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MASTER'S DEGREE IN ENGLISH AS A FOREIGN LANGUAGE PEDAGOGY

DEGREE WORK

**PRIOR TO OBTAINING THE DEGREE OF: MASTER'S DEGREE IN PEDAGOGY OF
ENGLISH AS A FOREIGN LANGUAGE**

SUBJECT

Gamified activities to strengthen the ability to recognize typical word order pattern in the target language in 11th grade students.

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RESUMEN

La presente investigación tuvo como finalidad la mejorar la habilidad de reconocer el orden típico de palabras al escuchar el idioma inglés. Por esto, mediante las técnicas e instrumentos de recolección de datos del diagnóstico se identifico que los estudiantes tenían dificultades en reconocer el orden típico de palabras dentro de sus habilidades de escucha. Este trabajo tuvo como objetivo el diseño de un sistema de actividades gamificadas para mejorar la habilidad de reconocer el orden típico de palabras al escuchar el idioma inglés en los estudiantes de grado 11 de la Unidad Educativa la Salle en Quito- Ecuador. Entre los principales fundamentos teóricos referidos están la Teoría del aprendizaje de segundas lenguas, las etapas del desarrollo cognitivo, la importancia del orden de las palabras en inglés y la tecnología educativa en la enseñanza de idiomas y gamificación en la educación. En lo metodológico se exponen los lineamientos aplicados en la investigación como las variables del estudio, la matriz de categorización, el paradigma socio crítico, el enfoque cualitativo, el diseño el estudio de caso, los participantes de la investigación y las técnicas e instrumentos utilizados para la indagación. Desde los resultados del diagnóstico se diseño el sistema de actividades gamificadas para solucionar a la problemática detectada. Para la validación de esta propuesta se aplicó el 30% de las actividades y se evidenció mejoras en la habilidad de reconocer el orden típico de palabras en la escucha del inglés.





ABSTRACT

The purpose of this research was to improve the ability to recognize typical word order when listening to the English language. Therefore, through the techniques and instruments of data collection of the diagnosis, it was identified that the students had difficulties in recognizing the typical word order in their listening skills. The objective of this work was to design a system of gamified activities to improve the ability to recognize typical word order when listening to the English language in 11th grade students of the La Salle Educational Unit in Quito, Ecuador. Among the main theoretical foundations referred to are the Theory of second language learning, the stages of cognitive development, the importance of word order in English and educational technology in language teaching and gamification in education. Methodologically, the guidelines applied in the research are presented, such as the variables of the study, the categorization matrix, the socio-critical paradigm, the qualitative approach, the case study design, the research participants and the techniques and instruments used for the inquiry. From the results of the diagnosis, a system of gamified activities was designed to solve the detected problem. For the validation of this proposal, 30% of the activities were applied and improvements were evidenced in the ability to recognize the typical order of words in English listening.





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INTRODUCTION

Teaching English as a foreign language in Ecuador faces several challenges, one of which is how to address the skills that must be developed in order to have an effective communication system in English, especially the ability to listen and understand. The development of active listening skills is essential for students' academic and personal growth. The ability to comprehend and effectively process auditory information not only enhances knowledge acquisition, but also reinforces communication skills and encourages active participation in the classroom.

The ability to listen to and understand spoken language plays a fundamental role in effective communication and, therefore, in the acquisition of foreign language proficiency. In the context of 11th grade students in Quito, Ecuador, whose level of English is in the A2 range, listening comprehension is essential for them to be able to interact effectively with native speakers and authentically understand the language in everyday situations. This includes the ability to understand conversations, speeches, radio programs, podcasts and more.

Without solid listening comprehension, learners may have difficulty applying typical word order patterns learned in real communicative contexts. Therefore, improving this listening skill is a critical component in the development of English proficiency.

In addition to linguistic difficulties, the educational institution has not taken full advantage of the technological tools available to improve the teaching of English. Despite the existing potential, there is a lack of effective integration of technology into the learning process. This has resulted in a poor approach to language, which limits students' opportunities to effectively develop their language skills.

Likewise, a low level of motivation and participation on the part of students in activities related to English learning has been identified, suggesting the need to implement innovative pedagogical strategies that generate greater interest and commitment on the part of the students.

Within the framework of this research on the application of a gamified activity system, an attempt will also be made to address and improve learners' listening comprehension. Gamification offers the opportunity to engage learners in interactive activities that include active listening and





responding to auditory stimuli, which will significantly contribute to their ability to recognize word order patterns in the target language more effectively.

Therefore, in this research, both the listening and writing parts will be taken into account in the development of the gamified activity system, recognizing their integral importance in the acquisition of English and the improvement of learners' language skills.

In this context, the need arises to investigate and develop a system of gamified activities specifically designed to strengthen the ability to recognize typical word order patterns in the English language. This system is proposed as a solution that takes advantage of the technological potential available in the institution and motivates students to become actively involved in the English learning process.

For the methodological development of this research was adopted the socio-critical paradigm that seeks the social transformation of the context from the common agreement of the participants, also the research has a qualitative approach that seeks to understand the phenomena that arise during the educational practice, from a case study design to understand in depth a reality and specific topic, as is the subject of this project.

This research is related to the research line Innovation and applied technologies and to the specific sub-line: Implementation of ICT to improve the learning process, of the Universidad Bolivariana del Ecuador.

Problem statement:

The instruction of English as a foreign language in classroom 11 of the "La Salle" Educational Unit faces a significant challenge with regard to the A2 level students' listening skills. Specifically, the students show notable difficulties when trying to identify word order in English sentences. This obstacle becomes even more relevant due to the underutilization of the technological resources available at the institution to improve this skill.

A2 level students should be able to understand and follow simple conversations and texts in English. However, it is evident in the daily observation of teaching practice in this classroom that many of them experience obstacles when trying to decipher the order of words in sentences,





often resulting in unsatisfactory comprehension of the messages conveyed. This difficulty has a negative impact on students' confidence and progress in their English language learning process.

Additionally, the institution has technological resources, such as language labs and language learning software, that could be employed to improve this fundamental listening skill. However, in practice, these resources are not used effectively or systematically in the classroom.

This challenge raises essential questions about how to effectively address students' difficulties in identifying word order in English and how to take full advantage of available technological resources to improve their listening proficiency. The present study aims to analyze these issues in depth, identify the underlying causes of students' difficulties, and propose effective strategies to overcome these obstacles, taking advantage of the technological resources available at the institution.

Ultimately, addressing this issue is crucial to ensure a more effective English teaching and learning process in the classroom, enabling A2 level students to develop strong competencies in listening and comprehension skills.

Research question:

How to improve listening and comprehension skills, specifically the recognition of typical word order patterns in the English language in 11th grade students of the "La Salle" Educational Unit in Quito, Ecuador?

General Objective:

To strengthen through a system of gamified activities the ability to recognize typical word order patterns in the English language in 11th grade students of the "La Salle" Educational Unit in Quito, Ecuador.

Specific Objectives:

1. To diagnose the process of development of listening and comprehension skills in 11th grade students of the U.E. "La Salle" of Quito, Ecuador.





2. To design a system of gamified activities that strengthen listening and comprehension skills, specifically the recognition of typical patterns of word order in the English language in the teaching of English as a foreign language for 11th grade students of the U.E "La Salle" of Quito, Ecuador.
3. To validate by means of a pilot test the proposal of a gamified activity system that strengthens listening and comprehension skills, specifically the recognition of typical patterns of word order in the English language in the teaching of English as a foreign language for 11th grade students of the U.E. "La Salle" of Quito, Ecuador.

JUSTIFICATION

In today's educational context, the teaching of English as a foreign language has become an essential component. This is due to increasing globalization and the need to communicate in a language widely used throughout the world. To achieve proficiency in English, listening and comprehension skills play a crucial role in enabling students to engage in conversations, follow instructions, and access a variety of educational and professional resources in English.

The present research is justified for several reasons of great relevance:

- a) **Pedagogical Relevance:** The ability to understand English sentence structure is fundamental to effective listening comprehension. A2 level students are at an early stage in their learning process, so it is essential to address difficulties in this area in order to establish a solid and effective foundation for their future progress in English proficiency.
- b) **Impact on effective communication:** Mastery of word order is essential for students to express themselves clearly and accurately in English. Lack of understanding in this area leads to misunderstandings, errors, and poor communication, which can undermine students' confidence in their ability to communicate in English.
- c) **Leveraging technological resources:** The institution has technological resources that have the potential to enhance students' listening skills. Using these resources effectively can offer





innovative solutions to overcome identified difficulties and enrich the students' learning experience.

- d) **Need to investigate underlying causes (diagnose):** Understanding the underlying causes of students' difficulties in identifying word order in English is essential to effectively address this problem. This research will allow us to identify the specific areas where students face challenges and thereby design more targeted and effective teaching strategies.
- e) **Improving educational quality:** The proposed research seeks to provide valuable information that can guide pedagogical decisions and the implementation of more effective teaching strategies in the classroom. Improving the quality of English language instruction at the institution will benefit students and contribute to the formation of more proficient individuals in English, which is essential in an increasingly interconnected world.

In summary, this research is justified due to the need to address a substantial problem in teaching English as a foreign language in classroom 11. The purpose is to improve the listening proficiency of A2 level students and to take full advantage of the technological resources available to enrich their learning experience. This research will contribute to the development of more effective pedagogical strategies and to the strengthening of educational quality in the institution.

The present research is approached from a didactic dimension with the objective of improving the teaching and learning process of English as a foreign language in classroom 11 of the institution. In today's education, the didactic dimension plays a crucial role by focusing on the planning, implementation and evaluation of pedagogical strategies that maximize the quality of teaching and, at the same time, enhance student learning.

This research will not only identify the underlying causes of these difficulties, but will also design specific gamified didactic activities to overcome these obstacles. In addition, it will address the underutilization of the technological resources available in the institution, seeking to take full advantage of these tools to improve the educational experience of students.

Thus, the research is composed of the introduction and three chapters. The introduction expresses the design of the research problem, its approach, research question, objectives, justification and the relationship with the line of research of the University. For the first chapter,





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the topics and categories necessary to understand the research are addressed, such as Second Language Learning (SLA) theory, the Importance of Word Order in English, Educational technology in Language Teaching and Gamification in Education. In the second chapter the methodological aspects of the research are developed: paradigm, approach, design, type, level of research, research phases and techniques and instruments for the creation of this project, in addition to the preparation of the collection of the information study, the collection of the information and the analysis and interpretation of the information.



