



UNIVERSIDAD TÉCNICA DE AMBATO

FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACION

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

**Informe final del trabajo de Titulación previo a la obtención del título de
Licenciado en Pedagogía del Idioma Inglés.**

Theme:

LUDIC ACTIVITIES AND LISTENING SKILL.

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Ambato – Ecuador

2023

SUPERVISOR APPROVAL

CERTIFY:

I, Ph.D. Verónica Elizabeth Chicaiza Redin holder of the I.D No 1715106322, in my capacity as supervisor of the Research dissertation on the topic: “Ludic Activities and Listening Skills” investigated by Mr. Espin Guevara Kevin Andres with I.D No 1804770251, confirm that this research report meets the technical, scientific and regulatory requirements, so the presentation of it is authorized to the corresponding organism in order to be submitted for evaluation by the Qualifying Commission appointed by the Directors Board.

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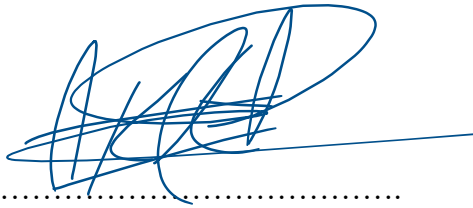
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DECLARATION PAGE

I declare this undergraduate dissertation entitled "Ludic Activities and Listening Skills" is the result of the author's investigation and has reached the conclusions and recommendations described in the present study.

Comments expressed in this report are the author's responsibility.

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DEDICATION

TO:

To God, for allowing me to be where I want to be. To my family, who never abandoned me despite all the difficulties we have gone through. To the Medina family, who opened the doors of their home to me. And to me, for never giving up and always believing in me.

Andrés.

AKNOWLEDGEMENTS

First, I want to thank all my teachers for the knowledge, love and support they have provided during all this time, especially Professor Verito Chicaiza, who guided me from the beginning of my university studies until the end of my thesis. To professor Dorys Cumbe, who made me see education and the way of teaching in a totally different way. To my friends, Verónica, Heber, Sebastian and Brenda, who were through my most difficult moments and never left my side during this journey.

Andrés.

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EXTRANJEROS

THEME: Ludic Activities and Listening Skills

AUTHOR: Kevin Andres Espin Guevara

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ABSTRACT

The purpose of this research was to determine the impact of Ludic Activities in Listening Skills on attention-deficit hyperactivity disorder students. The research applied a quantitative approach, that is, concentrated on measuring and analyzing the outcomes. The population considered for this study was 3 students (11-12 years old age range) that receive therapy on Centro Neurocognitivo Integral “CENI”. The investigation lasted five weeks and eight interventions were carried out. After the sessions concluded, numerical data was acquired and examined utilizing the Statistical Package for the Social Sciences (SPSS) software in order to compare the means. The findings revealed a difference of 2.26 points was obtained for the PET B1 listening pre-test and post-test. Finally, it is concluded that the use of the Ludic Activities was very significant in the listening skills of ADHD students since they improved since there were a better understanding of the audios, listening for gist and listening for global understanding. Furthermore, students could focus on the task avoiding distraction and misbehaviors.

Keywords: Ludic Activities, Listening Skills, Attention-deficit hyperactivity disorder, students, English.

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RESUMEN

El propósito de esta investigación fue determinar el impacto de las Actividades Lúdicas en la comprensión oral en estudiantes con trastorno por déficit de atención e hiperactividad (TDAH). La investigación aplicó un enfoque cuantitativo, es decir, se concentró en medir y analizar los resultados. La población considerada para este estudio fue de 3 estudiantes (rango de edad de 11 a 12 años) que reciben terapia en el Centro Neurocognitivo Integral "CENI". La investigación duró cinco semanas y se llevaron a cabo ocho intervenciones. Después de que concluyeron las sesiones, se adquirieron datos numéricos y se examinaron utilizando el software Statistical Package for the Social Sciences (SPSS) para comparar las medias. Los hallazgos revelaron que se obtuvo una diferencia de 2.26 puntos en el PET B1 listening pre-test y post-test . Finalmente, se concluye que el uso de las Actividades Lúdicas fue muy significativo en las habilidades de escucha de los estudiantes con TDAH, ya que mejoraron en la comprensión oral, la escucha para obtener una idea general y la escucha para una comprensión global. Además, los estudiantes pudieron concentrarse en la tarea evitando distracciones y comportamientos inapropiados.

Keywords: Actividades lúdicas, Comprensión Oral, trastorno de déficit de atención e hiperactividad, estudiantes, ingles.

CHAPTER I

THEORETICAL FRAMEWORK

1.1 Research Background

To conduct this research, reliable sources such as Google Scholar, Scielo, university repositories, Scopus and Research Gate were consulted to find relevant information including theses, articles, and journals related to Ludic Activities and Listening Skills. Furthermore, research was conducted in various countries including Poland, Republic of Serbia, Ecuador, Portugal and Turkey. The information obtained from these sources was valuable in analyzing and developing this research.

Maja (2022) carried out a descriptive investigation related to the use of ludic activities and their application in foreign language teaching and assessment in a private university in the Republic of Serbia. The study involved 65 students who were taking an English Semantics course. The study aimed to emphasize the significance of interactive approaches for teaching foreign languages and to develop effective games and tools for second language learning. The research concludes that incorporating ludic activities in EFL can revolutionize the way second languages are taught at the third level. The contribution of the present investigation is that students who participated in the ludic activities improved their language proficiency.

Alimkhan (2020) conducted a literature overview to examine how gaming technology can aid in the development of intercultural competence among elementary-level students. The review analyzed various types of games and their impact on the teaching and learning process. The author also explored the concept of game technology and its benefits for students learning a second language. In addition, the study analyzed didactic and Socratic methods to promote the development of intercultural communication skills. The research findings highlight the significance of gaming and its potential to enhance critical thinking, adaptability, and creativity among students through the creation of different activities. Taking into account the results of the

investigation, it is extremely important for this new research work because it was realized that ludicity can impact the environment of English as a foreign language.

Additionally, Souza (2022) ran a bibliographic study to determine the significance of playfulness in the lives of children and its historical interpretations. The study also introduced various play-based activities for children aged 0-2 and provided a basis for adapting these activities for older children. As a result, the study identified teachers as facilitators, and students benefit from the comprehensive development of the child through ludic pedagogical practices under the guidance of educators. This research has a significant influence on the current investigation because it established and analyzed the foundation of playfulness and its advantages, including knowledge development.

In addition, Rojas et al. (2022) managed a bibliographic review that gathered, presented, and evaluated 23 sources retrieved from Scopus. The primary objective of this study was to offer a range of theoretical perspectives on the research variables of ludic programs to assist future researchers. The investigation concluded that various studies support the notion that digital tools can enhance reading habits, and that game-based tools can increase language skills. This research is significant in the present investigation because it highlights the importance of making a balance between pedagogy and technology, which improves our comprehension of the utilization of Ludicity with technological tools.

Augusto (2022) overseen a study in which the aim was to investigate how teaching English to students with attention deficit hyperactivity disorder (ADHD) using a playful approach can be effective. The study was conducted during the academic period 2021-2022, in Cuarto Año de Educación General Básica of the Rumiñahui high school, located in the San Isidro parish from Guano-Chimborazo province. The study employed a qualitative approach with a descriptive level. The participants of the study were three students diagnosed with ADHD and the teacher who taught the subject of Foreign Languages. The researchers observed and interviewed the participants during a series of classes. The findings indicate that using a ludic methodology to teach English to students with ADHD can improve their concentration, reduce stress, enhance collaborative work, and lead to more productive and efficient classes, according to the teacher's perspective. This study

contributes to the present investigation because teachers see a positive impact on the performance of ADHD students through ludic activities.

A qualitative article directed by Castelhana (2013) explored the viewpoints of 12 professionals in Portugal who organize and implement therapeutic ludic activities for children with developmental disabilities using multisensory stimulation environments. The study found that a multisensory environment is perceived as a fun and playful space, which is particularly relevant to the field of Occupational Therapy due to its emphasis on play. This research is significant to the current study as it highlights the effective use of the playful potential of multisensory stimulation environments in ADHD students.

The thesis conducted by Muñoz Ocaña (2017) provides an overview of the history and defining features of attention deficit hyperactivity disorder (ADHD), as well as its symptoms and theories that explain it. Furthermore, it suggests a plan for intervening with a student who has been diagnosed with ADHD and mild intellectual disability by using music to motivate the student through fun activities that develop emotional competence. The goal is to help the student control their emotions, promote positive social interactions and address the student's needs that arise daily due to their functional diversity in both school and daily life through ludic activities. In general, music as ludic activity is a driver for working with emotions. In addition, music stimulates creativity and promotes expression and emotional well-being in children with ADHD and people in general. It also contributes to the development of cognitive abilities and human values. The article mentioned above made a great contribution to this new study as it shows how ADHD students can develop their skills through music. Moreover, since students can learn unconsciously, the key is to do what they enjoy doing and learning will be easier.

Heredia (2018) was in charge of field research on listening techniques using a pre-experimental approach with a correlational level of research. The study focused on 28 pre-intermediate university students from Ecuador who were Spanish speakers. The treatment was given to 15 students, while 13 were assigned to the control group. The treatment involved teaching listening techniques such as note-taking, dictogloss, and dictation. The students were evaluated using matching, multiple matching, and sentence completion exercises. Data was collected using

a pre-test and post-test, and the Mock KET English test with 5 parts was used as an instrument. The results indicated that the students who received the treatment showed improvement in their listening comprehension skills. The use of listening techniques also helped create a relaxed and enjoyable class environment, which further enhanced the students' listening acquisition. Considering these results, this research was helpful in the present investigation because it demonstrates that listening skills can be developed using entertaining activities.

In addition, Listiyaningsih (2017) pointed out an investigation where the primary objective of the study was to examine how listening to English songs can enhance listening skills, particularly in EFL classrooms. The research was conducted using a qualitative approach, where five English major students in their fifth semester were interviewed as key informants. The results of the investigation revealed that English songs can enhance listening skills by serving as a means of improving vocabulary, pronunciation, and overall listening skills. This investigation is helpful in the current research because it demonstrated that English songs develop listening ability.

Fussalam et al. (2019) established another descriptive investigation whose main aim was to identify the main characteristics of the use of audio-visual media for developing listening skills including the effectiveness of movies in providing a thorough and tangible explanation of the material. The researchers found that movies were particularly effective in providing a comprehensive and tangible explanation of the material, based on their review of existing literature. Their research is significant to the present study as it helps to clarify the definition of listening and examine challenges associated with listening comprehension. Furthermore, the study highlights the benefits of utilizing this medium for developing listening skills.

On the other hand, Gökhan Ulum (2015) presented both qualitative and quantitative studies whose main aim was to examine the listening problems faced by a group of first-year university students whose English proficiency level is Elementary. The population was 50 EFL students from Hakkari University elementary level EFL students studying in the 1st classes of the Child Development Department, First and Emergency Aid Department, and Environmental Health Department. The data was collected with a questionnaire and an interview. In a nutshell, the results proved that listeners present difficulties when the speakers have an unfamiliar accent, words that

are not pronounced clearly, and have difficulties remembering words or phrases they have just heard. This investigation is useful in the current research due to the problem that is presented helps in the identification of listening skill malfunctions.

Additionally, a study administered by Hadijah and Shalawati (2016) employed both qualitative and quantitative methods to describe the issue of students' listening skills. They utilized the IELTS listening section 1 as a test and administered it to six classes of first-year students in the English department of the Teachers Training and Education Faculty at the Islamic University of Riau in Pekanbaru. All in all, the results revealed that the students encountered difficulties in completing the test and exhibited weaknesses in notetaking, specifically with regard to names, days, dates, and vocabulary. The significance of this investigation lies in the fact that the issues identified could potentially hinder the proper development of listening skills, which is relevant to the current research.

Jun (2000) organized a study on warm-up activities that can help improve listening skills. The study emphasized the significance of warm-up exercises with practical relevance. The research also provided examples of warm-up activities, including reading stories, question and answer sessions, and using pictures to improve the practical application of listening skills. This investigation has reperussed significantly to the present investigation because it presented different activities which will be applied. This study has had a positive impact on current research, as it provided helpful and different activities which will be applied and implemented during interventions for the experimental group.

