The results are easier to quantify and more consistent. Their biggest problem is not providing all the necessary answers, which can be avoided by adding the "other" option (Martinez, 2006).

Standardized test: A standardized test is any form of testing that requires all students tested to answer the same questions in the same way, before being scored in a "standard" or consistent manner. This allows the relative performance of individual students or groups of students to be compared (Kennedy, 2012).

Realizing the importance of identifying a student's learning problems so that teachers can provide instruction to remedy those problems; Schoolchildren will be given this standardized test. This test will be applied as a pre-test and post-test, it will allow students to be diagnosed before and after applying the gamified activities, which will make it possible to compare the results and establish if the gamification was effective.

Validation Procedures

Collecting valid and reliable data is one of the relevant aspects of the investigation, since it ensures the researcher to establish real findings, consistent with the study carried out and this will allow him to achieve the proposed objectives. For this, a process of validation and reliability of the data collection instruments used is necessary, which is necessary to guarantee that these instruments can measure what they are intended for. Therefore, for the validation process of the instruments, the validation steps proposed by Supo (2013) and López and Avello (2019) were taken into account:

1) Selection of experts.

2) Content validation.

3) Formulation of the survey.

4) Evaluation of the reliability or reliability of the survey.

5) Validation of the criterion.

6) Validation of the construct.

A group of 17 experts is proposed to evaluate their competence through the following formula:

Kcomp. = 1/2(Kc+Ka). (1)

Where:

Kcomp.: Coefficient of competence of the expert.

Kc: Expert knowledge coefficient.

The coefficient results from the average of the values given to the candidate.

Ka: Coefficient of Argumentation. It is the sum of the values of the degree of influence of each of the sources of argumentation with respect to a standard table.

Pedagogical Intervention and Application

Action research becomes a systematic learning process as it implies that people carry out critical analyzes of the situations (classes, centers, or systems) in which they are immersed, induces people to theorize about their practices and requires that actions and theories are put to the test (Flick, 2004). In the educational field, it is used to describe a family of activities carried out by teachers in their own classrooms. These activities have in common the identification of action strategies that are implemented and later subjected to observation, reflection, and change.

Instructional Design

For the elaboration of the instructional design, a survey must be prepared according to the elements developed based on the theoretical framework, in that sense a consultation must be made by verifying the annexes.

Development of Application Chapter

To do this, different surveys were sought and worked on in the developments of the class, for this the following steps were implemented:

1.- Establish the objectives

We must look for what the purpose of the study is, that is, what we intend to achieve with the survey. For example: if we want to know if the launch of a new line of products can be

successful, the objective would be to know if the product will have acceptance or to know what the tastes of consumers are.

2.- Set the sample

The sample must be fixed, understood as a portion of the population to be studied. With this, it will be possible to know the number of surveys to be carried out. Continuing with the previous example, the population would be the consumers who are part of the given market, and the sample would be a part of the potential consumers.

3.- Formulate the questionnaire

The different questions and possible typologies of answers must be elaborated according to the objectives set. (See annex 1)

4.- Carry out the field work

Data collection should be performed. Increasingly, data collection is carried out on the sample by means of digital methods.

5.- Process the results

The results are studied by statistical methods to obtain statistical data such as the mean or median, the relationship between variables, variance, etc.

Data Analysis and Findings

Introduction to Data Analysis and Findings

This chapter presents the analysis of the results obtained through the instruments designed and applied to the participating population. First, the results of the surveys applied to teachers and schoolchildren are presented; second, the analysis of the results of the pre-test and post-test applied only to schoolchildren. It should be mentioned that the results allowed the researcher to identify the following six (6) categories, which were analyzed in light of theorists related to the central theme of this research work: Category: Teaching Methodology, Category: Use of gamification in teaching English, Category: Listening analysis with a word, Category: Listening analysis with short sentences, Post test analysis, Category: Effects of gamified activities, Analisys of the exit survey, Category: Effects of gamified activities.

Data Management Procedures

It is important to mention that data analysis is relevant within research because it gives readers an idea of what the researcher has derived from all the data. It also helps to understand the personal interpretation of them. Providing a perspective and interpretation in the form of an analysis of all the data also rules out any possibility of research bias, since the data was analyzed based on theoretical references found in indexed journals, with the aim of providing reliability and validity to the findings. obtained from said analysis.

Three data collection instruments were applied to the participating population. A teacher was given a survey, third grade students were given two surveys, one input and one output; also a standardized test applied as pre-test and post-test. The survey applied to teachers aimed to identify the methodology used by the teacher to teach English in the classroom. The instrument

consisted of 12 questions, of which six (6) are questions with a closed response and six (6) with an open response (See Annex A).

Regarding the surveys applied to schoolchildren, the entry survey aimed to find out the opinion of students about the teaching-learning processes of English that are developed in the school environment of third grade students. It is made up of 7 questions; six (6) are questions with closed answers and one (1) with open answers (See Annex B). The exit survey aimed to find out the students' opinion about the results of the gamified activities developed to improve listening skills in English; It was made up of six questions (See Annex C).

The standardized test applied to schoolchildren was the same instrument applied as a pre-test for the diagnostic evaluation of knowledge and a post-test for the final evaluation of knowledge (See Annex E). The test was made up of 10 exercises and was applied as a pre-test before the development of the gamified activities through kahoot; and it was applied as a post test after working with the students on the activities using gamification. These standardized tests involve a rigorous development process that involves before and after tests (Pre test and post test) and statistical analysis of the results to compare the performance of their students; in other words, they are used to assess a student's mastery in an area as is done on the Saber Tests.

For the analysis of the results of each of the instruments, the Excel program and descriptive statistics were used to summarize and organize the data from the responses of the participants to present them through graphs and cakes with their respective percentages. This analysis of the responses of the participants facilitated the identification of categories related to the central theme of this work, which was useful to achieve the objectives set by the researcher. The emerging categories identified were Teaching methodology, Use of gamification in teaching

English, listening with one word and Listening with short sentences and effects of gamified activities, which were analyzed in the following section.

Categories

Discussion of Categories

As a result of the analysis of the data obtained through the surveys, the pre-test and post-test applied to the participants, it was possible to identify four (6) categories. From the entrance survey applied to the teacher, two (2) categories were identified; One (1) category was identified from the exit survey applied to schoolchildren. From the pre-test and post-test, three (3) categories were analyzed that allowed diagnosing the level of performance in the listening ability of third grade students and the effect of gamified activities on listening ability.

In that order of ideas, the categories found in each of the instruments are described and analyzed below. This analysis was supported from the findings obtained and justified with scientific authors or other academic productions. For a better understanding of the analysis, the categories were analyzed by instrument, that is, first, those obtained from the teacher's survey are presented; then pre-test and post-test, finally the school exit survey.

Analysis of the Entry Survey Applied to Teachers. The analysis shown corresponds to the entry survey that was carried out on 1 English teacher, which allowed us to identify two categories: teaching methodology for teachers and use of gamification.

Category: Teaching Methodology. A methodology to develop the contents of the class refers to the type of teaching process that focuses on activities that encourage students to participate in their learning in a more autonomous way, which implies something more than short-term memorization of facts and concepts, leading to long-term understanding through

analysis, evaluation and creation, and making students take an active and responsible role in their learning (Gamiz, 2017).

For Tamil (2015) teaching methodologies play a fundamental role in the process of increasing student autonomy in learning, since they integrate strategies, techniques and activities aimed at different didactic situations experienced in the classroom, with the objective to provide conditions so that the student can appropriate the proposed knowledge. In that sense, the instructional methodology is an important aspect of teaching and learning to determine the activities of teachers and students and can influence many motivational variables of students, such as the tendency to think critically.