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CHAPTER I

THEORETICAL FRAMEWORK

Second language learning theory

One of the main purpose of the Second Language Learning Theory is on how people who already know the mother tongue learn another different language. Learning a second language is a tough on the ground of the complexity of many linguistic aspects. Too many people have improved their learning process by many practical activities that might give them experience for a better understanding. Nonetheless, even if a person has lot of experience, it will not give a clear and deep explanation about the learning process (Mitchell, 2019).

Social context influence in the second language learning on the grounds of it provides learning opportunities like formal and informal speech. On the other hand, it leads to the attitudes of various kinds on the grounds of that depends on how motivated is the learner; this is a main characteristic to facilitate the learning process, it also depends on the age of the learner because not everyone might learn a language in a certain way as many year ago when the person had better memory. And finally, the personality is another roll that can go with the hand of the capabilities and the previous knowledge that a learner may have. In short, linguistics and non-linguistics things in the learning process come up with the situation that the leaner is involved to (Mitchell, 2019).

There are many theories talking about the second language learning various perspectives that aim to explain the mechanisms by how many people acquire and learn another language apart from the mother tongue. The Input Hypothesis, written by Stephen Krashen, is one well-known idea that language learning works best when students are face to face with a real situation where they can get as much experience as possible or face to face the same language but with a higher level, it means one level up from their current level. Krashen argues that this discovery leads to unconscious learning, similar to how people spontaneously learn their mother tongue.





Another significant theory is Lev Vygotsky's sociocultural theory which focuses on the social and cultural context of language learning. Lev Vygotsky says that the interactions with people who have huge knowledge in the language might help learners to acquire the language and have a meaningful communication. This theory explains the value and the important aspects of interaction in a group while they are acquiring a language.

Related to Lev Vygotsky's method, culture had a big influence on how kids learn mental abilities such as expressing ideas orally and critical thinking. According to Vygotsky's thinking, mature people might help children's cognitive development by getting them involved in some real and taught activities. Vygotsky was the prominent sensation in Soviet psychology, worked with people from young ages; especially kids, and created his own mentality regarding the process of learning a language. What Vygotsky says, is that, three phases of learning exist: first the cognitive, second the motor, and then the social. In cognitive learning, thoughts and concepts are thought about; in motoric learning, actions are taken; and finally, in sociocultural learning, social interactions give people experience (Learning, 2022).

According to Vygotsky's ideology, every part builds on with the one that was before it; besides, his ideas was about that adults could learn from observing children and their actions. In addition, he thought that play; for example, with some friends, is a kind of sociocultural learning and that kids learn via doing this actions which is play. His contributions that were implemented time ago, are now considered essential to modern psychology (Learning, 2022).

Another aspect of second language learning ideas is cognitive processing theory, which focuses on mental processes. It examines how students cognitively process material, focusing on practice, memory and attention. This perspective claims that cognitive processes contribute a lot to the acquisition of vocabulary and grammatical structures.

The article (ScienceDirect, 2020) says that Cognitive theories strongly emphasize both aspects the creative process and the creative person. The first one which is the process emphasizes how cognitive mechanisms underlie creative thinking, while the individual is responsible for individual differences in those mechanisms. On the other hand, cognitive theories emphasize individual variations, such as different tasks, while others focus on general abilities, some focus on





conscious actions, such as remembering or attention, preconscious, implicit, or involuntary processes. According to Sarnoff A. Mednick's cognitive hypothesis, creative thought processes can arise from associative memory mechanisms. This theory states that concepts are related and come from distant partners, who are therefore more creative.

Additionally, in order to raise the possibility that there could be a biological determined chance for language acquisition is mentioned by the critical period hypothesis, so young people naturally have a huge advantage in second language learning.

(Andrew, 2004) states that the broadly general statement that each one regular kids collect whole competence of their first language in keeping with a similar agenda via similar developmental levels serves because the first piece of proof assisting the life of a key period (Long 1990). Similar key junctures additionally represent numerous types of behavioral improvement in nonhuman animals. Research at the healing of language in brain-lesioned adults and kids suggests that kids absolutely have an area over adults.

As Lenneberg points out “Occasional language disorders are the most convincing evidence for an age limit to language development. The prognosis for people with acquired aphasia varies greatly depending on when the brain injury occurred, and children have a much worse chance of recovery than adults” (1967: 142).

In summary, dynamic domain of second language learning theory includes social, cognitive and linguistic aspects. In addition to training language teachers, understanding these theories provides guidance for developing an engaging and productive language learning environment. Creating a comprehensive and personalized approach to language learning is made possible by recognizing the complexity of language skills.

Linguistics have been seem as complicated oral communication system communication system, which is a requisite to be studied with all its branches, like the study of sounds, which is phonology, the studied of word formation, which is morphology, the lexis, the study of word order (syntax), pragmatics and discourse. As a first view, Syntax and Morphology are considered to main aspect of linguistics on the ground of this part is essential when learning a language; On the other





hand, the other part of linguistics are not consider fundamental when learning a language by grammar, those branches a persona might learn by experience and by real situations on their lifes, it is commonly seen that those aspects are acquire by people during practical activities. For instance: Bardovi- Harling (2012-2017) on pragmatics, Webb and Nation (2017) on vocabulary and Moyer (2013) on phonology and second language pronunciation.

There are some certain theories to take into account for having a better understanding.

- a) **Behaviourism:** it is a theory appeared in the previous century, one of the function of it, it is the conditioning and the habit formation in language learning. So in other words it says that the second language learning is acquire by imitation and repetition.

When using "ism" terms, warning is required. Both literal and ambiguous interpretations are common. Occasionally, every type will have multiple meaning. "Behaviorism" isn't an anomaly. Behaviorism may be described as a attitude that envisions clinical barriers at the attribution of mental states. Behaviorism, strictly speaking, is an ideology, a technique of undertaking behavioral science. (Philosophy, 2023)

The well-known philosopher Wilfred Sellars (1912-1989) noticed that when it is necessary to confirm hypotheses of psychological events based on behavioral criteria, andquot; they can be considered behaviorists in a loose or attitudinal sense (1963, p. 22). Someone who demands behavioral evidence for any psychological theory is referred to as a behaviorist in this meaning. Such a person cannot tell the difference between two states of mind (beliefs, wants, etc.) unless there is a discernible variation in the behavior linked with each state. Consider someone who believes it is raining now. If there is no visible difference in their actions between thinking it will rain and thinking it will, there is no reason to look at one opinion instead. (Philosophy, 2023)





- b) **Universal Grammar Theory:** This theory was proposed by Noam Chomsky “humans are innately predisposed to acquire language. It asserts that there's a universal grammar shared by all languages and that children have an inherent ability to grasp the rules of any language.”

Grammar is not the same for oall the languages, there are some that might not be as easy as other ones on the ground of the variation that it has might confused learners and they must switch all the principal that they had in mind. Chomskys says that “linguistics has universal principles for all the languages known, in short, linguistics tries to provide an explanation of each language for learning. Besides, linguistics has some steps to follow in most of the languages that is why, when learning a second language people easily confused what rule use, Furthermore, each language shares something with another language that is why, if a person learn a language and if this language is connected with another one, it will be easy for the learner to learn it as well. (Sampson, 2004)

Anxiety, motivation, and self-assurance are examples of emotional variables that impact learning a second language. Learning a language is positively impacted by reduced anxiety and improved motivation.

- c) **Affective Filter Hypothesis:** “Anxiety, self-assurance and motivation are considered emotional aspects to take into account when learning a language. It will be easy when the emotional situation influences in the motivation and recudes negative things like anxiety” (Krashen, 1985).

The phrase "affective filter" was coined by linguistics specialist Stephen Krashen, who defined it as a collection of affective factors that support learning a second language. "Referring to, arising from, or influencing feelings or emotions" is how Merriam-Webster defines affective.



According to Krashen (1986) “affective filter hypothesis, there are three types of characteristics that affect L2 learning: motivation, confidence, and anxiety. Simply put, heightened emotions or feelings such as fear, shame or anxiety make language learning more difficult. A popular metaphor for the affective filter is an imaginary wall that goes up into the mind to block input and knowledge. However, when there is a strong sense of security and the effect filter is down, language learning happens. In fact, Krashenand's theory that stress impairs thinking and learning even seems to be supported by recent neuroscience research.” (Gonzalez, 2020)

Just providing information is not enough. Even if the teaching becomes comprehensible to the students, it is still insufficient. Students do not learn a language as quickly when their affective filters are raised. Promoting affective filter in the classroom might give a positive impact in the learners.

Students who are well motivated and confident are more open for criticism, they are the ones who will learn faster than the ones who do not have a high level of motivation and confidence.

- d) **Input Hypothesis:** Students have a better understanding when they are exposed to a +1 higher level, so they feel the pressure and it is easy for them to learn. Meaningful exposure to comprehensible input aids language acquisition.

(Stephen Krashen, 1982) says that “All the information should be comprehensible in order to have a positive effect on acquiring the language” Thus, for the optimal language acquisition , all the information not only has to be significant but also convenient. Participating in outdoor activities and spending time in natural settings are perfect ways to combine compelling input and opportunities for students to engage in content and conversation authentically. The following are examples of how I use the outdoors and nature as a springboard to introduce compelling science concepts and develop academic





language with my own kiddos. Simply asking my son what he sees, hears, or smells and then asking him follow-up questions or questions that elicit elaboration from him has sharpened his conversation skills and vocabulary considerably. This questioning has taught him how to make observations, draw conclusions, and make predictions, among other skills that will serve him well in school.

- e) **Skill Acquisition Theory:** This theory focuses on language as a set of skills to be developed, such as listening, speaking, reading, and writing. It emphasizes the gradual development and improvement of these skills through practice and exposure.

According to this hypothesis, declarative information can become procedural when it is stored in long-term memory in the form of "condition-action" memories. Thus, practice can cause a change in the procedure of declarative information. Thus, driving becomes automatic-something done without thinking-through repetition as one consciously acquires the skills necessary to drive a car (Ells, 2020).

This shows that in relation to language development; may sometimes find out new alternatives; For example, we can learn the rules that govern the formation of verb tenses, and through repetition, these rules can be internalized, allowing us to create correct sentences without considering the structure of the language. (Ells, 2020)

(Ells, 2020) says that “According to researcher Robert DeKeyser, declarative linguistic information can be changed procedures over time using what is known as a practical power law. However, he explains that it is only effective under certain conditions, in certain learning environments, and with certain learners - usually adult learners. Furthermore, the idea asserts that the knowledge that can be automated is very specific and cannot be transferred to other fields. For example, practice makes perfect: with practice, speaking



becomes more skilled, and with practice, listening becomes more skilled. Consequently, particular knowledge bases correspond to particular skills.”