Identically, the experimental research supervised by Ghaderpanahi (2012) whose purpose of the study was to explore how using genuine audio materials can enhance listening skills. The participants were 30 female psychology students at Al-Zahara University who were studying English as a foreign language. The findings indicated that there was a boost in the EFL students' listening skills. This research is significant since it provides direction for future studies by identifying the challenges involved in attaining good listening skills. Moreover, it emphasized the importance of using movies and songs, which are part of Ludicity, for improving listening skills.

Moreover, Feruza and Satvaldiyevna (2021) focused on innovative strategies for improving the listening skill of EFL students at secondary school. This bibliographic research explored new approaches to enhance the listening abilities of secondary school students learning English as a foreign language. The study focused on two main themes: the negative impact of translating while listening and the difficulty of understanding a foreign language when someone else is speaking. The research findings indicate that teaching listening in language classrooms presents some challenges and that listening exercises can generate significant levels of anxiety and stress that hinder learners' comprehension. Overall, this research is valuable in the present research as it offers insights into different aspects of listening that can be used to emphasize the importance of this skill.

All the investigative works addressed provide the author with a better understanding of the variables under study. Therefore, they supplied relevant content that was considered when developing the objectives as well as the theoretical framework.

1.1.1 Independent Variable

Pedagogical tools

Nowadays, with the irruption of technology, pedagogical tools are impacted positively in the teaching of English as a Foreign language around the world. This mechanism of teaching used by educators is defined as tools or methods employed by educators to deliver their theoretical and practical material., in other words, all the utensils used in the teaching-learning process (Jain, S et al., 2022). Pedagogical tools are created to transmit knowledge and permit students to improve, support, facilitate and enhance a problem and give a solution in the teaching of English as a second language.

In addition, pedagogical tools encompass a diverse range of resources and strategies aimed at enhancing teaching and learning experiences. These tools promote student engagement, critical thinking, and knowledge retention (Davidson & Jensen, 2009). According to Jain et al. (2022), one such tool is the use of multimedia, including videos, interactive presentations, and online

simulations, which can provide visual and auditory stimulation, making complex concepts more accessible and appealing. Collaborative learning activities, such as group projects and peer discussions, foster social interaction and enable students to construct knowledge together, encouraging teamwork and communication skills. Assessment tools, like rubrics and formative assessments, allow educators to evaluate student progress effectively and provide constructive feedback for improvement. Gamification elements, such as educational games and quizzes, promote active learning, motivation, and healthy competition among students. Additionally, technology-based tools, such as learning management systems, online platforms, and virtual reality, offer opportunities for personalized and immersive learning experiences.

Pedagogical tools could be perceived as any instrument to enhance the learning and teaching process by catching learners' attention and motivating them to be passionate about learning (Chanjaneyulu, 2018). They are subject to changes depending on student needs and the new era advancements since education should evolve in hand with technology. It is recommended to employ modern pedagogical tools these days because they promote knowledge and understanding. For instance, gaming and network technologies are the ones sticking out in the educational trends (Klimova et al., 2020). It is important to mention that there exist two types of pedagogical tools the traditional and the modern ones (Bel-Ann Ordu, 2021). Traditional tools involve the usage of worksheets, handouts, textbooks, and so on, whereas modern tools require the employment of technological devices such as computers, and mobile apps.

Concerning learning new language, pedagogical tools are magnificent instruments that provide students with meaningful experiences to evolve their knowledge constantly. Alduais (2012) stated that pedagogical tools are extremely useful while learning a new language since they help pupils form favorable mental images while providing an attractive environment where learning can flourish. Thus, they are indispensable tools since they supply learning and teaching.

Ludic Approach

The ludic approach emerges from the Latin verb *ludere* which means “to play or exercise”; thus, it basically alludes to the act of performing different activities that encompass recreation and entertainment. Thus, this approach refers to the employment of fun in learning. Therefore, it could be defined as the construction or enrichment of knowledge by playing using games, toys, etc. Fundamentally, it helps children to develop cognitive and emotional skills at early ages by enhancing a pleasurable form of the learning process (Ferreira et al., 2019). Additionally, it fosters creative and fruitful involvement with both the learning process and its associated information (Morris & McGowan, 2018) The ludic approach encompasses four main elements that need to be integrated in class.

- **Fun:** It requires teachers to promote fun activities by being part of them since it's important to exemplify participation. To reduce social barriers, teachers must also consider essential factors such as time and costs while implementing an activity.
- **Play:** Games are good resources when trying to enhance motivation since they do not require serious context. Therefore, its usage should be strictly governed by rules and the correct transmission of goals and objectives.
- **Playfulness:** To decrease stress, the instructor must have a playful demeanor and act with a sense of humor.
- **Positivity:** By being enthusiastic, the instructor can help to create a pleasant environment. As a result, kids will have a favorable attitude toward the activities that will be conducted. (Lauricella & Edmunds, 2022)

Parker et al. (2022) established that the ludic approach, also known as the play-based approach, is a pedagogical approach that harnesses the power of play and games in the learning process. This approach recognizes that play is a natural and essential activity for children and can also be beneficial for learners of all ages. By integrating playfulness and games into educational settings, the ludic approach aims to create engaging, interactive, and meaningful learning experiences.

One key aspect of the ludic approach is the emphasis on active and hands-on learning. Through play, learners can explore and experiment with ideas, concepts, and skills in a safe and enjoyable environment (Madgett & Belanger, 2008). Gadzikowski (2022) stated that play allows for

creativity, problem-solving, and critical thinking, as learners engage in imaginative scenarios, role-playing, and collaborative activities. It fosters curiosity, motivation, and a sense of ownership over the learning process, as learners become actively involved and invested in their own education.

Furthermore, according to Ortiz et al. (2023), the ludic approach promotes social interaction and communication skills. Games and playful activities often involve teamwork, negotiation, and cooperation, providing opportunities for learners to interact with their peers, share ideas, and learn from one another. This social aspect of play enhances collaboration, empathy, and the development of interpersonal skills. Incorporating the ludic approach into educational settings requires thoughtful planning, the selection of appropriate games and playful activities, and the integration of learning goals and objectives. It encourages educators to be facilitators, creating a supportive and stimulating environment that encourages exploration, experimentation, and reflection. By embracing the ludic approach, educators can tap into the natural inclination for play and leverage its transformative potential to enhance learning outcomes and create joyful and memorable educational experiences.

Ludic Activities

Ludic activities, contrasting the traditional method or the grammar translate method, change the monotonous and boring classroom environment for one in which students feel motivated and confident, and learning is facilitated, breaking the routine that kills the student's imagination and creates an autonomous learner, happy, pleased, and willing to play a correct role in the teacher-learner interaction (Castro Presilla & Vasquez Muy, 2021). Fundamentally, ludic activities are used to promote and enhance joy; therefore, they provide students with a singular way to learn new terminologies and content going in hand with their social and emotional development. According to UNICEF (2018) when kids are engaged in stimulating activities, they learn better. Hence, ludic activities are great tools to provide students with the necessary motivation to learn and enjoy language acquisition. When students engage in ludic activities, they become more enthusiastic, engaged, and interested in taking part in the class (Vásquez, 2017).

Ludic activities are destined to help students grow in various ways. Ludic activities promote psychological growth, acquisition of language, personality improvement, and intellectual

expansion; these activities are essential to learning. The game serves as a simple diversion while also aiding pupils with action, decision-making, interpretation, and socialization skills development (Saavedra Ortiz et al., 2023).

Benefits of Integrating Ludic Activities in Classroom

Ludic activities are recognized since they provide multiple benefits when they are successfully integrated into the classroom. Some advantages of Ludic activities are described above.

- They challenge students and promote competitiveness.
- They can be used to practice the four main skills. Therefore, they do not rely on just one skill.
- They encourage interaction and allow students to have a sense of belonging.
- They contextualize learning. Learning can be better processed when it is contextualized.
- They allow learners to practice the language without hesitation.
- They can ensure active participation.
- They make learning more pleasant. (Saavedra Ortiz et al., 2023)

Types of ludic Activities

Ascensão and Miletic (2017) identified the main types of ludic activities which are the following ones.

- **Games:** Games may be employed as a supplemental tool to complement conventional teaching techniques to enhance the educational experience for students and teach additional skills like adhering to rules, adapting, solving problems, communication, critical thinking, creativity, collaboration, and good respect for others.
- **Songs:** Songs possess countless charms that merit people's attention. They are a perfect instrument for teaching languages because of their diversity in terms of culture and themes, their use of idioms and poetry, their therapeutic properties, and so forth.

- **Projects:** Students have the chance to increase their engagement and creativity through projects. They require pupils to produce a final product while cooperating and utilizing their most remarkable abilities.
- **Stories:** Stories are powerful teaching tools because they are engaging, convincing, and easy to recall. Stories help us recall knowledge because they immerse us in the protagonists' actions.

Best Ludic Activities for ADHD Students

stated that there exist many ludic activities; however, when talking about ADHD students' activities should be correctly selected to promote participation.

- **Make a connection:** It refers to activities that are focused on connecting language with visual representations. This kind of activity allows students to acquire new information by motivating them to find a reasonable answer.
- **Find the difference:** This activity requires students to look at two images that seem to be identical. However, they have some differences that should be encountered by an exhaustive search.
- **Classroom debates:** This activity allows students with ADHD to participate without hesitation. In this case, students should defend their positions and present arguments to win the discussion.
- **Game shows:** Game shows are great tools to enhance participation. They allow teachers to review certain topics in funny ways. For instance, the teacher could apply some activities like who wants to Be a Millionaire, jamboard, wheel of Fortune, etc.
- **Command games:** This kind of game requires students to follow commands in order to win. Some great alternatives to these types of games are Simon Says or Scavenger Hunt.
- **Model building:** This activity involves students in the construction of certain things related to the topic being under study. For instance, they could use different tools such as Legos or puzzles.

Ludic Activities for listening skill development

“100 hundred people surveyed”

"100 People Surveyed" is an engaging and interactive game that draws inspiration from the popular television show "Family Feud." The game involves surveying a group of 100 individuals on various topics and challenges players to guess the most common responses. It is designed to promote critical thinking, decision-making, and teamwork skills while providing an entertaining and competitive atmosphere. The specifications of the game allow for flexibility and customization. The questions can be tailored to suit various age groups, educational settings, or specific themes. This versatility enables educators to align the game with their learning objectives, ensuring it becomes an effective tool for reviewing content, sparking discussions, or promoting critical thinking (International Game Developers Association, 2008).

Role Plays

Riniati (2020) stated that role plays are an effective and interactive tool for developing listening skills in educational settings. By engaging learners in simulated real-life scenarios, role plays provide an opportunity to practice active listening, comprehension, and effective communication. The specification of role plays for listening skills focus on creating authentic and immersive experiences that promote active engagement and reflection. In role plays for listening skills, learners are assigned specific roles or characters within a given scenario. The scenarios can vary widely, ranging from everyday conversations to professional interactions, allowing learners to explore different contexts and vocabulary. The specifications ensure that the scenarios are relevant to the learners' interests and learning goals, enabling them to connect with the content and actively participate in the role play.

Chinese Whispers

Nafisah et al. (2022) said that Chinese Whispers, also known as the Telephone Game, is a classic activity that can be adapted as a pedagogical tool to develop listening skills. The specifications of Chinese Whispers for listening skills focus on fostering attentive listening, comprehension, and effective communication in an enjoyable and interactive way. In Chinese Whispers, a group of participants forms a line or a circle, and a message or phrase is whispered

from one person to the next. The objective is to pass the message accurately from the first person to the last. The specifications ensure that the messages used are age-appropriate, relevant to the learners' language level, and aligned with the learning objectives. During the game, participants must listen carefully to the message being whispered to them and then pass it on to the next person in the chain.

This requires focused attention to details, such as pronunciation, intonation, and clarity of the message. The specifications emphasize the importance of active listening and encourage participants to ask for clarifications or repetitions if needed. The game also emphasizes comprehension skills. As participants receive the message, they must understand its content and meaning before passing it along. This promotes comprehension of spoken language, as participants must interpret and process the information accurately. The specifications may include variations, such as adding context or specific vocabulary, to challenge learners' comprehension skills further. (Nafisah et al., 2022)

Who wants to be a millionaire?

