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CONCENTRATION ON TEACHING**

**The Use of Interactive Language Games as a Strategy for improving Listening Skills in  
Fifth Graders at Eco Centro Educativo Braulio Carrillo during the First Term of 2026**

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## **Abstract**

The main objective of this investigation is to analyze the effectiveness of using interactive language games as a strategy to improve the listening comprehension skills of fifth graders at Eco Centro Educativo Braulio Carrillo during the first quarter of 2026. This study will examine how interactive language games can enhance students' listening comprehension skills while fostering motivation and engagement in the classroom in students. Through the implementation of interactive language games, the research aims to identify the challenges students face during listening comprehension activities, evaluate the impact of these strategies, and assess their potential as a pedagogical tool. The findings of this study are expected to provide valuable insights and recommendations for English language teachers seeking innovative alternatives to develop listening comprehension skills and promote active participation during class and the learning process. Therefore, this study seeks to demonstrate that interactive language games can serve as a practical and motivating alternative to traditional listening comprehension activities, contributing to a more dynamic and meaningful language learning experience for fifth graders.

## Resumen

El objetivo principal de esta investigación es analizar la efectividad del uso de juegos de lenguaje interactivos como estrategia para mejorar las habilidades de comprensión auditiva de los estudiantes de quinto grado del Eco Centro Educativo Braulio Carrillo durante el primer cuatrimestre del año 2026. Este estudio examinará cómo los juegos de lenguaje interactivos pueden mejorar las habilidades de comprensión auditiva de los estudiantes, al mismo tiempo que fomentan la motivación y el compromiso en el aula. A través de la implementación de juegos de lenguaje interactivos, la investigación tiene como propósito identificar los desafíos que enfrentan los estudiantes durante las actividades de comprensión auditiva, evaluar el impacto de estas estrategias y analizar su potencial como herramienta pedagógica.

Se espera que los resultados de este estudio proporcionen información y recomendaciones valiosas para los docentes de inglés que buscan alternativas innovadoras para desarrollar las habilidades de comprensión auditiva y promover la participación activa durante las clases y el proceso de aprendizaje. Por lo tanto, este estudio busca demostrar que los juegos de lenguaje interactivos pueden servir como una alternativa práctica y motivadora a las actividades tradicionales de comprensión auditiva, contribuyendo a una experiencia de aprendizaje del idioma más dinámica y significativa para los estudiantes de quinto grado.

## Chapter 1

### Introductory Framework

The primary aim of this investigation is to demonstrate the effectiveness of interactive language games in improving listening comprehension skill. Listening comprehension is a fundamental component of second language learning acquisition, yet it is often overlooked in classroom practice. Incorporating interactive activities provides a dynamic and engaging way to strengthen this ability, encouraging active participation and sustain motivation among students. This study focuses on how interactive language games can serve as an alternative to traditional listening comprehension activities, fostering students' motivation and engagement during English lessons.

According to Kula (2021), "The main reason why a game is considered as one of the most important tools in the education of a child is that it produces outcomes related to personality and behavioral development in a fun way without the need for fiction and enables the child to participate actively." This statement highlights that games are powerful tools in the learning process, as they encourage students to participate actively and create a comfortable, enjoyable classroom environment. For this reason, the present study examines the effects of interactive language games on the listening comprehension skills in fifth graders at Eco Centro Educativo Braulio Carrillo.

Traditional listening comprehension activities often focus on transcription, repetition, or answering questions after listening to a short audio or dialogue. While these methods help students recognize certain language patterns, they tend to be monotonous, which often leads students to become disinterested and forget the information they have just received. In the past, these methods were the primary approach implemented in classrooms due to the limited access to technology. Although they worked for some students, most continued to face difficulties in fully understanding spoken English. In contrast, interactive language games transform listening comprehension activities into an engaging process that requires active participation. Students are encouraged to apply what they hear in real-life scenarios, which makes learning more meaningful and enjoyable.

At Eco Centro Educativo Braulio Carrillo, fifth-grade students often struggle to understand spoken English during listening comprehension exercises, particularly when identifying words and phrases in short audios or dialogues. Traditional listening comprehension methods frequently create a classroom environment where students feel disconnected, leading to low participation and easy distraction. By introducing interactive language games, students are motivated to engage more actively in the activities. These games make lessons more enjoyable and help students retain information more effectively while fostering active learning in a fun and stimulating classroom environment.

In recent years, research has increasingly emphasized the potential game-based learning has on the educational field. According to Syafii et al (2020), “Through the application of language games in the learning process, the students will experience the language they are learning.” This highlights why implementing interactive language games serves as an effective alternative, allowing students to approach listening comprehension activities in an engaging and entertaining way, rather than perceiving them as tedious exercises performed solely to get a good grade.

By implementing interactive language games in the fifth-grade classroom at Eco Centro Educativo Braulio Carrillo, this study seeks to analyze their impact on students’ listening comprehension skills. The research will examine how these games influence comprehension, motivation, engagement, and participation during English lessons. Additionally, the study will identify which aspects of interactive language games are most effective in fostering understanding in listening comprehension activities and determine areas that may require further adaptation. The research will also provide practical recommendations for teachers on integrating interactive language games strategies into lesson plans, supporting a more dynamic and student-centered environment. Lastly, this research intends to demonstrate that interactive language games are a viable and effective alternative capable of enhancing listening comprehension while promoting active and meaningful participation in English lessons.

## 1.1 Problem Statement

One of the persistent challenges in English classrooms is that traditional listening comprehension activities often focus on methods where students become passive learners. They sit at their desks and listen to short audios or dialogues and often perform activities such as transcription or answering comprehension questions after listening. While these methods aim to reinforce certain language patterns present in spoken English, they frequently fail to engage students in the exercises, which creates a dull classroom environment. This results in low motivation from students, low participation, and poor retention of the information provided in the activities. Consequently, fifth-grade students often face challenges when understanding spoken English, identifying key words and phrases, and applying what they hear in meaningful contexts.

This situation is concerning because listening comprehension is a fundamental skill when learning a second language, as it is necessary for effective communication, academic success, and personal growth. Despite the availability of different teaching methods, students continue to face challenges in developing listening comprehension skills, highlighting a gap between the instructional methods used and the students' learning needs.

In response to these challenges, there is a need to integrate innovative strategies in English learning classrooms to create a more engaging, motivating, and participatory environment. Interactive language games serve as a promising alternative, as they transform passive listening comprehension activities into dynamic activities where students are encouraged to actively participate, while having real-time application of the language. By incorporating these games into the classroom, students may not only improve their listening comprehension skills, but also increase motivation and enjoyment, fostering a more positive and meaningful learning experience. Therefore, this study seeks to answer the following question: How does the use of interactive language games improve the listening skill in fifth grade students at Eco Centro Educativo Braulio Carrillo during the first quarter of 2026?

## **1.2 Investigation objectives**

### **1.2.1 General objective**

To analyze the effectiveness of using interactive language games as a strategy for improving the listening skill of fifth graders at Eco Centro Educativo Braulio Carrillo during the first quarter of 2026

### **1.2.2 Specific objectives**

1. To identify the deficiencies fifth graders present during listening comprehension activities before the implementation of interactive language games
2. To implement interactive language games into listening activities for improving fifth graders listening comprehension skills
3. To assess the improvement in students' listening comprehension skills after the use of interactive language games

## **1.3 Justification**

Listening is a fundamental skill in English language acquisition, yet it remains one of the most challenging to teach effectively in primary education. Traditional methods such as repetition, and answering comprehension questions often fail to engage students, leading to anxiety, disinterest and low participation, preventing students from fully developing their listening comprehension skills. Interactive language games offer an alternative approach that fosters motivation, active participation, and meaningful learning. This research seeks to demonstrate that such games are not merely supplementary tools, but essential strategies for enhancing listening comprehension in fifth-grade students.

Listening activities often involve students to listen to an extract of an audio and answer questions in their books, which leads students to lose interest or to feel anxious by being exposed to rigid and monotonous activities such as repetition drills or memorization exercises. For fifth grade students especially, it is even more necessary to develop lessons in which they can learn in an interactive way, with lessons that are enjoyable and motivating. For that reason, interactive language games represent an alternative to enriching the learning of the listening comprehension skill process.

In the current academic context, technology is implemented more each day. It is important to investigate how the integration of interactive language games can be useful to enhance listening comprehension skills among students, increasing their motivation in learning by creating an enjoyable classroom environment, where students feel eager to learn more each day. The research aims to provide teachers with recommendations for integrating interactive language games in lesson plans which will allow teachers to create a classroom environment in which students feel motivated and engaged in listening comprehension activities.

By highlighting the strategies that best support listening comprehension, the study intends to promote student-centered learning environments making students engaged with the language in meaningful ways. These strategies are expected to foster critical thinking and autonomy in students, encouraging them to be responsible for their own learning while enjoying the process. Moreover, the study will examine how interactive language games transform the classroom atmosphere into one where students feel motivated and engaged, and where traditional exercises become entertaining activities.

This study also seeks to contribute to the academic and professional development of teachers by providing evidence-based practices that can be applied in diverse classroom contexts. By examining the effectiveness of interactive language games to enhance listening comprehension skills, the research offers guidance for designing lesson plans that are both innovative and adaptable to different students' needs. Additionally, the findings may inspire further research on game-based strategies in language acquisition, promoting a deeper understanding of how interactive language games can be implemented in language classrooms.

Interactive language games are more than just a form of entertainment; they are also powerful learning tools. By incorporating games into the classroom, students are encouraged to listen actively and respond in meaningful ways. Games demand active participation from students, increasing concentration, which is often lost in traditional listening activities. At the same time, these games create a low-anxiety environment by allowing students to experiment with the language without being afraid of being judged for making mistakes, as listening becomes a natural skill in students, that is practiced constantly with the use of the games.

Fifth grade students at Eco Centro Educativo Braulio Carrillo face certain challenges when it comes to listening comprehension, as most of the times students do not understand and do not follow the activity as they should; for that reason, it is important to look for different methods such as interactive language games that can be used to help these students to overcome the challenges and enhance their listening comprehension skills. This research aims to demonstrate that interactive language games are not just complementary activities for the students, but they are also essential methods to achieve meaningful learning providing evidence on how these games contribute to creating a student-centered environment and where students are motivated to use English in a dynamic and fun way.

Lastly, this study emphasizes the connection between meaningful learning and student motivation. By providing interactive, enjoyable, and participatory learning experiences, students are more likely to retain information, engage actively in listening comprehension activities, and develop a positive attitude towards learning English. These benefits contribute to students' academic success, personal growth and long-term language development, providing them with the skills and confidence necessary to communicate effectively in a globalized context. Therefore, this study not only examines the potential interactive language games have in improving listening comprehension skills in fifth graders, but also by the implications for enhancing teaching practices, fostering students' motivation, and contributing to the advancement of innovative strategies in English language acquisition.

#### **1.4 Antecedents**

The following antecedents address the role of interactive games or tools in the teaching and learning of English. In particular, the focus lies in the implementation of gamification and technology in order to improve listening and speaking skills in learners of the language. Each study reaffirms the importance of correctly integrating interactive tools in classes as strategies to improve skills that may have been causing issues in students.

As a first antecedent, Syafii, Kusnawan, and Syukroni, (2020) presented the study entitled *Enhancing listening skills using games*, in which they analyzed how interactive games can be used as resources to help students enhance their listening comprehension skills. They stated that the main issue is that listening is often an overlooked skill that must be taught more in classrooms, and using games is a great way to maintain students' interest in learning the skill.

Their study emphasizes that games create an engaging and motivating environment in students, which makes them feel more comfortable and eager to practice a second language. This helps this investigation by explaining the role games have in enhancing the listening skills in students of English, which comes in hand with the purpose of this investigation.

The second antecedent belongs to two Ecuadorian students, Caiza and Alexander (2023), whose work was titled *Gamification and the listening skill*. In their work, they focused on the implementation of gamification tools such as points, challenges, and rewards, in order to enhance the listening comprehension skill in students. This study reinforces the purpose of this investigation, showing how gamification can be implemented in classroom in order to improve the listening skill. Their findings how gamification helps to improve listening skills can be implemented in the investigation because it helps to reinforce the way that interactive language games help to improve such skill, which is the purpose of this investigation. They mentioned that gamification transforms the way students learn, and it makes the learning process more enjoyable and motivating for students. As well, they mentioned that by using gamification, students are encouraged to actively participate in class and achieve the desired goals. They highlighted that gamification is not used as simply a playful element, but that it creates a sense of responsibility in students towards learning.

As a third antecedent, the national study by Jaqueline Mora Gamboa (2025), entitled *The Use of Gamification, Specifically Baamboozle, as a Learning Technique to Improve Speaking Skills in Sixth Grade-Students at Escuela Tinamastes During the First Period, 2025*, focused on the role the online platform Baamboozle to strengthen the speaking skills of students. The researcher will focus not only on the effect Baamboozle had on students and the effectiveness of this particular gamification platform because it allows to show its effect in improving this skill, but also on the listening skill rather than speaking. Mora proved that through the implementation of Baamboozle in her classes, students improved their oral skills, overcoming issues such as anxiety, and thus, participation increased in speaking activities. She was also able to demonstrate that digital gamification platforms are a great way to complement traditional teaching by fostering motivation and confidence in students while holding an entertaining classroom environment in which students feel comfortable enough to actively participate.

In addition, the fourth antecedent comes from a Costa Rican student at Universidad Internacional de las Américas, Hilary Tatiana Abarca Cortes (2025). Her research titled: *The Use of Interactive Videos to Improve Listening Comprehension Skills of 5th Graders at Presbitero Ricardo Salas Campos School During the First Quarter of 2025* focused on how interactive videos help fifth grade students to improve their listening comprehension skills, highlighting the effectiveness of these videos as a tool to help students engage with the material and the listening skill. The researcher will focus on the difficulties fifth grade students have when carrying out listening activities, and how the implementation of these videos helped with improving their listening skills, as the purpose of this investigation is to find out how interactive language games help fifth grade students with their listening skills. Abarca proved that this method not only helped to strengthen listening skills, but also to stimulate critical thinking and autonomous learning.

Finally, Estefor Maxwell Ramos (2025) in the study titled *Technology as a fundamental part for teachers and students in the teaching-learning process of the second language in Costa Rican schools* emphasized the role technology has as a key support in English language teaching. The author mentioned that technology is no longer optional, but a fundamental part of the teaching-learning process. The researcher will use this study to emphasize the importance of the use of technology in English teaching, and how technology helps fifth grade students with the learning of the language and the reinforcement technology has in skills such as listening. The researcher will use the result the study had, specially in the effectiveness of the use of technology, as well as the challenges teachers and students face when implementing technology as a part of the learning process, as it helps with the investigation by giving a broad idea of how technology helps students and teachers when it comes to teaching English as a Second Language. Maxwell highlighted the need for teacher preparation in order to ensure that technological tools are used effectively to improve the learning process.

In conclusion, the antecedents presented above cover the idea of how the integration of games, gamification, and audiovisual tools contribute to the development of language skills, especially listening. They also show the importance of motivation and engagement in classrooms in order for students to be more eager to learn the language. Together, these studies provide a

strong foundation to the importance of research, reaffirming the need for strategies that respond to the challenges modern education has.

### **1.5 Scope**

This study focuses on analyzing the impact of interactive language games on improving listening comprehension skills in fifth graders. Traditional listening activities often rely on passive teaching methods and exercises such as repetition and answering questions, which can reduce motivation and engagement in students. Interactive language games aim to address these challenges by providing dynamic, participatory, and meaningful learning experiences.