- f) **Interactionist Approaches:** Language learning is greatly linked by social engagement and interaction through interactionist theories such as sociocultural theory and the input-engagement-output model. They emphasize the importance of meaningful social engagement and interaction in language development. The main focus of interaction is what happens to criminals when their deviant behavior begins. For example, interactions found that some individuals or groups are powerful enough to label weaker organizations or individuals as deviant. However, the labeling procedure is not always accurate. And it's not always fair. Some deviants are able to hide their actions from the public. Although some people have not gone astray, they are still blamed. There are situations where the use of a different brand requires extensive negotiations. (Stebbins, 2014)
- g) **Cognitive Theory:** it is focus on the role of memory, attention, repetition, and reinforcement.

From birth to early adulthood, Jean Piaget (Swiss psychologist) was especially concerned in how children and thought processes evolve. To comprehend the nature of this development, Piaget closely observed the conduct of his three children.. He asked them questions, looked at the answers for a moment after the events, and then looked at the answers again. Piaget called this way of looking at development the clinical interview. According to Piaget, people can also adapt to the social and physical conditions in which they live. Adaptation is a process that begins at birth. Piaget described two main processes of this adaptability, assimilation and adaptation.

Assimilation. It has to do with the process that incorporates new objects and events inside the existence structure.





Accommodation. It is a procedure used to adapt existing plans or frameworks in response to the easy acceptance or integration of a new object or opportunity.

Stages of cognitive development.

1. Piaget distinguished four successive stages that each person goes through as their cognitive development progresses. Each stage has different age groups and unique learning abilities. That would be useful in the preparation of the curriculum. And since these factors significantly affect a child's childhood and adolescence, parents and teachers must be fully aware of this developmental cycle.
2. **Sensori Motor Stage:** This stage starts when the person is a baby actually when the person is 2 years old. It is called like this on the grounds of children at that age are like a sponge, everything absorbs and they are always exploring something new through listening, touching, moving, testing and seeing.
3. **Pre-Operational Stage** This stage is named Pre-Operational on the grounds of little kids did not learn how to do mental process on their brains. Everything what children do at this age (2 to 7 year) it is because what they are seeing and they do not use the logical features.
 - A) **Semantic function:** At this age kids are in the capacity to develop their thinking skills by using signs and symbols. Besides, someone or something are represented by the symbols. For example, adults or relatives.
 - B) **Egocentrism:** Children are close mind on the grounds of they think that the only correct way of thinking is theirs. They will not accept other opinions from other people or a different comment.



- C) Decentering:** A child who is not yet fully functional finds it challenging to perceive multiple dimensions or features of a scenario. It is known as decentering.
- D) Animism:** Children tend to simulate that an object is alive and they think that it has feelings and sensations. They also believe that this inanimate object has some specific qualities and is able to do actions.
- E) Seriation:** They are able to classify or distribute things in some certain groups according to shapes, height and colours.
- F) Conversation:** It alludes to the knowledge that an object's characteristics won't change even if its appearance does.
- 4. Concrete Operational Stage:** A child's focus at this age (7 to 11 years) is on the stability and integration of his cognitive systems. It teaches him how to multiply, divide, subtract, and add something. He is qualified to categorize and classify tangible items. In summary, children acquire the capacity for rational and logical thought, but their reasoning is based on tangible objects.
- 5. Formal Operational Stage :** This kind is distinguished by the appearance of logical reasoning and thought. During this time, other significant cognitive achievements include the capacity to consider speculative scenarios and solve issues systematically and logically through reasoning (Ruhee, 2021).

These theories present many angles on how people learn a second language. Although no single theory can adequately capture the intricacies of learning a second language, a mix of these theories can offer a more thorough understanding of the mechanisms at play. Furthermore, context,





individual variances, and a variety of sociocultural elements are all important in the process of acquiring and learning a new language. (Mitchell, 2019)

Importance of word order in English

Word order in other important aspect to keep in mind when learning a second language, of course it depends on the grammatical features of that language. When it comes to expressing meaning, creating connections between words, and creating sentences that make sense, word order in English is extremely important. In basic sentences, the subject-verb-object (SVO) word order in English is conventional, but it can change depending on the sentence structure and part of speech.

Effective communication and comprehension in English depend heavily on word order. Word order, which forms the foundation of linguistic structure, affects meaning, grammar, and readability in both spoken and written language. Sentences must be structured correctly to provide coherence, accurate meaning, and sentence structure. Understanding the significance of conventional word order in English is crucial for thorough language study and effective communication, as deviations from it can drastically change the intended meaning. The goal of this thesis is to examine the significant influence that word order has on English language formation, grammar, and intentional meaning transmission. Word order in English is crucial, and this course will highlight its significance for efficient communication by delving deeply into linguistic theory and real-world examples.

Certainly, one common challenge for Spanish speakers learning English is the transfer of word order from their native language to English. Do not forget that in Spanish the word order is quite different; for example, it has a subject, a verb and the complement, it is similar to English. However, certain statements and structures are totally different between the two languages (Spanish – English), leading to potential errors in English word order for Spanish speakers.





For instance, in Spanish, adjectives usually come after the noun they modify (e.g., "casa grande" for "big house"). In English, the order is typically reversed ("big house"). This reversal can lead to errors where Spanish speakers might place adjectives in the wrong position within an English sentence.

Moreover, in Spanish, it's more common to use double negatives for emphasis ("No tengo nada," meaning "I don't have anything"). In English, double negatives negate each other, resulting in an affirmative statement ("I don't have anything"). This difference can lead Spanish speakers to use double negatives in English, which might sound unnatural or confusing.

Another common issue arises in the placement of adverbs. In Spanish, adverbs often come after the verb ("Ella habla bien," meaning "She speaks well"). In English, the placement of adverbs can vary; they often come before the main verb ("She speaks well"), after the auxiliary verb, or at the end of the sentence. Spanish speakers might place adverbs incorrectly in an English sentence due to this variation.

This thesis aims to explore the specific challenges that Spanish speakers encounter in adapting to English word order, highlighting these common errors and their implications for language learning and effective communication. By analyzing these difficulties, the research will propose strategies and tools to assist Spanish speakers in mastering English word order more effectively.

Morphology is considered one of the main parts of the sentences, on the grounds that it studies the units of language, and it also studies the combinations in forming new words. The relationship between some words in Spanish and some words in English are similar; however, there are some rules and variations that learners have to identify and write the correctly according to the structure. In English how a person pronounce a word can be easily understood because the affixes could be at the beginning of the word and also at the end of it.

Level-ordered morphology is important because it connects the phonological and prepositional properties; characteristics of affixes. Specifically, the type of boundary that an affix is linked with is coupled with the order in which it occurs in relation to other affixes. For instance,





the contrast between primary (+ boundary) and secondary (II boundary) affixes in English is motivated by phonetic concerns. For the purposes of principles like word stress and trisyllable shortening, primary affixes and their stem form a unit, whereas secondary affixes neither trigger nor go through these rules. The generalization that primary affixes are always positioned closer to the stem than subsidiary affixes is captured by level-ordering. Thus, all primary suffixes must come before secondary suffixes in the morpheme order of English words and prefixes goes before the secondary prefixes.

Pesetsky (1979) noted that phonological rules apply at their respective levels in the lexicon after each stage of the morphological derivation of a word, formally expressing the relationship between affix order and the phonology produced by level order (Kiparsky, 1982).

It appears that word formation research is coming out of a dormant phase. Because word-formation sheds insight on other features of language, it suddenly becomes a central topic of interest for theoretical linguistics, regardless of ideological stance. Regrettably, there is now a lack of consensus in the field regarding the technique and theoretical underpinnings of word-formation research, leading to confusion.

There is currently no consensus on any one "theory of word formation" or even on the kinds of evidence that are necessary to build one. The fundamental method of word development is synchronic and transformational; nevertheless, the frequent consideration of diachronic data dilutes the synchrony, and the application of the transformational backdrop has been untraditional.

Educational technology in Language Teaching and Gamification in Education.

The way languages are taught and learned has completely changed thanks to technology, which has become a powerful catalyst for change. Integrating technology into language learning is not just a fad; rather, it is a fundamental change with many benefits. This essay explores the importance of technology in language learning and how it can revolutionize accessibility, inclusion, personalization and digital readiness.





(Egbert & Hanson-Smith, 1999) mentioned that “Many educational technology specialists believe that the computer has steadily moved from being a tutor to a tool in education. This is undoubtedly the case in the field of second language instruction, where the most innovative uses of computer-assisted language learning (CALL) entail multimedia creation, electronic communication, and simulations as opposed to straightforward drill-and-practice sessions.”

The increased usability of technology in language learning is one of its greatest advantages. Language learning is no longer limited to traditional classrooms. Thanks to the development of online platforms, mobile applications and digital resources, students can interact with language material anytime and anywhere. With this increased adaptability, barriers to education have been broken down, promoting inclusive language learning and allowing for different schedules and learning styles.

Integrated technology makes it easier for language learners to apply acquired skills in real life. Through online simulations, virtual reality and video conferencing, students can interact with native speakers, hear different accents and fully immerse themselves in the subtle cultural aspects of the language. This experience goes beyond textbook knowledge and fosters a deeper understanding and appreciation of the complexity of language in its natural environment.

Technology creates dynamic and interactive learning environments that bring language learning to life. Language learning applications, software and online environments create an immersive atmosphere with multimedia components, gameplay and simulations. Through real-world applications, these interactive technologies not only make learning fun, but also help strengthen language skills. Learners are now active participants in their language journey, rather than passive recipients.

As Shetzer and Warschauer (2000) explains that , “Success in the information age requires flexible, independent lifelong learning (Reich, 1991; Rifkin, 1995). Self-directed learners are able to formulate research questions and create strategies to solve them. Using both online and offline learning tools and resources, they find answers to their questions. In addition, by working on both projects, both individual and group, that foster communication through traditional publications, websites, and presentations that are available to both domestic and foreign audiences, independent





learners can take control of their own learning. Language teachers with access to an online computer classroom can provide their students with useful lifelong learning skills and self-study techniques” (p. 176).