"Who Wants to Be a Millionaire?" is an exciting and engaging game that can be adapted as a pedagogical tool to enhance listening skills. The specifications for using "Who Wants to Be a Millionaire?" for listening skills focus on creating a challenging yet supportive environment that encourages attentive listening, comprehension, and critical thinking. In the game, participants are presented with a series of questions and multiple-choice answers. The objective is to select the correct answer by carefully listening to the question and options provided. The specifications ensure that the questions are relevant to the learners' language level, aligned with the learning objectives, and cover a variety of topics to foster comprehensive listening skills. During the game, participants must listen attentively to the question being read aloud or displayed. They need to process the information accurately, discerning key details and understanding the context in order to select the most appropriate answer from the choices available (Kadoić et al., 2022).

Scavenger hunt

Schaller (2020) established that scavenger hunts can be an exciting and interactive activity that can be tailored to enhance listening skills. The specifications for using scavenger hunts for listening skills focus on creating an engaging and immersive experience that requires attentive listening, comprehension, and effective communication. In a scavenger hunt, participants are given

a list of items, clues, or tasks to find or complete within a designated area. The specifications ensure that the scavenger hunt is designed with language-based challenges that require participants to actively listen and comprehend instructions or clues. This encourages participants to pay close attention to details, follow directions, and process information accurately.

The game also promotes effective communication and collaboration skills. Participants may work in teams or pairs, where they need to listen attentively to their teammates' suggestions or observations. They must effectively communicate their ideas, coordinate their efforts, and actively listen to others' contributions to accomplish the scavenger hunt goals. This fosters teamwork, cooperation, and the ability to understand and respond to different perspectives. In summary, scavenger hunts, with their specifications for listening skills, provide an engaging and immersive experience that enhances attentive listening, comprehension, and effective communication. The game promotes active listening, collaboration, reflection, and critical thinking, creating an enjoyable and effective learning experience that strengthens learners' listening skills (Amelia & Prystiananta, 2020)

Captain I May

"Captain I May" is an engaging and interactive game that can be used as a pedagogical tool to develop listening skills. The specifications for using "Captain I May" for listening skills focus on creating a dynamic and challenging environment that encourages attentive listening, comprehension, and quick thinking. In the game, participants listen to a series of instructions given by the designated "Captain." The instructions typically involve specific actions or movements that participants must follow. The specifications ensure that the instructions are clear, concise, and age-appropriate, catering to the learners' language level and learning objectives. (Nieboer, s. f.)

Nieboer (s. f.) said that the game also promotes comprehension and critical thinking skills. Participants must understand the instructions and discern any nuances or variations in the captain's commands. They must analyze and interpret the instructions accurately to avoid mistakes or misunderstandings. The specifications may include adding variations or complexity to the instructions, challenging participants' comprehension skills and ability to adapt. In summary, "Captain I May," with its specifications for listening skills, provides an interactive and stimulating way to enhance attentive listening, comprehension, and quick thinking. The game promotes active

listening, critical thinking, reflection, and collaboration, creating an enjoyable and effective learning experience that strengthens learners' listening skills.

1.1.2 Dependent Variable

English language skills

The English language fundamentally has 4 skills, where the objective is to transmit knowledge and fill the human mind with information (Husain, 2015). English comprises four macro skills speaking, reading, writing, and listening. These are generally divided into 2 parts: receptive skills, which according to Spratt et al. (2011), it involves responding to language, rather than producing it. And productive skills, which encompasses producing language rather than receiving it. Therefore, speaking and writing are known as productive skills since they produce sounds and signs that allow students to express and convey information. On the other hand, listening and reading are receptive skills, they refer to the act of receiving and processing information.

Nan (2018) mentioned that each skill complements the other because they are closely interconnected. Thus, there is a close relationship between listening and speaking since listening acts as the input while speaking is the output. Therefore, the more input, the more output quality since people learn to speak by listening. On the other hand, writing and reading have a close relationship since reading generates schematic knowledge that could later be used in writing. Therefore, reading provides learners with vocabulary that could enrich their writing content.

The domination of the four skills the English language comprise is an indispensable requirement to be fully proficient at it. The four linguistic abilities are crucial for learning any language. In reality, they are the center of success in all academic endeavors. Basically, students can succeed at different institutions by becoming proficient in reading, writing, listening, and speaking. The four language skills combined provide a comprehensive description of language development as a discipline (Sharma, 2021).

Receptive Skills

Receptive skills, also called passive skills, are divided into listening and reading. Reading involves making sense of the written text and understanding it at a word level to make sense (Spratt et al., 2011). According to Spratt et al. (2011) in their TKT book, “Listening involves making sense of the meaningful sounds of language”, it means that receive the sounds produced by people around the receiver and understand the convey message in a sentence level giving a meaning according to the context presented in the exchanging of the ideas.

The improvement of the learners' ability to understand and interpret texts using their existing language knowledge is the primary goal of receptive skills, not the instruction of more grammar and vocabulary (Mundhe, 2015). Therefore, they are excellent vehicles that conduct the promotion of understanding meaning instead of just focusing on structures.

Listening skills.

The listening skill, also called by Nunan "the Cinderella skill in language learning" due to the absence of techniques in class to develop it and the little emphasis with which it is applied has a scope in which children spend 40-50 percent of their communication time listening, 25-30 percent speaking, 10-15 percent reading, and roughly ten percent writing (Serri et al., 2012), for which people must dedicate more time to learning and developing this skill so that communication skills of learners are effective and acquire meaningful learning. Especially, listening is a linguistic ability that is crucial to obtain knowledge and information.

The listening skill could be remarked as the act of understanding a message by hearing; therefore, a response could be created (Para et al., 2011). (Harmer, 2018) stated two types of listening: extensive and intensive. Extensive listening tends to take place outside of the classroom environment since it could be defined as listening for pleasure. It includes materials, such as tapes, songs, videos, etc. Therefore, it allows students to soak up vocabulary as well as grammar structures. Whereas intensive listening involves the usage of recorded material during class. It is related to the following resources: CDs and tapes from the coursebook.

Process of Listening

Tyagi (2013) mentioned 5 stages that compose the process of listening which are hearing, understanding, remembering, evaluating, and responding.

- 1. Hearing:** It alludes to the bodily reaction produced by sound waves stimulating the auditory system's sensory receptors.
- 2. Understanding:** This process aids in comprehending the significance of the visual and auditory symbols that we have encountered.
- 3. Remembering:** Remembering is a crucial part of the listening process since it demonstrates the individual has not simply heard and understood the information but also stored it in their memory.
- 4. Evaluating:** The listener examines the facts, separates facts from viewpoints, or examines whether a communication contains bias or prejudice.
- 5. Responding:** The recipient must finish the process by providing verbal and/or nonverbal responses.

Conversely, Tong Ho Chi & Thi Hue (2019) stated that the listening process is divided into two types: bottom-up process and top-down process. These processes are necessary in order to create meaning when listening.

Bottom-up process: It refers to the act of trying to make sense of what is heard by analyzing sounds, words, grammatical, patterns, etc. Working memory and conscious attention are both assumed to be severely strained when Bottom-Up processing is activated (Elena et al., 2013).

Top-down process: In this case, pupils apply their textual schemata to comprehend what they have heard. The schemata are connected to the speaker's everyday encounters with the subject being discussed (Ardini, 2015).

Listening Sub-Skills

Spratt et al., (2011) identified multiple subskills related to the reason for listening. Those subskills are described above.

- **Listening for gist:** This occurs when the pupil listens in order to get general ideas about the topic addressed. In this case, the listener chooses to take a top-down approach to what is happening rather than paying attention to every little detail.
- **Listening for specific information:** It emerges when the listener wants to discover or identify specific information. Students are requested to entirely understand the material or specific linguistic aspects.
- **Listening for detail:** This happens when the listener pays attention closely in order to obtain a great amount of information.
- **Listening to infer attitude:** It refers to the act of listening in order to determine the speakers' attitude.

Spratt et al., (2011) provide a structured approach to developing students' listening skills, ensuring that they are actively engaged and supported throughout the listening process. This approach consists of 3 stages in a lesson class: pre-listening or also called introductory activities, while-listening or main activities and post-listening or post task activities.

- **Pre-listening:** This stage aims to prepare students for the listening task by activating their existing knowledge and building anticipation for what they are about to hear. Teachers can introduce the topic of the listening text, elicit relevant vocabulary, and engage students in a discussion or brainstorming activity related to the theme. They can also provide a short introduction or set a purpose for listening, giving students a clear focus. Pre-listening activities help students to activate their background knowledge, create connections, and develop expectations about the content they are going to listen to.
- **While listening:** During this stage, students listen to the audio or video recording. The primary focus is on comprehension and developing listening skills. Teachers can use a variety of listening tasks, such as multiple-choice questions, gap-filling exercises, or

true/false statements, to assess students' understanding of the content. It is important to ensure that the tasks are appropriate for the level of the students and the listening text. Teachers may play the recording more than once, allowing students to listen for different purposes or details. They can also provide visual aids or transcripts to support comprehension, especially for lower-level learners.

- **Post-listening:** The post-listening stage aims to consolidate students' understanding of the listening text and extend their learning beyond the listening activity. Teachers can engage students in follow-up tasks and discussions that relate to the content they have listened to. This may include vocabulary activities, comprehension questions, role-plays, or writing tasks. Post-listening activities encourage reflection, critical thinking, and the integration of the listening material into the broader context of language learning.

Attention Deficit and Hyperactivity Disorder

According to Mayo Clinic (2023), “attention-deficit/hyperactivity disorder (ADHD) is a mental health disorder that includes a combination of persistent problems, such as difficulty paying attention, hyperactivity and impulsive behavior”. This disorder can interfere in daily activities and relationships. ADHD begins in childhood and can continue until the adulthood. National institute of Mental Health (2022) states that children with ADHD often struggle with paying attention, staying organized, and controlling their impulses. They may have difficulty focusing on tasks or activities, becoming easily distracted by external stimuli or their own internal thoughts. This can make it challenging for them to follow instructions, complete schoolwork, or engage in activities that require sustained attention.

ADHD students and listening skills

Cando-Guanoluisa et al. (2017) specified that ADHD, or Attention Deficit Hyperactivity Disorder, can present various challenges for students, particularly when it comes to their listening skills in an English language learning environment. Students with ADHD often struggle with sustaining attention, which makes it difficult for them to focus and actively listen to spoken

instructions, lectures, or conversations. They may find it challenging to filter out distractions and stay engaged for extended periods, leading to missed information or incomplete understanding.

Additionally, in the words of Bertin (2021), individuals with ADHD may have difficulty following multi-step directions or organizing their thoughts while listening, making it harder to comprehend complex ideas or follow detailed explanations. Rapidly shifting attention and impulsive tendencies can further hinder their ability to actively participate in class discussions or ask relevant questions. However, with the right support, such as providing clear and concise instructions, incorporating visual aids, and using interactive teaching strategies, educators can create an inclusive learning environment that helps students with ADHD enhance their listening skills and succeed in their English language studies.(Bertin, 2021)

1.2 Objectives

1.2.1 General objective

- To determine the impact of Ludic Activities in the development of listening skills in ADHD students.

1.2.2 Specific objectives

- To classify effective Ludic Activities for ADHD students.
- To identify the listening skill level of ADHD students before and after the interventions.
- To compare the results of pre-test and post-test of Ludic Activities in listening skills for ADHD students.

1.2.3 Objective fulfillment process

Initially, the first objective was accomplished by the exhaustive research of different ludic activities that could be applied to students with ADHD recurring to different sources, these activities were mentioned in the theoretical framework and employed in the interventions.

Secondly, to achieve the second objective a pre and post-test was employed in order to recognize students' listening skills level. In this case, the researcher used a Cambridge test known as PET (Preliminary English test). It is important to mention that rubrics were significant since they provided the author with the criteria that was evaluated.

Finally, the last objective was fulfilled through the application of six ludic activities, studies were carried out with the results obtained by the students to explain how the Ludic Activities has a positive impact and how it influences their listening skills

CHAPTER II

METHODOLOGY

2.1 Materials

To conduct the research, various resources were utilized, including human, institutional, and technological components. The human aspect involved the participation of three 8th-grade students from Centro Neurocognitivo Integral CENI. The institutional resources encompassed the collaboration of Universidad Técnica de Ambato, Centro Neurocognitivo Integral CENI, along with the teachers and authorities associated with these institutions.

Moreover, the research incorporated the PET B1 listening test, which consisted of four sections containing a total of 25 questions. Technological resources such as computers, printers, worksheets, and basic school supplies were employed, alongside internet access for activities like research on platforms such as YouTube and data collection. Classroom teaching aids, including laptops, spreadsheets, markers, and a blackboard, were also utilized throughout the research process. Finally, the analysis of the research results was carried out using the IBM Statistical Package for the Social Sciences (SPSS) software.