The research evaluates the effects of these interactive language games on students' listening comprehension skills, motivation, engagement, and classroom participation. It also examines improvements in vocabulary, pronunciation, fluency, and sentence comprehension. Different types of interactive language games will be implemented to evaluate the progress fifth graders have, determining which activities are the most effective ones.

Beyond the classroom, this research contributes to the academic field by offering insights into the effectiveness of interactive language games for the development of listening comprehension skills. The findings may guide teachers, curriculum designers, and administrators in implementing innovative strategies and activities into lesson plans to enhance students' listening comprehension skills, motivation, and engagement during listening comprehension lessons. Ultimately, the study emphasizes that interactive language games are not only practical teaching tools, but also strategies that promote meaningful and lasting learning outcomes for students.

## Chapter II

### Theoretical Framework

The purpose of this chapter is to establish the theoretical and pedagogical foundations that support this research, which investigates the use of interactive language games as a strategy to enhance listening comprehension skills in fifth grade students at Eco Centro Educativo Braulio Carrillo. By presenting and analyzing relevant theories, principals and pedagogical strategies, this chapter provides the necessary context to understand the purpose behind integrating interactive language games in the English classroom. Establishing this foundation is essential because it ensures that the study is guided by evidence-based practices and grounded in current research on language acquisition and educational innovation.

This chapter also seeks to demonstrate the connection between theory and practice, showing how interactive language games can be applied to foster active participation, motivation, and meaningful learning in listening comprehension activities. By examining key concepts related to second language acquisition, listening as a core skill and interactive pedagogical methods, the chapter provides a framework that supports both the research question and the objectives of the study. Ultimately, this chapter allows a comprehensive understanding of how innovative strategies can address the challenges fifth graders face when performing listening comprehension activities, while offering guidance to teachers on implementing effective and engaging classroom practices.

#### 2.1 Contextualizing English Language Acquisition in Costa Rica

English has gained importance in Costa Rica's educational system as a key tool for fostering global competence and preparing students to engage in a world where English is increasingly used. As Costa Rica continues to strengthen its economy, Gamboa & Rodriguez state that, "Costa Rica has sought development in its economy for years, and, consequently, it has been trying to look for a more efficient labor market." Consequently, in alignment with these national goals, the Ministerio de Educación Pública (MEP) incorporated English into the academic curriculum of Costa Rican schools as a means to enhance citizens' employability and participation in a globalized economy. Understanding the context in which English is taught is

therefore essential for identifying both the opportunities and challenges that affect language learning outcomes.

Despite these efforts, several challenges continue to affect English language instruction across the country. As stated by Zúñiga & Barrantes (2021), “the English language curriculum in Costa Rica is far from perfect, so it is not uncommon for English teachers here to have to start from scratch each time that they teach a new language course.” This highlights one of the major challenges English teachers face when developing English classes, as lesson plans are often reused over multiple years without updating, which results in outdated materials and activities that fail to meet students’ current learning needs. This reinforces the necessity of implementing innovative strategies, such as interactive language games to support language acquisition and enhance listening comprehension skills.

Moreover, another important factor influencing English acquisition in Costa Rica is the inequality between rural and urban educational contexts. As Castro (2022) notes, “Nevertheless, the gap for those who live in the metropolitan area is visible if we compare it with the pupils from rural areas.” This gap can be attributed to several factors, including limited access to technological resources, and less exposure to authentic language input. In contrast, urban students often benefit from better infrastructure, and bigger opportunities they have to access information and practice English in both academic and social environments. These differences highlight the need for adaptable and accessible teaching methods such as interactive language games, that can reduce the gap by providing engaging and low-cost student-centered activities for all learners regardless of their geographical location.

### **2.1.1 Historical Background of English Instruction in Costa Rican Schools**

The development of English teaching in Costa Rica was closely tied to both economic and governmental factors that shaped the country’s’ educational priorities. As Brand & Segura (2022) explain, “English teaching in Costa Rica dates back to the beginning of the 20th century as a response to the influence of European and North American markets and their connections with the country’s economic growth.” This quote highlights the economic and social influences behind early language instruction in Costa Rica. In addition, Olivares & Barrantes (2024), note that “The historical accounts of English teaching and learning in Costa Rica have been

customized by the government's attempt at integrating citizens into a globalized world." This emphasizes the national interest in preparing Costa Rican students for global participation through the instruction of the English Language.

Instructing teachers became a necessity in Costa Rica, and for that reason, as stated by Brand & Segura (2022), "In the 1950s, the Universidad de Costa Rica started a program to prepare English teachers, which is considered a milestone toward the widespread use of English in Costa Rica." This program helped to professionalize English teaching, offering formal training and certifications while providing a more organized approach to English language instruction. With the program to prepare teachers, the Ministerio de Educación Pública (MEP) implemented English further into the national curriculum in primary and secondary schools.

The implementation of English into the school system played a crucial role in shaping English language education in Costa Rica. According to Solano (2012), "Records of English instruction in primary schools go back to the 1940s, but English classes were already included in academic programs upon the founding of the "colegios primario-secundarios" in 1887." This quote highlights how the early implementation of English language education, permitted the teaching of the English language to keep growing through the years to the point where it is today, which is taught in every school in the country.

### **2.1.2 The role of English in the National Curriculum and Global Competence**

English has been increasingly recognized in Costa Rica as a key component of the national curriculum, reflecting the country's efforts to prepare students for further global participation once they finish their academic path. According to Brand & Segura (2022), "There are strong curricular and economic demands in many countries; the citizens are expected to be proficient in a second language to increase their chances to adapt to requests from a globalized citizenship." This reflects the necessity of including English in the curriculum of Costa Rican Schools, as English provides a foundation for students' future. When fluent in a second language, people are considered to be more attractive when it comes to job searching. In today's job market, companies seek candidates with broader and more relevant educational backgrounds, and English proficiency has become a crucial requirement for many professional positions.

The integration of English into the national curriculum also serves to promote competence, as it enables students to effectively communicate across cultures, given that English is one of the most widely used languages worldwide. Additionally, learning English helps students to understand diverse perspectives in an interconnected world. This prepares them to engage confidently on a global scale, providing them with a strong foundation for both professional and personal growth, and allowing them to compete successfully in an increasingly globalized society.

### **2.1.3 Common Challenges Faced by Students in Acquiring English as a Foreign Language**

Despite the longstanding presence of English language learning in Costa Rican schools, students continue to face significant challenges in acquiring the language effectively. There are several factors that can contribute to the challenges faced by students. Siahaan & Sitorus (2024) state that:

In many cases, the learning environment may not provide sufficient opportunities for practical language use, which is essential for developing students' fluency." This observation reflects the reality in many Costa Rican classrooms, where opportunities for meaningful interaction in English are limited.

As a result of this, students often struggle to practice listening and speaking skills in authentic contexts, which leads to the lack of confidence needed to speak and understand a foreign language.

Student's motivation and engagement also play a key factor regarding the common challenges students face when acquiring English as a foreign language. Traditional methods, which rely mostly on repetition, memorization, and teacher-centered instruction, often fail to gain students' attention or encourage active participation from students. As Shavkatova (2025) states, "Despite motivation and engagement being known to be important, the majority of students face challenges. Unengaging lessons, feeling of inadequacy and lack of relevance can be a reason to make students lose interest and hinder their progress." This shows the importance of implementing and exploring new innovative strategies into classrooms, such as interactive

language games, which provide an engaging, student-centered environment, which promotes listening comprehension while fostering motivation and active learning.

Another factor that affects students' foreign language acquisition is the emotional challenges students face while learning English as a second language. As Al-Khalidi (2020) explains:

Like other studies, the most common challenge faced by students is the fear and anxiety associated with English use in public. This challenge primarily roots from the common notion that they might commit a mistake in using the language and will be negatively evaluated by their audience as a result.

This shows that emotional factors such as fear and low confidence significantly affect students' participation and engaging in listening comprehension activities, because they have the fear of committing a mistake and being judged by their classmates, or because they have anxiety of speaking while others are listening. Those factors affect many students in many Costa Rican schools.

Lastly, in addition to the emotional challenges, learners' individual differences in ability and aptitude to learn a foreign language also influence the acquisition of the English language and listening comprehension skills. As Mohammed (2018) states, "Each learner holds his/her own unique ability and capacity differentiating them from each other. This belongs to specific skills each learner enjoys in handling their smartness to improve language learning process." This highlights how student's personal strengths and learning styles play a key part in how they engage with English and with listening comprehension activities, as well as their ability to retain and process information. Moreover, this shows the necessity for diverse and interactive language teaching strategies.

## **2.2 Listening Comprehension in Language Acquisition**

Listening is a core skill in second language acquisition; it forms the foundation for effective communication in a foreign language. It allows students to identify language patterns, and the pronunciation of words, which will allow them to communicate effectively with others. Listening allows students to understand spoken language, interpret meaning, and respond appropriately. According to Trang (2020), "This is a process where language learners retain and

retrieve stored information.” This emphasizes that listening engages memory, attention, and cognitive organization, which highlights the importance of having strong listening comprehension skills in language acquisition.

Despite its fundamental role, listening comprehension is an often-overlooked skill in English language teaching programs, particularly in primary education where the programs focus more in teaching grammar, writing, and reading. Traditional methods often fail to provide authentic, engaging, and meaningful listening experiences, limiting students’ opportunities to familiarize themselves with natural and native spoken language. This lack of importance for listening comprehension skills can also affect other important English skills such as speaking, because to foster effective communication, listening comprehension is essential to be able to communicate messages clearly and effectively.

### **2.2.1 Definition and Components of Listening Comprehension**

Listening comprehension is the ability to understand spoken language. Quoc & My Duong (2020) defined listening comprehension as “a complex process in which students need to exert both their language knowledge (i.e. vocabulary, sounds, and grammar) and background knowledge to comprehend what is spoken.” Their definition highlights the multifaced nature of this skill, because it includes other skills such as grammar and speaking, as skills that can be developed from listening comprehension.

Similarly, Ramadhianti & Somba define listening as “receptive skills which need input, and only by understanding the input precisely, someone will upgrade his or her knowledge, and the communication will run effectively.” This definition emphasizes that listening is not a passive activity, instead, it is an active process in which learners must interpret and internalize spoken language in order to understand it. Listening comprehension skills allow students to expand their knowledge, respond appropriately in conversations, and participate meaningfully in communication by being able to express appropriate messages, making listening comprehension a fundamental skill in language acquisition.

Listening comprehension in a second language involves multiple components. Karalik & Merç (2025) state that listening comprehension include linguistic, cognitive and affective components. They define the linguistic factors such as “the understanding of forms and meanings

of words.” This means that knowing vocabulary and grammar is important to understand what someone is saying in a spoken context. If students do not know enough words or how sentences work, it is hard for them to follow and understand what they hear, even if they are trying really hard. This shows that understanding the language itself is the first step before other skills.

Regarding the cognitive variables, this is where students think while they listen. Karlik & Merç (2025) explain that “Due to its role in language skills and susceptibility to instruction, metacognition has drawn attention in L2 listening with both correlational and experimental studies highlighting its relevance.” This means that students’ ability to pay attention, remember what they hear, and think about how they understand the language is really important. If students can notice when they do not understand something and try to fix it, they are more likely to follow the conversation and learn from it. Cognitive skills help students to use their brains actively while listening, instead of just hearing words without understanding them.

Lastly, the affective component of listening comprehension is about the feelings students have while listening. Karlik & Merç (2025) state that “affect encompasses both positive and negative feelings toward L2 listening, coexisting and influencing the comprehension process.” This means that students’ emotions, like feeling confident or anxious, play a strong part in listening comprehension because they can change how students understand what they hear. If a student feels nervous or is afraid of making mistakes, they might miss important information, but if they feel interested and motivated, they are more likely to pay attention and learn actively. Emotions are a big part of listening because they can either help students focus or make it harder for them to understand, which is why it is necessary to look for motivating and encouraging activities that help students who might suffer from anxiety or fear.

### **2.2.2 Listening as a Core Skill in Communicative Competence**

Listening is not just part of language learning; it is also a central skill that supports all other areas of communication. Without understanding students struggle to respond and participate in conversations, and they miss gaining new vocabulary and grammar. Pavloskaya et al. (2022) state that “Communicative competence is defined as a goal of students studying a foreign language, including linguistic, pragmatic and sociolinguistic skills.” This highlights why

listening is such an important skill for achieving communicative competence, because listening allows students to connect what they hear with meaning, making it possible for them to interact with others effectively by transmitting messages in the appropriate way.

In the context of English learning, listening is particularly important because it provides learners with authentic language exposure. Through listening, students can notice pronunciation, intonation, and the natural flow of sentences which are essential in communicative competence, as students need to be able to effectively communicate and understand spoken messages. Regular exposure to spoken English enhances learners' ability to interpret different accents, speech speeds, and colloquial expressions preparing students for real-life interactions outside the classroom. By engaging in authentic language exposure, students not only improve comprehension, but also gain confidence to participate in conversations and respond appropriately in diverse communicative situations.

Müge (2010) emphasizes the importance of understanding and responding to language stating that "It is essential for students to understand the language they are exposed to and to respond appropriately, so that they can become competent users of that particular language." This highlights that listening is not a passive skill, rather, it requires learners to actively engage in the process and produce meaningful responses. By focusing on comprehension and reaction, students develop the ability to communicate effectively, which is essential for achieving overall language competence.

### **2.2.3 Importance of Listening in Early Stages of Language Learning**

Listening comprehension not only serves as a foundation for understanding a new language but also plays a crucial role in shaping learners' confidence and motivation. When students are exposed to meaningful listening comprehension activities early on, they start associating the language with real communication rather than just memorization. As they begin to understand more what they hear, it reinforces their motivation to continue learning, because they notice the positive effects it is having on them. Listening comprehension also helps students improve by providing feedback on what they already understand and where they still need practice. Styfanyshyn & Yurko (2020) explain that:

As we obtain the necessary competence for listening effectively, the feedback we will receive on our performance as language listeners will help us correct the mistakes and greatly increase the motivation to keep on learning, as well as help us develop more confidence in using the language.

In other words, the more students listen and reflect on what they hear, the more confident and accurate they become in using the language, which is one of the reasons why students should be taught listening comprehension from the early stages of language learning, so that they are exposed to native and natural language from the beginning of the process.

Early exposure to listening in a new language is more effective if it begins at a young age. Ghasemi & Hashemi (2011) point out that:

Exposing your child to foreign language young allows a child to optimize his or her learning potential, helping to shape the brain at its most flexible stage. Young children are uniquely suited to learning a foreign language. Learning a foreign language at a young age is cognitively as easy as learning a first language.

This means that the earlier learners begin to hear and interact with a new language, the easier it is for them to pick up on its sounds, rhythm, and patterns naturally. Combining the development of listening comprehension with language learning at an early stage is an effective way to achieve a higher-level understanding. By being exposed to native and natural language from the very beginning of their lives and language-learning journey, students can build stronger listening skills that support their overall second language acquisition.

Finally, listening comprehension plays a vital role in the early stages of second language acquisition, serving as the foundation for all other communication skills. When children are exposed to new language from a young age, they develop familiarity with the language, which allows them to obtain a more natural and native language. Early listening comprehension experiences not only improve comprehension, but also encourage motivation and confidence among students, encouraging them to actively participate without fears. Fostering strong listening comprehension skills from the early ages of language learning is essential to build long-term communication skills and success in language learning.