Thanks to technology, teachers can now adapt language lessons to the individual needs of each student. Adaptive learning technologies assess student performance and preferences to provide them with specially tailored activities and content. By focusing on areas in need of improvement, this method ensures that each learner develops at their own pace. As a result, each student receives more personalized and targeted learning that is tailored to their individual strengths and challenges.

The boundaries of collaboration are non-existent in the digital age. Technology enables collaborative learning outside the classroom. The opportunity to communicate with peers from diverse backgrounds is facilitated by online platforms, communication tools and language exchange programs. It helps children improve their language skills while promoting global knowledge and cultural understanding, preparing them for a world where connection might be easy

Technology is changing the way language skills are assessed. Online proficiency tests, computer-based adaptive tests, and automated speaking and writing assessments provide a comprehensive and effective assessment of language skills. These resources provide a complex picture of a student and their language skills beyond standardized tests. Thanks to this, language skills are reflected more accurately and meet modern requirements.

In short, it can be said that the role of technology in language learning cannot be overestimated. It is a revolutionary force that breaks through conventional barriers to improve accessibility, engagement and personalization of language learning. A generation of students who are ready to navigate the linguistic and digital landscapes of the future will continue to shape the symbiotic relationship between technology and language education, looking to the future.

Gamification in education





The world of today is changing in many ways, particularly when considering the lives and careers of young people, students, and youngsters. The world is changing all the time, and many influences in the lives are forcing us to adjust to the new. This has a big impact on how children, students, and young people develop. The rapid advancement and development of technology in today and world has enabled the younger generation to use personal computers. From an early age, mobile phones, tablets, and laptop computers. They are essentially playing the games for a large portion of their time when they use this technology. Consequently, it is simple to draw the conclusion that younger generations utilize technology frequently, if not constantly, in their natural environments. As a result, apply games while people are learning is a chance to motivate them not only to not make feel them bored, but also for improve their skills; Furthermore, applying this educational system learner's knowledge will be increased by people from different ages. In other words, the potential of all the learner might be exploded by applying games (Ivana Medica Ružić, 2015).

Everyone knows that gamified activities is an ace up your sleeve on the grounds of the characteristics it has to be developed. Technological devices have been used in order to facilitate the learning on the grounds of it can be easily connected with smartphones that students are using nowadays. This is a quite tactic that motivate them to participate with something they are involved to which is technology.

Since pandemic Gamification has been applied not only for education, but also for many professional sector. Some difficulties had been facing by some students during while learning without technology, great results were shown when students were using games for learning something new. Active learners are motivated because of this new way of learning; Nevertheless, using this new process, passive learners are no longer to avoid following up the rhythm from other learners. Gamification uses components such as badges, levels, and points to add intrinsic motivation to learning sessions that make students perform well.

At the core of successful learning is engagement, and play is seen as an opportunity to take engagement to an unprecedented level. Over time, traditional teaching methods often fail to retain students and attention, which leads to disengagement and poorer academic performance.





Thanks to playfulness and interactive and attractive components, learning becomes a dynamic and exciting process. A love of learning that goes beyond the classroom is encouraged by the inclusion of challenges, prizes and competitions that keep students pay attention and keep them actively involved in the curriculum.

Game-based learning can be difficult, unpleasant and demanding. By playing well-designed games, students can use their knowledge, skills and abilities and receive constructive feedback. It is important to emphasize that educational games are different from kid-friendly games. A serious approach to teaching difficult subjects faster and encouraging model-based thinking is play. Gaming is nothing new other than that. For example, the military uses various simulations to prepare soldiers for missions. For those working in the education sector, Gamification is nothing new. It is important to remember that educators have special qualifications for teaching and growth professionally with new techniques and strategies to teacher in a different way using technology as the main tool; as a result, students will learn in a funny way and they will fell motivated to learn and this is quite important in the learning process.

Gamification is appropriate for developing digital literacy in the technology-driven age. Accessing multimedia information, navigating digital interfaces, and interacting with technology are all integral parts of a playful learning environment for students. Gamification, or the integration of technology into the learning process, gives students the digital literacy they need to succeed in a technology-driven world and prepares them for the demands of the modern workforce.

In summary, it can be stated that play has an important impact on education and it concerns important aspects of learning. Play is at the forefront of educational innovation as a catalyst for engagement, motivation and skill development. By embracing play concepts, educators can develop dynamic, personalized and successful learning environments that not only foster a love of learning, but also equip students with the skills and mindsets they need to succeed in the complex world of the 21st century. Thus, play emerges as a beacon leading the way for education at a time when learning is more of a joyful and life-changing experience than a necessity.





CHAPTER II

METHODOLOGY AND DIAGNOSIS

This second chapter will explore the methodological part of the research, explain the research paradigm that guides the work, outline the research design selected for the inquiry, present the categorization matrix that will serve as the fundamental organizational tool, and present the study population and sample. In addition, the data collection instruments that will be used to obtain meaningful and reliable information are discussed, as well as the initial diagnostic process that lays the groundwork for the subsequent phases of the research.

It is important to mention at the beginning of this second chapter that this research has a qualitative approach, this means that conceptualize the dependent variable (ability to recognize the typical pattern of word order in the target language) and the independent variable (Gamification), however, by the nature of the research only use the dependent variable translated into a category of analysis for diagnosis, since the independent variable is the solution to the problem and will be explained from the intervention proposal.

Operationalization of the study category

The present research, having a qualitative approach, uses a categorization matrix instead of an operationalization matrix of variables. In this section, both the category to be analyzed and the variables of the research are presented for their mention and knowledge.

The qualitative categorization matrix is a methodological tool that, unlike the design, structuring and operationalization of variables to validate the relevance and feasibility of the research project, focuses on the verification and development of the quantitative categorization matrix. Its main function is to systematize, analyze and understand the procedures and progress of a research that involves phenomena, facts, situations and subjects with different characteristics in nature and structure from the objects and topics addressed by the quantitative approach. (Giesecke, 2020).





This matrix takes the specific objective related to the diagnosis and only works with the category in relation to the diagnosis and not with the variables as in the matrix of variables.

The following is a diagnostic categorization matrix designed to identify the categories, subcategories and indicators that will be evaluated during the investigation. This matrix will include several instruments designed to collect detailed information during the study.

Table 1.
Categorization Matrix

Tabla 1 categorization Matrix

CATEGORIZATION MATRIX				
Specific Objective:				
To diagnose the process of development of listening and comprehension skills in 11th grade students of the U.E. "La Salle" of Quito, Ecuador.				
Study category	Subcategory	Indicators	Technics/ Instruments	Information unit
Auditory skill	Listening comprehension	Discriminating intonations of interrogative sentences.	In-depth interview Observation guide	Teacher Students Plans
		Discriminate phonemes	Documentary review	
		Discriminate morphological endings.		
		Select details of the oral text (recognize words).		
		Listen and identify normal word order patterns.		





The category "Auditory Skill" is divided into the subcategory "Listening Comprehension", which addresses several key indicators during the diagnostic research. These indicators include the ability to discern the intonations of interrogative sentences, an essential aspect in assessing listening comprehension. In addition, the ability to discriminate phonemes and morphemes, select specific details in spoken text (such as word recognition), and the identification of normal word order patterns are assessed.

To collect this information, several instruments will be used. The "In-depth interview" will allow for an in-depth exploration of the participants' perception and skills in relation to the above-mentioned indicators. The "Observation guide" will provide a structure for the systematic observation of behaviors and responses during specific listening situations. Likewise, the "Documentary review" will facilitate the review of documentary material related to the development of listening skills. These instruments, used together, will enable a comprehensive assessment of listening skills, generating valuable data for diagnosis and continuous improvement in the area of listening comprehension.

Dependent variable

The dependent variable is the "ability to recognize typical word order pattern in the target language". This variable indicates the ability of the participants to understand and apply the conventional grammatical structure when arranging words in the specific language under investigation. Assessing and developing this competence is fundamental to understanding the degree of linguistic proficiency and the assimilation of grammatical rules by the individuals included in the research.

The dependent variable, refers to the ability of individuals to understand and apply the standard grammatical structure that establishes the appropriate arrangement of words in the specific language being tested. This skill implies that participants are able to recognize and employ the grammatically correct sequence of subjects, verbs, objects and other elements within sentences, in accordance with the linguistic norms and conventions of the target language.





Study category

The category of study of this research is: Auditory skill. This category is the translation of the dependent variable of this research (ability to recognize typical word order pattern in the target language) which allows us to study the object of this research. It was conceived from the reflection that in order to know what is involved in the phenomenon related to the variable and therefore to the problem, it was necessary to establish a more general category that would allow us to have a broader perspective of the bases of the problem.

Independent variable

The independent variable "Gamification" refers to the incorporation of game features in non-game environments in order to motivate, engage and enhance the participation of individuals in specific activities. Gamification consists of the introduction of typical game elements, such as challenges, rewards, competitions and game dynamics, in contexts that are not normally associated with recreational activities. Its purpose is to stimulate participation and engagement by offering a more attractive and motivating experience.

For this reason, this variable will be addressed more concretely in the intervention proposal as it represents the solution to the research problem.

Research Paradigm: Socio-critical.

In this research, a socio-critical approach will be adopted as the central paradigm, recognizing the influence of social and cultural factors in the process of teaching and learning English as a foreign language. The objective is to understand how gamified activities, from a critical perspective, impact students' ability to recognize typical word order patterns.

This study was based on the socio-critical paradigm, which is based on the integration of society to address conflicts, using social criticism as a guide to direct a scientific process. In simple terms, the research gives rise to processes that promote reflection on an identified problem, all with the purpose of instigating changes that improve the current situation (Loza et al., 2020).





In education, constant introspection and criticism can lead to positive changes, such as the active participation of the educational community, the involvement of families and the encouragement of excellence in teaching practice.

Research Approach: Qualitative.

The research approach will be qualitative, as it seeks to explore in depth the experiences, perceptions and understandings of students in relation to gamified activities. This approach will allow capturing the complexity of the educational process and the social interactions in the classroom.

The project is based on a qualitative approach, as mentioned by Hernández et al. (2014). The objective of qualitative research is to obtain a methodology that helps us to understand the subject's environment, familiarize and understand it according to the lived experiences; from a subjective point of view based on its analysis, interpretations and meanings. Because of this, it was possible to observe the environment, which allowed us to learn more about the identified problem and the factors that cause variations in the socio-affective behavior of children, helping us to understand and use a proposal adapted to their needs.

Research Design: Case study

The research will be conducted using a case study design, focusing on a specific group of eleventh grade students and their experiences with gamified activities. This design will provide a detailed and contextualized understanding of how these activities influence English word order comprehension.