2.1.1. Population

This research will be applied to 3 participants, they were students of “CENI INSTITUTE” located in Ficoa-Ambato. CENI is an integral neurocognitive center specialized for children that provides comprehensive assessment, diagnosis, and treatment services for children with neurodevelopmental disorders or conditions affecting cognitive functioning. This center has a multidisciplinary team of healthcare professionals specializing in neurology, neuropsychology, and other relevant disciplines. In addition, the participants had an average age between eleven to twelve years old and suffered attention deficit hyperactivity disorder (ADHD), who were diagnosed and received therapy at CENI institute. This research will last about 8 sessions in campus class.

Table 1. Population

| Population | Experimental Group | Percentage |
|------------|--------------------|------------|
| Female | 0 | 0% |
| Male | 3 | 100% |
| Total | 3 | 100% |

Note: These data were taken from ADHD students which receive therapy on CENI

2.1.2. Instruments

The instrument used in this research was the B1 PET TEST listening part with its four sections. PET is an English language proficiency test administered by Cambridge Assessment English. It assesses the basic English language skills in reading, writing, listening, and speaking. The PET test is suitable for individuals who have reached an intermediate level of English proficiency and wish to demonstrate their ability to communicate effectively in everyday situations. The primary goal of this examination is to assess learners' proficiency in listening skills in English and facilitate their gradual improvement and acquisition of those skills. Furthermore, it should be emphasized that this examination does not have a pass or fail outcome; instead, children receive a certificate indicating the level of proficiency they have attained. The certificate showcases the specific achievements or skills they have accomplished.

2.1.3. Procedure

In the research process, eight interventions were applied in face-to-face classes for four weeks. The students received interventions three times per week, with each session lasting 45 minutes.

Session 1

During the first intervention, the author introduced himself to the students and established the class rules. They proceeded to explain the planned activities and conducted a pre-test to gather data on the students' listening skills. Additionally, the researcher underwent an induction course prior to the interventions. A communication agreement was also

established, allowing the researcher to use WhatsApp to contact the supervising tutor in case of any questions regarding the activities.

Session 2

The teacher did the class with a video where the students had to play a “100 people surveyed” game. The general objective of the class was to identify the weather vocabulary and the teacher presented some short audios while the students took notes to answer the correct question. For this, various materials were used such as worksheets, computers, a projector, and the YouTube platform.

Session 3

To commence the third intervention, the teacher presented a video about the different kinds of plays of theater and students took notes about it. The primary aim was for students to do a role play choosing one of the topics presented in the video. Subsequently, the teacher presented some scripts of different . After that the students developed a different end for the script and presented their role play.

Session 4

In this intervention, the researcher started the class presented new vocabulary using slides about activities and hobbies after school. After that, the teacher reproduced a YouTube video to play “Chinese Whispers” with all the participants of the class using the vocabulary presented at the beginning of the class. Finally, the acquired knowledge of students was demonstrated by using worksheets.

Session 5

The main aim of this class was to identify the specific information of the television game “who wants to be millionaire”. First the teacher presented some vocabulary about exercise. Then, students listened to shortcuts of the program with specific information and completed a worksheet. Finally, the students played the game with general culture information.

Session 6

The primary objective of this class was to complete a scavenger hunt with the objects of CENI institute. First, the teacher presented an audio with all the objects required for this activity and the students took notes. Then, the teacher compared the notes of students with

the correct objects. Last, students sought the objects around the institute during 25 minutes with the teacher's supervision and then, students show the objects to him.

Session 7

In the development of this intervention, the teacher showed some pictures of the booklet of a theatre night on the wall and students matched the names correctly. After that, the teacher introduced the game "Captain I May" and the students did the activity using the new vocabulary of the theater night. Finally, students filled up a worksheet by listening to an audio according to the proposed vocabulary.

Session 8

The final intervention commenced with a greeting and providing a clear explanation of the instructions regarding the next tasks. Subsequently, the students completed the PET listening post-test, which was accomplished remarkably well.

2.2 Methods

2.2.1 Research Approach

Quantitative approach

The present research was based on the educational field using a quantitative approach because students took 2 tests in order to identify the advance of learners in listening skill when the researcher used ludic activities. Focusing on data collection and countable assessment through experimental work. According to Apuke (2017), quantitative research approach involves the process of quantifying and analyzing variables to obtain outcomes. It uses and examines numerical data through specific statistical methods to address inquiries such as identifying individuals, determining quantities, describing characteristics, specifying locations, establishing timeframes, quantifying quantities, and comprehending processes. In this research, the data was obtained by the analysis and comparison of pre-test and post-test results.

2.2.2 Research modality

Field research

Field research concerns incorporating a wide assortment of strategies for examining organizational life in its common setting with first-hand perceptions from the perspective of a specific person or group of people (Van de Ven & Poole, 2002). This research focused on field research. Investigator applied the research in the place where the problematic occurs for understanding the patterns in a better manner.

Bibliographic research

This research work was bibliographic because the data and the different ludic activities were obtained by previous research. This research is considered bibliographic because it relies primarily on gathering and analyzing information from existing scholarly publications, documents, and other written sources. This investigation is suitable when the research objective is to review and synthesize the existing knowledge and findings on a particular topic rather than conducting original data collection or experimentation.

2.2.3 Design

This research was carried out using a pre-experimental format, in which there was only one single group that took a pre-test to identify the listening English level. According to White & Sabarwal (2014) pre-experimental research refers to a type of research design that lacks the strict control and randomization found in more rigorous experimental designs. It involves exploring a research question or hypothesis by examining the effects of an intervention or treatment on a single group without a control group for comparison. Pre-experimental designs are considered preliminary and provide initial insights into a particular phenomenon but do not establish causal relationships.

2.2.4 Types of research

This research work is exploratory. According to Žukauskas et al. (2018), exploratory research investigates the feasibility of the research, as well as investigates the instruments for

future research. Furthermore, this type of design was used because there is not much previous research on the ludic activities that develop listening skill in ADHD students.

2.2.5 Hypothesis

Alternative hypothesis

Ludic activities have a positive impact on the listening skill of ADHD students at “CENI” institute.

Null hypothesis

Ludic activities do not have a positive impact on the listening skill of ADHD students at “CENI” institute.

Variable Identification

Independent Variable: Ludic Activities.

Dependent Variable: Listening skills.

CHAPTER III

RESULTS AND DISCUSSION

3.1 Analysis and interpretation of the results

This chapter presents the statistical findings, analysis, and interpretation of the data gathered from a pre-test and post-test conducted on 3 ADHD students at Centro Neurocognitivo Integral “CENI” . The purpose of collecting this information was to determine the impact of Ludic Activities in the development of listening skills in ADHD students.

Moreover, tables were utilized to display the outcomes of the pre-test and post-test. To evaluate the students' listening skill, the PET listening test was employed. This test consisted of four sections: Multiple Picture Cued Selection, multiple choice, listening cloze. Each section has a score of 1 point per question, resulting in a maximum score of 25 points on the listening test. Collecting all these data was crucial for conducting a thorough analysis and interpretation to gain a better understanding of the research.

Additionally, the IBM SPSS statistical program was employed to evaluate the hypothesis. A normality test was performed to determine if the results followed a normal distribution. Subsequently, a non-parametric test was conducted to assess the significance of the two related samples and determine whether the null hypothesis should be accepted or rejected.

3.1.1 Pre-test results

This section presents the results of the pre-test application. It is important to indicate that the B1 PET listening test was taken and administered prior to the interventions with the students. The listening part of the test was employed, using four sections (Multiple Picture Cued Selection, multiple choice, listening cloze), with a duration of 7 to 9 minutes each section. Furthermore, the test was assessed on a 25-point scale, where each criterion was scored from 0 to 1 point. Finally, the subsequent table reveal the obtained results.

Table 2. Pre-test scores

| Population | Part 1 score out of 7 (Multiple picture cued selection) | Part 2 score out of 6 (Multiple choice) | Part 3 score out of 6 (Listening cloze) | Part 4 score out of 6 (Multiple choice) | Total score out of 10 |
|-------------------|------------------------------------------------------------------------------------|------------------------------------------------------------|------------------------------------------------------------|------------------------------------------------------------|--------------------------------------|
| Student 1 | 3 | 4 | 2 | 4 | 5,20 |
| Student 2 | 4 | 4 | 1 | 5 | 5,60 |
| Student 3 | 4 | 5 | 1 | 5 | 6 |
| Average | 3.6 | 4.3 | 1.6 | 4.6 | 5,60 |

Note: These data show the results of ADHD students of CENI institute and the mean value from each section of the PET listening pre-test.

Analysis and Interpretation

The table shows the final average of the pretest, which provided a grade of 5,6 out of 10. The final average of the pretest showed that there is a great weakness in the listening skill of ADHD students. Furthermore, the table showed the marks of each section of the PET B1 listening pretest giving as results the average of 3.6 out of 7 the part 1, which is multiple picture cued selection. Following that, part 2 gave 4.3 out of 6, that is multiple choice. In addition, part 3 presented an average of 1.6 out of 6, making listening cloze as the lowest result of the pretest and finally part 4 showed a grade of 4.6 out of 6.

According to the results, the student weaknesses were identified in the listening section, such as the understanding of vocabulary, and learners could not identify the specific details of the audios. Furthermore, shortcomings were found in the lack of concentration in specific parts of the listening section. Finally, the students put all their effort into paying attention to the test, but they said that it was the first time doing such a long test, for that reason they drifted off to the listening occasionally.

3.1.2 Post-test results

The results of the post-test were obtained after 8 class intervention. The post-test used had the same format as the pretest, which was the PET B1 listening part with 4 sections. The students had a time of 7 to 9 minutes to each section.

Table 3. Post-test scores

| Population | Part 1 score out of 7 (Multiple picture cued selection) | Part 2 score out of 6 (Multiple choice) | Part 3 score out of 6 (Listening cloze) | Part 4 score out of 6 (Multiple choice) | Total score out of 10 |
|-------------------|-------------------------------------------------------------------------------|---------------------------------------------------------|---------------------------------------------------------|---------------------------------------------------------|------------------------------------|
| Student 1 | 6 | 5 | 2 | 6 | 7,60 |
| Student 2 | 7 | 5 | 2 | 6 | 8 |
| Student 3 | 6 | 6 | 2 | 6 | 8 |
| Average | 6.66 | 5.66 | 2 | 6 | 7.86 |

Note: These data show the results of ADHD students of CENI institute and the mean value from each section of the PET listening post-test.

Analysis and Interpretation

The table shows that the final average of the post-test in the listening part is 7.86 out of 10. The final average of the post-test showed ludic activities are useful in the development of receptive skills. Furthermore, the table showed the marks of each section of the PET B1 listening post-test giving as results the average of 6.66 out of 7 in part 1. Following that, part 2 gave a result of 5.66 out of 6. In addition, part 3 presented an average of 2 out of 6, and finally part 4 showed a grade of 6 out of 6. It was observed that students have improved their listening skill through using the six Ludic Activities, increasing the final score.

The results obtained help to interpret that the application of Ludic Activities had impacted on listening skills on ADHD students. Furthermore, the learners took the post-test with more confidence than the pre-test, remembering the topics studied and increasing their grades moderately. For that reason, it was observed that the different skills of listening were achieved correctly. In addition, it is important to mention that the listening cloze section had a minimal increase with a small improvement related to the pre-test.

3.1.3 Comparative results pre-test and post-test results

Table 4. Comparative results pre-test and post-test results

| Criteria | Pre-test average | Post-test average | Difference |
|------------------------|-------------------------|--------------------------|-------------------|
| Part 1 out of 7 | 3.6 | 6.66 | 2.06 |
| Part 2 out of 6 | 4.3 | 5.66 | 1.36 |
| Part 3 out of 6 | 1.6 | 2 | 0.4 |
| Part 4 out of 6 | 4.6 | 6 | 1.4 |
| Total out of 10 | 5.60 | 7.86 | 2.26 |

Note: General average between pre-test and post-test and difference.

Analysis and Interpretation

The table above shows the comparison of the pre-test and post-test for the listening section of B1 PET test. Firstly, the pre-test average is 5.60 and the post-test is 7.86 . The results of the pre-test and the post-test evidence that there is a significant difference in the results with a 2.26 score. Moreover, the table presents the difference of each section of PET B1 listening test between the pre-test and post-test. The first section shows an improvement of 2.06, the second section develops 1.36, the third section presents just 0.4 points of improvement, making the listening cloze section a poor development. Finally, the fourth section offers a develop of 2.26.