When asking the teacher Do you know the methodology that is defined and established within the Syllabus of the E.I. for teaching English? he replied that the methodology established in the educational institution is the active methodology. Similarly, when asked, Do you apply the methodology that is defined and established within the syllabus of the E.I. for teaching English? he made it clear that he uses this methodology to teach the contents of the English area, as can be seen in figure 18.

Figure 18.

Teaching Methodology of the Educational Institution
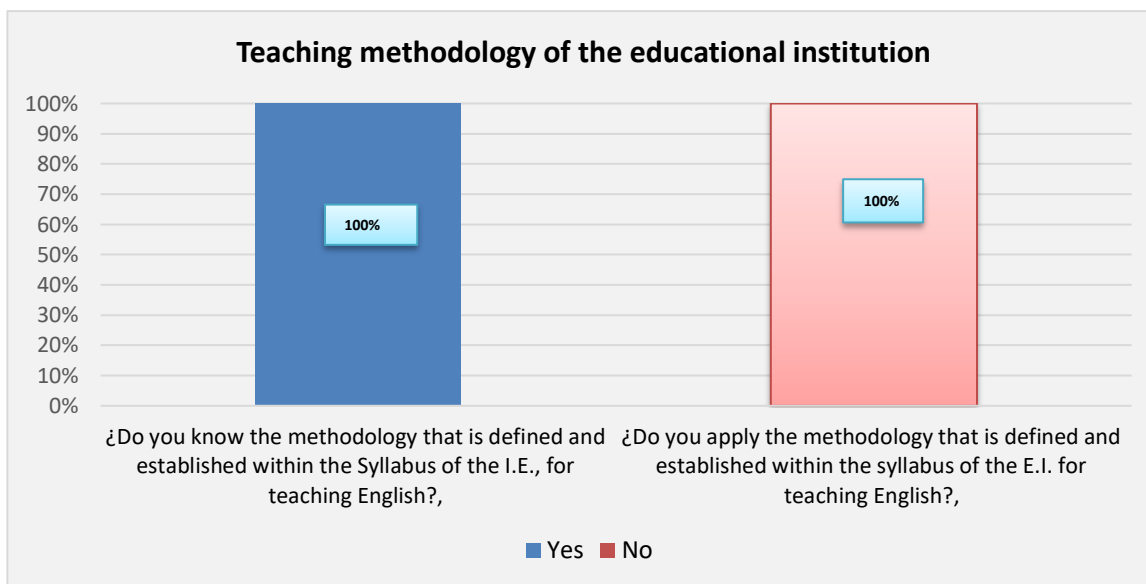
Note. The graphic shows the methodology that is defined and established within the Syllabus of the E.I. for teaching English.

Regarding the active methodology, according to Madeira (2021) it is not exactly true to say that the interest in using active methodologies in the context of institutional teaching and learning is recent, particularly for the teaching of foreign language teaching. Authors such as Piaget, Vygotsky, Dewey and Ausubel proposed methodologies for several decades, all of them with invaluable contributions in the teaching of a new language.

This methodology is relevant because it suggests that students should do more than listen: they should read, write, discuss or participate in problem solving. In addition, students must participate in such higher order thinking tasks as analysis, synthesis and evaluation, to be actively involved, which will help them improve their skills in reading, listening, writing (Bravo & Vigueras, 2021). Therefore, using this type of methodology is applying strategies that promote

activities that involve students in doing things and thinking about what they are doing. For Puga (2015) the absence of these methodologies generates demotivation, disinterest and therefore low academic performance.

A clear example of the positive aspects of active methodologies in teaching English is the research work by Cuestas (2018) "Let's have a funny learning", carried out in Spain, in a 1st year class of Compulsory Secondary Education (ESO). bilingual for three weeks; in order to put into practice a set of active methodologies: gamification, use of Information and Communication Technologies (ICT). The research resulted in a beneficial and novel experience of educational innovation in the field of teaching English as a foreign language, since both the students and the teachers involved in it have shown enormous satisfaction with its implementation; highlighting the essential role that the active methodologies implemented in it have played.

In that order of ideas, it is positive that the teacher of the Obando host institution apply the active methodology in the teaching of English because the basic principle of active methodologies is to make the student the protagonist of their learning, which necessarily implies the consideration of their prior knowledge and experience. Puga (2015) mentions that the active methodology "for the construction of knowledge seeks to train in the student skills such as autonomy, development of work in small multidisciplinary teams, participatory attitude, communication and cooperation skills" (p.297). The active participation of the student requires the implementation of active methodologies with an impact both on the educational process and on the mechanisms used to assess the degree and quality of the learning acquired.

Category: Use of Gamification in Teaching English. The second category found from the analysis of the teacher's responses is the use of gamification in the teaching of English, which was evident when the teacher was asked: Do you develop activities that involve gamification as a

strategy to promote the teaching-learning of English?, to this he responded that he sometimes

uses gamified activities as a strategy to promote the teaching-learning of English. Similarly,

when asking the teacher what types of gamified activities do you use in the development of your

classes to promote the teaching-learning of English? I specify that the activities used in the

development of the classes to promote the teaching-learning of English are flash cards, Word

Search, videos, rounds (See Figure 19).

Figure 19.

Use of Gamification in Teaching English
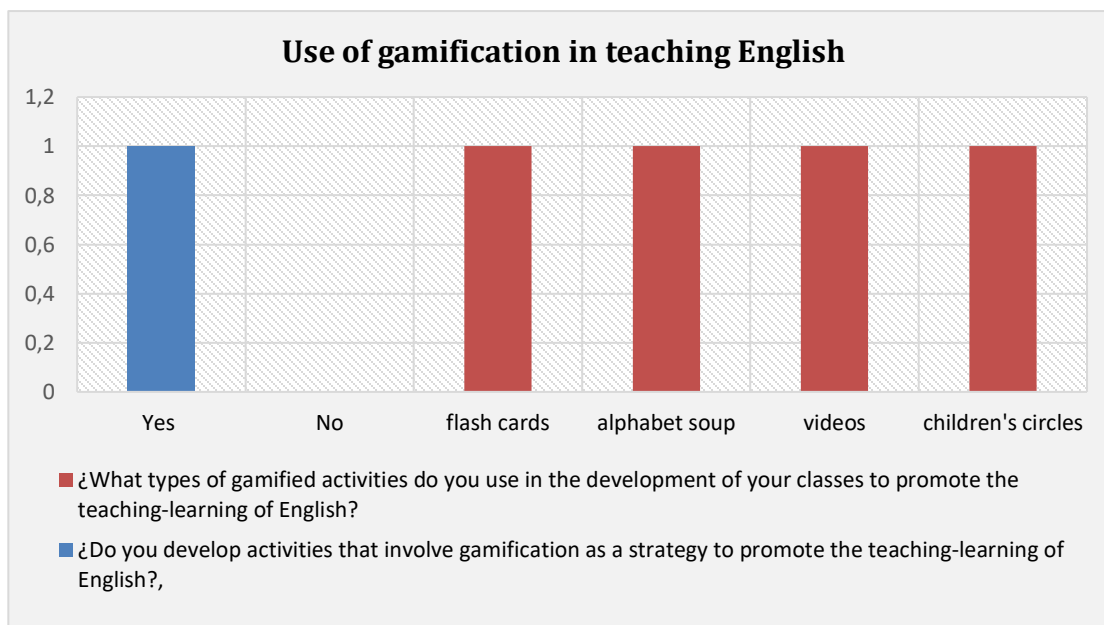
Note. The graphic represents the use of gamification in the teaching of English.