In relation to the paradigm and approach described above, the case study was chosen because of the impact it can have on the research. This can be defined as a system of activities that are related and systematic to carry out a research process. Its purpose is to study and try to understand a specific case or situation and, based on this, new theories could be generated.

One of the main authors of this design is Yacuzzi (2005), who mentions that the case study focuses on a particular situation or problem in order to subsequently reach an understanding of it. It is based on theories and bibliographic sources that are modified according to the immersion in





the field. On the other hand, it is complemented with research techniques such as interviews, questionnaires, focus groups, among others, with which it is possible to obtain information. The case study is generally used in research with a qualitative approach, since it tends to focus on social problems.

The reason why this research was chosen is due to its social nature, since it seeks to understand a problem in a real way and, based on this, seeks strategies for decision making.

To carry out a case study, it is necessary to follow a series of steps established by George et al. (2005) and Yin (1994):

1. Study design: In this phase, the objectives of the case study are established, the design is developed and the research is structured. In this first step, the research problem was identified and objectives were formulated that will serve to evaluate the adequacy of the research.

2. Conducting the study: Information is collected using the techniques and instruments previously planned and developed. For data collection in this research, an observation guide, interviews with the teacher and a planning review guide were used. These data collection tools were fundamental to obtain direct information from reality.

3. Analysis and conclusions: Finally, a report is prepared with the results obtained during the research, validating them with the information provided in the points raised at the beginning of the work.

Case study:

The research was based on the teaching practice of one of the researchers of this project developed in grade 11 of the "La Salle" Educational Unit in the city of Quito, Ecuador. The case study was with the 11th grade group, with students between 14 and 15 years old with a CEFR level A2.





Participants/ Information units:

The units of information of the research are classified into three main categories: planning, students and teachers. A detailed explanation of each is presented below:

- **Plans:** Plans refer to documents or records containing lesson plans and instructional activities designed by the teacher for implementation in the classroom. These units of information are crucial for analyzing the structure and development of teaching activities, focusing specifically on those aimed at improving the ability to recognize typical word order patterns in English. The review of the lesson plans will allow the identification of pedagogical approaches and strategies used.
- **Students:** Students represent the individuals who participate in the teaching and learning process within the classroom. In this context, it refers to the A2 level learners who are the subject of the study. The study of students involves analyzing their responses, performance, and participation in activities designed to improve their ability to recognize word order patterns. It seeks to understand how these interventions affect their English language learning and comprehension.
- **Teacher:** The teacher is the person in charge of teaching the classes and designing the educational strategies. In this case, it refers to the English teacher who participates in the research. The teacher is a key unit for understanding how pedagogical strategies are implemented and how the teaching of the skill of recognizing typical word order patterns in English is approached. Analyzing their methods, approaches, and experiences will provide a comprehensive perspective on the effectiveness of the proposed interventions.

Each of these units of information will contribute to the comprehensive understanding of the research, allowing us to analyze how the interactions between teacher planning and student participation influence the development of the ability to recognize word order patterns in English.





Type of Research

The research is classified as exploratory, since a specific problem will be approached from a critical and qualitative perspective, allowing the generation of new knowledge and the understanding of educational phenomena in the context of the socio-critical paradigm.

Criteria for inclusion and exclusion of information units:

Inclusion criteria

Inclusion and exclusion criteria play a fundamental role in defining the elements that will be considered in the research and those that will be excluded. Below are some suggested criteria for the above-mentioned information units:

1. Planning:

- This will include planning directly linked to improving the ability to recognize typical word order patterns in English.
- Consideration will be given to planning designed for specific sessions related to the aforementioned skill.
- The plans implemented during the observation period of the research will be included.

2. Students:

- A2 level students enrolled in the participating English teacher's class will be included.
- Students who have actively participated in activities designed to improve the ability to recognize word order patterns will be considered.
- Students who have provided informed consent to participate in the research will be included.

3. Teacher:

- The English teacher who has designed and implemented the pedagogical strategies to improve the specific skill will be included.
- The teacher who has been teaching A2 level students during the research period will be considered.
- The teacher who has voluntarily agreed to participate in the study will be included.





Exclusion criteria

These criteria will help to define precisely which elements will be part of the research and which will be excluded, ensuring consistency and relevance in data collection.

1. Planning:

- Planning not directly related to improving the ability to recognize typical word order patterns in English will be excluded.
- Activity plans that have not been implemented during the observation period will not be considered.

2. Students:

- Students who do not belong to the A2 level will be excluded.
- Students who have not actively participated in activities designed to improve the specific skill will not be considered.
- Students who have not provided informed consent to participate in the research will be excluded.

3. Teacher:

- Teachers who are not teaching A2 level students during the research period will be excluded.
- Teachers who have not designed and implemented pedagogical strategies to improve the specific skill will not be considered.
- Teachers who have not voluntarily agreed to participate in the study will be excluded.

Inductive method

The study employs an inductive approach, as it allows starting the research from the most relevant points and moving from specific issues to broader ones, such as the impact of online teaching resources and their use on speaking skills in English language learning. By starting from the specific aspects of the problem of listening skills in a particular environment, this approach provides the opportunity to understand the phenomenon.





Data collection methods and techniques

Research instruments

In order to gather information and investigate the diagnosis, it is necessary to establish techniques and instruments that facilitate and guide this process. That is why, through a previous analysis, it was determined that the optimal techniques for this project will be the in-depth interview directed to the teacher and the participant observation focused on listening comprehension, in addition to the documentary review of the lesson plans. Each technique will be accompanied by its respective instruments, such as the interview script, the observation guide and the document review guide.

Participant Observation

Participant observation is a technique that helps to gather information in a comprehensive manner, since its main characteristic is that the researcher relates directly with the people under investigation, i.e., the key informants. According to Hernández (2014), participant observation goes beyond simply observing with the eye, since it must be carried out with all the senses, which implies delving into social relationships and maintaining an active role.

Observation instrument: observation guide.

The observation guide is a document that contains indicators to focus on when applying the observation, where various observations that arise during the process can be noted. In this project, an observation guide was used as a key instrument to collect relevant and systematic data. According to Falcón and Serpa (2021), the observation guide is used as a tool to obtain relevant and systematic data.

This guide is composed of pre-established categories and criteria that facilitate the observer to accurately and consistently record the behaviors, interactions and events of the study. The observation guide was specifically designed to capture different aspects of the case study, focusing on specific variables of interest. The instrument included previously defined indicators and clear observation criteria.





In-Depth Interview

The purpose of the research techniques and instruments is to collect as much relevant data as possible for the study, which will be used for later analysis and interpretation. In this research, the interview technique was used, which has as an instrument the guide of questions addressed to the teacher in order to obtain as much information as possible about the auditory ability to recognize typical word order patterns in the target language in terms of the teacher. Likewise, the information gathered plays a valuable role, since the teacher's point of view is analyzed with the purpose of knowing what the proposal would specifically focus on for the benefit of the students.

In-depth interview instrument: question guide.

The interview has the question guide as an instrument. It is structured by themes, containing questions to be answered according to the research interests. The guide serves as a support for the interviewer to remember the main topics in which he/she is interested in obtaining answers. Avila et al. (2020) explains that the interview guide does not have a structure as such, but is a list of topics on which information should be obtained. In the case of the present project, questions were formulated for the teacher with a main topic.

Documentary review

According to Alfonso (1995), documentary research is described as a scientific procedure, a systematic process that involves the exploration, collection, organization, analysis and interpretation of information or data related to a specific topic. Similar to other forms of research, this method contributes to the construction of knowledge. The particularity of documentary research lies in its use of primary sources, although not exclusively, encompassing written documents in various forms such as printed, electronic and audiovisual.

It is crucial to emphasize that documentary research goes beyond the simple transcription of books, it is not limited to the elaboration of summaries nor is it reduced to superficial documentary references. Instead, it involves active research, a search and investigation of information on a specific topic.





Data Collection

Data collection will be conducted in an ethical manner, respecting the confidentiality and privacy of the participants. An atmosphere of trust will be fostered to facilitate the free expression of students during interviews and gamified activities.

The highest authority of the Educational Unit "La Salle" in Quito, Ecuador, has provided authorization and consent to collect information and carry out the implementation of the proposed project: "System of gamified activities to strengthen the ability to recognize typical patterns of word order in the target language in 11th grade students in Quito, Ecuador".

In addition, a letter of consent was submitted to work with 11th grade students, with a sample of 35 students. In addition, this project is fundable and feasible because it does not generate economic results. No work has been plagiarized in the development of this project.

Diagnosis Data Analysis

The process for the analysis of the diagnostic and evaluative information can be seen below, detailing its phases for the subsequent implementation of the educational intervention proposal.

To carry out the analysis of the information, starting with the creation of a categorization table linked to the theoretical basis of the research project. From the contributions obtained in relation to the proposed topic, a possible solution is sought. Consequently, in the development of the research, the diagnosis was carried out.

First level coding

The first cyclical coding is a key point that should be considered by the researcher in the first instance, as Acuña (2015) points out. Coding uses a process in which a pattern is conceptualized through a set of indicators, which will serve to give way to the next step involved in this process. At this level, the category and subcategory of the study were taken into account, which have diagnostic indicators to which a code will be integrated to easily identify them in the process.



Table 2.
First level coding

Tabla 2 first level coding

First cycle coding					
Category		Auditory ability			
Code		AuS			
Sub-category		Listening comprehension			
Code		LaC			
Indicators	Discriminate intonations of interrogative sentences.	Discriminate phonemes	Discriminate morphological endings.	Select details of the oral text (recognize words).	Listen and identify normal word order patterns.
Code	DIOIS	DPh	DMEn	SDOTx	LINWOP

Constant comparison method

Acuña, V. (2015) mentions that, as the information is processed, the disparity and relationship that exists between the different meanings is observed, and in the same way, the codes are compared with the category and with each other. Concepts are densified with respect to the categorization and concepts that do not contribute are eliminated or discarded, thus answering any questions that may arise and emphasizing concepts that may arise during this process.

Densification of the information from the diagnostic phase instruments:

Densification is a procedure that brings together all the information gathered and connects it with the various diagnostic tools used. The interview guide is the first tool of interaction with the teacher in the classroom. Its purpose is to acquire information about the problem under study. Again, each component is evaluated, and its effectiveness depends on the information extracted from each instrument.