## **2.3 Pedagogical Approaches to Teaching English: from Traditional to Innovative Practices**

Teaching English as a foreign language has evolved greatly over the years, moving from rigid, rule-based instruction to more dynamic and interactive approaches. Abdulhussein (2025) notes that “the field of ELT has undergone significant transformations within a structure progressing from traditionally teacher-centered methodologies to increasingly more dynamic and learner-focused methods”. This shows that language teaching is not static, it is in constant evolution, adapting to new insights about how students learn. Transforming from traditional teacher-centered methodologies to a learner-focused approach highlights the importance of students’ active engagement in the classroom activities by giving them more responsibility in the learning process, fostering participation, and real communication rather than just memorization.

As Anburaj & Ni Ming (2014) explain

English is a very old language and has undergone many forms changes from Proto English derived from the Latin and the German culture to the Modern English which was established after in the post Renaissance period. Each version was simpler than it’s previous. Present day English is the simplest adaptation of a very old Language and yet it is still difficult to teach this language effectively especially to those who speak English as a second language.

This shows that English is an ancient language that has been used for centuries and has been evolving ever since. Also, it highlights why understanding the evolution of teaching approaches is essential to effectively support students in acquiring English. By examining past and current teaching methods, educators can compare their effectiveness on second language learners and identify which approaches best foster motivation and engagement, which are key factors for successful language acquisition.

### **2.3.1 Overview of Traditional Methods**

Traditional methods of English teaching such as the Grammar Translation Method and Audio-Lingual Method have been used widely in language classrooms. According to Abdulhussein (2025), “Traditional methods, which are grammar-translation and direct instruction, place significant stress on rote learning and formal correctness, normally at the cost

of communicative competence.” This highlights one of the main issues of traditional methods, they tend to seek correctness over fluency affecting students’ ability to interact in English.

It is important to overview some of the traditional methods to further understand the purpose they held in English language teaching. One of the most used traditional methods is the Grammar Translation Method. This method places strong emphasis on formal instruction and linguistic accuracy. As Zayniddinova (2025) explains, “This method accomplishes numerous functions in grammar and prioritizes formal instructions with strong focus on syntax, morphology and sentence structure. It is considered that the mastery of grammar enables students to use language efficiently and accurately.” This highlights how the method prioritizes building a solid grammatical foundation, ensuring that students can understand the rules of English and are able to apply them correctly. It reflects the traditional focus on accuracy and form, which can be helpful to understand the language, but it can also be boring to students in a language classroom.

Consequently, Natsir & Sanjaya (2014) note that:

In this method the teacher is the main resource for teaching and learning, and teacher demonstrates the material with one-way. The students just give the question to the teacher if they do not understand the meaning of words and if they do not understand the form of the sentence given. In so doing, the teacher will give the answer directly to make the students understand the lesson.

This shows that students following this approach spend most of their time memorizing rules and translating texts. While this helps them to improve grammatical knowledge, it limits opportunities for real communication and interactive language learning. This shows that although students may gain technical knowledge of English, they may struggle to apply what they learn in real-life contexts, strengthening the need for more communicative and engaging teaching methods.

Another traditional method widely used is the Audio-Lingual Method, which focuses on developing students’ listening and speaking skills. As Zaripa (2025) explains that

The Audio-Lingual Method (ALM) is a language teaching approach based on behaviorist theory, where language learning is seen as habit formation. It

emphasizes listening and speaking before reading and writing. Key techniques include dialogue memorization, repetition drills, substitution, and transformation exercises. Lessons are teacher-centered and conducted entirely in the target language, with no use of the learners' native language.

This shows that this method encourages learners to familiarize with patterns of the English language; by using only the target language, it allows learners to listen to English more and recognize patterns that help them to use the second language accurately in a communicative context. However, even though this method can improve pronunciation and reinforce certain linguistic structures, it often limits opportunities for creative language use and communication, similar to other traditional methods.

Another method that was used was Suggestopedia, which focuses on the learner's mindset and emotions. According to Nurutdinovaa et al. (2026), "Suggestopedia gets its name from the term "suggestologiya" - the science of the suggestion and "suggestopeadiya" - suggestology section devoted to the theory and practice of suggestion in teaching." This means that the method focuses on using suggestions to help students feel more relaxed, confident, and open to learning.

Another interesting part of Suggestopedia is that it taps into mental abilities that are not normally used in the language classroom. Nurutdinovaa et al. (2026) explain that

This method is based on the activation of a person's reserve capacity that is not used in pedagogy and methods of teaching a foreign language but can significantly increase the amount of memory and contribute to memorize more material per unit of time.

In simpler terms, this means that students have more mental energy and memory capacity that traditional language classrooms do not take into consideration in the lessons. Suggestopedia tries to unlock this potential by helping learners to remember more, learn faster, and enjoy the process at the same time, so it can be deduced that Suggestopedia is one of the traditional teaching methods that can be one of the best to foster students' motivation and engagement in the classroom as they are encouraged to unlock the potential they have to learn English.

### **2.3.2 Limitations of Teacher-Centered Approaches in Skill Development**

Teacher-centered approaches have been a dominant model in education, especially in traditional language learning classrooms. These methods often rely heavily on the teacher, a main authority leaving behind students. As Bhardwaj et al. (2025) describe,

Teachers structure the curriculum, prepare and deliver lectures, and provide explanations, demonstrations, and assessments to their students. Students, on the other hand, are positioned as passive recipients of information without cultivating critical thinking, problem-solving skills, and creativity essential for success in contemporary scientific endeavors.

This highlights how teacher-centered instruction can unintentionally limit the students' ability to think independently and engage actively with the material and activities performed in the language classroom.

Similarly, Shaji & Siranchuck (2025) explain that “Traditional education relied predominantly on direct instruction from teachers. Students played a relatively passive role, receiving knowledge from an expert rather than actively constructing understanding”. This perspective reinforces the idea that in this approach, students often take the role of observers rather than participants focusing only on listening to the teacher and taking notes, which does not allow them to experiment with the language in order to familiarize themselves with it. Therefore, this can slow the development of fluency and confidence, as learners do not get the chance to apply what they learn into real interactions.

Lastly, Levitt, et al. (2023) further point out that “While direct instruction may efficiently convey certain types of information, it risks promoting passive learning.” In other words, even though teacher-centered methods can be effective for teaching grammar rules or vocabulary, they often fail to promote communicative and interactive skills that students need to become proficient speakers. Without opportunities to ask questions, and debate or reflect on topics, students may learn only about the language instead of learning how to use it.

### 2.3.3 Emergence of Student-Centered and Interactive Methodologies

In recent years, education has shifted from traditional teacher-centered approaches to more interactive student-centered activities. As Nurutdinovaa et al. (2016) explain,

The adoption of new Information Technologies and Communication has led to significant changes in both the structure and the functionality of foreign language education. The introduction of new technologies led to the development and dissemination of electronic learning (e-learning) and distance learning courses thereby offering a new dimension to the provision and content of education.

This shows how the integration of digital tools has not only made learning more flexible and accessible, but it has also encouraged more active participation from students, who can now take ownership of their learning through online resources and interactive activities.

This evolution has reshaped the way English is taught and learned in the 21<sup>st</sup> century. According to Umirzakovna (2025), “The 21st century educational landscape has undergone a major transformation in terms of context, learning space, and pedagogy due to the progressive integration of digital education technologies”. This highlights how modern classrooms now emphasize collaboration, creativity, and engagement, rather than memorization. Students are able to interact and share ideas with each other, using the language in meaningful and real-life scenarios.

Furthermore, as Umirzakovna (2025) also notes,

The 21st Digital Pedagogy Trends discussion has mostly revolved around a gradual change from traditional, teacher-centered instruction to emerging and maturing practices of personalized, learner-centered, and sometimes called “flipped,” or “inverted,” instruction. Learner-centered instruction recognizes that people have individual characteristics that play a substantial role in their personal learning environments.

This means that the learner-centered approach acknowledges students’ strengths and learning styles, which allows educators to create activities in which students can gain motivation and autonomy, by focusing on students learning rather than merely on teaching of the language.

Lastly, interactive teaching methods have gained popularity in modern lesson planning. Kamran et al. (2023) point out that “interactive teaching methods have gained increasing attention for their potential to enhance student engagement and improve learning outcomes”. Thus, it means that these interactive teaching methods allow students to gain engagement in the activities as they create an entertaining language classroom, building confidence and collaboration in students.

## **2.4 Interactive Language games: Enhance Listening through Play-Based Learning**

Interactive language games have emerged as powerful tools to make English learning more enjoyable and entertaining. Unlike traditional methods focused on memorization, play-based learning turns the classroom into a dynamic space where students actively participate and enjoy the process of learning. As Tekman & Yenasir (2023) state, “Play-based learning settings make the class more enjoyable for the students and facilitate communication between the teacher and the students”. This shows how games are not only for children to play outside the classroom, but they can be used as an effective strategy to make learning fun and consequently to strengthen the teacher-student relationship by creating an interactive language classroom environment.

At the same time, play-based learning goes beyond simple enjoyment and entertainment, as it fosters deeper thinking and curiosity among students. Laz Del Pezo (2022) explains that “Learning that is play-based comprises both student- and teacher-supported learning. Through exchanges that are meant to challenge the thinking of students, the teacher fosters the learning and curiosity of the students”. This means that teachers play a crucial role in guiding playful activities that are both enjoyable and intellectually meaningful, helping students learn language skills such as listening comprehension in a natural and entertaining way.

### **2.4.1 Definition and Key Features of Interactive Language Games**

Interactive language games are activities which help students learn a second language through participation and communication, rather than traditional methods that rely on repetition and memorization. As Tursunboyeva & Akhmedova (2025) state, “Interactive activities are educational or recreational exercises that require active participation from the individuals involved. These activities typically involve direct engagement and interaction with the content, materials, or other participants, rather than passive observation or listening”. This means that

interactive language games seek to actively engage students in the learning process while being a central part and not passive observers. This makes interactive language games highly effective for language learning, because students must use the target language in authentic scenarios, improving comprehension and confidence.

A key feature of interactive language games is their focus on participation and engagement. These games typically include clear listening goals, ensuring that while students play and have fun, they receive meaningful information that is necessary for their learning, practicing specific language skills such as vocabulary, pronunciation, or listening comprehension. These interactive language games aim to promote collaboration and communication mostly by teamwork or friendly competition, encouraging students to develop listening comprehension skills in order to respond appropriately. Another component of these games is immediate feedback, which can be given through scores or spoken feedback from the teacher to students. This helps students to identify mistakes and correcting them quickly.

Another important feature of interactive language games is the concept of Gamification. Wulantari et al.(2023) define gamification as “the process of integrating game elements and mechanics into non-game contexts, such as education to enhance engagement, motivation, and learning outcomes”. This means, that interactive language games are a part of Gamification as they intend to enhance engagement and motivation through interactive activities students perform to acquire second language learning.

#### **2.4.2 Pedagogical Benefits of Interactive Language Games**

Interactive language games provide multiple pedagogical benefits that make them particularly effective for developing listening skills in students. One of the primary advantages is that it increases motivation. By making language an enjoyable and challenging activity, games capture students’ interest and encourage them to participate actively in the learning process. Beg (2021) points out that “Motivation plays a significant role in the process of learning a language. It is a psychological quality that spurs the disciple achieve what they cherish for”. This means that if a student is not motivated, they will encounter issues when learning the language, for that reason, the implementation of innovative strategies such as interactive language games is necessary to foster motivation among students and achieving meaningful learning.

Another significant benefit of interactive language games is that it enhances engagement in students. Interactive language games require students to focus and listen carefully to information, creating a dynamic language classroom in which students participate actively in the activities. This active involvement is necessary for engagement because when students are actively participating in the activities, they are engaged and focused on performing the activity precisely. Hiver et al.(2024) emphasize that “An engaged learner is actively involved in and committed to their own learning, and without engagement meaningful learning is unlikely.” This demonstrates the importance of creating interactive activities that allow students to maintain their engagement in the language classroom to effectively gain meaningful learning.

Finally, interactive language games reinforce language skills through repeated practice in meaningful contexts. By integrating vocabulary, grammar, pronunciation, and listening comprehension skills, interactive language games allow students to keep applying what they have learned and reinforce the language skills they have learned to the language acquisition classes while receiving immediate feedback from the teacher. Amaguaya (2023) explains that “Using educational games as a teaching strategy and the type of learning style can contribute to the universal teaching-learning process in education, quality learning, and professional development of teachers.” This shows the effectiveness of interactive language games to reinforce the necessary language acquisition skills, such as pronunciation and listening, while fostering a dynamic environment.

### **2.4.3 Examples of Listening-Focused Games**

Interactive language games are most effective when they are designed to target specific aspects of language. Incorporating games that involve listening comprehension skills allows students to practice understanding the spoken language in a fun and engaging way. These activities encourage learners to pay close attention to and process information quickly, all while enjoying the learning of second language acquisition process. In this section, several popular listening- focused games such as Simon Says, Audio Puzzles, Storytelling, and Kahoot will be explored to show how they can support the listening comprehension skill in English learners.

One of the most popular listening-focused games is Simon Says , a simple yet effective activity for young learners. As Hussein (2025) explains,

The Simon Says game, in particular, is a simple yet effective activity that requires players to listen carefully, follow instructions, and respond accurately. These demands align closely with the skills needed for academic success, making the game a potential tool for enhancing attention and listening abilities in primary school students.

This demonstrates the effect Simon Says might have when implemented in the language classroom, it allows students to actively listen to the instructions provided in order to win the game, for that reason it is such a great game to implement in language classrooms to enhance students' listening comprehension skills.

Also, Sumiyati et al. (2023) explain the rules of the game,

In the active listening classroom, the Simon Says Game is a famous action game. The role of "Simon" is assigned to one player, who issues commands to the other players, who must carry out the acts if they are preceded by the phrase "Simon says." The goal of this game is for children to completely engage in strengthening their listening, following directions, and movement abilities

These rules focus on encouraging students to focus on what Simon is saying, process verbal instructions quickly to not lose the game, and respond appropriately to the task they are asked to perform. This strengthens not only their listening comprehension skills but also their attention, and ability to follow instructions in a fun and interactive way.

Audio puzzles are another engaging way to enhance listening comprehension while also stimulating cognitive skills. As Rovithis et al. (2024) explain, "The principles of audio puzzles are quite similar to those of video puzzles: solving them requires concentration, logic, strategy, pattern recognition, and other cognitive functions". This highlights that audio puzzles do more than just test listening comprehension skills, as they also challenge students into thinking critically and apply problem-solving skills at the moment of performing the activity, making it mentally stimulating for students.

In addition, Rovithis et al. (2024) also explain that "players need to listen carefully to the acoustic and/or musical properties of the audio stimuli, including pitch, timbre, dynamics, rhythmicity, consonance, and/or micro- and macro-structure, in order to find the solution." This

means that if students are not actively listening and engaged in the activity, they will not be able to find the solution of the puzzle. Audio puzzles strengthen students' ability to recognize sounds and patterns in spoken English making this activity a powerful method for developing listening comprehension skills and cognitive engagement in the classroom.

Storytelling games are another highly effective tool for developing listening comprehension skills. As Ahmad et al. (2021) note, "Digital storytelling effectively brings children's attention in listening to topics, increases their concentration in events, and makes them feel engaged in an enjoyable and entertaining environment". This shows that storytelling not only captures students' interest but also enhances their focus and comprehension by presenting language in a meaningful context contributing to stronger listening comprehension skills and language development.