What is relevant about gamification in the educational context is that it seeks to improve

the teaching and learning process in an innovative way through games, including ICT tools, but it

must be taken into account that gamification is not simply a game, it is a technique for teaching

and learning that includes the recognition of achievements through points, as the student

progresses in the activity or game that has been proposed (Pontificia Universidad de Valparaiso, 2017).

For Zichermann & Cunningham (2011), gamification involves users, in this case students, in a thought process and game mechanics with the purpose of solving problems. In relation to what was said by Zichermann & Cunningham, authors such as Borras (2015) argue that gamification is the incorporation of game design mechanics, elements and techniques applied and adapted to a given context, with the aim of involving users and solve previously established problems. The truth is that gamification has the purpose of influencing the behavior of the participants, apart from the other objectives established in the activity, such as the fact that the participants enjoy this new experience.

It is also highlighted that by using gamification in teaching and learning, it is intended to generate in the participants an experience of mastery and autonomy through ICT and, with regard to this proposal, it is that they show greater interest in the area of English (Hamari & Koivisto, 2013). When gamification is going to be implemented, it is important to keep in mind, according to Zichermann & Cunningham (2011), three elements, Dynamics, Mechanics and Components, which, when interacting, generate a correct gamified activity.

When incorporating gamification into the class, you must be clear that the dynamics consist of explaining the structure of the activity to your students. For this reason, it must be made clear that the mechanics are the processes to be taken into account to develop the game and its components, it is when the teacher articulates both the dynamics and the mechanics and the gamified activity begins under his guidance (Ortiz & Jordan, 2018).

Other factors that the teacher must socialize with their students and make clear before starting the activity through gamification are the objectives to be achieved, the time for each activity, the resources to be used and the expected learning results. According to Sanchez & Langer (2019), the characteristics of the game can provide the entertainment part of the educational design necessary to engage the students. Borrowing elements from the game, storyline, and incorporating them into the classroom setting can facilitate engagement.

The study by Macías (2017) and Figueroa (2015) made it clear that this educational strategy generates a learning environment where students demonstrate more commitment and motivation, the digital and communicative skills of students are developed, that is, that gamification In the educational context, it significantly favors the learning, participation and motivation of schoolchildren, the student studies and learns following his/her own learning pace and starting from a certain plan, and with the contents and guidelines provided by the teacher.

Considering the dynamic and interactive nature of gamification, this proposal aims to promote dynamic, active learning, so that students learn while having fun and not generate reluctance towards the English class, but on the contrary, arouse great interest in improving their listening skills. and this allows the scores to enrich their vocabulary, their pronunciation, in a few words, favor the learning of English as a second language.

Pre-test Analysis. In order to fulfill the first specific objective, and to make a diagnosis of the listening ability of the students in English, a pre-test was applied to 5 third grade students of the I. E. Obando. The test was made up of two categories, listen with a word; In this category, students must listen to a song and then select the answer, which consisted of a single word. In the second category, listening with short sentences, students should select their answer, but this time the answer was a sentence.

Category: Listening Analysis with a Word. Figure 20 shows the results of the diagnosis of the category Listen with a word, for the elaboration of this the average of successes and errors was made, yielding a final result. Consequently, it is evident that only 40% of the third grade students answered correctly the questions where they had to listen to the word and select the correct one. On the other hand, 60% of the population, that is, the majority, could not identify the word heard, therefore, they did not answer correctly.

Figure 20.

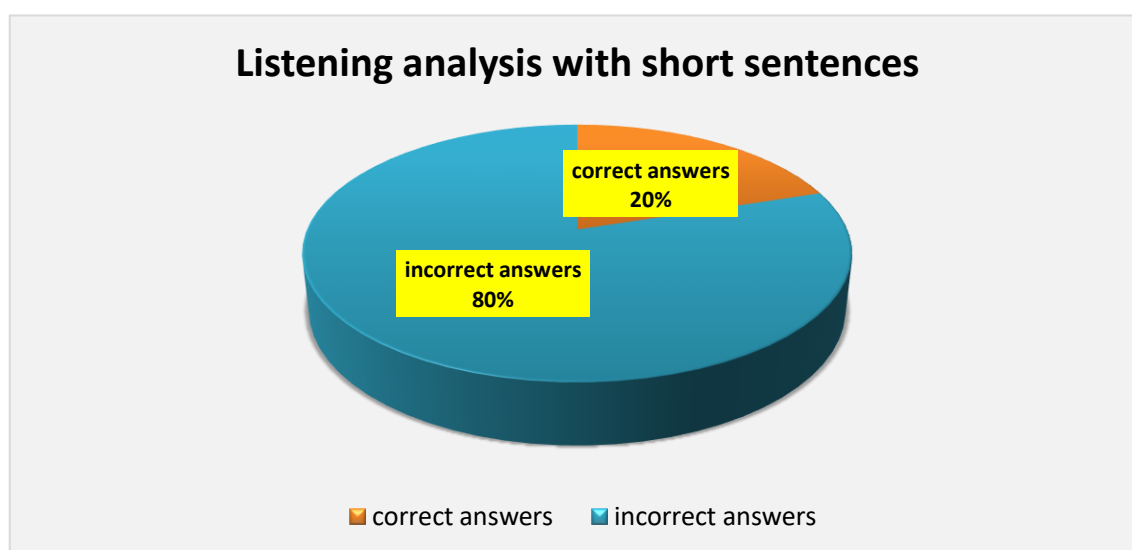*Listening Analysis with a Word (Pre test)*
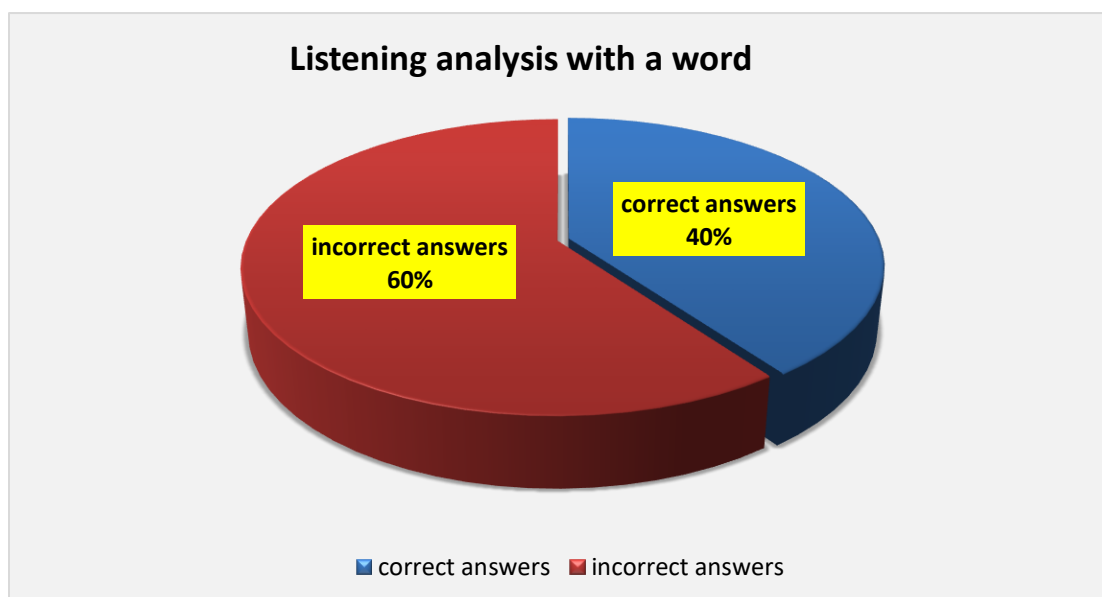
Note: The graphic shows the results of the diagnosis of the category Listen with a word.