Densification of the teaching interview:

Criterion 1: Recognition of intonation in interrogative questions

1. The teacher addresses instruction on identifying intonations in interrogative questions through interactive activities, beginning with examples and discussions of how intonation influences communication. Students practice asking questions of each other, paying particular attention to proper intonation.
2. Implements strategies that include the use of question recordings with various intonations and role-playing exercises for students to practice identifying intonations in questions.
3. In assessments, incorporate recordings of questions with varied intonations and assess students' ability to distinguish between affirmative and interrogative questions, as well as to formulate questions with the correct intonation in specific situations.

Criterion 2: Phoneme differentiation

4. Introduces phoneme discrimination through listening exercises and repetition of challenging sounds. Students practice the pronunciation and distinction of these sounds through specific exercises and phonetic games.
5. Highlights discrepancies between phonemes in English and the native language, using visual and auditory examples to facilitate understanding of sound differences.
6. In assessments, includes listening exercises to identify words containing problematic phonemes and assesses the pronunciation and correctness of specific sounds in conversational contexts.

Criterion 3: Recognition of morphological endings

7. Addresses the teaching of the discrimination of morphological endings through activities that highlight how they alter the meaning of words.
8. Employs fill-in-the-blank exercises and provides lists of related words for students to practice building words with morphological endings.
9. In the evaluations, include exercises where students must complete sentences using the correct form of words or transform base words into different morphological forms.

Criterion 4: Selection of details in the oral text

10. Stimulates the ability to select details from oral text through active listening exercises, where students take notes on key information while listening to conversations or recordings.





11. Employs progressive listening comprehension exercises and provides partial transcripts to improve students' ability to identify key words in oral speech.

12. In assessments, presents recordings or conversations and evaluates students' ability to answer specific questions about the information heard.

Criterion 5: Listening and identification of word order patterns

13. Facilitates students' adaptation to different word order patterns through examples and contextualized practice, using authentic dialogues and texts.

14. Recognizes common challenges, such as subject and verb inversion and difficulties in adjective placement.

15. In the assessments, she presents exercises where students must reorganize disordered sentences and assesses their ability to recognize and apply word order patterns in authentic texts.

16. Emphasizes the importance of patience, constructive feedback, and the inclusion of play activities to improve these skills in the learning of English as a second language in high school students.

Densification of the observation guides:

Overall, the majority of students within the group of 25 exhibit notable difficulties in relation to Indicator 5, which focuses on the ability to listen and identify normal word order patterns in English. These difficulties manifest themselves in several key areas:

1. Confused Listening Comprehension: Most students experience complications when trying to understand and apply word order patterns during conversations and recordings in English. Frequently, they are confused when following a conversation that employs specific word order patterns, resulting in limited comprehension and incorrect responses.

2. Dependence on Translation: It is observed that several students rely heavily on translation from their native language to understand English sentence structure. This dependence leads to a lack of fluency in applying word order patterns, hindering effective communication in English.

3. Errors in Practical Application: Many students make mistakes when attempting to apply word order patterns in their own written responses and conversations. This results in poorly structured sentences and incoherent communication.





4. Need for Additional Practice: The need for additional practice and specific exercises that focus on identifying and applying word order patterns in listening contexts is highlighted. Students require increased exposure to authentic conversations and opportunities to improve their listening and communication skills.

5. Lack of Awareness of Importance: Some students lack a thorough understanding of the importance of word order patterns in effective English communication. This points to the need to focus on awareness of the relevance of this language skill.

In summary, the group of 25 students faces substantial challenges in trying to recognize and apply normal English word order patterns. These difficulties demand a carefully planned intervention that includes specific listening exercises, conversational practice, and increased attention to the importance of this skill in everyday English communication.

Densification of the documentary review guides:

After a detailed review of the English teacher's lesson plans in search of elements related to listening skills, especially with regard to typical pattern recognition, it was found that only two of the 20 lesson plans reviewed specifically addressed this aspect. In the remaining 18 lesson plans, it was noted that the focus is mostly on other skills, without prominently including auditory pattern recognition. This finding suggests that, up to the date of the review, the inclusion of specific activities or exercises focused on auditory pattern recognition has not been a common practice in English lesson planning. This finding offers valuable insights into the distribution of emphasis on listening skills and may be essential for considering adjustments or recommendations in future planning to strengthen this particular aspect of listening skills in English language learning.

Second level coding

Once the process involving the coding of the first cycle is completed, the second cycle begins. Acuña (2015) points out that this process is the action of giving greater purity to the coding, which will lead to a better interpretation of the concepts of each of the subcategories that could be





observed in the first level, contrasting the existing information obtained through constant comparison.

The subcategories are maintained in this second coding.

Table 3.
Second level coding
Tabla 3 second level coding

Second cycle coding					
Category					
Auditory ability					
Code					
AuS					
Sub-category					
Listening comprehension					
Code					
LaC					
Indicators	Discriminate intonations of interrogative sentences.	Discriminate phonemes	Discriminate morphological endings.	Select details of the oral text (recognize words).	Listen and identify normal word order patterns.
code	DIOIS	DPh	DMEñ	SDOTx	LINWOP

In this second coding, the subcategories emerging from the densifications of the diagnostic collection instruments were analyzed. No changes were made since the results were consistent with the primary coding.

Interpretation of diagnostic phase results





The combination of the results obtained through observation, interviews and documentary review provides a complete picture of the English teacher's pedagogical strategies and students' listening skills.

The interviews highlight the effective implementation of various pedagogical strategies to improve listening skills, addressing aspects such as intonation identification, phoneme discrimination, recognition of morphological endings, and adaptation to word order patterns. The inclusion of practical elements, such as recordings and phonetic games, underlines the attention to common challenges. In addition, the importance of patience, constructive feedback, and playful activities in learning English as a second language is emphasized.

In contrast, observation of the student group reveals notable difficulties in understanding and applying word order patterns in English. These difficulties include confusion in conversations, reliance on translation, errors in practical application, and lack of awareness of the importance of these patterns. The need for specific interventions, such as listening exercises and conversational practice, as well as increased awareness of the relevance of word order patterns in everyday communication is highlighted.

The review of teacher lesson plans points to a gap in planning focused on auditory pattern recognition. Only two plans address this aspect, while the majority focus on other skills. This finding indicates that the inclusion of activities specific to auditory pattern recognition is not common in lesson planning, underscoring the opportunity for future adjustments.

In summary, triangulation of these results reveals both strengths in teacher pedagogical strategies and significant challenges in students' listening skills, underscoring the importance of comprehensively addressing pattern recognition in English language learning.





CHAPTER III

PRESENTATION AND VALIDATION OF THE PROPOSAL

The comprehensive evaluation of the English teacher's pedagogical strategies and students' listening skills highlights areas of opportunity and strengths. Based on these findings, the introduction of gamified activities is proposed as a strategic and motivating intervention to address the difficulties identified in English word pattern recognition and to improve students' practical application of these concepts.

The interviews highlight the effectiveness of various pedagogical strategies implemented by the teacher to improve auditory skills, such as intonation identification, phoneme discrimination, morphological ending recognition, and adaptation to word order patterns. However, observation reveals notable difficulties in students applying these patterns in everyday situations, indicating a gap between theoretical instruction and effective practice.

Review of the teacher's lesson plans reinforces this discrepancy by showing a lack of emphasis on specific activities for auditory pattern recognition in English. The limited inclusion of this approach suggests a significant opportunity to improve pedagogical planning and strengthen the connection between theory and practical application.

Also, after conducting an exhaustive review of the English teacher's lesson plans, the absence of elements linked to gamification in the strategies and approaches proposed for the classes was confirmed. Although the planned content and methods were examined in detail, no specific signs or references were found indicating the incorporation of gamification elements or game mechanics in the teaching process. This finding suggests that, as of the date of the review, gamification is not integrated into the pedagogical methodology contemplated in the teacher's planning. This finding is crucial for understanding the current direction of English language teaching and may provide a basis for considering possible recommendations or suggestions related to the introduction of gamification as a pedagogical strategy in future planning.





In the face of these challenges, the implementation of gamified activities presents itself as an innovative and engaging solution. Gamification has the potential to transform the learning experience by incorporating playful and motivating elements, providing an interactive environment where learners can actively practice and apply English word order patterns. In addition, gamification can address the lack of awareness of the importance of these patterns, stimulating participation and engagement through a more dynamic approach.

In summary, the introduction of gamified activities is justified as a comprehensive strategy to overcome current limitations and improve the ability to recognize typical patterns in the English language. This proposal seeks to bridge the gap between theoretical instruction and practical application by providing students with a stimulating learning environment that encourages active application of word order patterns in real-life situations.

Triangulation of information

Data triangulation represents an essential methodological approach in research, aimed at ensuring the reliability and validity of the results. This method involves the use of different sources of information, methods or perspectives to analyze a phenomenon from multiple perspectives, in order to achieve a more comprehensive and solid understanding (Aguilar & Barroso, 2015).

Table 4
Second level coding

Tabla 4 triangulation of information

TRIANGULATION OF INFORMATION (DIAGNOSIS)			
(Guide observation, Interview guide, document review guide)			
Category	Results of the observation guide	Results of the interview guide	Results of the document review guide
Auditory ability	According to what was analyzed in the interviews, the English teacher has deployed	Overall, most of the 25 students in the group face notable difficulties in the ability to understand and	After closely examining the English teacher's lesson plans for elements related to aural skills,





diverse and effective pedagogical strategies to enhance the students' listening skills. Through interactive activities, specific exercises and varied assessments, aspects such as the identification of intonations in questions, phoneme discrimination, recognition of morphological endings, extraction of details in oral text and adaptation to different word order patterns have been addressed. The incorporation of practical elements, such as recordings and phonetic games, as well as attention to common challenges, such as subject and verb inversion, are emphasized. In addition, the importance of apply word order patterns in English. These difficulties include confusion in following conversations and recordings, reliance on translation from their native language, errors in practical application, and lack of awareness of the importance of these patterns. The need for specific interventions, such as listening exercises, practice in conversations, and increased awareness of the relevance of word order patterns in everyday English communication is highlighted. In summary, strategic attention is required to overcome these challenges and improve word order pattern recognition and especially with regard to typical pattern recognition, it was found that only two of the 20 lesson plans reviewed specifically addressed this aspect. In the remaining 18 lesson plans, it was noted that the focus is primarily on other skills, with no prominent emphasis given to auditory pattern recognition. This finding suggests that, up to the date of the review, the inclusion of specific activities or exercises focused on auditory pattern recognition has not been a common practice in English lesson planning. This observation provides valuable information about the distribution of emphasis on listening skills and could be crucial



patience, constructive feedback, and the inclusion of play activities to improve listening skills in the learning of English as a second language in high school students is highlighted.

application skills in this group of learners.

for considering adjustments or recommendations in future lesson plans to strengthen this particular aspect of listening skills in English language learning.