Lastly, quiz-based games, such as Kahoot! offer an interactive and technology-driven way to enhance listening comprehension skills and language learning. As Hadijah et al. (2020) explain, "The use of Kahoot! has a positive impact on the students' vocabulary skill as it makes them more focus and pay more attention to the test." This highlights how digital tools can increase attention in students while reinforcing language skills. Furthermore, Hadijah et al. note that "Also, the students prefer to use Kahoot! than traditional instruction because there are supporting media that can make them understand the test, such as pictures and videos". This platform shows that the platform not only motivates learners to engage more in the activities, but also, further supports listening comprehension skills.

## **2.5 Evaluating the Impact of Interactive Language Games**

Interactive language learning platforms provide students with opportunities to actively engage in the learning process. As Roseni & Muho (2024) explain, "Furthermore, by mimicking real-world situations and interactions, interactive language learning platforms support authentic language use and communication." This demonstrates that interactive language games are not only to make learning more entertaining, but also, they provide students with the opportunity to practice in contexts that are similar to the ones they can face in real-life. This helps to build their confidence to speak in another language by understanding phrases, words, intonation and pronunciation.

Research has shown that interactive language games can have a positive impact on the learners' attitude and performance during language learning activities. As Lui et al. (2021) reported, "These findings reveal that games are very good at promoting students' attitude towards learning English. They also reveal that by using games, learners learn the target language appropriately and enthusiastically. This indicates that games do more than just to make lessons and activities enjoyable, as they also actively enhance students' motivation, engagement, and willingness to participate in learning acquisition activities. When students are motivated, they are more likely to retain vocabulary, improve listening comprehension, and develop practical communication skills that extend beyond the language learning classroom environment.

### **2.5.1 Criteria for Assessing Listening Comprehension Improvement**

Assessing listening comprehension improvement is a crucial component of understanding students' progress in language acquisition. As Slamet & Mukminatien (2024) highlight, "The evaluation of language skills offers valuable insights for both learners and instructors, spotlighting its significance in language learning research." This demonstrates that listening comprehension assessments are not merely a tool for grading, they also provide potential feedback that helps learners identify strengths and weaknesses in their language acquisition process, and it enables teachers to take the information collected from the assessments to adjust the teaching strategies, so that they match the needs of students.

With the increasing integration of technology in language acquisition, innovative assessment methods have become more accessible. Slamet & Mukminatien (2024) also note that "With the integration of technology in language teaching and learning, online listening assessments have emerged as a promising alternative to traditional face-to-face assessments." This shows that there are online platforms that can be used to provide listening tasks, stimulate real-life communication contexts, and offer immediate feedback, which allows students to have a more dynamic and effective assessment of their process.

### **2.5.2 Tools and Techniques for Measuring Students' Progress**

Measuring students' progress is essential for understanding how effectively students are retaining the information taught and how they are developing their language skills. Various tools

and techniques such as rubrics, listening tests, and observation checklists can provide a valuable insight into students' strengths and weaknesses. As Pascaru (2024) explains,

In the world of education, progress monitoring is a method to assess student growth and improvement in areas where students have difficulties. Focusing on incremental progress can help students find success in small achievements and encourage them to keep working toward larger goals.

This highlights the importance of using systematic assessment methods, not to only evaluate learning outcomes, but also to motivate students and support their continuous development in English language skills.

In addition, technological advances have introduced new possibilities for monitoring and assessing student progress. Owan et al. (2023) state that "AI-powered tools and applications improve educational measurement, including testing, assessment, and evaluation. These tools can provide educators with valuable insights into student performance, learning outcomes, and instructional effectiveness". This shows that because of technological advances there are now multiple possibilities for assessing students' progress, that allow teachers to see students' strengths and areas of improvement to keep reinforcing information that is not clear.

Rubrics are one of the most effective tools for assessing students' progress because they provide clear and structured criteria for evaluation. As Krebs et al. (2022) define, "Rubrics are documents (often: tables) that are designed for the specific purpose of informing learners about the expectations of a task assignment." This means that rubrics not only serve as a grading tool, but they also provide a guide for students to understand what is expected from them in the activity. Rubrics helps to make the learning process more transparent, and it also allows students to self-reflect and self-assess their performance on the activities, participating more actively in their own learning process.

Moreover, rubrics are valuable not just for assessing students' progress, but also for instructional planning. Skelton et al.(2024) explain that,

Rubrics are used for a variety of tasks in the field of education; however, they are predominantly used to evaluate students' work. They are useful for helping a teacher leader plan and analyze the expectations of the class, course or assignments.

This reinforces the idea that rubrics have evaluative and formative functions. For teachers, rubrics ensure fairness when assessing students' work, while for students they clarify learning goals and performance standards expected from them. In interactive language games, rubrics can be adapted to evaluate how well students follow instructions, and how they respond to the activities, providing a comprehensive overview of listening comprehension skills.

### **2.5.3 Expected Outcomes and Indicators of Success**

When evaluating the impact of interactive language games, it is crucial to identify clear outcomes and indicators of success. Expected outcomes refer to the specific improvements that are expected to see in students after the implementation of interactive language games, such as an improvement in the listening comprehension skill by understanding spoken language, the fast recognition of information, and the ability to infer meaning from context.

Indicators of success, on the other hand, are those measurable signs that interactive language games are working to improve, like better grades in tests, more active participation during class and activities, and positive attitudes towards learning. Syakur (2020) state that "Listening is the skill to understand and identify what others are saying. When we listen to something, we should comprehend the sound so that we will understand what we listen to." This means that an indicator of success may also be if students are able to understand what they hear right after they hear it. In other words, the ultimate goal is not only that students participate in listening comprehension activities but that they develop the linguistic ability to interpret and respond meaningfully to spoken exposure.

## Chapter III

### Methodological Framework

The methodological framework provides the foundation for understanding how research on the impact of the use of interactive language games on the development of listening comprehension skills will be conducted. It explains the methods, procedures, and strategies used to collect and analyze information. This research seeks to describe and analyze the effectiveness of interactive language games in fifth graders at Eco Centro Educativo Braulio Carrillo. Through the combination of quantitative and qualitative techniques, the study aims to obtain a comprehensive understanding on how interactive language games contribute to motivation, engagement, and skill development in the English learning process.

#### 3.1 Research Approach

This research follows a mixed approach, integrating both qualitative and quantitative methods. The qualitative component focuses on understanding students' attitudes, perceptions, and behaviors toward interactive language games, while the quantitative aspect measures the improvement in listening comprehension skills through pre- and post-assessments. The mixed approach is appropriate because it allows the researcher to obtain not only the measurable progress of students, but also the contextual and emotional factors influencing their learning experience.

As Aspers & Corte (2021) explain, "The term qualitative, as we note and as Small specifies, is used to describe different things: from small studies to studies of organizations, states, or other units conceptualized as case studies and analyzed quantitatively as well as qualitatively." This highlights the versatility and depth of qualitative research, which goes beyond mere description to encompass various forms of inquiry and analysis.

On the other hand, Ahmadin (2022) defines the quantitative approach as "a scientific tradition of social research, which is built on the philosophical foundation of positivism, a school that explicitly rejects the metaphysical and theological elements of social reality." This highlights the systematic and empirical nature of quantitative methods, focusing on observable and measurement phenomena. In the context of this study, quantitative data such as

test scores and listening assessments provide concrete evidence of students' progress complementing the qualitative insights provided from observations and feedback.

### **3.2 Research Design**

The design of this study is descriptive, as it seeks to detail the characteristics, behaviors, and learning outcomes of students who participate in interactive language games. According to Omair (2025), "A descriptive study may also try to generalize the findings from a representative sample to a larger target population as in a cross-sectional survey." The common aspect between the descriptive study designs is that there is only one single sample without any comparison group. This design aligns with the purpose of this research, as it focuses on observing and analyzing the natural language learning dynamics that occur when students engage in interactive language games. Through the descriptive design, the research will examine how interactive language games foster listening comprehension by promoting active engagement, peer collaboration, and exposure to authentic communication contexts. The design also includes the possibility to evaluate the progress of students' listening comprehension skills through time.

Furthermore, this design aligns with the overall purpose of identifying the role of interactive language games in enhancing students' linguistic and cognitive skills. It aims to provide a detailed picture of how game-based learning functions as an effective and enjoyable alternative to traditional teacher-centered methods, ultimately contributing to fostering students' motivation and language competence.

### **3.3. Information Sources**

For the development of this study, three types of information sources were considered: primary, secondary, and tertiary sources. These sources serve as the foundation for the collection, analysis, and interpretation of data related to interactive language games and listening comprehension.

#### **3.3.1 Primary Sources**

Primary sources are the essential materials that supply original data for this study. Oluwatosin (2023) states that "Primary data refer to the firsthand data gathered by the researcher himself." In this research, the main sources consist of scholarly books, peer-reviewed journals, dissertations, and other academic materials that specifically address interactive learning,

gamification in education, and listening comprehension from previous research regarding the topic. These citations establish the theoretical basis on which the research relies to amplify the concepts required to understand interactive language games and how they serve as a tool to enhance listening comprehension skills.

### **3.3.2 Secondary Sources**

Tools and data-collection techniques used during the research process are the source of secondary sources. According to the Roger D. Moe Library at the University of Minnesota Crookston (2025), these resources " offer an analysis or restatement of primary sources. They often try to describe or explain primary sources. They tend to be works which summarize, interpret, reorganize, or otherwise provide an added value to a primary source." They usually try to illustrate or explain primary sources. They typically include articles that summarize, dissect, reorganize, or otherwise improve a primary source.

Secondary sources used in this study include observations made in the classroom, assessments conducted prior to and during listening exercises, self-assessment forms, and field notes made by the researcher. These resources offer factual support for the theoretical framework and facilitate the identification of links between improved listening comprehension and student participation in interactive games. By combining these data sets, the researcher can analyze the behavioral responses and cognitive outcomes observed throughout the intervention.

### **3.3.3 Tertiary Sources**

Tertiary sources consist of the analysis and combination of information obtained from primary and secondary sources. These consist of summaries, analyses, and classified interpretations of the results that lead to conclusions regarding the effects of interactive games on listening comprehension. As per the University of Minnesota Crookston, Roger D. Moe Library (2025),

These are sources that index, abstract, organize, compile, or digest other sources. Some reference materials and textbooks are considered tertiary sources when their chief purpose is to list, summarize or simply repackage ideas or other information. Tertiary sources are usually not credited to a particular author.

In the context of the investigation, the tertiary sources will help the researcher to examine the effectiveness of interactive language games in enhancing the listening comprehension skill, by analyzing the results of the investigation through these sources.

### **3.4 Analysis Categories**

To analyze the data obtained through this investigation, three main categories will be established: interactive language games, student engagement and motivation, and listening comprehension. Each of these categories will be defined individually.

#### **3.4.1 Interactive Language Games**

Interactive language games often aim to encourage active involvement and enhance significant interaction among students. These games motivate students to utilize the target language in authentic situations through enjoyable and meaningful interaction. As Tursunboyeva & Akhmedova (2025) state, “Interactive activities can include games, simulations, discussions, group projects, hands-on experiments, and other forms of experiential learning that encourage collaboration, critical thinking, problem-solving, and engagement”. This reinforces the purpose of interactive language games, which is to provide an alternative to traditional language activities to enhance students’ motivation and active participation by creating an engaging environment in the language classroom.

#### **3.4.2 Student Engagement and Motivation**

In language learning, motivation and engagement are essential elements. When learners discover that learning is fun, they tend to remember details better and engage more actively. Interactive language games foster a feeling of accomplishment and rivalry that engages students. As Hiver et al. (2024) explain that “High learner engagement has been linked to many positive outcomes in education.” This explains the importance of engagement when learning a second language, since if a student is not motivated, their language may not have as deep as someone who is engaged and motivated.

Motivation not only maintains students’ engagement but can also directly affect their listening comprehension abilities. Motivated learners show increased concentration and determination in comprehending spoken language, even when facing unknown vocabulary or accents. Interactive games act as a powerful tool to sustain this motivation by transforming

listening exercises into an engaging challenge instead of a monotonous activity. Through engagement with audio prompts, dialogues, or instructions in the games, students enhance their skills in sound differentiation, meaning interpretation, and appropriate response, strengthening both cognitive and emotional aspects of language acquisition.

### **3.4.3 Listening Comprehension**

The main ability assessed is listening comprehension. It pertains to the individual's capacity to comprehend, analyze, and react suitably to verbal communication. According to Trang (2020), "Listening is a very complicated process as it requires students to engage in the process of multi-tasking. When performing academic listening, university students have to discriminate sound to make meaning from spoken messages". This often makes comprehension harder for students; however, despite the challenges, listening comprehension is still one of the most important skills to obtain when learning a second language and to communicate effectively with others.

### **3.5 Population and Sample**

The population of this investigation consists of fifth-grade students from Eco Centro Educativo Braulio Carrillo, located in San Jerónimo, Moravia. The sample is selected intentionally, and it is composed of a group of 13 students, aged between 9-10 years old. The selection criteria will be based on the students' desire to participate in interactive language games. The fifth-grade group at Eco Centro Educativo Braulio Carrillo has a moderate level of English, they show interest in learning English and usually participate in class activities. Students have vocabulary that is appropriate for their age; however, they still need some reinforcement to expand and use it with more confidence.

In terms of speaking, their performance is appropriate for their age, although it could also be reinforced providing more opportunities for practice and expression in English. Regarding the listening skill, it needs to be strengthened because some students still have difficulty understanding instructions or information when they hear it in English. Students generally behave well in class; however, when activities are not interactive, they tend to show less interest and participation, so they respond better to activities that include games, movement, or collaborative work. That is the reason why this investigation aims to help these students to

improve their listening comprehension skills while maintaining their motivation and interest in learning English.

### **3.6 Data Collection Instruments and Data Analysis**

The tools employed for data collection aim to obtain both quantitative and qualitative data that indicates the impact of interactive language games on enhancing students' listening comprehension. Utilizing various instruments facilitates data triangulation, assuring the research outcomes' reliability and validity. These tools consist of an Observation Checklist, Listening Tests (before and after), Interactive Game Activities, and Self-Evaluation Questionnaires. Every tool aid in assessing the intervention's impact from various angles, reflecting students' behavioral, cognitive, and emotional reactions.

#### **3.6.1 Observation Checklist**

The Observation Checklist acts as a resource for the researcher to methodically track students' involvement, engagement, and behavior signals while conducting interactive game activities. It enables the recognition of trends in student engagement, concentration levels, and drive during listening activities. The checklist comprises particular criteria like focus during activities, eagerness, utilization of the target language, teamwork, and evident pleasure in the tasks. By means of direct observation, the researcher can document both qualitative insights and quantitative occurrences, forming a thorough understanding of student engagement. This tool not only aids in examining classroom interactions but also offers proof of behavioral shifts brought about by the incorporation of interactive language games.

#### **3.6.2 Listening Tests**

The Listening Tests, given prior to and following the intervention, aim to assess students' advancements in listening comprehension. The pre-test sets a foundation for students' skills, pinpointing their strengths and weaknesses in comprehending spoken English, while the post-test assesses advancements made following engagement in game-based learning experiences. The assessments include a range of listening activities, such as multiple-choice queries, short-answer questions, and understanding tasks derived from audio clips. These assessments evaluate essential listening sub-skills including main ideas, detecting details, deducing meaning from context, and comprehending pronunciation and intonation. The study measures students'

listening growth and assesses the effectiveness of interactive games as a teaching method by comparing the results obtained from pre- and post-tests.