Based on what was established by the Ministry of National Education (2015), the third-grade students evaluated do not recognize simple words related to their environment, which represents a difficulty to enrich their vocabulary in English and to be able to answer orally or in writing, simple questions on known topics and class topics.

Category: Listening Analysis with short Sentences. The figure 21 shows the results of the diagnosis of the category Listening with short sentences, which, like the previous category, was the result of the average of hits and misses. It is evident that only 20% of the population succeeded in selecting the correct phrase after listening to it, and 80% of the students were unable to identify the phrase heard, and therefore did not respond correctly.

Figure 21.

Listening with Short Sentences (Pre test)

Note. The graphic shows the results of the diagnosis of the category Listening with short sentences.

As in the previous results, third grade students have shown difficulties in listening and recognizing words and short phrases through songs. Accordingly, the Ministry of National Education (2015) explains that schoolchildren, when presenting these difficulties, will not be able to understand or react when spoken to in English and will not describe some details about familiar topics, based on images and known phrases.

Table 2.

Pre-test results

Category	Question	Correct		Incorrect	
		N°	%	N°	%
	1	2	40%	3	60%
	2	2	40%	3	60%
Listening analysis	3	1	20%	4	80%
with a word	4	1	20%	4	80%
	5	3	60%	2	40%
	6	2	40%	3	60%
Listening analysis	7	1	20%	4	80%
with short sentences	8	1	20%	4	80%
	9	2	40%	3	60%
	10	0	0%	5	100%

Note. The table shows the results and percentages of correct answers of the pre-test with their respective questions.

These are the results of the questions, which was applied to 5 third grade students of the E.I. Obando de San Agustín Huila. The first six questions evaluated listening with one word and the last four evaluated listening with short sentences.

In questions 1 and 2, 40% of the population answered correctly; in questions 3 and 4, 20% of the students answered correctly; likewise, 60% of the students answered question 5 correctly; in question 6, 40% of the students answered correctly. Likewise, in questions 7 and 8, 20% of the students answered correctly; 40% answered question 9 correctly and no third grade student answered question 10 correctly.
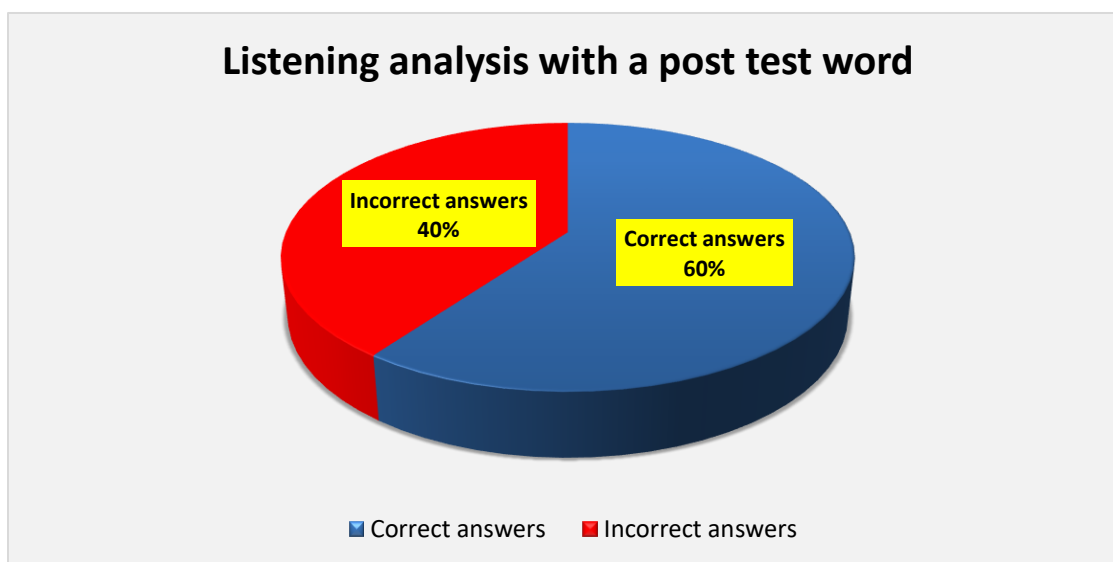
Post Test Analysis

Once the activities on listening skills in English were implemented with the students through gamification, a post-test was applied to the population under study in order to identify the effect of these activities. The test yielded the following results.

Category: Listening Analysis with a Word. Figure 22 shows the progress in the results of the category Listen with a word. For the results of this category, the average of successes and errors of the post-test was made, yielding a final result. Compared with the results of the pre-test, an improvement is evident in the schoolchildren, 60% of the third-grade students were correct when answering questions where they had to listen to the word and select the correct one, and 40% of the population failed to identify the word heard, therefore, does not respond correctly.

Figure 22.

Listening Analysis with a Word (post test)

Listening analysis with a post test word

Incorrect answers 40%

Correct answers 60%

■ Correct answers ■ Incorrect answers

Note. This graphic shows the progress in the results of the category Listen with a word.

According to the Basic Learning Rights of English, established by the Ministry of National Education (2016), this improvement in the students' listening skills allows affirming that the students have begun to identify simple vocabulary and expressions in English referring to elements of their daily life and environment. These results are significant because by improving their listening skills, students will be able to enrich their vocabulary and understand simple words in English related to numbers and colors, friends, games and familiar places.

Category: Listening Analysis with Short Sentences. Figure 23 also shows the progress in the results of the Listening with short sentences category, like the previous category, it was the result of the average of correct answers and errors. Compared to the diagnosis of the pre-test, an improvement is evident, 40% of the population managed to select the correct sentence after listening to it and 60% of the students could not identify the sentence heard, so they did not answer correctly.

Figure 23.

Listening Analysis With short Sentences (post test)
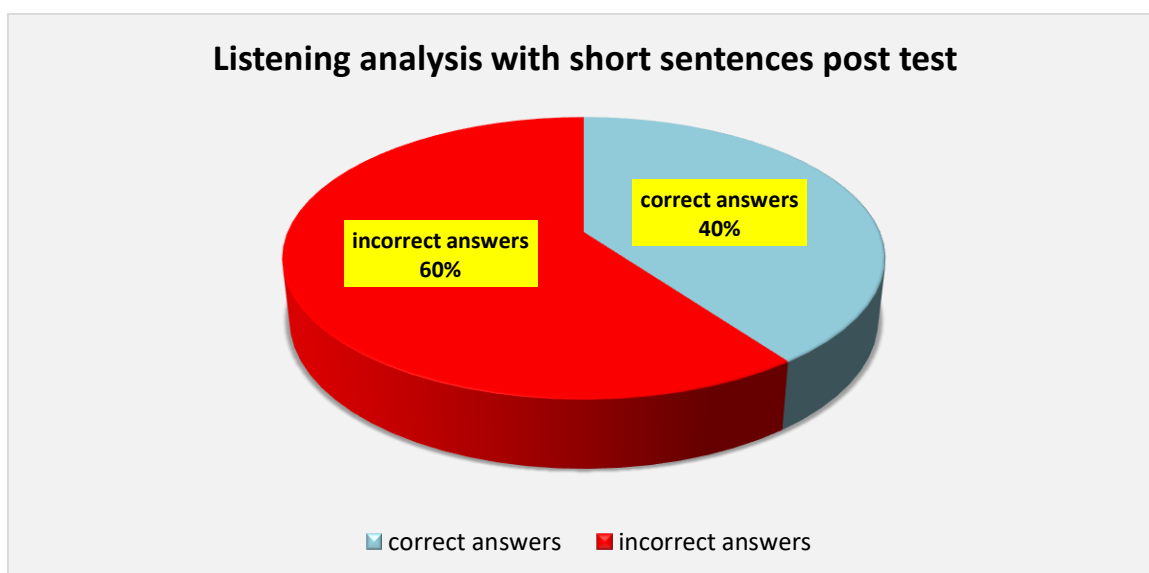
Note. The graphic shows the progress in the results of the Listening with short sentences category.