The implementation of the six Ludic Activities in the classes was helpful due to the students' improvement in their receptive skills when they hear conversations or shortcuts. Furthermore, it was noticed that students which suffer ADHD enjoyed the participation in

the different ludic activities which allowed them to create meaningful knowledge and avoid the distractions that they present in daily life. Besides, it is a fact that having clear and funny activities, students focus on solving them and tend to avoid hyperactivity by concentrating on the task.

3.2 Verification of the hypothesis

Based on the data collected in the present study, the analysis was conducted using the Statistical Package for the Social Sciences (IBM SPSS) software. To account for the non-parametric nature of the data, the Kolmogorov-Smirnov Normal test and a T-test were employed.

Hypothesis statement

Null hypothesis

H0: Ludic activities do not have a positive impact on the listening skill of ADHD students at “CENI” institute.

Alternative hypothesis

H1: Ludic activities have a positive impact on the listening skill of ADHD students at “CENI” institute.

The current study is categorized as pre-experimental, thus requiring the utilization of SPSS software to analyze the hypotheses based on previous findings. Initially, a T student test was employed due to the fact that the sample size is less than 30. This research establishes that the implementation of ludic activities has had a beneficial impact on the development of listening skills on ADHD students.

3.2.1 Hypothesis Verification

Table 5. Hypothesis Test Summary

| | | | | |
|---|--------------------------------------------------------------------------------------------|------------------------------------|----|----------------------------|
| 1 | The distribution of Pretest Average is normal with mean 5,6 and standard deviation ,4000. | One-Sample Kolmogorov-Smirnov Test | .a | Reject the null hypothesis |
| 2 | The distribution of Posttest Average is normal with mean 7,9 and standard deviation ,2309. | One-Sample Kolmogorov-Smirnov Test | .a | Reject the null hypothesis |

Note: Hypothesis Test Summary

Analysis and Interpretation

The table above demonstrates the results of the hypothesis test summary of the pre-test and post-test applied. According to the One- Sample Kolmogorov-Smirnov Test, the pre-test average mean value is 5.6 and the standard deviation is 0,400. On the other hand, in the post-test, the mean value is 7.9 and the standard deviation is 0,2309. In both cases, pre-test and post-test, it is presented a normal distribution on the average.

3.2.2 T-test

Table 6. T- test

| | Mean | N | Std. Deviation | Std. Error Mean |
|----------------|--------|---|----------------|-----------------|
| Pair 1 pretest | 3,9400 | 3 | 1,49265 | ,66753 |
| posttest | 5,6360 | 3 | 2,19934 | ,98357 |
| Difference | 1.6960 | | | |

Note: T-student test

Analysis and Interpretation

A T-test was employed to assess hypothesis about means in populations which presents normal distribution. For this, the table shows the mean of pre-test that is 3,9400 with a standard deviation of 1,49265 and a standard error mean of 0,66753. Furthermore, the post-

test presents a mean of 5,6360 with a standard deviation of 2,19934 and a standard error of 0.98357. The difference in the mean between pre-test and post-test is about 1.6960.

After analyzing both tables, the T-student test and the hypothesis test summary, the results conclude that the null hypothesis is rejected, and the alternative hypothesis is accepted. It means that Ludic activities have a positive impact on the listening skill of ADHD students at “CENI” institute.

3.2.3 Discussion of results

It was found that Ludic activities have a positive impact on the listening skills after comparing the results obtained in the pretest and post-test. Remarkably, students showed progress after undergoing 8 sessions. Furthermore, there was a positive development observed when the initial score amounted to 5.60, indicating a relatively low value. However, the most recent findings demonstrated an average of 7.86 suggesting an increase of 2.26 points. The improvement in listening skill, which is one of the receptive skills, was highly successful as it is clear that utilizing the ludic activities to ADHD students help them understand in a better way the different shortcuts and identifying the ideas of the listening section.

Castro Presilla and Vasquez Muy (2021) presents ludic activities as a way of transforming boring classroom atmosphere into a setting where students are motivated, self-confidence, and encouraged to learn, disrupts the monotonous routine that limit their imagination. Furthermore, the authors state that the correct application of ludic activities during the English teaching process is fundamental to develop correctly receptive skills. In addition, what these authors mentioned is that through the game, students must participate more, thus achieving an engagement to the topic taught and generating a meaningful learning, since it is very difficult to get ADHD students to concentrate in classes in which they only focus on remote activities , or in this case, in only auditory activities.

In a nutshell, the results were positive for improving listening skills. After applying the treatments based on ludic activities, it can be seen that students suffering from ADHD have developed their listening skills. On the other hand, according to section 3 of the test that is listening cloze, it can be noted that there were no significant changes, which means that students still had trouble with information transfer. Finally, ludic activities had a positive impact on listening skill in ADHD students of "CENI" institute.

CHAPTER IV

CONCLUSIONS AND RECOMMENDATIONS

4.1 Conclusions

Afterwards examining and interpreting the results obtained through the application of Ludic Activities in listening skills, the subsequent conclusions have been recovered:

- The identification and application of Ludic Activities such as: 100 people surveyed, who wants to be millionaire, scavenger hunt, captain I may, and Chinese whispers for the whole class were a great influence for rising the listening skills of students. Also, ADHD students can focus on the task avoiding distractions and interruptions during the class.
- The application of the test was helpful to determine the listening skills level of the ADHD students before and after the interventions. Assessing the English listening skill level of the students was crucial because it allows the researcher to reveal the previous knowledge of students had.
- The implementation of the six Ludic Activities had a significant impact on the ADHD students listening skills since there was a better understanding of the audios, listening for gist and listening for global understanding. On the other hand, students still had trouble in listening cloze task, because it was underdeveloped.

4.2 Recommendations

The current investigation has supported the listening skills of ADHD students using Ludic Activities. That is why the following recommendations should be considered:

- To use Ludic Activities in the classes to engage ADHD students in the task, and to avoid getting distracted due to their condition. Thanks to that, using Ludic Activities can be useful to improve the classroom environment, making it dynamic and attractive for the learners.
- To identify students' English level and their progress, teacher should use interactive activities, worksheets, assignments, and assessments. Ludic approach enables a thorough analysis of students' listening skills and facilitates the improvement of the environment of English language teaching classroom.
- To work and seek out activities that enrich the receptive skills of students to increase their listening performance, engaging their attention in tasks, especially the ones which are helpful to ADHD students to increase their self-confidence when learning.

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ANNEXES

Annex 1. Approval

CARTA DE COMPROMISO

Ambato, 5 de abril de 2023

Doctor
Marcelo Nuñez
Presidente
Unidad de titulación
Facultad de Ciencias Humanas y de la Educación

Mg. María Alejandra Medina Carillo en mi calidad de Directora del Centro Neurocognitivo Integral CENI, me permito poner en su conocimiento la aceptación y respaldo para el desarrollo del Trabajo de Titulación bajo el Tema: "Ludic Activities and Listening Skill." propuesto por el estudiante Espín Guevara Kevin Andrés, portador de la Cédula de Ciudadanía N° 1804770251, estudiante de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros Facultad de Ciencias Humanas y de la Educación de la Universidad Técnica de Ambato.

A nombre de la Institución a la cual represento, me comprometo a apoyar en el desarrollo del proyecto.

Particular que comunico a usted para los fines pertinentes.

Atentamente.



María Alejandra Medina Carillo
Directora de CENI
1803108750
+593 98 871 3718
+593 98 444 1883
ceni.ec.ceni@gmail.com



UNIVERSIDAD TECNICA DE AMBATO
FACULTY OF HUMANITIES AND EDUCATION
MAJOR OF PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGE
POST-TEST



NAME: _____

DATE: _____

TIME: 30 Minutes

GOOD LUCK!

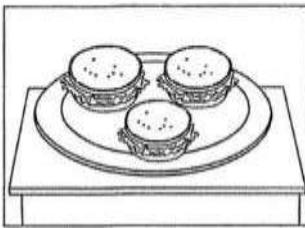
Instructions

- The test will contain 4 parts that requires you to listen and complete with the correct answer
- You will listening the audio twice for each question.
- Use a pencil to write your answers
- Read carefully the instructions provided
- Cheating is not permitted. Therefore, any attempt to copy will result in a zero

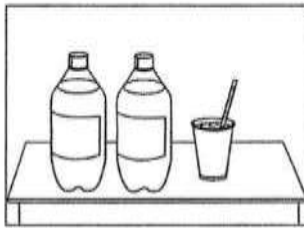
PART 1

For each question, choose the correct answer (7 marks)

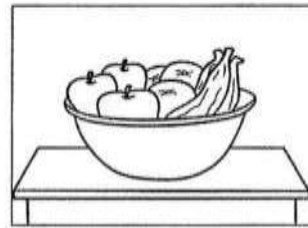
1 What is the girl going to bring for the picnic?



A

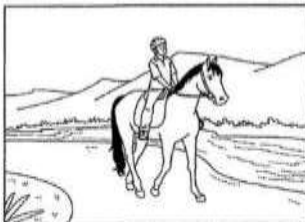


B



C

2 Which activity did the boy enjoy most during his holiday?



A

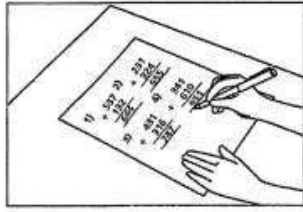


B

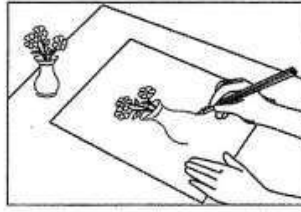


C

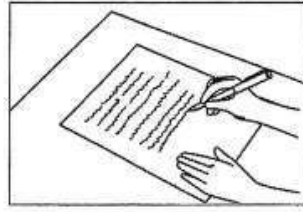
3 What homework does the girl have to do tonight?



A

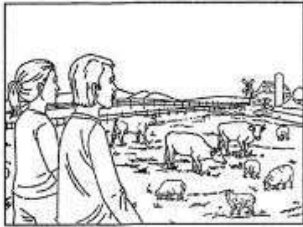


B

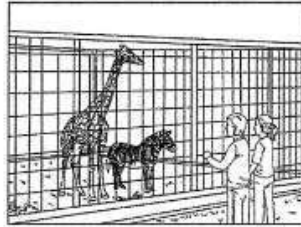


C

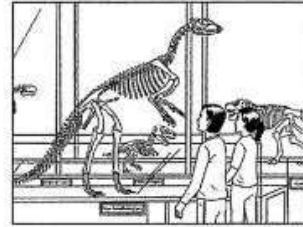
4 Where did the students go on their school trip?



A



B

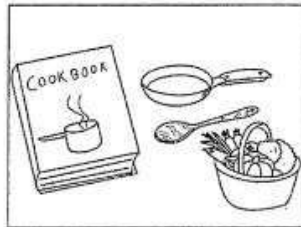


C

5 Which present has the boy already bought?



A

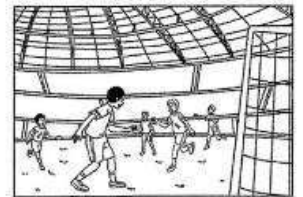


B

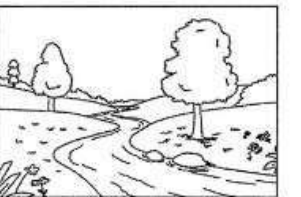


C

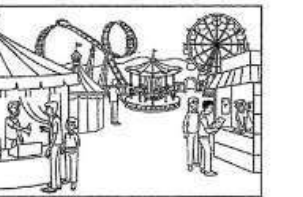
6 Where did the boy go with his family at the weekend?



A

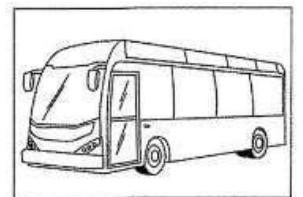


B

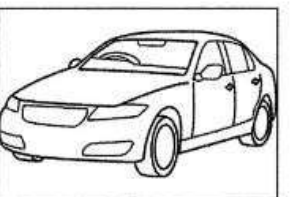


C

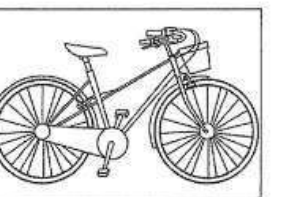
7 How will the girl get to her friend's house?