### **3.6.3 Interactive Game Activities**

Interactive Game Activities form the foundation of intervention. Games like Simon Says, Audio Puzzles, and Storytelling Activities are used to give students chances to enhance their listening skills in genuine, relevant situations. Every activity is thoughtfully designed to focus on particular listening abilities while encouraging teamwork and interaction among classmates. For instance, Simon Says improves listening discrimination and quick reactions to instructions, Audio Puzzles promote focus on rhythm, pitch, and order, and Storytelling Games foster narrative understanding and memory. These tasks are both fun and educationally valuable, as they merge enjoyment with the development of skills. The researcher monitors students' reactions throughout these sessions to assess how interactive games affect focus, engagement, and understanding over time.

### **3.6.4 Self-Assessment Questionnaires**

Ultimately, the Self-Assessment Questionnaires offer important insights into students' views regarding their learning experiences. These surveys encourage students to contemplate their motivation, self-assurance, and perceived progress following their involvement in interactive language activities. The items utilize Likert scales and open-ended questions, prompting students to share their opinions on the effectiveness of the activities, their enjoyment levels, and the difficulties faced. This tool measures the emotional aspect of learning, showing how students react emotionally to game-based teaching and if they gain increased confidence in their listening skills. The responses from the self-assessment also act as an addition to the observational and test data, providing a comprehensive insight into the educational effect of interactive games on listening comprehension.

## **3.7 Data Collection Process**

The process of gathering data for this study will adhere to a detailed sequence of steps to guarantee a thorough evaluation of the effect of interactive language games on students' listening skills. The initial phase, pre-assessment, includes conducting a diagnostic listening test to assess the students' starting level of understanding. This initial evaluation offers essential insights into

their strengths and weaknesses, which will direct the planning and execution of the following activities.

The second phase, implementation, includes several classroom sessions where students engage actively in diverse interactive games tailored to improve listening abilities. Games like Simon Says, Audio Puzzles, and Storytelling Activities are utilized to involve students in significant listening exercises, enhance focus and concentration, and facilitate the practical application of the target language. In these sessions, learners engage in live, interactive activities that replicate genuine communication situations, enhancing both skill acquisition and enthusiasm.

Concurrently, the observation phase will take place. The researcher will methodically record student involvement, attendance, and behavior through the observation checklist. This method facilitates gathering qualitative information, identifying trends in engagement, teamwork, and students' emotional reactions during their participation in the game-oriented tasks. These observations offer insights into students' reactions to interactive learning and aid in grasping the effectiveness of these approaches in enhancing listening comprehension.

After the intervention, a follow-up assessment will be conducted, which will include a second listening exam to assess the progress made by students. The study will measure enhancements in understanding, precision, and memory of auditory information by analyzing pre- and post-test outcomes. Ultimately, students will engage in a self-evaluation by filling out a reflection survey to convey their views on the educational experience. This phase collects insights on motivation, involvement, and perceived educational results, incorporating a subjective but crucial viewpoint to the information.

All data gathered from these phases will be methodically arranged, classified, and examined. Data from listening tests will showcase quantifiable enhancements in understanding, whereas observations and self-evaluations will uncover behavioral trends, mindsets, and levels of involvement. This combined method enables the researcher to recognize connections, patterns, and the general impact of interactive language games on improving listening abilities in learners.

## **Chapter IV**

### **Data Analysis**

This chapter presents, analyzes and discusses the results obtained from the application of different data collection instruments used in this research. The main purpose of this section is to describe and interpret the findings obtained through the implementation of pre-listening tests, observation checklist, interactive language games, participation rubric, field notes, post-listening test, and self-assessment questionnaire. These instruments were designed to determine the effectiveness of interactive language games as a strategy to improve listening comprehension skills and motivation among fifth-grade students.

The analysis of the results is a fundamental stage in the development of this investigation, as it allows to examine the data collected and to answer the research question and the objectives established at the beginning of the investigation. Through this process, it is possible to identify patterns, strengths, and areas for improvement related to students' listening comprehension, participation, and motivation. Data analysis also helps to provide evidence of the impact that the implemented strategy had on the students' learning process.

Furthermore, the results are organized according to the different stages of the research process: diagnostic, intervention, and evaluation. The diagnostic stage includes the analysis of students' initial performance in listening comprehension activities through the pre-listening test and observation of traditional activities. The intervention stage focuses on the implementation of interactive language games during listening comprehension activities and the analysis of students' participation and behavior during them. Lastly, the evaluation stage presents the results obtained from the post-listening test and the self-assessment questionnaire, which provided information about students' progress in listening comprehension activities.

Finally, the purpose of this section is to determine the effectiveness of interactive language games as a strategy to improve listening comprehension skills and motivation among fifth-grade students at Eco Centro Educativo Braulio Carrillo. By analyzing the results obtained through the implementation of the instruments, evidence will be provided of student's progress and whether interactive language games truly helped to improve listening comprehension skills and motivation when participating in the activities.

## **4.1 Analysis and Interpretation of Results**

The analysis and interpretation of results is based on the observation of students' participation, performance, and behavior in the different stages of the research. The instruments used for data collection in this section are pre-listening tests, observation checklist, participation rubric during games, field notes, post-listening tests, and self-assessment questionnaires with the purpose of answering the main research question and validating the achievement of the specific objectives of the investigation.

### **4.1.1 Pre-listening test**

Pre-listening tests are a useful tool to gather information about the level students had before the implementation of interactive language games in listening comprehension activities. They provide important data such as the level of comprehension and motivation students have when participating in traditional listening tests. Before conducting this pre-listening test, authorization was obtained by the institution's principal and English teacher to implement the instruments. The classroom had all the needed equipment such as projector and speakers to be able to conduct the test, the researcher brought the physical test for students to fill during the activity.

The pre-listening test provides the researcher with the opportunity to gather information about the difficulties students face when participating in traditional listening comprehension activities, as well as their level of motivation during these tasks. Additionally, it helps to identify students' initial level of listening comprehension prior to the implementation of interactive language games, allowing the researcher to determine their strengths and weaknesses, as well as the causes of their lack of motivation when participating in traditional listening activities. Furthermore, the results obtained from this test offer valuable insights that support the planning and implementation of interactive language games in following sessions.

The pre-listening test was conducted on March 17<sup>th</sup>, 2026, where thirteen fifth-grade students participated. First, the session started with a brief explanation of what was going to be done during the session, the teacher explained to students that they were going to do a short listening comprehension test the researcher brought for them.

After the pre-listening test was given to each student, the researcher carefully explained and read the instructions to ensure that all students clearly understood the procedure and what they were asked to do. Students then were given the opportunity to ask questions, and any doubts they had were clarified before beginning the pre-listening test activity. This initial step was essential to create a comfortable and supportive environment, allowing students to feel confident and prepared before completing the test.

The test was divided into two main parts. The first part consisted of a multiple-choice section designed to evaluate students' ability to recognize and identify specific information from an audio recording where different sentences were pronounced and students had to identify which was the correct sentence the speaker was saying. This first part consisted of five multiple-choice questions. Before playing the audio, students were given a few moments to read the questions and familiarize themselves with the possible answer options. This strategy helped activate prior knowledge and allowed students to anticipate the type of information they needed to listen to during the audio.

The audio was played for the first time so that students could listen carefully while reviewing the questions and considering possible answers. During this initial listening, some students were already able to identify key words and select answers, demonstrating varying levels of listening comprehension among the group. However, others required additional exposure to the audio in order to process the information more effectively.

The audio was then played a second time, giving students the opportunity to confirm their initial responses and complete any unanswered questions. This allowed students to focus more on specific details because they had already listened to the audio the first time. During this stage, students appeared more confident, as they were already familiar with the content and structure of the audio, however, there were still some students who seemed to struggle with the activity.

Finally, the audio was played a third time to reinforce comprehension and provide additional support for those students who needed it. This final repetition allowed students to verify their answers, make corrections if necessary, and feel more secure about their responses. The multiple times the students were allowed to listen to the audio helped students with different

learning paces and helped to reduce anxiety, especially for students who initially struggled to understand the audio.

During this first part of the test, students seemed to be paying attention to the audio in order to answer the questions, however, it was evident that they lacked motivation to complete the activity. Many students seemed to have bored expressions and seemed to respond to the questions just because they were asked to do so, rather than out of genuine interest or engagement with the activity.

Also, during the first part of the test, several students asked questions related to the activity. Most of these questions were focused on unfamiliar vocabulary and the meaning of certain words presented in the answer options. This indicates that, for some students, limited vocabulary knowledge represented a challenge when attempting to understand the audio and selecting the correct answers. This represented one of the challenges students face when attempting to understand traditional listening comprehension activities.

Additionally, it was observed that some students seemed confused or lost during the activity. In response to this, the researcher, together with the teacher, closely monitored these students to ensure they remained focused and understood the instructions clearly and did what they had to do in the activity. Support was provided, when necessary, by clarifying instructions and encouraging students to pay attention to the audio and what they were being requested to do.

This situation highlights that, although students were able to follow the general structure of the activity, some required additional guidance to maintain concentration and fully comprehend the listening task. It also suggests that factors such as unfamiliar vocabulary and limited confidence in listening comprehension may affect students' performance and engagement during traditional listening activities.

The second part of the test consisted of a short-answer section in which students were required to listen to a new audio. In this audio, different speakers described the weather conditions in different parts of the world. This section aimed to assess students' ability to understand specific details and extract relevant information from spoken English. Moreover students had to produce their own answers rather than select from given options.

This part of the test included five questions, each related to the information presented in the audio. Before playing the recording, students were given a moment to read the questions and become familiar with what they were expected to listen to in the recording. The audio was then played for the first time, allowing students to focus on listening carefully and trying to understand as much information as possible. Although students were advised to prioritize listening, they were also allowed to begin answering the questions if they felt confident enough to do so.

The audio was played a second time to provide students with an opportunity to answer the questions more accurately after being familiarized to the audio a first time. During this stage, students were able to confirm their initial responses if they had any, complete unanswered questions, and focus on specific details they may have missed during the first listening. This repetition supported comprehension by allowing students to process the information more thoroughly by listening to it a second time.

Finally, the audio was played for a third time in order to reinforce understanding and provide additional support, particularly for those students who experienced difficulties during the previous listening, and for those students who were not able to answer all the questions. This last repetition also allowed students to review their answers, make corrections if needed, and ensure that their responses were as accurate as possible.

During this second part of the test, students also asked questions; however, it was evident that they found this part more challenging and difficult than the first one. This difference between the two parts may be attributed to the nature of the tasks in each section. In the first part, students were required to answer multiple-choice questions, which allowed them to rely on recognition by matching what they heard with the written options provided in the test. Also, the audio in the first part consisted of isolated sentences, making it easier for students to focus on specific pieces of information because they just had to listen carefully to determine which sentence the speaker was saying.

In contrast, the second part required students to listen more carefully to a longer audio in which multiple speakers described weather conditions in different parts of the world. Students had to understand the information each speaker was giving and produce their own answers by

writing the correct responses regarding the weather. This was harder for students because they had to process continuous speech in a conversation between multiple people, identify key details, distinguish among different speakers, and relate each description to a specific location and weather condition.

For many students, this part of the test was more difficult because it required not only listening comprehension but also the ability to retain and interpret information accurately. Some students appeared to struggle with following the conversation and identifying the relevant details needed to answer the questions. As a result, maintaining concentration became essential during this part of the test.

To address these difficulties, both the teacher and the researcher closely monitored the students to ensure that they remained focused and engaged with the activity. Additional support was provided, when necessary, by clarifying instructions and responding to students' questions in order to promote better understanding. This guidance helped students stay on task and reduced confusion, although it was still evident that this section was a greater challenge for students compared to the first part of the test.

After the application of the test the following results were obtained:

**Figure 1. Pre-listening test results**

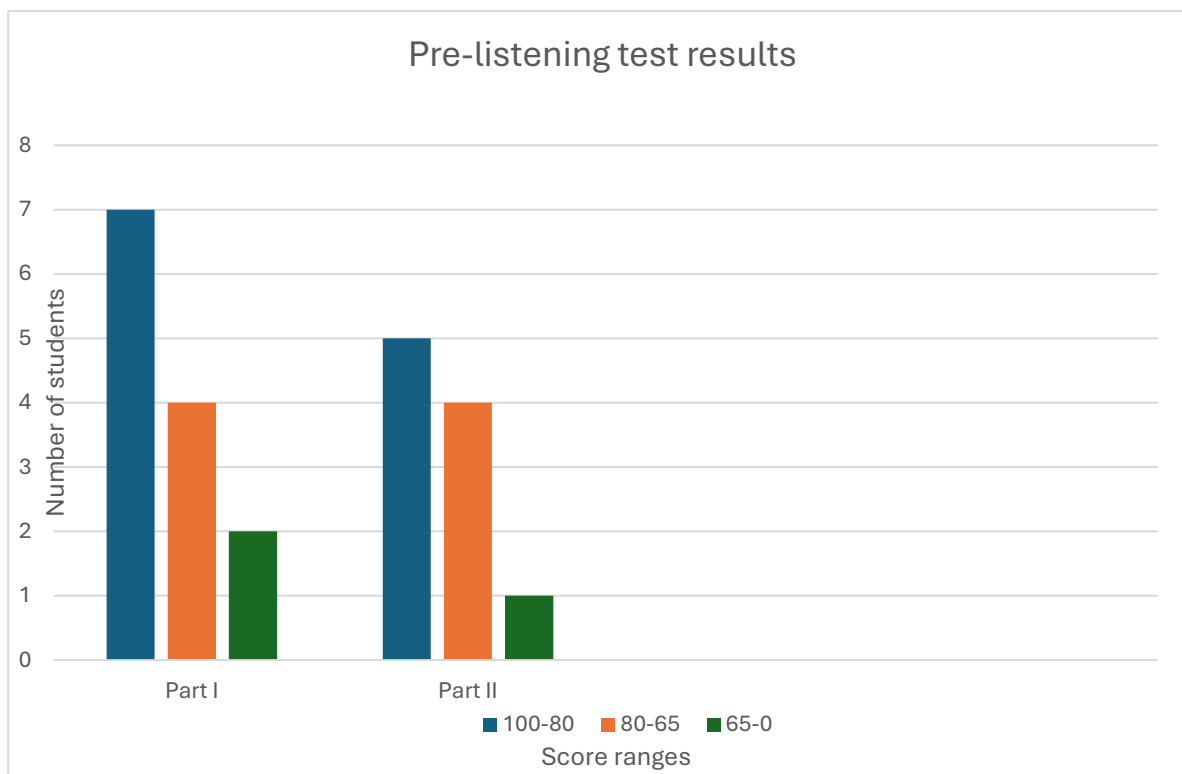


Figure 1: Prepared with information from Pre-listening test. Source: Researcher's creation. (2026)

This figure shows the results of the pre-listening test applied to students. The results were divided into two main sections which were Part I, which consisted of multiple choice and Part II, which consisted of short answer. The results were divided into two parts to show a more detailed understanding of student's performance in both recognition of sentences in a multiple-choice task and written production by identifying key information in a conversation.

The first columns are designated to Part I of the test, as mentioned, this part consisted of a multiple choice where students had to identify the correct sentence the speaker was saying in the audio, they had to listen carefully and relate what the speaker was saying to the options they had written in the test. The results show that students performed relatively well and most had a good grade during this first part of the test. Considering that the test consisted of five questions, each worth one point, the results indicate that students who scored between 100 and 80 answered four to five questions correctly, making approximately zero to one mistake. Those who scored between 80 and 65 answered around three to four questions correctly, which corresponds to one to two mistakes. Finally, students in the lowest range (65–0) answered among-zero and three questions correctly, making approximately two to five mistakes.