Comparing the results of the pre-test, it was found that there was an improvement in 20% of the students, indicating a positive effect on the listening skills of the students. Although the progress was not 100%, this means that students have begun to overcome their difficulties, allowing them to recognize when they are spoken to in English using short sentences about familiar topics, either from their environment of friends or school (Ministry of National Education, 2016).

Table 3.

Comparison of Pre-test and Post-test Results

Category	Question	Pre test				Post test			
		Correct		Incorrect		Correct		Incorrect	
		N°	%	N°	%	N°	%	N°	%
	1	2	40%	3	60%	3	60%	2	40%
	2	2	40%	3	60%	4	80%	1	
Listening analysis with a word	3	1	20%	4	80%	2	40%	3	60%
	4	1	20%	4	80%	3	60%	2	40%
	5	3	60%	2	40%	3	60%	2	40%
	6	2	40%	3	60%	3	60%	2	40%

7	1	20%	4	80%	2	40%	3	60%
8	1	20%	4	80%	2	40%	3	60%
9	2	40%	3	60%	3	60%	2	40%
10	0	0%	5	100%	2	40%	3	60%

Listening analysis with short sentences

Note. This figure shows a comparison of the pre-test and post-test results.

The results of the tests can be seen in figures 22 and 23; also in table 3 where a comparison of results between the pre-test and the post-test is made, they allowed to find a new category, Effects of gamified activities, since it can be observed how these activities favored the progress of schoolchildren in their listening ability for learning English

Category: Effects of Gamified Activities. When reviewing the results of the tests applied, the positive effects of these gamified activities can be observed in the two categories evaluated. In the Listening with a word category, there was an improvement of 20%, this means that the third-grade students of the E.I. Obando from San Agustín Huila improved their listening and word identification skills.

Similarly, in the Listening with short sentences category, there was a 20% improvement. These results are significant, since in the pretest it was shown that few students had the ability to understand short sentences when listening to them, but with the application of the activities the students strengthened this ability, demonstrating that gamification is a relevant strategy. for the development of listening skills in English.

These positive effects of the strategy applied through gamification to improve listening skills are important, since if this skill is poorly developed in students, it can generate negative effects on the development of language and communication in students. Therefore, the application of strategies is appropriate because it allows students to develop their vocabulary, comprehension and language skills.

The results agree with what Basal (2015) stated that gamification applied to teaching and learning is a strategy that manages to motivate students to carry out activities that previously seemed boring to them, involves students, encourages participation and autonomy, promotes continuous learning.

What was found in the study by Basal (2015) on the advantages of gamification agrees with what was stated by Jimenez & Mora (2016) in which the students stated that the use of technology for the development of the class improved their autonomy, their technological skills and competencies.

Therefore, gamification was effective in improving the listening ability of schoolchildren and achieving optimal learning compared to the traditional method. These positive results were due to the fact that the activities were well planned, they were not boring. Gamification as an approach allowed students to achieve higher performance, as evidenced by the results of the post test.

Analysis of the Exit Survey. The answers of the exit survey applied to the students after working the gamified activities in Kahoot, as well as the positive results of the post test, allowed to establish and analyze again the category, effects of the gamified activities, since the students through of their responses showed a high degree of satisfaction with the work done through

gamification and the Kahoot technological tool, which helped them improve their listening skills, their participation, their learning process, motivation and interest in teamwork.

Category: Effects of Gamified Activities. Today's students are very close to technology. They are even labeled as digital natives because they get along very well and cannot be separated from it (Adel & Youssef, 2008). The technology product most used by students is games. A study by Basler & Dostal (2015) mentioned that students spent an average of eight to ten hours a day playing games, either online or offline. It can be learned from the study that there is a close relationship between students and the games they spend most of their days playing. This would have great effects on aspects of their lives, not excluding their school life.

In this sense, Kapp (2013) understands that gamification is an emerging approach to instruction that facilitates learning and increases motivation through the use of game-based elements, mechanics and thoughts. Authors such as Figueroa (2015) consider that gamification is a class design, an appropriate strategy to develop the topic that the teacher chooses, since it is aligned with modern ideas of student-centered active learning and leads to beneficial results such as motivating participants for the act of learning and seeking information through collaboration, but, above all, it makes them more competent for communicative interaction and dialogue.

These positive effects mentioned by the cited authors, were found in this work, as pointed out by schoolchildren when asked Did you like playing with the kahoot application? or when asked Did you understand the conversations, songs and other activities developed through these games? To these questions, the third-grade students responded that they had liked Kahoot and that it helped them understand conversations, songs and other activities developed through gamification (See figure 24).

Figure 24.

Effects of Gamified Activities

Effects of gamified activities
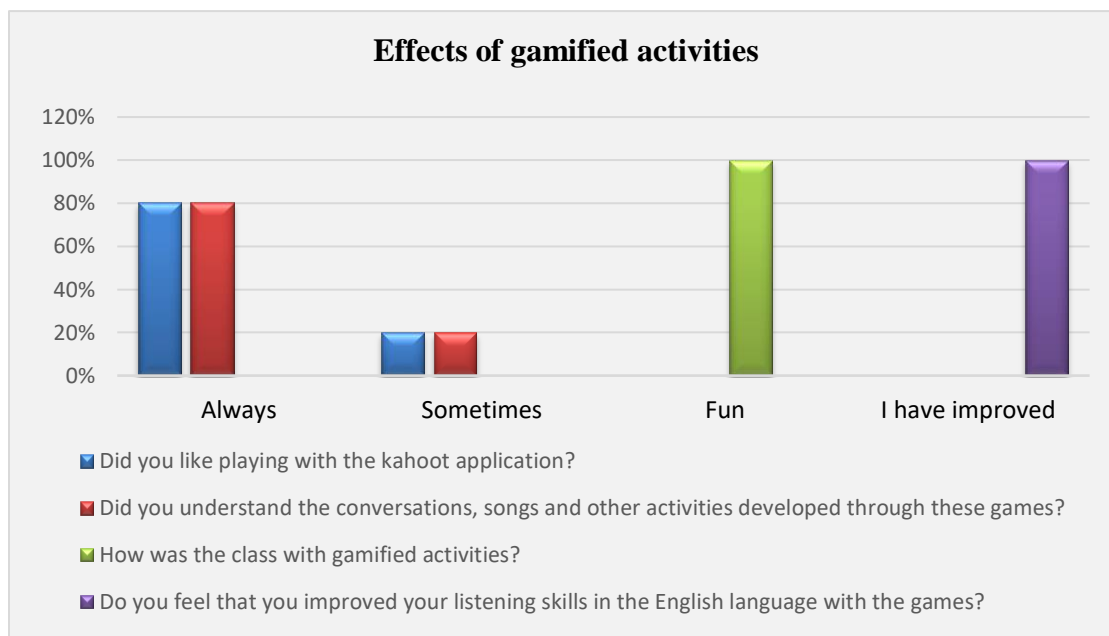
Note. The graphic shows the positive effects found in the work.