A



B



C

PART 2

For each question, choose the correct answer (6 marks)

- 8 You will hear two friends talking about a film they've just seen.

Why didn't the boy enjoy the film?

- A It was very frightening.
- B It lasted too long.
- C It had terrible acting.

- 9 You will hear two friends talking about some biology homework.

The girl suggests that
the boy should A ask his
teacher for help.

- B get information from the internet.
- C look in the biology textbook.

- 10 You will hear two friends talking about an interview with a singer they've seen on TV. They agree that

- A the singer's answers were interesting.
- B the interviewer was quite rude.
- C the questions were confusing.

- 11 You will hear a girl telling her friend about a diving trip.

How did the girl feel about it?

- A sure she will go again
- B glad she went with a relative
- C pleased with her diving skills

- 12 You will hear a girl talking to a friend about basketball.

The girl is trying to

- A explain the rules of the game.

B describe a game she took part in.

C encourage the boy to start playing.

13 You will hear a boy talking about a trip to a city with his family.

Why did the boy's family get lost?

A They couldn't understand their map.

B Someone gave them the wrong directions.

C The guidebook contained incorrect information.

PART 3

For each question, write the correct answer in the gap. Write **one** or **two words** or a **number** or a **date** or a **time**. (6 marks)

You will hear a student giving a review of a new video game to his class.

| Video game review | |
|---------------------------------------|---------------------|
| Action takes place in: | a (14) |
| Players answer questions about: | (15) |
| Name of most difficult level of game: | the (16) |
| Best thing about the game: | the (17) |
| Maximum number of players: | (18) |
| Website for more details: | www.(19)com |

PART 4

For each question, choose the correct answer (6 marks)

You will hear an interview with a 15-year-old girl called Andrea, who plays ice hockey for her National Under-16s Team.

- 20 Which sport does Andrea say she started playing first?
- A football
 - B ice hockey
 - C basketball
- 21 Andrea says that she first started playing ice hockey after
- A watching a family member play.
 - B seeing a game on television.
 - C talking about it with her friends.
- 22 Why does Andrea think that playing against boys is important?
- A It improves her own playing skills.
 - B It proves there are many girls playing the sport.
 - C It increases respect for female players.
- 23 How did Andrea feel when she was chosen for the national under-16s team?
- A surprised to be asked
 - B sorry to leave her club
 - C confident in her abilities
- 24 Andrea's favourite games are those which are
- A easy to win.
 - B shown on TV.

C exciting to watch.

25 Andrea says that people who want to start playing ice hockey should

A find a club.

B buy good equipment.

C learn the rules.

Note: PET pre-test

Source: <https://englishpracticetest.net/practice-pet-b1-listening-test-01-with-answers-and-audioscripts/>



UNIVERSIDAD TECNICA DE AMBATO
FACULTY OF HUMANITIES AND EDUCATION
MAJOR OF PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGE
POST-TEST



NAME: _____

DATE: _____

TIME: 30 Minutes

GOOD LUCK!

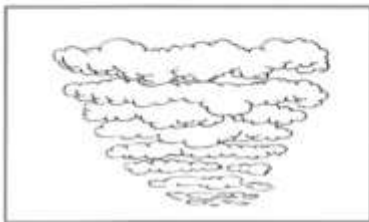
Instructions

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- You will listening the audio twice for each question.
- Use a pencil to write your answers
- Read carefully the instructions provided
- Cheating is not permitted. Therefore, any attempt to copy will result in a zero

PART 1

For each question, choose the correct answer (7 marks)

1 What is dangerous about the weather tonight?



A



B



C

2 What's the time?



A

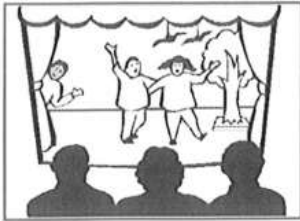


B

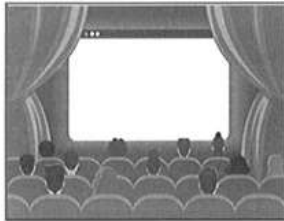


C

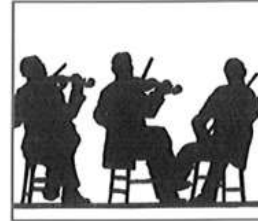
3 Where are they going?



A

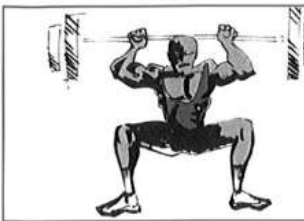


B



C

4 Where will the boy go first after school?



A

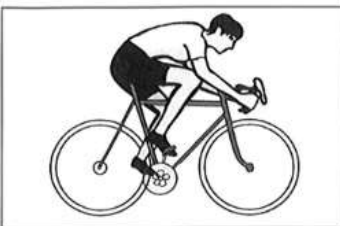


B



C

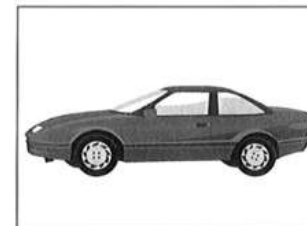
5 How did the girl break her arm?



A



B



C

6 Where is the remote control?



A



B



C

7 Where are they staying on holiday this year?



A



B



C

PART 2

For each question, choose the correct answer (6 marks)

- 8 You will hear two friends talking about an exam.
The boy advises the girl to
A be more positive.
B get some rest.
C not be in such a hurry.
- 9 You will hear two friends talking about the new school cafeteria.
They agree that
A it's good for vegetarians.
B it's quite expensive.
C the old cafeteria was better.
- 10 You will hear a girl talking about her weekend.
How did she feel about the weather?
A nervous
B unsafe
C relieved
- 11 You will hear two friends talking about exercise.
They agree that
A the gym is quite expensive.
B jogging is too tiring.
C the gym is more sociable.
- 12 You hear a girl talking about moving abroad.
The boy advises the girl to
A meet lots of people.
B see it as an opportunity.
C contact her friends often.
- 13 You hear two friends talking about a book.
The girl thinks that the story
A has great characters.
B is really boring.
C is not realistic.

PART 3

For each question, write the correct answer in the gap. Write *one* or *two words* or a *number* or a *date* or a *time*. (6 marks)

You will hear a radio announcement about a competition.

| Win a 'dream night' at the theatre | |
|------------------------------------|-----------------------------------------------|
| Running times: | from Monday, June 18th to Saturday (14) |
| Prize: | (15) pairs of tickets. |
| Bonus: | chance to talk to (16) in person. |
| Saturdays: | three (17), at 2, 5 and 8pm. |
| Ticket prices: | from £11.00 to £ (18) |
| Bookings: | by phone or (19) |

PART 4

For each question, choose the correct answer (6 marks)

You will hear a radio interview with a blogger called Karen.

20 Who will probably not understand blogging?

- A the elderly
- B someone who is not a tech expert
- C people in their thirties or forties

21 If you start blogging about your hobby,

- A you will probably earn a lot of money from it.
- B you will have the chance to socialise with a lot of people.
- C you may find others don't share your interests.

22 What can a business offer its customers through a blog?

- A reviews of similar products
- B further information about its products
- C free samples of products

23 Bloggers

A have often experimented with writing a book before.

B are usually magazine or newspaper journalists.

C may be offered the chance to work in the press.

24 When someone is committed to blogging.

A they might be offered a new job because of it.

B they can be considered an expert in writing.

C they will earn the respect of fellow writers.

25 What should a blogger avoid?

A being too honest about some topics

B dealing with too many issues at a time

C using their blog in a negative way

Note: PET post-test

Source: <https://englishpracticetest.net/practice-pet-b1-listening-test-36-with-answers-and-audioscripts/>

Annex 4. Permission of Parents

**COMITÉ DE BIOÉTICA PARA INVESTIGACIÓN EN SERES HUMANOS CBISH-
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**CONSENTIMIENTO INFORMADO A LOS PADRES DE FAMILIA/O REPRESENTANTES
LEGALES PARA RECOLECCIÓN, USO Y ALMACENAMIENTO DE DATOS PERSONALES**

Título del estudio: "LUDIC ACTIVITIES AND LISTENING SKILLS"

Nombre, Kevin Andrés Espin Guevara
0998217320

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Para conocer el impacto de las actividades lúdicas en el desarrollo de la comprensión auditiva de estudiantes TDAH.
2. *¿Qué pasará si mi hijo participa en el proyecto de investigación?*
Tiene la oportunidad de ser desarrollar su comprensión auditiva en el idioma inglés, gozar de las actividades preparadas para mejorar sus destrezas a través de su participación en juegos lúdicos, los mismos que tendrán resultados individuales.
- a) *¿Qué responsabilidades tiene mi hijo/representado durante la investigación?*
La única responsabilidad que tiene el niño es asistir durante el proceso de intervención de las actividades lúdicas a aplicarse.
- b) *Que procedimientos o actividades deberá realizar y se le harán en la investigación.*
 - Juegos lúdicos de comprensión auditiva
 - Juegos lúdicos en inglés

PROCEDIMIENTO

3. *¿Qué estudios harán con mi hijo/representado?*
 - Aplicación de pre-test y post-test Test FLYERS DE CAMBRIDGE
4. *¿Qué riesgos podría tener mi hijo/representado durante la participación?*
Ninguno
5. *¿Qué se sabe de este tipo de estudios?*
 - En nuestro contexto educativo escolar existen estudios exploratorios sobre este tema.
6. *¿Cuánto tiempo tomará a mi hijo/representado participar en este estudio?*
 - Tiempo de aplicación de las actividades propuestas cuántas dos veces por semana y cuarenta minutos cada vez, una semana de reclutamiento, cuatro semanas de intervención, una semana de socialización de resultados, total 6 semanas.
7. *¿Tendré beneficios para mi hijo/representado por participar?*
 - Si, en el desarrollo de la comprensión auditiva en el idioma inglés.
8. *¿Me darán información sobre los resultados del estudio, luego de la finalización?*
 - Es nuestro deber divulgar los resultados científicos obtenidos, ante la comunidad educativa.
9. *¿Tendré gastos que hacer si mi hijo/representado participa del estudio?*
Ninguno

**COMITÉ DE BIOÉTICA PARA INVESTIGACIÓN EN SERES HUMANOS CBISH-
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FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN

10. *¿Qué pasará si mi hijo/representada tiene algún problema mientras participo en el estudio?*

- No tendrá ningún problema, se planificará periodos de recuperación.

11. *¿Puedo retirar mi consentimiento para la utilización de datos de mi hijo/representado, aún luego de haber aceptado?*

- Sí, no existe ningún problema.

12. *¿Cómo mantendrán la confidencialidad de los datos de mi hijo/representado?*

- Para la toma de datos y aplicación de las intervenciones se realizará a través de estrategias numéricas.

13. *¿Cómo se almacenarán los datos de mi hijo/representado?*

- Los resultados obtenidos se archivarán a través de las normativas estadísticas.

14. *Dónde y cuánto tiempo se almacenarán los datos personales y de esta investigación de mi hijo/representados? ¿Qué harán luego de ese tiempo?*

- Los datos obtenidos permanecerán en el repositorio de la Unidad de Investigación de la UTA

15. *¿Puede mi hijo/representado ser retirado del estudio aún si yo no quisiera que lo hagan?*

No

16. *¿Me pagarán por permitir a mi hijo/representado participar?*

No

17. *¿Cómo mantendrán la confidencialidad de los datos personales de mi hijo/representado? ¿Cómo harán para que la identidad de mi hijo/representado no sea conocida?*

- Para la toma de datos y aplicación de las intervenciones se realizará a través de estrategias numéricas.

18. *¿Quiénes tendrán acceso a los datos de mi hijo/representado?*

Los representantes legales de los niños sujetos de estudio, y el claustro de la Unidad de Investigación.

19. *¿A quiénes puedo contactar si tengo dudas sobre el estudio y los derechos de mi hijo/representado como participante en un estudio de investigación?*

a) *Sobre el estudio:* contactar al Investigador Principal: Kevin Andrés Espin Guevara

Teléfono: 0998217320

Correo electrónica: kespín0251@uta.edu.ec

b) *Sobre sus derechos como participante en un estudio de investigación:*

- A las autoridades de la UTA

B) Consentimiento Informado (Hoja de firmas):

En mi calidad de padre de familia/representante del niño/a José Balleño.....
He recibido una explicación satisfactoria sobre el procedimiento del estudio, su finalidad, riesgos, beneficios y alternativas.