As it can be observed in the figure, 7 students scored within the range of 100–80, 4 students scored between 80–65, and 2 students scored between 65–0. These results indicate that, during this first part of the test, most students demonstrated a good level of listening comprehension. Several students were able to identify almost all of the sentences presented in the audio after the three repetitions, showing little difficulty in recognizing key words that helped them determine the correct option.

On the other hand, some students experienced difficulties when interpreting the information presented in the audio. They struggled to recognize what the speaker was saying and to identify which option best matched what they heard. Additionally, unfamiliar vocabulary created confusion for some students, causing them to lose track of the audio and affecting their overall comprehension. These results suggest that students tend to perform better in tasks that require recognition, as they are able to compare what they hear with written options. However, it also shows that this type of activity can still be challenging for students who have difficulty connecting spoken language with its written form.

The second columns correspond to Part II of the test. As previously mentioned, this section consisted of a short-answer activity in which students were required to listen to an audio and write their answers based on the information they heard. In this part, different speakers described the weather conditions in various parts of the world, and students had to carefully listen in order to identify both the location and the corresponding weather conditions. Unlike Part I, this section required students not only to recognize information, but also to process and produce their own answers, which increased the level of difficulty.

The results show that students experienced more challenges during this second part of the test. Considering that the test consisted of five questions, each worth one point, the results indicate that students who scored between 100 and 80 answered four to five questions correctly, making approximately zero to one mistake. Those who scored between 80 and 65 answered around three to four questions correctly, which corresponds to one to two mistakes. Finally, students in the lowest range (65–0) answered among zero and three questions correctly, making approximately two to five mistakes.

As it can be observed in the figure, 5 students scored within the range of 100–80, 6 students scored between 80–65, and 2 students scored between 65–0. These results indicate that, although some students were able to demonstrate a good level of listening comprehension, a larger number of students showed an average performance, and a few continued to experience significant difficulties.

During this part of the test, students were required to listen more carefully and pay closer attention to the details presented in the audio. Some students were able to identify key information and successfully write the correct answers, demonstrating their ability to understand the main ideas and specific details. However, other students struggled to follow the audio, particularly because it involved multiple speakers and a continuous conversation. This made it more difficult for them to identify relevant information and connect it to the questions they had to answer.

Additionally, several students had difficulties understanding unfamiliar vocabulary and distinguishing among different speakers, which caused confusion when attempting to identify the correct information. Unlike Part I, students could not rely on written options to guide their answers, which made the task more demanding. As a result, some students lost track of the information or were unable to retain what they heard long enough to respond accurately.

These results suggest that students find it more challenging to complete listening tasks that require production rather than recognition. While they may be able to identify correct answers when options are provided, they experience greater difficulty when they must independently interpret and reproduce information based solely on what they hear. This highlights the need for strategies that support active listening and comprehension, such as interactive language games, which can help students develop these skills in a more engaging and effective way.

#### **4.1.2 Observation Checklist**

Observation checklists are a valuable tool for gathering information about students' behavior, participation, and difficulties during traditional listening comprehension activities. This instrument allows the researcher to observe and record students' reactions in a natural classroom setting, providing insight into how they respond to listening tasks without the influence of

interactive strategies. Through this observation, it was possible to identify patterns related to attention, engagement, and comprehension.

Before conducting the observation, prior authorization was obtained from the institution's principal and the English teacher to carry out the data collection process, as well. The observation took place during regular class time while they were performing the pre-listening test described before, and other traditional listening comprehension activities, ensuring that students behaved naturally while participating in traditional listening comprehension activities. The classroom environment and available resources allowed the researcher to observe students effectively without interrupting the normal flow of the lesson. The researcher brought the test that students completed for the observation.

The observation checklist provides the researcher with the opportunity to gather detailed information about students' level of attention, participation, and motivation during listening activities. It also helps to identify specific difficulties, such as problems understanding instructions, the need for repetition, and limited interaction during the tasks. Additionally, this instrument allows the researcher to analyze how students behave when exposed to traditional teaching methods, highlighting both their strengths and the challenges they face during listening comprehension tasks.

Also, the data collected through the observation checklist offers valuable insights that support the need for implementing alternative strategies, such as interactive language games in listening comprehension activities. By identifying students' lack of motivation, low participation, and difficulties in understanding spoken English, this instrument plays a key role in justifying the implementation of more dynamic and engaging activities in subsequent sessions.

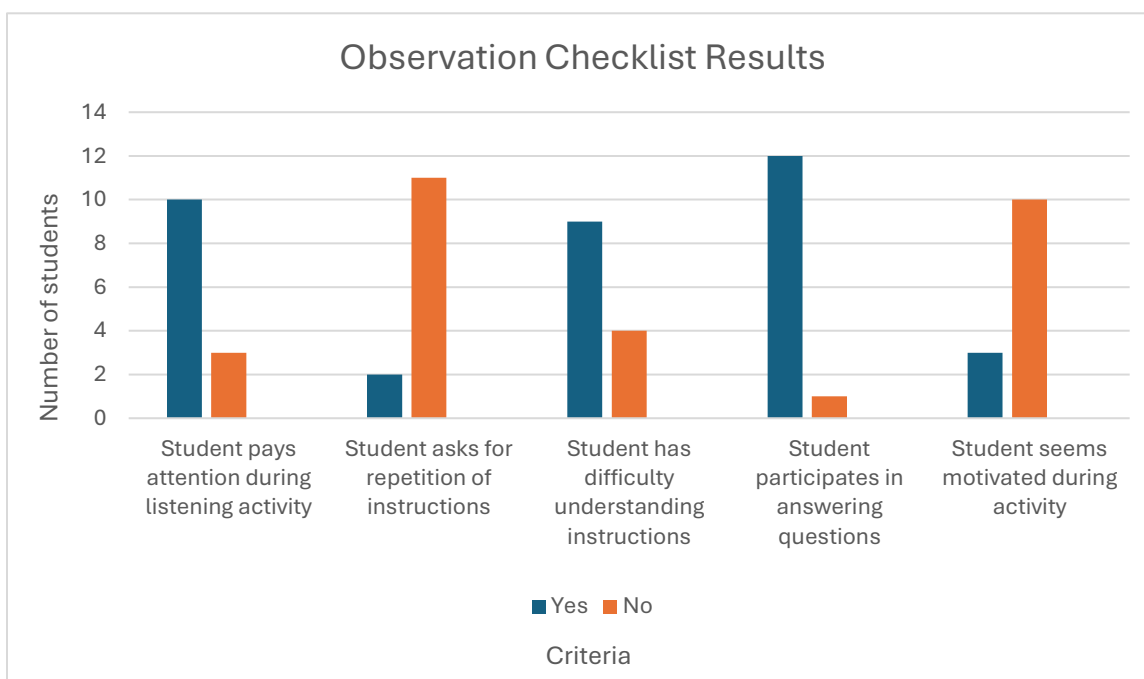
The observation was conducted on March 17th, 2026, with a group of 13 students who participated in two different traditional listening comprehension activities. The first activity consisted of listening to a song and completing a fill-in-the-blank worksheet with missing words from the lyrics. The topic of the lesson was "Dreams," and the song used was "*I've Got a Dream*." The audio was played three times to support students' comprehension and allow them to identify the missing words.

The teacher repeated the song 3 times for them to fully pay attention to the song and listen to determine the words that were missing. In this activity, it was clear that some students were lost and were not able to fully understand what the song was saying and what words they had to use to fill in the blanks. After this activity, the teacher continued the lesson by reinforcing the same topic through additional classwork. Students were encouraged to communicate only in English. While most students demonstrated a good level of spoken English, some showed difficulty understanding instructions and responding appropriately.

Following the lesson, the researcher was given the opportunity to apply the pre-listening test. As previously described, students completed two sections: a multiple-choice section and a short-answer section, both based on audio recordings played three times.

After the observation of students in both listening activities the following results were obtained:

**Figure 2. Observation Checklist results**



*Figure 2: Prepared with information from Observation Checklist. Source: Researcher's creation. (2026)*

This figure presents the results obtained from the observation checklist applied during traditional listening comprehension activities. The purpose of this instrument was to analyze students' behavior, participation, attention, and level of motivation while engaging in listening

tasks without the use of interactive language games. The results are organized according to five main criteria: students' attention during the activity, need for repetition of instructions, level of difficulty understanding the tasks, participation when answering questions, and level of motivation. This organization allows for a clearer understanding of students' overall performance and behavior in a traditional learning environment.

As shown in the figure, a significant number of students demonstrated that they were able to pay attention during the listening activities. However, it is also evident that a considerable group of students required repetition of instructions, which suggests that not all students were able to fully understand the task the first time it was explained. This need for repetition may be related to difficulties in processing spoken English, as well as limited comprehension of instructions given in the target language.

In terms of comprehension, the results indicate that several students experienced difficulties understanding the listening activities. Although some students were able to follow the task and respond accordingly, others showed signs of confusion and required additional support. These difficulties may be associated with factors such as unfamiliar vocabulary, the speed of the audio, and the complexity of the information presented. This suggests that traditional listening activities may not fully address the diverse needs of all students.

Regarding participation, the figure shows that many students were able to participate in answering questions during the activities. However, participation alone does not necessarily reflect full comprehension, as some students may respond without fully understanding the content. It is important to note that participation varied among students, with some being more actively engaged than others, which reflects differences in confidence and comprehension levels. Also, students participated because they needed to earn necklaces in an activity carried out by the teacher to improve their speaking, so many students participated in answering questions. However, their responses were sometimes wrong, which showed they were not fully understanding.

Motivation appears to be one of the most significant challenges observed during these activities. The results indicate that a considerable number of students showed low levels of motivation while participating in traditional listening tasks. Some students appeared disengaged,

which may have affected their performance and willingness to participate actively. This lack of motivation could be linked to the repetitive and almost no interactive nature of traditional listening activities, which may not capture students' interest effectively and usually bores them leading students to lose concentration during the activities.

Overall, the results of the observation checklist reveal that, although some students are able to maintain attention and participate during traditional listening comprehension activities, there are many who experience difficulties related to understanding, concentration, and motivation. These findings highlight the limitations of traditional approaches and support the need for implementing more engaging and interactive strategies. In this context, the use of interactive language games is a potential solution to improve students' listening comprehension skills while increasing their motivation and active participation in the classroom.

#### **4.1.3 Participation Rubric for Interactive Games**

Participation rubrics are an effective tool for assessing students' level of engagement, interaction, and performance during classroom activities. In this study, the participation rubric was used to evaluate students' behavior and involvement during the implementation of interactive language games designed to improve listening comprehension skills. This instrument allowed the researcher to systematically observe and assess students' participation in a more dynamic and interactive learning environment.

The participation rubric provided the researcher with the opportunity to gather detailed information about students' level of motivation, interaction with classmates, ability to follow instructions, and overall engagement during the activities. It also allowed the researcher to identify improvements in participation compared to what was observed during the participation in traditional listening activities. Furthermore, the data collected through this instrument offers valuable insights into the effectiveness of interactive language games as a strategy to promote active participation, increase motivation, and support the development of listening comprehension skills in a more engaging and entertaining way for fifth-grade students.

The implementation of interactive language games was carried out on two different dates, March 25th and March 27th. The decision to divide the intervention into two sessions was made in order to avoid overloading students with too much information and activities in a single class

period. By distributing the activities in two separate sessions, the researcher aimed to create a more effective and natural learning environment, allowing students to fully engage with each activity. Additionally, time management was carefully considered to ensure that each activity could be implemented properly without rushing the students or affecting the quality of their participation.

The first session, conducted on March 25th, marked the introduction of interactive language games to the students. During this session, students participated in two different activities: “Simon Says” and “Audio Puzzles.” The session began with a brief explanation of the purpose of the activities. The teacher informed students that the researcher would be conducting the lesson and introduced the activities to create a sense of curiosity and engagement. After this introduction, the teacher allowed the researcher to take control of the class.

The first activity implemented was “Simon Says,” a game designed to develop students’ listening comprehension skills by requiring them to carefully follow oral instructions. During this activity, students had to pay close attention to the commands given by the researcher and respond accordingly only when the phrase “Simon says” was included. This activity encouraged students to focus on specific details in spoken language and to process information quickly in order to respond correctly. While the activity was being carried out, the researcher carefully observed students’ performance, level of participation, and ability to follow instructions, recording relevant information in order to complete the participation rubric for each student.

After completing the “Simon Says” activity, the researcher introduced the second activity, “Audio Puzzles,” also known as “Broken Phone.” In this activity, students were required to listen carefully to a sentence provided by the researcher and then pass it along to their classmates by whispering it from one student to another. The last student in the sequence had to say the sentence aloud. This activity focused on students’ ability to retain and accurately reproduce spoken information, highlighting both their listening comprehension and memory skills.

Throughout the activity, the researcher continued to observe students’ behavior, participation, and level of engagement. Notes were taken in order to complete the participation rubric, focusing on aspects such as students’ attention, accuracy, interaction with peers, and

overall involvement in the activity. This allowed the researcher to gather detailed information about how students responded to interactive language games during the first session.

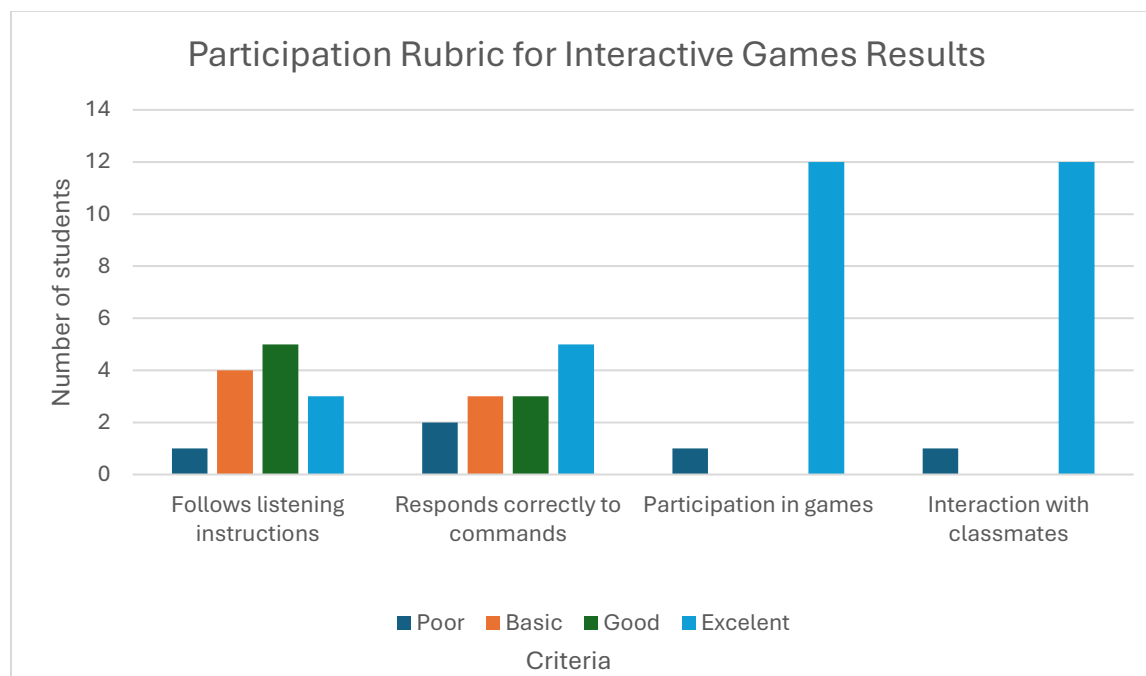
The second session was carried out on March 27th, during which an additional interactive language game was introduced to the students. In this session, the focus was on storytelling activities, specifically a game called “Create the Story.” This activity was designed to further develop students’ listening comprehension skills while also encouraging creativity, collaboration, and oral interaction among classmates.