Taking into account these positive effects, it is necessary to continue with the implementation of gamification for the development of pedagogical content using ICT for the teaching and learning of the English language, in the case of this proposal, to improve the listening ability of the students. Given the results, it is possible to affirm that gamification reinforces important skills in education, such as collaboration and communication. In addition, developing a theme with a gamified environment encourages students to play an active role in the learning process, thus increasing student participation in the learning activities proposed by the teacher, improving student learning experiences.

It is also important to point out the positive aspects of technology, these tools allow new forms of learning for students and teachers, which provide them with new educational

experiences by interacting virtually with hypertexts, images, videos, making possible dynamic individual learning that favors construction of knowledge by students. According to Kamel (2018), using ICTs provides teachers with innovative educational support that allows them to leave behind that traditional model where the board and books were the only educational supports; In addition, by using the authentic material provided by the Internet, you will have a better understanding of the culture of the country and of the people whose language you are learning.

The Kahoot technological tool and gamification, provided third grade students with a fun and new way to learn and build knowledge, motivated students to participate and be interested in learning and improved their performance, as could be seen with the results of the study post-test (See Table 3). I also develop their listening skills in them, favoring their learning English. Regarding the positive effects of Kahoot observed in this work, the study by Tan (2018) found that Kahoot facilitates the gamified work of teachers and found that this tool is beneficial to induce motivation and commitment, as well as to encourage and reinforce learning. for being interesting, funny and nice.

The third-grade students learned to identify the kahoot application, not only as an instrument to entertain, to have fun, to share with their classmates, but also as a teaching-learning tool that makes the class more enjoyable. From the academic point of view, with the implementation of the proposal, it was possible to improve the listening ability of the students, it also increased the levels of participation, interest, creativity, achievement orientation, the students participate with greater enthusiasm in the English class and with Sufficient availability to continue developing and strengthening their learning process of the ability to listen, no matter how difficult they may be.

Finally, it is worth highlighting the importance of the game in the teaching-learning process of listening skills, especially in the third grade in a fun, entertaining, playful way so that children love and care for this basic language skill. English. Using gamification and ICT helped the teacher to assume the necessary role to encourage students to acquire autonomous learning skills that favored their listening skills and oral comprehension of English.

Reliability and Validity of Analysis and Findings

The study is mixed; it also relies on bibliographic or documentary research to give it better theoretical support. The method used to carry out this project is the action research method. The population was made up of 5 third-grade students from the Obando Educational Institution, Obando headquarters. The instruments used to collect the information are some interview-type surveys.

Survey Data Analysis Methods are used for analyzing data collected from surveys. Survey data are commonly collected by questionnaires. The focus of Survey Data Analysis is on methodological issues, which arise when dealing with complex sampling schemes. It can also support the researcher in dealing with missing data and measurement of error (Nimehchisalem, 2018).

The analysis is carried out by identifying the method or methodology used by teachers in the teaching of listening skill in English and the opinion of students about the listening skill processes that are developed in the school environment of third grade students. The following steps were carried out for data processing:

• Critical review of the information collected through the survey.

• Repetition of the collection, in certain individual cases, to correct non-response.

 • Tabulation or tables according to variables of each hypothesis.

• Statistical study of data for presentation of results

• Elaboration of graphics.

Discussions and Conclusions

This chapter contains the report of the application of the surveys and the results obtained in the diagnosis of the investigation. Similarly, percentages with their respective graphs were used

Significance of the Results

The procedure to follow consists of the presentation and analysis of results. The results obtained in the investigation are tabulated and presented in percentages with their respective bar and pie charts, the charts have their respective titles. For the discussion of results, the information obtained will be compared to then carry out the analysis of each of the variables and give the respective conclusions and recommendations.

Through PNB as a policy for the development of EFL in Colombia until 2019, MEN aims to develop English communication skills for educators and students to support the insertion of human capital into the knowledge economy and global labor market. For this reason, it regards the realization of the goal as a mastery of English (MEN, 2006). All achievements and achievements must refer to the standards adopted by MEN since 2006, namely CEFR and the use of new terms that follow: CEFR levels, performance descriptors, scoring rules, scales, ranges and sub-ranges for different The language and communication skills must be guaranteed.

The three-level scale, for the six levels of CEFR (A1, A2, B1, B2, C1, C2), is a more simplified way of processing levels: basic users (A1, A2), independent users (B1, B2), efficient users (C1, C2). However, according to the description of CEFR, the latter two levels refer more to the best achievement levels of ideal users who are similar to native speakers of the target language. The basic user and independent user levels are further divided into: Elementary A1,

Elementary A2, Intermediate B1, Intermediate and Advanced B+. These are the levels obtained after the pilot test from 2005 to 2006, the first results appear in 2021.

The results of the research were positive, since the students were motivated during the development of the activities, they understood the conversations and the different activities carried out and expressed their interest in wanting to play and learn.

These types of activities are beneficial and can be of great contribution to achieving one of the objectives of the Ministry of Education in the basic standards of competence in foreign languages - English, seeking to develop communication skills in another language. For this reason, a curricular reform would be proposed so that the institutions implement a certain percentage in gamified activities in the area of English, to achieve a better level in the use of this language in this globalized world where technology also plays an important role.

Discussion of the Results

The results of the research were positive and these same results were obtained in studies carried out in the University of Burgos of Spain by Alonso Gonzalez, 2016, entitled "Gamification as a motivating element in the teaching of a second language in primary education" because were very positive since an extraordinary participation and interest on the part of the students have been achieved.

The article of Pedro Fabricio Molina 2020 from Ecuador "Gamification as a didactic strategy for learning the English Language" which consists of analyzing gamification as a didactic strategy for learning English.

The results of this article are related to the results of this research because it affirms that gamification is a strategy that enhances the learning of English using the game to motivate and capture the interest of the student.

Using gamification and ICT as an educational tool helped teachers to assume the necessary role to encourage students to acquire autonomous learning skills that favored the development of listening skills. Gamified activities had a significant impact on instruction and learning by promoting motivation, engagement, communication, self-directed work, and collaborative learning. Likewise, as Borras (2015) stated, using gamification helped students think and communicate creatively, and learn outside the traditional classroom environment.

The purpose of gamification is to influence the behavior of the participants, apart from the other objectives established in the activity, such as the fact that the participants enjoy this new experience. It is also highlighted that by using gamification in teaching and learning it is intended

to generate in the participants an experience of mastery and autonomy and with regard to this proposal, that they will show greater interest in learning English as a second language.

These types of activities are beneficial and can be of great contribution to achieving one of the objectives of the Ministry of Education in the basic standards of competence in foreign languages - English, seeking to develop communication skills in another language. For this reason, a curricular reform would be proposed so that the institutions implement a certain percentage in gamified activities in the area of English, to achieve a better level in the use of this language in this globalized world where technology also plays an important role.

Pedagogical and Research Implications for the Field of Study

In the early 1990s, with the disintegration of the Soviet Union, the Iron Curtain, the Berlin Wall, the Cold War, and other political, economic, and cultural barriers between the East and the West, the flow of students from European countries increased. After more than 50 years of strict restrictions on access to the Eastern bloc countries. The same is happening in the countries of the American continent. These countries see greater possibilities for international movement with Europe. Government agencies, industrial and commercial enterprises, and higher education institutions have all introduced different policies for reconciliation and cooperation with European countries, and vice versa. As a result, EFL has gained greater momentum as a means of global educational exchange (Council of Europe, 2002).