He quedado satisfecho/a con la información recibida, la he comprendido, se me han respondido todas mis dudas y comprendo que la decisión de permitir la participación de mi hijo/representado es voluntaria.

Presto mi consentimiento para que mi hijo/representado participe en el proyecto y en el procedimiento propuesto y conozco mi derecho a retirarlo cuando lo desee, con la única obligación de informar mi decisión al investigador responsable del estudio.

| | | | |
|---------------------------------|----------------------------------------------------------------------------------------------|----------------------------------------------|---------------------------------------------------------------------------------------------------|
| <p>11/05/2023</p> <p>Fecha:</p> | <p>Sonia Paulina Fonseca Robayo</p> <p>Nombres completos del padre o representante legal</p> | <p>1802917308</p> <p>Cédula de identidad</p> |  <p>Firma</p> |
|---------------------------------|----------------------------------------------------------------------------------------------|----------------------------------------------|---------------------------------------------------------------------------------------------------|

| | | | |
|--------------|---------------------------------------------------------------|----------------------------------------------|----------------------------------------------------------------------------------------------------|
| <p>Fecha</p> | <p>Kevin Andres Espin Guevara</p> <p>COORDINADOR PROYECTO</p> | <p>1804770251</p> <p>Cédula de identidad</p> |  <p>Firma</p> |
|--------------|---------------------------------------------------------------|----------------------------------------------|----------------------------------------------------------------------------------------------------|

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1. ¿Por qué se realiza este estudio?

Para conocer el impacto de las actividades lúdicas en el desarrollo de la comprensión auditiva de estudiantes TDAH.

2. ¿Qué pasará si mi hijo participa en el proyecto de investigación:

Tiene la oportunidad de ser desarrollar su comprensión auditiva en el idioma Inglés, gozar de las actividades preparadas para mejorar sus destrezas a través de su participación en juegos lúdicos, las mismas que tendrán resultados individuales.

a) ¿Qué responsabilidades tiene mi hijo/representado durante la investigación?

La única responsabilidad que tiene el niño es asistir durante el proceso de intervención de las actividades lúdicas a aplicarse.

b) Que procedimientos o actividades deberá realizar y se le harán en la investigación.

- Juegos lúdicos de comprensión auditiva
- Juegos lúdicos en inglés

PROCEDIMIENTO

3. ¿Qué estudios harán con mi hijo/representado?

- Aplicación de pre-test y post-test Test FLYERS DE CAMBRIDGE

4. ¿Qué riesgos podría tener mi hijo/representado durante la participación?

Ninguno

5. ¿Qué se sabe de este tipo de estudios?

- En nuestro contexto educativo escolar existen estudios exploratorios sobre este tema.

6. ¿Cuánto tiempo tomará a mi hijo/representado participar en este estudio?

- *Tiempo de aplicación de las actividades propuestas cuántas dos veces por semana y cuarenta minutos cada vez, una semana de reclutamiento, cuatro semanas de intervención, una semana de socialización de resultados, total 6 semanas.*

7. ¿Tendré beneficios para mi hijo/representado por participar?

- Si, en el desarrollo de la comprensión auditiva en el idioma Inglés.

8. ¿Me darán información sobre los resultados del estudio, luego de la finalización?

- Es nuestro deber divulgar los resultados científicos obtenidos, ante la comunidad educativa.

9. ¿Tendré gastos que hacer si mi hijo/representado participa del estudio?

Ninguno

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10. *¿Qué pasará si mi hijo/representada tiene algún problema mientras participa en el estudio?*
- No tendrá ningún problema, se planificará periodos de recuperación.
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- Sí, no existe ningún problema,
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En mi calidad de padre de familia/representante del niño/a Arian Barona
He recibido una explicación satisfactoria sobre el procedimiento del estudio, su finalidad, riesgos, beneficios y alternativas.

He quedado satisfecho/a con la información recibida, la he comprendido, se me han respondido todas mis dudas y comprendo que la decisión de permitir la participación de mi hijo/representado es voluntaria.

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| | | | |
|---------------------|--------------------------------------------------------------------------------------|------------------------------------|-----------------------------------------------------------------------------------------------|
| 24/05/2017 Fecha | MARICA ALEXANDRA PARRERA GARCIA Nombres completos del padre o representante legal | 180437204-1 Cédula de identidad |  Firma |
|---------------------|--------------------------------------------------------------------------------------|------------------------------------|-----------------------------------------------------------------------------------------------|

| | | | |
|-------|----------------------------------------------------|-----------------------------------|------------------------------------------------------------------------------------------------|
| Fecha | Kevin Andres Espin Guevara COORDINADOR PROYECTO | 1804770251 Cédula de identidad |  Firma |
|-------|----------------------------------------------------|-----------------------------------|------------------------------------------------------------------------------------------------|

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16. *¿Me pagarán por permitir a mi hijo/representado participar?*
- No
17. *¿Cómo mantendrán la confidencialidad de los datos personales de mi hijo/representado? ¿Cómo harán para que la identidad de mi hijo/representado no sea conocida?*
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Correo electrónico: kespino251@uta.edu.ec
- b) *Sobre sus derechos como participante en un estudio de investigación:*
- A las autoridades de la UTA

Annex 5 Urkund Report



VERONICA ELIZABETH
CHICAIZA MEDIN

Document Information

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|-------------------|-------------------------------------|
| Analyzed document | 4 CHAPTERS.pdf (D171469188) |
| Submitted | 6/28/2023 6:25:00 PM |
| Submitted by | |
| Submitter email | kespin0251@uta.edu.ec |
| Similarity | 5% |
| Analysis address | ve.chicaiza.uta@analysis.orkund.com |

Sources included in the report

| | | | |
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Entire Document

Annex 6 Lesson Plans

| Teacher: Andres Espin | Date : MAY 29 2023 | Time: 45 minutes | No. of students: 3 |
|----------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------|
| Aims: By the end of the lesson, students will be able to develop listening skills of the students | | | |
| Subsidiary aims: Students will identify the vocabulary of weather. Students will practice listening for gist. | | | |
| Personal Aims: • Give clear instructions. • Conduct a dynamic and interactive class | | | |
| Materials: • Laptop • Marker • Board • Internet | | | |
| Anticipated problems: | | | |
| Timing | Teacher activity | Student activity | Materials |
| Lead-in 5 minutes | The teacher starts by explaining vocabulary about the weather using a YouTube video. | Students pay attention and take notes about new vocabulary | Youtube Video: https://www.youtube.com/watch?v=CXKj7bndQps |
| Introductory Activities 15 minutes | The teacher says a sentence to one person in the group, who should then memorize and say it to the next person according to the vocabulary learnt. | The student will pass the sentence to the next and so on until finally reaching the last person in the group. That person in the group will have to stand up and say what the sentence is. | Sentences: https://healthyhappyimpactful.com/telephone-game-phrases/ |

| | | | |
|------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Main Activities 10 minutes</p> | <p>Teacher present a shortcut of 100 people surveyed</p> | <ul style="list-style-type: none"> • Students listen a part of the program “100 people surveyed” and choose the correct answer according to each student. • Students present their answers in front of the class | <p>Video: https://www.youtube.com/watch?v=111C2dlwb7E</p> |
| <p>Post task-Activities 15 minutes</p> | <p>Teacher presents some slides with the activity “100 people surveyed.” Teacher provides feedback to their answers.</p> | <p>Students play “100 people surveyed.”</p> | <p>Canva: https://www.canva.com/design/DAFCZlUup8/e_HyWfDnMruddlNkqBC-5g/edit?utm_content=DAFCZkNUup8&utm_campaign=designshare&utm_medium=ink2&utm_source=sharebutton</p> |
| <p>Homework/Further work: Night Family game play</p> | | | |

Anexes

Lead in

<https://www.youtube.com/watch?v=CXKj7bm4Ops>



Main Activity

<https://www.youtube.com/watch?v=1j1C3dlwh7E>



Video

Post-task activity

https://www.canva.com/design/DAFCZkNUup8/e_HyWfDnMruddINkqBC-5g/edit?utm_content=DAFCZkNUup8&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton



Homework:

<https://www.buzzfeed.com/kellyrissman/family-feud-questions>

BuzzFeed

Quizzes

TV & Movies

Shopping

Videos

News

Tasty

What better game to play at your next family game night than *Family Feud*?



ABC

| Teacher: Andres Espin | Date :MAY 31 2023 | Time:45 minutes | No. of students: 3 |
|---------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|
| Aims: By the end of the lesson, students will be able to develop listening skills | | | |
| Subsidiary aims: Students will identify types of plays. Students will practice listening for specific information. | | | |
| Personal Aims: • Give clear instructions. • Conduct a dynamic and interactive class | | | |
| Materials: • Laptop • Marker • Board • Internet | | | |
| Anticipated problems: Students suffer ADHD, pay attention on transfer information section | | | |
| Timing | Teacher activity | Student activity | Materials |
| Lead-in 5 minutes | The teacher starts by asking students if they have gone to a play in the theater. | Students answer the question of the teacher | |
| Introductory Activities 15 minutes | The teacher presents a video in which there are some kinds of plays. After that, the teacher makes votes to choose which kind of play students will do at the end of the class. | The students take notes about the different kind of plays presented in the video. | Video: https://www.youtube.com/watch?v=A32pFfEMCPM |
| Main Activities 10 minutes | Teacher present a video of the play that students are going to do. | <ul style="list-style-type: none"> Students watch the video and complete the worksheet | Video: https://www.youtube.com/watch?v=nPFOz2u0zXM |

| | | | |
|--------------------------------------------------------|-------------------------------------------------------|----------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Post task-Activities 15 minutes | Teacher presents a script of the play to the students | Students create a script to finish the play in a different way | Script: https://www.eslprintables.com/speaking-worksheets/play-scripts/The-Wolf-and-the-Crane-Play-Sc-343106/ |
| Homework/Further work: Prepare the play for next class | | | |

Anexes

Introductory Activities

<https://www.youtube.com/watch?v=A32pFIEMCPM>



Main Activity

<https://www.youtube.com/watch?v=nPEOzXa0zXM>



Worksheet

1. True or False?

- a) Once a wolf was unlucky to get hold of a nice dinner. TRUE/FALSE
- b) He was eating slowly that a small piece of bone got stuck in his throat. TRUE/FALSE
- c) Suddenly he remembered the crane who lived nearby. TRUE/FALSE
- d) The crane doesn't have a long neck. TRUE/FALSE
- e) The wolf replied: "Don't forget the fees". TRUE/FALSE

2. Match the opposites.

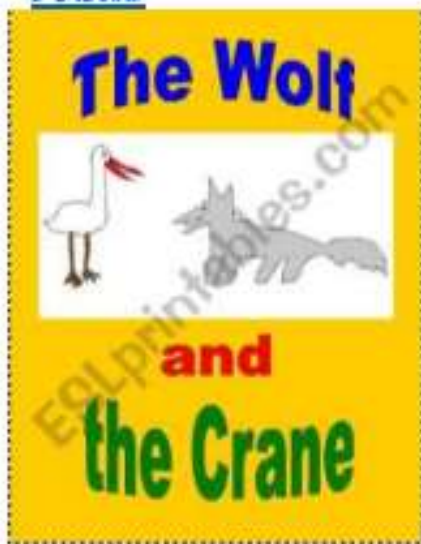
| | |
|-------------|-------------|
| Lucky | To answer |
| Small | Happily |
| To take out | To remember |
| Long | Unfortunate |
| To reply | Big |
| Sadly | Short |
| To forget | To put |

3. Answer the questions.

1. Did the wolf want to share his food with anyone else?
2. What got stuck in the wolf's throat?
3. What did he think sadly?
4. Where did the crane live?
5. What can the crane do?
6. What did the wolf ask the crane?