At the beginning of the session, the researcher briefly explained the objective of the activity and provided clear instructions to ensure that all students understood what was expected of them. The researcher presented a specific topic along with a series of images that would serve as visual support for the activity. These images were carefully selected to guide students in building a coherent and meaningful story where students had to listen carefully to their classmates to build it.

Throughout the session, the researcher observed students’ participation, level of engagement, and ability to follow the sequence of the story. Notes were taken to complete the participation rubric, focusing on aspects such as students’ attention, interaction with peers, and ability to understand and respond appropriately within the activity. Overall, this session provided valuable insights into how students respond to more creative and collaborative interactive language games.

After the participation rubric for interactive language games was filled the following results were obtained:

**Figure 3. Participation Rubric for Interactive Games results**



*Figure 3: Prepared with information from Participation Rubric for Interactive Games. Source: Researcher's creation. (2026)*

This figure presents the results obtained from the participation rubric applied during the implementation of interactive language games. The rubric evaluated students' performance across four main criteria: following listening to instructions, responding correctly to commands, participation in games, and interaction with classmates. Each criterion was assessed using four levels: poor, basic, good, and excellent, with a total of 16 students evaluated.

In the criterion "follows listening instructions," the results show that 1 student was categorized as poor, 4 as basic, 5 as good, and 3 as excellent. These results indicate that the majority of students were able to follow instructions at an acceptable level, with a higher concentration in the good and basic categories. However, a smaller group of students demonstrated a high level of performance by reaching an excellent category, the one student who was categorized as poor, had trouble with the language and generally felt nervous when having to engage in activities in the language, he tried his best to accomplish the activities; however, it was not possible for him to truly participate in them.

Regarding "responds correctly to commands," the distribution shows that 2 students were classified as poor, 3 as basic, 3 as good, and 5 as excellent. These results suggest an

improvement in students' ability to process and respond to oral instructions, as the highest number of students falls within the excellent category. This indicates that interactive language games supported students in developing faster and more accurate responses; moreover as they were in constant movement, they were responding with more motivation which allowed them to perform better in the activities because they were truly enjoying and wanted to participate in it.

In terms of "participation in games," the results are notably higher, with 1 student in the poor category and 12 students in the excellent category. Also, the student who did not show a lot of eagerness to participate in the activities has trouble with the language, he was happy that the activities were more interactive and funnier than what they were used to; however, the fear of making mistakes took over the enthusiasm he was feeling towards the games. On the other hand, the rest of the students were really enthusiastic and eager to perform the activities the researcher brought, the rest of them wanted to participate and they all seemed motivated and truly tried their best, which demonstrates that the majority of students were highly engaged during activities that involved constant movement and interactive things they have not tried before in the classroom which had a feeling of anticipation and excitement among them.

Similarly, in the criterion "interaction with classmates," the results indicate that 1 student which is the student mentioned before was categorized as poor, as well because of his fear of using the English language he failed to interact with his classmates during the games because he barely participated, while 12 students reached the excellent level, they participated and interacted with each other in each game helping each other with words or ideas for their classmates to perform in the best way possible. This suggests that the interactive nature of the games encouraged collaboration and communication among students.

Overall, the results of the participation rubric show a clear tendency toward higher levels of performance, particularly in participation and interaction. While some students remained at basic and good levels in more structured tasks such as following instructions, the majority demonstrated excellent performance in interactive aspects of the activities. However, the students who were at basic and good levels showed difficulty with the language itself and not only the listening comprehension, which is the reason why they did not perform in the best way during these activities. Moreover, most of them seemed eager to keep learning and trying hard even when they did not fully understand. These findings provide strong evidence that interactive

language games positively influence students' engagement, participation, and ability to interact in English during listening activities.

#### **4.1.4 Field Notes during Interactive Games**

Field notes are a valuable qualitative instrument that allows the researcher to record detailed observations, reflections, and interpretations throughout the research process. In this study, field notes were used to document students' behavior, reactions, attitudes, and overall performance during both traditional listening comprehension activities and the implementation of interactive language games. This instrument provided a deeper understanding of classroom dynamics and complemented the data obtained through other instruments, such as tests, checklists, and rubrics.

The use of field notes allowed the researcher to capture aspects that could not be fully measured through quantitative instruments, such as students' emotional responses, level of enthusiasm, interaction with peers, and changes in behavior throughout the implementation of the activities. Through continuous observation, the researcher was able to identify patterns related to students' motivation, engagement, and participation, as well as the specific difficulties they faced when working on listening comprehension tasks.

Additionally, field notes made it possible to record significant moments that occurred during the lessons, including students' spontaneous reactions, their level of confidence when participating, and their willingness to engage in the activities. These observations provided insight into how students responded not only to the content of the lessons but also to the teaching strategies used. In particular, the researcher was able to compare students' attitudes during traditional listening activities with their behavior during interactive language games, identifying clear differences in levels of engagement and participation.

Another important contribution of this instrument was the ability to capture gradual changes in students' behavior over time. As the intervention progressed, the field notes reflected how some students who initially showed low participation or lack of motivation began to demonstrate greater involvement, confidence, and interest in the activities. This progression provided valuable qualitative evidence to support the findings obtained from quantitative instruments.

Overall, the information gathered through field notes provided valuable and in-depth insights into how students responded to different teaching approaches. These observations supported the analysis of the effectiveness of interactive language games by highlighting noticeable improvements in students' attitudes, participation, and motivation when compared to traditional listening activities. Therefore, field notes played a key role in enriching the analysis and strengthening the validity of the study's findings.

As mentioned, the implementation of interactive language games was carried out on two different dates, March 25th and March 27th. in order to avoid overloading students with too much information and activities in a single class period. By distributing the activities in two separate sessions, the researcher aimed to create a more effective and natural learning environment, allowing students to fully engage with each activity. Additionally, time management was carefully considered to ensure that each activity could be implemented properly without rushing the students or affecting the quality of their participation.

The first session, conducted on March 25th, marked the introduction of interactive language games to the students. During this session, students participated in two different activities as mentioned before "Simon Says" and "Audio Puzzles." The session began with a brief explanation of the purpose of the activities. The teacher informed students that the researcher would be conducting the lesson and introduced the activities to create a sense of curiosity and engagement. After this introduction, the teacher allowed the researcher to take control of the class. At the beginning of the lesson, students showed curiosity and interest when they were informed that they would be participating in different games. This initial reaction suggested a positive attitude toward the activities.

The first activity implemented was "Simon Says,". During this activity, the researcher used common action verbs and classroom commands such as "touch your head," "jump," "clap your hands," and "sit down." Students were instructed to perform the action only when the command was preceded by the phrase "Simon says." This required students to pay close attention to specific details in the spoken instructions and to process the information quickly in order to respond correctly. While the activity was being carried out, the researcher took notes to complete the field notes she brought for each interactive game activity.

After completing the “Simon Says” activity, the researcher introduced the second activity which was “Audio Puzzles,” where students played “Broken Phone.” In this activity, students were required to listen carefully to sentences related to the topic of “dreams,” which had been previously introduced in class. The researcher provided sentences such as “I have a dream to travel the world” or similar statements, which students had to pass along to their classmates by whispering from one student to another. The last student in the sequence was responsible for saying the sentence aloud. In some cases, the sentences changed as they moved from one student to another, which caused moments of laughter and increased engagement. These reactions indicated that students were not only participating but also enjoying the activity. However, it was also noticeable that some students had difficulty retaining the exact information, which reflects challenges in listening comprehension and memory.

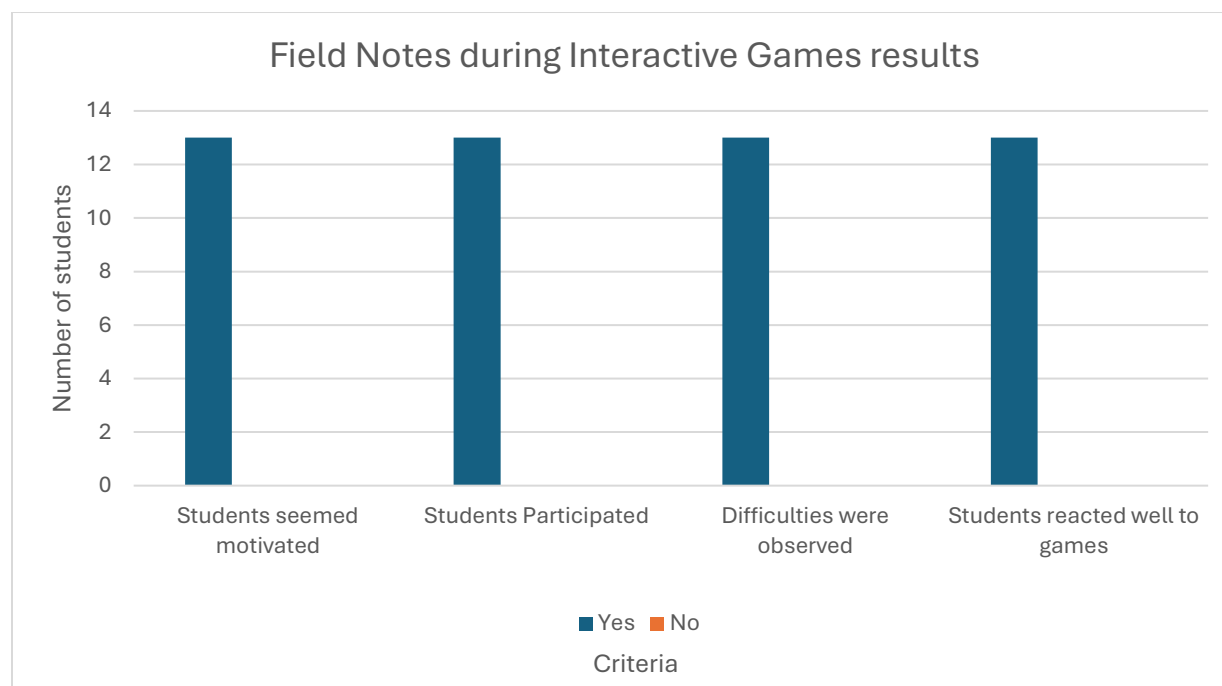
During the second session, carried out on March 27th, as mentioned, students participated in a storytelling activity called “Create the Story.” In this activity, students were asked to collaboratively build a story based on a series of images provided by the researcher. The story developed around a princess who had been taken by a monster; however, as students contributed to the narrative, they transformed the story into one where the monster was not harmful but instead wanted friends.

It was observed that this activity encouraged a high level of interaction among students, as they had to listen carefully to each other’s contributions in order to continue the story in a coherent way. Many students showed creativity and interest, actively participating and building on their classmates’ ideas. Additionally, students appeared more relaxed and confident, as the activity allowed them to express themselves freely without the pressure of giving a single correct answer.

Throughout both sessions, the researcher noted an overall increase in students’ engagement, participation, and motivation compared to traditional listening activities. Students appeared more willing to participate, interacted with their peers, and remained attentive during the activities. These observations suggest that interactive language games create a more positive and engaging learning environment, which can support the development of listening comprehension skills in a more effective and enjoyable way.

After the implementation of interactive games the following results were obtained in the filed notes:

**Figure 4. Field Notes during Interactive Games results**



*Figure 4: Prepared with information from Field Notes during Interactive Games. Source: Researcher's creation. (2026)*

This figure presents a summary of the observations recorded through field notes during the implementation of interactive language games. Although field notes are primarily a qualitative instrument, the information gathered was organized into simple categories (Yes/No) to provide a clearer visual representation of the patterns observed in students' behavior, participation, and reactions during the activities.

The results show that the majority of students appeared motivated and actively participated in the activities. Most students demonstrated a positive attitude toward interactive language games, engaging willingly and showing enthusiasm while completing the tasks. This was reflected in their level of participation, as students were eager to take part in the activities, respond to instructions, and interact with their classmates. Additionally, students' reactions to the

games were predominantly positive, as they seemed to enjoy the activities and remained attentive throughout the sessions.

In terms of participation, it was observed that students were more involved compared to traditional listening activities. They showed greater motivation when having to engage in these activities and they seemed enthusiastic when the researcher was explaining and performing the activities with them. They interacted more frequently with their classmates, collaborated during group tasks, and showed greater confidence when contributing to the activities. This increased level of participation suggests that the interactive nature of the games created a more engaging and inclusive learning environment.

However, the figure also indicates that some difficulties were observed during the activities. In particular, it was noted that one student, who was mentioned before, experienced more significant challenges in participation and engagement with the activities. This student had difficulty understanding instructions and processing the information at the same pace as their classmates, which occasionally caused delays during the activities. This because of the difficulty he has with the language in general and the fear of using the English language in the classroom and during the activities. As a result, the researcher and the teacher provided additional support to help the student follow the tasks and remain engaged.

Despite this, the overall results suggest that interactive language games had a positive impact on students' motivation and participation. While individual differences in learning pace were evident, the activities allowed most students to remain actively involved and demonstrated that a more dynamic and interactive approach can support student engagement and listening comprehension development.

#### **4.1.5 Post-listening test**

Post-listening tests are an essential tool to evaluate students' progress after the implementation of a specific teaching strategy. In this study, the post-listening test was used to assess the effectiveness of interactive language games in improving students' listening comprehension skills and motivation during their participation in listening comprehension activities. This instrument allowed the researcher to compare students' performance before and

after the intervention, providing clear evidence of any improvement achieved throughout the process.

The test was administered after the implementation of interactive language games during previous sessions, ensuring that students had been exposed to the intervention. The structure of the post-test was similar to that of the pre-listening test; however, in this case, the post-listening test included only one part, “Simon Says.”

The post-listening test provided the researcher with the opportunity to measure students’ listening comprehension skills after participating in interactive language games. Additionally, it allowed the identification of improvements in students’ ability to understand spoken English, recognize key information, and respond appropriately to oral instructions. The results obtained from this instrument are essential to determine whether the implementation of interactive language games had a positive impact on students’ learning process and overall performance in listening comprehension activities.

The post-listening test was applied on March 27th, after the implementation of the final interactive activity, “Storytelling.” The researcher prepared and provided the test materials, while the institution supplied the necessary resources, such as classroom space and audio support, to ensure the proper application of the instrument. Before beginning the test, the researcher clearly explained the instructions and objectives of the activity, making sure that students understood what they were expected to do. Students were given the opportunity to ask questions and clarify any doubts before starting, which contributed to a smoother and more organized process.

Unlike the pre-listening test, the post-listening test consisted of a single activity based on the “Simon Says” game. In this task, students were required to listen carefully to the commands given by the researcher and decide whether to circle a corresponding image depending on whether the command included the phrase “Simon says.” The test included eight different actions, and students had to identify which ones were valid according to the rules of the game. The commands were repeated three times to support students’ comprehension and allow them to confirm their answers.

During the application of the test, a noticeable difference in students’ behavior was observed when compared to the pre-listening test. Students appeared more motivated, engaged,

and confident while completing the activity. Since they had already been exposed to the “Simon Says” game during the intervention sessions, they were familiar with the rules and expectations, which reduced confusion and increased their ability to respond correctly. Additionally, the interactive nature of the test made the experience more enjoyable for students, as they were not only required to complete the worksheet but also to physically perform the actions mentioned by the researcher. This element of movement contributed to maintaining students’ attention and interest throughout the activity.