This has led to a renewed interest in the learning and teaching of different languages (especially English) from the fields of science, economy, industry, technological development, and the growing global cultural impulse (Madeira, 2021). In addition, the qualifications of people in different languages are particularly important, as is the implementation of evaluation and

measurement mechanisms. In addition, participants interested in cooperation and interaction in the new environment must be able to demonstrate a mastery of the target language, which necessitates some form of institutional certification of their abilities in different languages (Coleman, 2006). This has led to the need to standardize the evaluation and measurement tools for internationally recognized exams or tests (Benavides, 2015; Council of Europe, 2002, Lopez & Pedraza, 2017).

In this way, standard options for EFL's different global certification requirements and other related languages (French, Spanish, German, etc.) were born. Since the 1960s, the ETS (Educational Testing Service) in the United States and Cambridge, Oxford and other universities in Europe have issued language certifications, using various tests to measure language and communication skills. At that time, many test developers realized that they needed a standard that could be used as a reference for various foreign language mastery or proficiency certifications in the context of the new world.

In the mid-1990s, the European Commission put forward a series of guidelines for foreign language learning, teaching and assessment qualifications-recognized throughout Europe. The resulting effort was to develop a standard called the Common European Framework of Reference for Languages (CEFR), which will eventually become a reference manual for adjusting different language proficiency tests: language, communication, sociolinguistics, and pragmatics (Benavides, 2015).

Research Limitations on the Present Study

The Research limitations on the present study its present in few years the evolution of gamified activities as a pedagogical tool to improve English Listening Skills In Third Grade Students Of The Obando E.I. Municipality Of San Agustin

The results of the ECAES English module and the Saber Pro exam show that in Colombia, a large proportion of university-level students are still below the CEFR A1 level (25% in 2007 and 20% in 2017) at the end of their careers. Ten years later, Level A- only showed a reduction of 5 percentage points, that is, an average annual increase of 0.5%. The next level (A1) has an improvement trend of 3 percentage points lower, with an annual improvement of 0.3%. The best income is at the A2 level, an increase of 7 percentage points, an annual increase of 0.7%. Intermediate and advanced levels (B1 and B+) are the focus of the English target predicted by MEN, which will remain almost unchanged, with a slight increase of one percentage point within ten years, from 18% to 19%, from 7% to increase from 2007 to 2017. 8%, which means an increase of 0.1% per year in each case.

The improvement trend seems to move to the A2 level showing the best gain. However, the overall improvement is too small to be considered important for "mastering" the foreign language. Therefore, the result can be said to be a process of stagnation in the development of English proficiency in the past ten years. For example, improvements in the B1 and B+ levels are a clear indicator of stagnation, because they are the priority levels of MEN when setting goals. If these goals are applied as graduation requirements in 2017 (which seems to be the case in 2017 Resolution 18583 in the near future), then only about 8% of university higher education students will be able to graduate.

Taking the target set by MEN as a reference point and the results obtained, it can be determined that the English level in higher education is still very low, which confirms the previous analysis (Consejo Privado de la Competitividad, 2007). In other words, as this research shows, not only the level of university graduates is very low, but also there is not enough progress during the ten-year period (2007-2017). In addition, in the international examination results of Colombia ranked 68th among the 100 countries in the world in 2019, the English proficiency of young professionals also confirmed the above survey results. As for Latin American countries, according to the results of EPI 2021 (Education First, 2021), Colombia is barely higher than Ecuador and Bolivia.

Recommendations for Further Research

According to a recent report from Colombia, when considering the Common European Framework of Reference for Languages (CEFR) adopted by the Colombian government since 2006, English proficiency was considered low (MEN, 2006). This deficiency has a direct impact on public education policies aimed at offsetting the low language proficiency scores of college students in national (ECAES, 3 Sabre Pro) and international level (English Proficiency Index, EPI) exams. On the other hand, considering the results of standardized tests, student performance, especially in higher education, has not changed significantly (Consejo Privado de la Competitividad, 2007).

In this study, reports from the ECAES, Sabre Pro exams, and databases from the Instituto Colombiano para la Evaluación de la Educación (ICFES) repository were used to analyze the results of the two moments of the decade (2007-2017)). After a brief historical background analysis of policies and examinations, the results of determining different levels of English are compared with the goals set by MEN for that period. Finally, the discussion and conclusion

section examine the impact on the future development of English language and communicative

competence in the Colombian education system.

Conclusions

After making an analysis of this research work, the following conclusions have been reached:

Regarding the diagnosis of the listening ability of the students in the English language, the results of the pretest allowed us to conclude that schoolchildren have difficulties listening to short sentences and sentences with one word, due to their lack of vocabulary, which prevents them from recognizing the words and phrases they hear.

The third grade marks the beginning of school life where the teaching of listening skills is systematically encouraged, so that what is learned in this grade becomes the primary basis for learning in later grades.

The game with the kahoot application, in general, is fundamental in the teaching-learning process, transmits knowledge, facilitates socialization, since it promotes mutual support and relationship in terms of equality, that is why competitive and cooperative games must be practiced within the classroom, thus favoring teamwork where everyone contributes to search of a common goal.

It is necessary to change the way of teaching, no longer in a masterful way, but in a more active and participatory way, where the student is an important piece in the development of the classes, which should allow him/her to discover for him/herself what he/she can do and learn. That is why it is necessary to include play as one of the best tools for the child to improve the listening skill in English, because this allows him to get involved with greater interest and motivation in the construction of knowledge, which he uses for his own learning, allowing a more advanced level of learning.

The results of the post-test made it clear that using gamified activities in third grade students was positive, since the students had progress in terms of the difficulties identified in their listening skills before the implementation of the activities. The schoolchildren began to understand words and short phrases when listening to them, showing that gamification is more effective in achieving optimal learning compared to the use of the traditional method.

The application of gamified activities and the use of ICT to develop listening skills was a significant experience, since the students actively participated. The teacher innovated his educational practices, broke with the monotonous and traditional teaching and motivated the students to learn English as a second language.

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Annexes

Annex A: Survey for Teachers

Survey For Teachers
Date:
Dear Teacher: Below you will find a series of questions that will allow us to identify the method or methodology you use to teach English in the classroom
1. **Does the E.I. have a defined and established methodology within the Curriculum regarding the teaching of English?** Yes _____ No _____ Which? _____ 2. **Do you know the methodology that is defined and established within the Syllabus of the E.I. for teaching English?** Yes _____ No _____ 3. **Do you apply the methodology that is defined and established within the syllabus of the E.I. for teaching English?** Yes _____ No _____ Why? _____ _____ 4. **If you do not apply the methodology of the E.I. What method or methodology do you use to teach English?** _____

5. Within this method or methodology, do you develop activities that involve gamification as a strategy to promote the teaching-learning of English?

Yes _____ No _____

6. If you use gamified activities as a strategy to promote the teaching-learning of English listening skill, how often do you do it?

Always _____ Frequently _____ Sometimes _____

7. **What results have you obtained with the application of this method or methodology?**_____

_____

_____

_____

_____

8. What types of gamified activities do you use in the development of your classes to promote the teaching-learning of English?

_____

_____

_____

_____

Annex B. Survey for Students

Survey for Students
Date:
Dear Student: The purpose of this survey is to know your opinion about the teaching-learning processes of English that are developed in the school environment of the students of the third grade.

1. **Do you understand the content of a message of a basic conversation, songs, and movies English?**

    Always _____ Sometimes _____ Never _____

2. **Does the teacher use games, songs, stories, drawings to teach English?**

    Always _____ Sometimes _____ Never _____

3. **Are there materials in your classroom that the teacher uses to help you improve your Listening Skills in English**?