Post-task activity

https://www.eslprintables.com/speaking_worksheets/play_scripts/The_Wolf_and_the_Crane_Play_Script_343106/



| Teacher: Andres Espin | Date :June 2 2023 | Time:45 minutes | No. of students: 3 |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|
| <p>Aims: By the end of the lesson, students will be able to develop listening skills</p> <p>Subsidiary aims: Students will identify utterances and replay exactly what it says. Students will practice listening for gist.</p> <p>Personal Aims:</p> <ul style="list-style-type: none"> • Give clear instructions. • Conduct a dynamic and interactive class | | | |
| <p>Materials:</p> <ul style="list-style-type: none"> • Laptop • Marker • Board • Internet | | | |
| <p>Anticipated problems: Students suffer ADHD, pay attention on transfer information section</p> | | | |
| Timing | Teacher activity | Student activity | Materials |
| Lead-in 5 minutes | The teacher starts the class by presenting new vocabulary using slides about activities and hobbies after school. | Students pay attention and take notes about the topic | Slides: https://game4esl.com/hobbies-powerpoint/ |
| Introductory Activities 10 minutes | The teacher presents a video in which there are the explanation of how to play "Chinese Whispers" and presents examples of the game. | The students pay attention carefully and then replay the same utterances of the video. | Video: https://www.youtube.com/watch?v=wRlqf5QoNIM |

| | | | |
|--------------------------------------------------------------------------------------|-------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|
| Main Activities 15 minutes | Teacher presents a video with the phrases of the game | <ul style="list-style-type: none"> • Students listen to the shortcut and play the game | Video: https://www.youtube.com/watch?v=EvXIdNgw0I |
| Post task Activities 15 minutes | Teacher presents a worksheet and explains how to fulfill it | Students complete the worksheet. | Worksheet: https://es.liveworksheets.com/uz1775788px |
| Homework/Further work: Play Chinese whispers at home with the complete family | | | |

Anexes

Lead In <https://www.youtube.com/watch?v=A32pFIEMCPM>

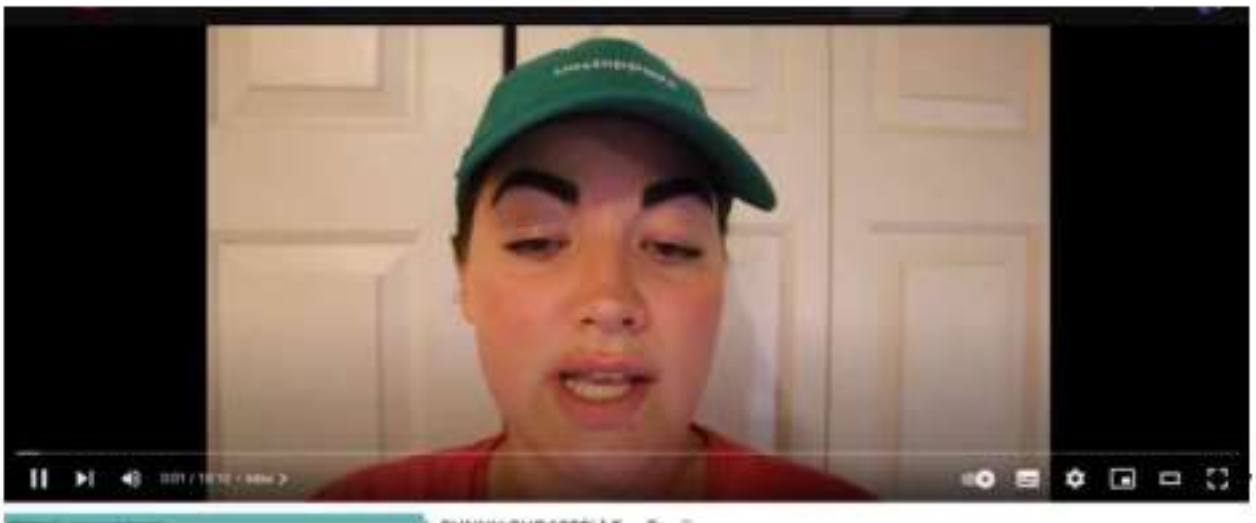


Introductory Activities

<https://www.youtube.com/watch?v=wRlgl50oNiM>



Main Activity



Post-task activity

<https://es.liveworksheets.com/uz1775788px>

UNIT N°1: Join the club

LISTENING ACTIVITY

I. Listen to the audio and number

1. 2. 3. 4. 5. 6.

II. Listen to the audio again and answer true (T) or false (F). If the answer is false, write the correct answer in the second line.

SUCCESS CRITERIA:

1. Take notes when you listen to the audio.
2. Read the sentences before listening and underline keywords if it's necessary.

- The drama club practices only on weekends.

- The school news bloggers write about school news every day.

- The football team have fun getting a lot of exercises.

- The science club doesn't go to any competition.

- The lawn tennis meetings are on Thursdays.

- In some school events the orchestra plays.

| Teacher: Andres Espin | Date :June 5, 2023, | Time:45 minutes | No. of students: 3 |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------|--------------------|
| <p>Aims: To improve students' listening skills through an engaging and interactive activity inspired by the TV show "Who Wants to Be a Millionaire?"</p> <p>Subsidiary aims: To practice listening for specific information and comprehension. To reinforce WH questions and general knowledge.</p> <p>Personal Aims:</p> <ul style="list-style-type: none"> • Give clear instructions. • Conduct a dynamic and interactive class | | | |
| <p>Materials:</p> <ul style="list-style-type: none"> • Laptop • Marker • Board • Internet • Projector | | | |
| <p>Anticipated problems: Students suffer ADHD, pay attention on transfer information section</p> | | | |
| Timing | Teacher activity | Student activity | Materials |
| Lead-in 5 minutes | The teacher starts the class by asking the students if they are familiar with the TV show "Who Wants to Be a Millionaire?" and briefly discuss the format and rules of the game.. | Students pay attention and discuss the rules. | |

| | | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Introductory Activities</p> <p>10 minutes</p> | <p>The teacher distributes a list of key vocabulary words and phrases related to the show.</p> | <p>The students work in pairs to match the vocabulary words with their meaning.</p> | <p>Worksheet</p> <p>https://www.liveworksheets.com/worksheets/en/English_as_a_Second_L</p> |
| <p>Main Activities</p> <p>15 minutes</p> | <ul style="list-style-type: none"> Teacher explains that you will play an audio recording of a "Who Wants to Be a Millionaire?" round providing clear instructions: After each question, discuss the correct answer and provide a brief explanation if needed. | <ul style="list-style-type: none"> Students should listen for specific information and to take notes on each question. | <p>Video:</p> <p>https://www.youtube.com/watch?v=qYwqj-IZTg&t=228s</p> |
| <p>Post task Activities</p> <p>15 minutes</p> | <p>Teacher asks students to reflect on what they learned and how "Who Wants to Be a Millionaire?" activity helped improve their listening skills.</p> | <p>Students discuss the question with the teacher.</p> | |
| <p>Homework/Further work: students are going to watch or listen to similar shows in English to further develop their listening abilities outside of the classroom</p> | | | |

Anexes
Introductory Activities

Question words

Fill in the correct question word:

1. is your hobby? Drawing
2. are you late? I've missed my bus.
3. lessons do you have? Six lessons
4. is that man at the door? My uncle.
5. do you go to the club? At 6 o'clock
6. is your sister? She is eleven.
7. are you crying? I've lost my keys.
8. will you return? In two days
9. books have you bought? Three books
10. is your dad? He is 45.
11. will the concert start? At seven p.m.
12. is playing with the dog? My friend Tom
13. is the kitten? Under the table
14. book is on the table? It's mine.
15. will you get to London? By car
16. do you do in the evening? I usually watch TV.
17. friends do you have? I have a lot of friends.
18. is the tea? It's 50p.
19. cat is on the tree? It's Mona's cat.
20. sports do you like? I like basketball.
21. are your parents? They are in the shop.
22. swims faster: you or Alec? Alec swims faster.
22. is your new car? It's very expensive.
23. will you spend your holiday? In Greece, I think.
24. will you go to Paris? By plane.
25. bag is it? It's Tom's bag.



Main activity



| | | | |
|-----------------------------|---------------------|-----------------|--------------------|
| Teacher: Andres Espin | Date :June 7, 2023, | Time:45 minutes | No. of students: 3 |
|-----------------------------|---------------------|-----------------|--------------------|

Aims By the end of this lesson, students will be able to practice their listening skills through a scavenger hunt activity

Subsidiary aims:

To practice listening for specific information, following instructions, and understanding detail

Personal Aims:

- Give clear instructions.
- Conduct a dynamic and interactive class

Materials:

- A list of items or clues for the scavenger hunt

Anticipated problems: Students suffer ADHD, pay attention on transfer information section

| Timing | Teacher activity | Student activity | Materials |
|---------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------|-----------|
| Lead-in 5 minutes | The teacher starts the lesson by engaging the students in a brief discussion about scavenger hunts. | Students brainstorm different ideas and share experience about them | |
| Introductory Activities 10 minutes | The teacher introduce the scavenger hunt concept to the students, explaining that they will participate in a listening-based scavenger hunt activity. Distribute the list of items or clues for the scavenger hunt to the students. Explain any unfamiliar vocabulary or concepts, and ensure | The students pay attention and take notes of the words that they do not know. | Worksheet |

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|---------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| | students understand the instructions.. | | |
| Main Activities 15 minutes | <ul style="list-style-type: none"> Teacher explains that one student from each group will be the "listener" and the others will be the "guides." | The guides will read the clues aloud, and the listener must listen carefully and follow the instructions to find the corresponding item or location. | |
| Post task Activities 15 minutes | Teacher asks students to discuss their experiences during the scavenger hunt. | Students discuss the question with the teacher. | |
| Homework/Further work: students are going work on lyrics training at home | | | |

Annexes
Introductory Activities

A Scavenger Hunt for Love
"For you are my treasured possession." Malachi 3:17

As you find one of the objects along the way, stop and read the corresponding verse or activity and then check off that object. If using with separate groups, take photo/video of each. Possibly have a small gift at the end for accomplishing all the clues and as a remembrance of the hunt.

| | | |
|---------------------------------------|-------------------------------------|-----------------------------|
| Mirror | Windmill or Windchimes | Sing a Song |
| Sparrow or Small Bird | Calendar (not on phone) | Something Broken |
| Rose or Flower with Petals | Bottle or Glass of Water | Eraser |
| \$20 Bill | Fire or Flame | Eyeglasses |
| Painting | Wrapped Gift | Something New |

Susan@CreativeBibleStudy.com

| Teacher: Andres Espin | Date :June 7, 2023, | Time:45 minutes | No. of students: 3 |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|----------------------|
| <p>Aims: Students will be able to practice their listening skills through a game inspired by the podcast episode "Captain I May,"</p> <p>Subsidiary aims: To practice listening for specific information, following instructions, and understanding detail</p> <p>Personal Aims:</p> <ul style="list-style-type: none"> • Give clear instructions. • Conduct a dynamic and interactive class | | | |
| <p>Materials:</p> <ul style="list-style-type: none"> • A list of items or clues for the scavenger hunt | | | |
| <p>Anticipated problems: Students suffer ADHD, pay attention on transfer information section</p> | | | |
| Timing | Teacher activity | Student activity | Materials |
| Lead-in 5 minutes | The teacher begins the lesson by engaging the students in a brief discussion about theater and performance. | Students brainstorm different ideas and share about the topic. | |
| Introductory Activities 10 minutes | The teacher introduce the game "Captain I May" to the students, briefly connecting to the vocabulary of theater. Furthermore, teacher presents the list of the | The students check the new vocabulary. | Vocabulary worksheet |
| Main Activities 15 minutes | <ul style="list-style-type: none"> • Teacher explains "Captain I May" Game. • Teacher will rotate students | The captain will say the command and the other participants will perform the action that the captain asks | |

| | | | |
|-----------------------------------------------------------------------------|----------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|--|
| | that act as "Captain." | | |
| Post task Activities 15 minutes | Teacher asks students to discuss their experiences during the Captain I may game | Students discuss the question with the teacher and reinforce the new vocabulary learned during the game | |
| Homework/Further work: students are going to watch "Captain I may" podcast. | | | |

ENGLISH VOCABULARY
ENGLISH EXPRESSIONS
about **THEATRE** 

SHOW
the theatre performance

 **THE STALLS**
usually ground level

THE CIRCLE
upper level 

OPENING NIGHT
first performance

 **SOLD OUT**
fully booked 

TAKE A BOW
acknowledge the audience's appreciation

STANDING OVATION
everyone in the audience is on their feet
clapping and cheering

TO WAIT IN THE WINGS
someone is waiting for the opportunity to
perform

TO BE OUT OF STEP
are not in time with the music or that you
are not keeping up with the other dancers

 WWW.ENGLESSESSONVIDEO.COM