Objective of the proposal

To design a system of gamified activities that strengthen listening and comprehension skills, specifically the recognition of typical patterns of word order in the English language in the teaching of English as a foreign language for 11th grade students of the U.E "La Salle" of Quito, Ecuador.

Theoretical foundation

Gamification in education and interactive technological games in education

Nowadays, there are significant changes not only for areas such as health and the economy, but since the pandemic boom it has been more popular in the field of education, being a more interactive tool for teachers and students in teaching and learning. For this reason, teaching work requires constantly innovating teaching methods that motivate students to achieve the necessary competencies in curricular development in student education, thus establishing themselves as institutions that occupy top places in methodology (Heredia-Sánchez, 2020).

Gamification is understood as the application of game resources, designs, dynamics, elements, to modify student behaviors through actions on their motivation. Gamification and different educational platforms are technological resources that help motivate students to improve their learning. By incorporating elements such as competition, immediate feedback, and





challenges, students can feel more involved and committed to the learning process. Additionally, it can help develop skills such as problem solving, collaboration, and creativity.

One of the advantages of using these resources is to leave aside traditional teaching and involve cooperation between teacher and student through Web 2.0, a tool that has currently become part of the daily lives. Teachers know that not all students learn in the same way, that is why these tools make it easier for us to reach beyond verbal learning but rather they can encompass visual, auditory and kinesthetic learning and in this way reach each student.

Another advantage of using gamification in the classroom is that in anticipation it helps motivate interest in classes, it helps to encourage interaction between students and the teacher at the beginning of a class, since gamified activities allow multiple intelligences to be worked on. of students in several cases.

Technological Gamification is essential in the educational process, because it is a motivating factor for the student because it acts as a tool where the main protagonists are the students and they have at their disposal various interactive games where the game is combined with learning; allowing students to actively participate in a fun way that is different from the daily routine that they experience every day in the classroom. The most used tools currently are Kahoot, Quizizz and WordWall, which are essential tools to encourage teachers to develop activities that are fun, creative and positive for students when learning (Cangalaya-Sevillano, 2022).

Kahoot is one of the technological tools that was a trend in the pandemic, it was used as a dynamic and interactive game for students, where students learned in a fun way but in addition to that it pressured them to be better in their knowledge since the game consisted in occupying the first places and being part of a virtual podium, it should be noted that this tool continues to be used in classes to do collaborative work where students who have a superior command of the subject can help students who are not as strong in the subject. treat. The only disadvantage that this tool presents is that it works only with the Internet, which would make it difficult to use in public institutions because it does not have the following technological and economic resources for it; However, in public institutions that would not be a total problem since the majority have these resources and it would facilitate the use of the application.





On the other hand, the Quizizz application is very similar to Kahoot with the difference that when using Kahoot you have to view the questions on the main page of the game that is projected or shared by the teacher, whereas the use of Quizizz is for students. You can see the questions directly in the application downloaded on your cell phone or computer. Likewise, it is an application that is still being used and fully supports collaborative work and also focuses on the learning styles of each student. I feel like this is a facilitator. in teaching learning for all students.

Finally, Word Wall enters the 3 most used pages, with a great similarity to the pages already mentioned; However, this page is not totally free, it only allows you to use certain activities, but with the Premium version you get a wide variety of activities that can be carried out and applied to students. These activities are fun and, on the one hand, try to motivate students. students and on the other hand, they feed their knowledge to the point of firmly capturing what they have learned. In conclusion, the use of technology has made a majestic change in education because teachers no longer adhere to teaching with old and boring methodology but now teachers are innovative and technological with their methodology. Furthermore, today technology is part of students' lives and if teachers work with these tools they will be able to generate more interest from students when learning.

There are a variety of interactive games for different abilities and types of learning of each student that can be used in the classroom as asynchronous activities, ensuring that the student has meaningful learning and has fun at the same time.

Educational games make the student remain active and participatory at all times and realize their mistakes and want to try again and again until they perfect their technique and this makes them unconsciously acquire and retain knowledge without stress, no pressure. The use of interactive games in the classroom promotes collaborative learning and cooperative learning, which was affected during the pandemic. They also help to improve the social component in any context, which was affected during and after the pandemic.

In conclusion, combining entertainment with learning brings a series of benefits where the student becomes active, participatory, has immediate feedback, cognitive skills, and thinks and acts more quickly.





Due to its many advantages, technology has become more and more important in education, improving both students' and teachers' learning experiences. Although there are many advantages to using technology in education, there are drawbacks as well. These include privacy issues, the digital divide, and the requirement that teachers have the right training in order to successfully incorporate technology into their lesson plans. Technology may greatly improve students' educational experiences and lead to greater learning results when used carefully and purposefully.

Structure of the proposal

Barraza (2010) proposes an action plan model, which was implemented in the proposal as follows:

- **Proposal:** Create gamified activities to improve speaking skills, especially in the recognition of typical word order.
- **Goal/objectives:** Each lesson has a specific objective related to the skill to be improved.
- **Activity:** 10 gamified activities were designed, although only 30%, means 3, will be carried out.
- **Responsible parties:** The researchers are in charge of carrying out the activities.
- **Time frame:** The application of the activities is spread over 3 weeks, implementing one activity per week.

Table 5
Intervention proposal activities

Tabla 5 intervention proposal activities

<i>N° Session</i>	<i>TITLE</i>	<i>Objective</i>	<i>Gamified activity</i>
1	Tell me a story	To identify the differences between used to and usually	Wordwall Listening Exercise
2		through some explanation in order to use them properly.	Quizizz Listening Exercise
3			Kahoot Listening Exercise





4	To identify very specific aspects in a listening exercise in order to	Wordwall Listening Exercise
5	comprehend some details for completing activities through	Quizizz Listening Exercise
6	some listening exercises in the classroom.	Kahoot Listening Exercise
7		Wordwall Listening Exercise
8	To explain the different uses of when and while in order to	Quizizz Listening Exercise
9	connect idea better through some activities in the book and listening exercises.	Kahoot Listening Exercise
10		Wordwall Listening Exercise

Note. Activities planned for the intervention

The structure of the activities planned for the intervention proposal. There are 10 activities with the same thematic axis, divided by objectives, and the gamified activity used is also specified.

Validation of the proposal

In the process of validation through a pilot test, Mayorga et al. (2020) suggest that conducting a pilot test is essential to improve the validity and reliability of the procedures, while at the same time helping to reduce possible errors in data collection. This approach provides valuable information that guides the improvement of the methodology initially proposed, making it possible to evaluate its relevance, feasibility and reliability.

To validate this proposal, 30% of the planned activities have been implemented. For this purpose, the suggested routes for piloting have been implemented in order to execute the validation process. These are detailed below:





Preparation

This proposal was built from the need to solve the problem observed in the teaching practice in grade 11 of the "Unidad Educativa la Salle" in Quito - Ecuador. This process began with the identification of the problem, continued with the diagnosis and then with the information analyzed, it was established as a solution to use gamified activities to improve the students' listening skills, especially in the recognition of typical patterns in the language.

Table 6

Planning the implementation of pilot activities.

Tabla 6 Planning the implementation of pilot activities.

<i>Activity</i>	<i>Teacher</i>	<i>Date</i>	<i>Time</i>	<i>Observers</i>
Tell me a story 1, 2 & 3	Alejandro	December 5, 2023	45 minutes	Researchers
	Chilluisa	December 12, 2023		
		December 19, 2023		

The planned activities were 10, however for the validation of the proposal by piloting, 30% of the 10 activities were implemented, that is, 3 of the 10 activities. These activities were implemented in December 2023.

Evaluation

The objective of evaluating this intervention proposal is to determine whether the gamified activities applied in the pilot improved the listening skills of the research participants. These activities were evaluated by means of a guide with achievement indicators (Table 7).

The instrument created for this evaluation is divided into three dimensions: logistical, feasibility and functionality.

Table 7

Piloting evaluation guide

Tabla 7 Piloting evaluation guide

PILOTING EVALUATION GUIDE





<i>CATEGORY</i>	<i>DIMENSIONS</i>	<i>SUBCATEGORIES</i>	<i>INDICATORS</i>	<i>IMPLEMENTATION</i>
Auditory ability	Logistic	Resource Management	Verify the accessibility and availability of necessary resources.	Ensure that materials and resources are available and accessible.
		Schedule Activities	of Evaluate compliance with established deadlines.	Verify if deadlines are being met and adjust as necessary.
	Feasibility	Safety participants	of Ensuring the safety of the subjects during the intervention and evaluation.	Creating a safe environment, such as an appropriate classroom, and providing the necessary materials for the activities conducted by the teacher and students.
		Operational capacity of the research team	Effective collaboration	Both practitioners are present while the teacher conducts the class.
		Location of the study	Characteristics of the infrastructure.	The institution has spacious facilities for children.





Accessibility to
participants

Functionality	Consistency	Relevance to the diagnosis	The proposal is adequately connected to the study diagnosis, and the activities are designed according to its requirements.
	Viability	Access to resources (human, material, didactic). Identified obstacles.	The materials are innovative, attractive to the children and, above all, accessible and easy to use and understand. The activities were approved by the professional teacher.
	Adequacy	Implementation of the educational intervention according to its nature (system of activities, didactic strategy,	The activities carried out during the piloting were adjusted to the ages of the children in the institution, using accessible and innovative materials that stimulate the development of oral



learning	language, especially in
experience).	the phonetic-
Execution time	phonological
	component.

The "Piloting Evaluation Guide" is a meticulous and organized tool designed to evaluate the implementation of an educational intervention proposal focused on the development of listening skills. Structured in categories, dimensions and subcategories, the guide addresses logistical and feasibility issues. Under the category "Auditory Ability", dimensions such as resource management and schedule of activities are evaluated, while subcategories such as "Resource Management" and "Safety of Participants" contain specific indicators, such as verifying the accessibility of resources and ensuring the safety of participants.

The "Functionality" category focuses on the effectiveness and adequacy of the proposal, evaluating its coherence and relevance in relation to the diagnosis. Subcategories such as "Relevance to the Diagnosis" and "Viability" contain indicators to ensure adequate connection to the diagnosis and to evaluate the accessibility and acceptability of the resources. In addition, the subcategory "Adequacy" focuses on the implementation of the educational intervention according to its nature.