    Always _____ Sometimes _____ Never _____

4. **Is the teacher at school clear in explaining the topics of the English area?**

    Always _____ Sometimes _____ Never _____

5. **When you ask a question or have any concerns, does your English teacher answer you clearly and simply, leaving you satisfied?**

    Always _____ Sometimes _____ Never _____

6. **Is the English class for you?**

    Nice _____ Boring _____ Indifferent _____

7. Would you like your classes to involve the game more in the teaching of English?

IF _____ NO_____ Why? _____

Annex C. Student Exit Survey

Student exit survey
Date:
Dear Student: The purpose of this survey is to know your opinion about the results of the development of the gamified activities developed to improve English listening skill.

1. Grade_____

2. Did you like playing with the kahoot application?

Always _____ Sometimes _____ Never _____

3. Did you like to play and learn as a team?

Always _____ Sometimes _____ Never _____

4. How was the class with gamified activities?

Fun _____ Boring _____

5. Did you understand the conversations, songs and other activities developed through these games?

Always _____ Sometimes _____ Never _____

6. **Do you feel that you improved your listening skills in the English language with the games?**

I have improved _____   I haven't improved _____

7. **Would you like to continue playing and learning with gamified activities?**

Yes, I would like. _____   No, I wouldn't like. _____

Annex D. Informed Consent (Teacher and students)

Consent to Participate in Research

Project Name

Gamified Activities As A Pedagogical Tool To Improve English Listening Skills In Third Grade Students Of The Obando E.I. Municipality Of San Agustin

Investigator: Jose Evier Molina   **Telephone**:

E-mail: jevimolina@hotmail.com

Sponsor: None

Introduction

You are invited to consider participating in this research study. We will be doing some surveys that aim to know the methodology used in teaching English by teachers and the Thisform will describe the purpose and nature of the study and your rights as a participant in the study. The decision to participate or not is yours. If you decide to participate, please sign and date the last line of this form.

Explanation of the Study

For the research, two surveys are defined; one to apply to teachers and one to apply to some third-grade students. The teacher survey consists of 12 questions; of which six (6) are questions with closed answers and six (6) with open answers. The student survey consists of 8 questions; six (6) are questions with closed answers and two (2) with open answers.

Confidentiality

All of the information collected will be confidential and will only be used for research purposes. This means that your identity will be anonymous; in other words, no one besides the researcher will know your name. Whenever data from this study are published, your name will not be used. The data will be stored on a computer, and only the researcher will have access to it.

Your Participation

Participating in this study is strictly voluntary. If at any point you change your mind and no longer want to participate, you can tell the researcher. You will not be paid for participating in this study. If you have any questions about the research, you can contact me by telephone at ……… by e-mail **jevimolina@hotmail.com**.

Investigator's Statement

I have fully explained this study to the teacher. I have discussed the activities and have answered all of the questions that the teacher asked.

Signature of Investigator   Date

Teacher's consent

I have read the information provided in this Informed Consent Form. All my questions were

answered to my satisfaction. I voluntarily agree to participate in this study.

Name:

Your signature: _____ **Date:** _____

Consentimiento Para Participar en la Investigación

Nombre del Proyecto

Actividades gamificadas como herramienta pedagógica para mejorar las habilidades de escucha en inglés en estudiantes de tercer grado de la I.E. Obando. Municipio de San Agustín.

Investigador: Jose Evier Molina   **Teléfono:**

Correo electrónico: jevimolina@hotmail.com

Patrocinador: Ninguno

Introducción

Le invitamos a considerar participar en este estudio de investigación. Realizaremos unas encuestas que tienen como objetivo conocer la opinión de los alumnos sobre los procesos de enseñanza-aprendizaje del inglés. Este formulario describirá el propósito y la naturaleza del estudio y sus derechos como participante en el estudio. La decisión de participar o no es suya.Si decide participar, firme y ponga la fecha en la última línea de este formulario.

Explicación del Estudio

Para la investigación se definen dos encuestas; uno para aplicar a los maestros y otra para algunos estudiantes del grado tercero. La encuesta para maestros consta de 12 preguntas; delas cuales seis (6) son preguntas con respuestas cerradas y seis (6) con respuestas abiertas. La encuesta a los estudiantes consta de 8 preguntas; seis (6) son preguntas con respuestas cerradas y dos (2)

con respuestas abiertas.

Confidencialidad

Toda la información recopilada será confidencial y solo se utilizará con fines de investigación. Esto significa que la identidad del estudiante será anónima; en otras palabras, nadie más que el investigador sabrá su nombre. Siempre que se publiquen datos de este estudio, no se utilizará su nombre. Los datos se almacenarán en una computadora y solo el investigador tendrá acceso a ellos.

Tu Participación

La participación en este estudio es estrictamente voluntaria. Su decisión de participar no afectará de ninguna manera su calificación. Si en algún momento cambias de opinión y ya no quieres participar, puedes decírselo a su profesor. No se le pagará por participar en este estudio. Si tiene alguna pregunta sobre la investigación, puede contactarme por teléfono al **3133687049** por correo electrónico **jevimolina@hotmail.com**.

Declaración del Investigador

Le he explicado completamente este estudio al estudiante. He hablado de las actividades y he respondido todas las preguntas que me hizo el alumno.

Firma del Investigador: Fecha:

Consentimiento del alumno

He leído la información proporcionada en este formulario de consentimiento informado. Todas mis preguntas fueron respondidas satisfactoriamente. Estoy de acuerdo para participaren este estudio voluntariamente.

Nombre del Estudiante:

**Firma padre de familia o acudiente: Fecha:**

Annex E. standardized test (pre test post test)

standardized test
Name_____   Date: _____
Hi friends. I'm the professor José Evier Molina, then you will find a series of activities where you will listen carefully and answer each of the questions, I am sure you will have fun. *Cheer up!* Hola amiguitos, soy el profesor José Evier Molina, a continuación, encontrarán una serie de actividades donde deberán escuchar atentamente y responder cada una de las preguntas, estoy seguro que se divertirán. **¡Ánimo!**
1.   Listen to this song, then reply *(Escucha la canción, luego responde)*

Listen carefully and select the correct answer *(Escucha atentamente y selecciona la respuesta correcta)*

I. Dinosaur colors *(Colores de los dinosaurios)*

a)   Yellow, orange, brown

b)   Yellow, blue, brown

c)   Yellow, orange, green
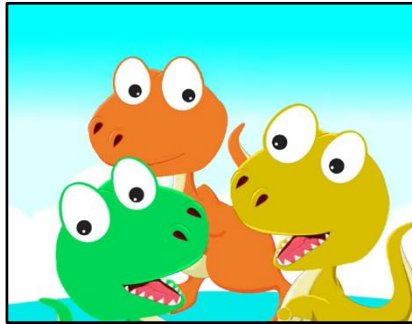
I.What number is?

a) Ten

b) Two

c) Four

II.Dinosaur colors

a)   Green, orange

b)   Purple, orange

c)   Yellow, blue

III.Number of dinosaurs

a)   Three

b)   Five

c)   Nine

IV.What number is?

a)   Five

b)   Ten

c)   Six

V.Seven dinosaurs are going to

a) France

b) Italy

c) Spain

2. How well you have done!

Now, listen to the sentences and select the right one *(Ahora escucha las oraciones y*

selecciona la correcta)

I.

a)   Run in the sand

b)   Run in de sand

c)   Run in the moon

II.

a)   Play in a band

b)   Pley in a banda

c)   Play in a ba

III.

a)   Out in the sun

b)   Out in de sun

c)   Out in sun

IV.

a.   Eigth baby dinosaurs are swimming

b.   Eigth baby dinosaurs are suiming

c.   Eigth beibi dinosaurs are swimming

Congratulations, you're done!