The implementation of this guide involves specific actions, such as ensuring the availability of materials and adjusting timelines as needed. It also highlights the importance of overcoming obstacles, assessing the adaptability of the proposal to the ages of the children and ensuring the innovation and accessibility of the materials used in the intervention.

Implementation

The implementation of the "Tell me a story" proposal focuses on achieving the main objective: the development of listening skills by identifying specific details in listening exercises.





To carry out this proposal, three gamified activities have been designed, each one aimed at fostering listening comprehension in an interactive and entertaining way.

The first activity, entitled "Wordwall Listening Exercise", presents listening exercises through the Wordwall platform, providing participants with an interactive experience to improve their ability to identify details in listening situations.

In the second activity, "Quizizz Listening Exercise", gamification is extended by integrating the Quizizz platform. This activity engages students in listening exercises that include questions and answers, offering a game dynamic that complements and strengthens listening comprehension. The third activity, "Kahoot Listening Exercise," takes gamification to a higher level using the Kahoot platform. Here, participants are confronted with listening exercises in a playful way, challenging them to apply their listening skills in an active and participatory manner.

Table 8
Implementation activities

Tabla 8 Implementation activities

Tell me a story	
Objective	Gamified activities
To identify very specific aspects in a listening exercise in order to comprehend some details for completing activities through some listening exercises in the classroom.	Wordwall Listening Exercise
	Quizizz Listening Exercise
	Kahoot Listening Exercise

In summary, the implementation of "Tell me a story" is done through three gamified activities designed to enhance the identification of details in listening exercises. These activities not only contribute to the development of listening skills, but also offer a stimulating and motivating educational experience for participants.

Analysis of the results





The implementation of the "Tell me a story" proposal to improve listening skills in students was characterized by detailed planning and careful attention to several subcategories, including resource management, activity schedule, participant safety, operational capacity of the research team, study location, consistency, feasibility, and appropriateness. Although a set of ten activities was initially planned, implementation focused on three activities, providing the basis for extensive analysis.

Resource Management

Resource management was carried out efficiently, ensuring the availability and accessibility of the necessary digital tools and platforms, such as Wordwall, Quizizz and Kahoot, to support the listening exercises. This reflects a precise planning and effective use of the technological resources required for the execution of the activities.

Schedule of Activities:

Although the initial planning included ten activities, only three were implemented during the period evaluated. The adaptation of the schedule demonstrated flexibility to adjust to the specific conditions and needs of the educational environment. This adaptive responsiveness allowed for successful implementation of the selected activities.

Participant Safety:

Participant safety was an outstanding priority during implementation. A safe environment was ensured by conducting the activities in a suitable classroom and providing the necessary materials. This attention to safety ensured that students participated effectively and comfortably in the gamified activities.





Operational Capability of the Research Team:

The operational capacity of the research team was evident during the execution of the activities, with the presence of both practitioners during the classes, ensuring effective support during implementation. This collaboration strengthened the successful execution of the activities.

Study Location:

The location of the study, evaluated in terms of infrastructure and accessibility to participants, proved to be adequate. The institution provided a spacious environment for the children, thus facilitating the effective implementation of the gamified activities.

Consistency:

Consistency in implementation was observed in the collective choice of digital platforms and gamified approaches for all activities. This contributed to a uniform experience for students and favored alignment with the objectives of improving listening skills through gamified elements.

Feasibility:

The feasibility of the proposal was evidenced by the accessibility and acceptance of the resources by the students. The choice of innovative materials and the teacher's approval indicate that the proposal was perceived as practical and feasible for implementation.

Appropriateness:

The appropriateness of the activities to the nature of the intervention was manifested through the adaptation of the tasks to the ages of the children and the use of accessible and innovative materials. This adaptation contributed to the effectiveness of the proposal in the development of listening skills.

Compliance with Results:

1. Availability and Accessibility of Materials





The implementation of the "Tell me a story" proposal successfully ensured the availability and accessibility of the necessary materials, using digital platforms such as Wordwall, Quizizz and Kahoot for the listening activities.

2. Timeline Management

The evaluation and adjustment of deadlines were efficiently carried out. Despite the initial planning of ten activities, the schedule was adapted to implement three activities during the evaluated period, showing flexibility to the specific conditions of the educational environment.

3. Safe Environment and Necessary Materials

The creation of a safe environment was completed. The creation of a safe environment and the provision of the necessary materials for the activities were complied with. The execution of the activities in a suitable classroom and the provision of materials contributed to an environment conducive to effective student participation.

4. Presence of Practitioners.

The simultaneous presence of both practitioners during the classes took place, strengthening effective support during implementation. This collaboration contributed to the successful implementation of the activities.

5. Spacious Infrastructure

The institution complied with the requirement of space. The institution complied with the requirement of having spacious facilities for the children, thus facilitating the effective implementation of the gamified activities.

6. Connection with the Diagnosis and Design of Activities

Compliance in connecting with the diagnosis and designing activities according to its requirements was evidenced by the adaptation of activities to the ages of the children and the use of accessible





and innovative materials. This ensured that activities were aligned with the objectives of improving listening skills.

7. Innovation and Attractiveness of Materials

The use of innovative and engaging materials for children was accomplished. The choice of accessible resources that were easy to use and understand contributed to the success of the proposal.

8. Professional Teacher Approval of Activities

The validation of the activities by the professional teacher was successfully carried out. This approval ensured the appropriateness and pedagogical relevance of the proposed activities.

9. Adjustment of Activities to Students' Ages

The adjustment of the activities to the ages of the children was successfully carried out. The adaptation of the tasks to the specific ages and the use of accessible and innovative materials contributed to the achievement of the proposed objectives.

In summary, the implementation of the "Tell me a story" proposal is characterized by efficient resource management, adaptability in the schedule, careful attention to participant safety, effective collaboration of the research team, appropriate choice of study location, consistency in execution, feasibility of the proposal, and appropriateness to the nature of the intervention. Although only three of the ten activities initially planned were implemented, the successful implementation of these activities provides a solid basis for evaluating and adjusting future gamified interventions aimed at improving students' listening skills.





CONCLUSIONS

This thesis has successfully addressed the improvement of listening skill, with a particular focus on the recognition and organization of typical patterns in the English language through the implementation of gamified activities. From the findings obtained, significant conclusions are derived:

1. Success in the Application of Gamified Activities:

The application of gamified activities proved to be a successful approach to enhance listening skills. The inclusion of gamified elements effectively maintained students' interest and active participation.

2. Positive Impact on the Recognition of Typical Patterns:

A positive impact was evidenced in the students' ability to recognize and organize patterns characteristic of English. Activities designed specifically for this purpose showed tangible gains in understanding grammatical structure and word order.

3. Adaptability and Flexibility in the Methodology:

The gamified methodology proved to be adaptable and flexible, allowing for adjustments according to the specific needs of the students. This flexibility ensured a learning experience more aligned with the individual characteristics of the participants.

4. Motivation and Active Participation:

Gamification generated a significant increase in student motivation and active participation. The introduction of playful elements, challenges and rewards contributed to a more dynamic and stimulating learning environment.

5. Relevance of Gamification in English Language Teaching:





The research highlights the relevance of gamification as a pedagogical strategy in English teaching. The incorporation of games and dynamics not only improved listening skills, but also contributed to the comprehensive development of linguistic competencies.

6. Basis for Future Research:

The results obtained provide a solid basis for future research in the field of language teaching. Gamification could be explored in other language skills or adapted to different educational contexts to maximize its impact.

The conclusions drawn from this thesis indicate a remarkable success in the improvement of listening skills, especially in the recognition of typical patterns in the English language, through the implementation of gamified activities. The combination of the diversity of pedagogical strategies and the attractiveness of the gamified activities proved to be effective in stimulating students' interest and active participation, generating positive results in their listening skills.

In terms of the practical implementation of the gamified activities, an efficient management of resources was evidenced, ensuring the availability and accessibility of the necessary materials. In addition, the established deadlines were met, demonstrating a commitment to the planned schedule. The creation of a safe environment and attention to detail succeeded in providing participants with a space conducive to learning, supported by the effective collaboration of the research team and the institution's adequate facilities.

The direct connection between the gamified proposal and the previous diagnosis was evident, highlighting the coherence and relevance of the activities designed. The innovation and attractiveness of the materials used

In summary, the implementation of gamified activities emerges as an effective and promising strategy to enhance listening skills, especially in the recognition and organization of typical patterns in English. The achievements highlight the importance of pedagogical innovation and the transformative potential of dynamic and motivating approaches in the language learning process.





RECOMENDACIONES

1. Variety in Gamified Activities:

It is advisable to diversify gamified activities to address various aspects of listening skills. Exploring different formats and dynamics can enrich the learning experience and address various areas of improvement.

2. Customized Adaptation:

It is suggested to customize the gamified approach according to individual preferences and learning styles. The flexibility of the activities can maximize participation and effectiveness, adjusting to the specific needs of each learner.

3. Integration of Educational Technology:

Explore the incorporation of educational technology tools that complement gamified activities. Interactive platforms, applications and digital resources can enrich the experience and offer variety in listening practices.

4. Continuous Progress Tracking:

Implement an effective system for ongoing monitoring and evaluation of student progress. Regular data collection will allow for timely adjustments in strategies and ensure more effective educational intervention.

5. Inclusion of Formative Assessments:

Incorporate formative assessments within gamified activities to provide constant feedback to students. This approach will facilitate understanding of specific areas for improvement and encourage progressive learning.

6. Interdisciplinary Collaboration:





Encourage interdisciplinary collaboration among teachers from different areas to enrich the gamified proposal. The integration of diverse perspectives can result in more complete and effective strategies.

7. Active Teacher Engagement:

Promote the active participation of the teacher in the design and execution of the gamified activities. Direct involvement of the teacher in planning ensures alignment with pedagogical objectives and curricular content.

8. Incorporation of Cultural Elements:

Consider the inclusion of relevant cultural elements in gamified activities. Integrating cultural contexts can increase students' emotional connection to lessons and encourage more meaningful learning.

9. Ongoing Research:

Encourage ongoing research on the impact of gamification on listening and language skills. Gathering additional evidence will strengthen the theoretical and practical base, contributing to the sustainable development of innovative pedagogical approaches.

10. Parental Involvement:

Encourage parental involvement in the educational process by providing them with information about gamified activities and offering suggestions to support learning at home. Collaboration between the school and the family environment enhances the educational impact.





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