Students actively participated during the test, asking questions when necessary and requesting repetition of commands when they needed clarification. This behavior reflects a higher level of engagement and willingness to understand the activity compared to traditional listening tasks. Most students demonstrated a clear understanding of the instructions and were able to complete the task with confidence and accuracy.

It is also important to note that the student who had previously experienced difficulties in other activities showed some improvement during this test. Although the student still faced challenges understanding certain actions, they were able to participate more actively and remain engaged throughout the activity. This suggests that the use of familiar and interactive strategies can help to support students who struggle with traditional listening comprehension tasks.

Overall, the application of the post-listening test revealed a more positive and dynamic learning environment, where students were actively involved and motivated to participate. These observations, combined with the quantitative results, provide strong evidence that interactive language games can enhance students’ listening comprehension skills while also increasing their motivation and engagement in the classroom.

After the application of the post-listening test the following results were obtained:

**Figure 5. Post-listening test results**

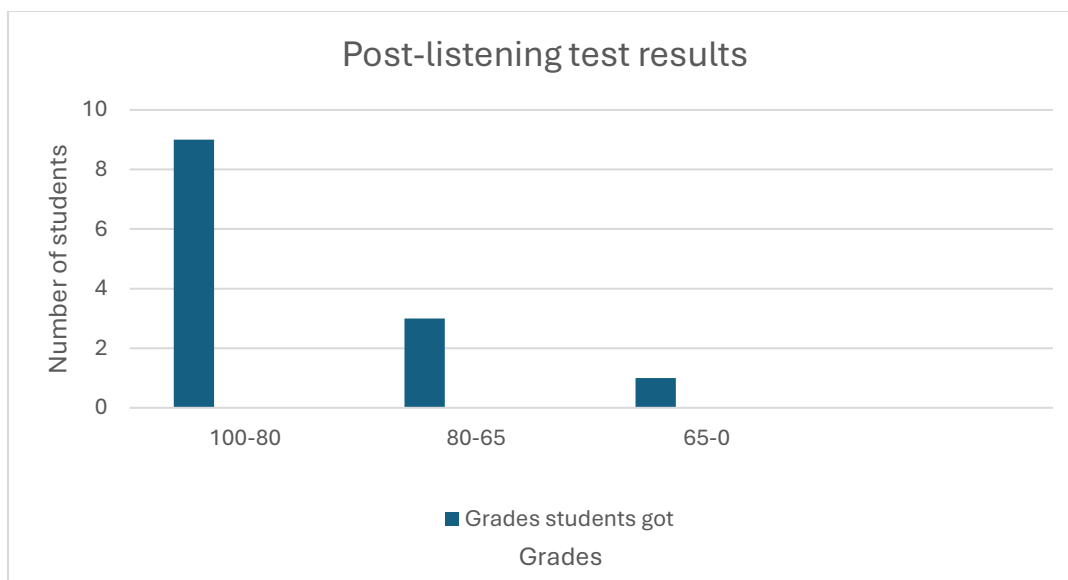


Figure 5: Prepared with information from the post-listening test. Source: Researcher's creation. (2026)

This figure presents the results obtained from the post-listening test applied after the implementation of interactive language games. The results are organized into three score ranges: 100–80, 80–65, and 65–0, which allow for a clear understanding of students’ performance levels in the activity. As it can be observed in the figure, the majority of students achieved scores within the highest range (100–80), with a total of 9 students in this category. This indicates that most students were able to correctly identify the majority of the answers, demonstrating a strong level of listening comprehension. These students showed the ability to understand spoken instructions, recognize key words, and respond accurately to the task.

In the middle range (80–65), 3 students were identified. This suggests that a smaller group of students was able to perform at an average level, answering some of the questions correctly but still making a few mistakes. These results indicate that, although these students demonstrated understanding, they may still require additional support to fully develop their listening comprehension skills.

Finally, only 1 student was placed in the lowest range (65–0). This reflects the fact that very few students experienced significant difficulties during the activity. Although this student may have struggled with understanding some of the instructions or identifying the correct responses, his participation in the activity indicates some level of engagement in the task. Also, this student was the one who experienced difficulties during all the previous activities because of

the significant difficulty he has understanding and using the English language; however, the score changed because during the pre-listening test his total score in the first part was 45 and in the second part 50, and his score in the post-listening test was 65, which significantly increased.

Overall, the results of the post-listening test show that most students performed at a high level, with a clear concentration in the upper score range. This suggests that students were able to effectively understand and respond to the listening activity, reflecting a positive outcome after the implementation of interactive language games. Also, students seemed more motivated during this activity than when they had to do the pre-listening test. They seemed happy and engaged in the activity because they were participating in a more entertaining activity where they did more than just listen to some audios and answering questions. Therefore, this shows the difference in motivation between traditional listening comprehension activities and the use of interactive language games during these activities.

When comparing the results of the post-listening test with those obtained in the pre-listening test, a noticeable improvement in students' performance can be observed. In the pre-listening test, fewer students were located in the highest score range, while a greater number of students were distributed in the middle and lower ranges. In contrast, the post-listening test shows a clear increase in the number of students in the 100–80 range, rising to 9 students. This indicates that several students improved their performance and were able to achieve higher scores after participating in interactive language games. This improvement suggests that students developed better listening comprehension skills, particularly their ability to follow instructions and identify key information.

Additionally, the number of students in the middle range (80–65) decreased compared to the pre-test results. This suggests that some students who were previously in this category progressed to a higher level, reflecting a positive shift in their performance. Similarly, the number of students in the lowest range (65–0) was reduced to only 1 student in the post-test. This decrease indicates that fewer students experienced significant difficulties, which suggests that the implementation of interactive language games helped to support students who initially struggled with listening comprehension tasks.

Overall, this comparison demonstrates a clear improvement in students' performance from the pre-listening test to the post-listening test. The increase in higher scores and the reduction in lower scores provide strong evidence that interactive language games were effective in enhancing students' listening comprehension skills and supporting their learning process. Motivation appears to be a key factor influencing this improvement. During the pre-listening test, students showed lower levels of engagement, and many completed the activity mainly because it was required, often without paying full attention to the task. This lack of motivation may have negatively affected their performance.

In contrast, during the post-listening test, students demonstrated a higher level of interest and willingness to participate. They appeared more attentive, engaged, and actively involved in the activity, which contributed to better performance. This suggests that when students are motivated and emotionally engaged, they are more likely to focus, process information effectively, and achieve improved results in listening comprehension tasks.

#### **4.1.6 Self-Assessment Questionnaire**

Self-assessment questionnaires are an effective tool to gather students' perceptions, opinions, and reflections about their own learning process. In this study, the self-assessment questionnaire was used to evaluate students' attitudes toward the use of interactive language games and their perceived improvement in listening comprehension skills. This instrument allowed students to express how they felt about the activities and whether they considered them helpful for their learning.

The questionnaire was administered after the implementation of interactive language games and the post-listening test, ensuring that students had experienced the intervention of said activities. It consisted of several statements related to motivation, participation, and comprehension, where students indicated their level of agreement. Additionally, open-ended questions were included to provide students with the opportunity to express their opinions in their own words.

The self-assessment questionnaire provided the researcher with valuable insights into students' perspectives, complementing the data obtained through other instruments. It also

helped to determine whether students perceived interactive language games as an effective and engaging strategy for improving their listening comprehension skills.

The self-assessment questionnaire was administered on March 27th, at the end of the session, after the implementation of the interactive language games and the post-listening test. This instrument was designed to gather students' perceptions regarding their own learning process, level of motivation, and overall experience during the activities.

The questionnaire consisted of two main sections. The first section included a rubric with five statements related to students' experiences with the listening activities and the use of interactive language games. For each statement, students were asked to indicate their level of agreement using a four-point scale: strongly agree, agree, neutral, or disagree. This section allowed the researcher to obtain structured data regarding students' attitudes, motivation, and perceived improvement in their listening comprehension skills.

The second section of the questionnaire included three short questions that required students to provide written responses. These questions aimed to gather more detailed and personalized feedback about students' experiences, including which activities they found most helpful, how they felt while participating in the games, and any difficulties they still faced when listening in English. This qualitative component complemented the quantitative data obtained from the rubric, providing a deeper understanding of students' perspectives.

Before distributing the questionnaire, the researcher explained the purpose of the activity and provided clear instructions to ensure that students understood how to complete it. Students were encouraged to answer honestly based on their personal experiences. Sufficient time was given for them to reflect on their responses and complete both sections of the questionnaire. Overall, the self-assessment questionnaire served as an important instrument to collect both quantitative and qualitative data, allowing the researcher to analyze students' perceptions and evaluate the effectiveness of interactive language games from the learners' point of view.

After the implementation of the self-assessment questionnaire the following results were obtained:

**Figure 5. Self-assessment questionnaire results**

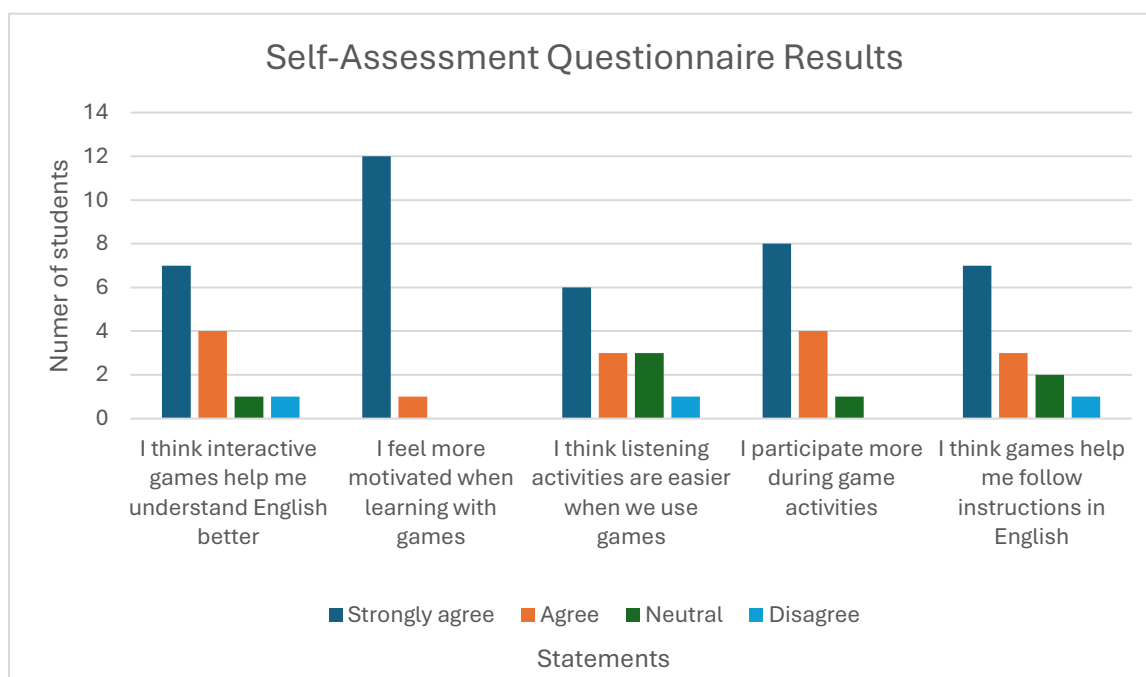


Figure 5: Prepared with information from self-assessment questionnaires filled by students. Source: Researcher's creation. (2026)

This figure presents the results obtained from the self-assessment questionnaire administered after the implementation of the interactive language games. The questionnaire included five statements related to students' motivation, participation, and perceived improvement in listening comprehension skills. Students were asked to indicate their level of agreement using a four-point scale: strongly agree, agree, neutral, and disagree.

As it can be observed in the figure, the majority of students selected either "strongly agree" or "agree" for most of the statements. This indicates that students generally had a positive perception of the activities and recognized the benefits of using interactive language games in the learning process. A high number of responses in these categories suggest that students felt more motivated and engaged during the activities compared to traditional listening tasks.

In particular, the statements related to motivation and participation show a strong tendency toward agreement, reflecting that students enjoyed the activities and felt more willing to participate. This supports the idea that interactive language games create a more dynamic and engaging learning environment, which encourages students to be actively involved in the lesson. Additionally, the results indicate that students perceived an improvement in their listening

comprehension skills. Many students agreed that the activities helped them better understand spoken English and identify key information, which aligns with the results obtained from the post-listening test.

On the other hand, only a small number of students selected “neutral” or “disagree,” suggesting that few students had a less positive experience. These responses may be related to individual differences in learning styles or difficulties in adapting to certain activities as had been observed in previous results as well. The students who experience difficulties with the language are the ones who selected these results. Overall, the results of the self-assessment questionnaire demonstrate that students had a positive perception of interactive language games. The predominance of agreement responses indicates that these activities not only supported the development of listening comprehension skills but also increased students’ motivation and engagement in the learning process.

In summary, this chapter presented the analysis and interpretation of the data collected through the different instruments applied during the research process, including the pre-listening test, observation checklist, participation rubric, field notes, post-listening test, and self-assessment questionnaire. The purpose of this analysis was to evaluate the effectiveness of interactive language games as a strategy to improve listening comprehension skills and motivation among fifth-grade students at Eco Centro Educativo Braulio Carrillo. The results demonstrate that interactive language games are an effective strategy for improving listening comprehension skills and increasing student motivation. The combination of quantitative and qualitative results confirms that these activities not only enhance students’ academic performance, but they also create a more engaging and student-centered learning environment. Therefore, the implementation of interactive language games is strongly supported as a valuable approach for teaching listening skills in the EFL classroom to enhance motivation among students and listening comprehension skills, as well.

## Chapter V

### Conclusions and Recommendations

This section presents the research conclusions based on the results obtained during the fieldwork. It also includes appropriate recommendations and strategies that may benefit future researchers interested in exploring this topic. Conclusions and recommendations represent a fundamental component of any research study, as they synthesize the main findings and provide direction for future actions. As Zaid & Yahaya (2023) state,

The conclusions and recommendations are an essential part of research papers and also, mark the end of a research paper. Both must be taken seriously as they are the very last impression you leave in the minds of your readers.

This implies that this final section plays a crucial role in ensuring clarity and coherence in the research process, allowing the researcher to reaffirm the main ideas and highlight the significance of the study. Therefore, this chapter aims to present the most relevant conclusions derived from the analysis of the results, directly responding to the research objectives and question. Additionally, it provides recommendations that contribute to improving teaching practices and guiding future research in the field of English language learning.

#### 5.1 Purpose of the Conclusion

The purpose of this chapter is to present the main conclusions derived from the data analysis carried out during the research and fieldwork process. These conclusions are directly related to the specific objectives of the study and aim to provide a clear answer to the research question. Additionally, this chapter highlights the most relevant findings regarding the improvement of students' listening comprehension skills, as well as their motivation and participation. Finally, it includes a set of recommendations based on the results, which are intended to guide future pedagogical practices and support further research on this topic. This in order to provide a connection between the beginning and end of this study.

#### 5.2 Conclusions

These findings are organized according to the research objectives, which in this case focus on analyzing the use of interactive language games as a strategy to improve listening comprehension among fifth-grade students. Therefore, the implementation of these interactive

activities contributed to enhancing students' listening comprehension skills, as well as increasing their motivation and participation during class activities. Listening comprehension is one of the most important skills for English language acquisition. When students develop this skill effectively, they are able to understand the language more easily and communicate with greater confidence. For this reason, teachers must explore and apply innovative techniques that support the development of listening skills while creating a safe, dynamic, and engaging learning environment. Interactive language games represent an effective tool that supports the teaching process, allowing students to learn in a more meaningful and enjoyable way.

### **5.2.1 To analyze the effectiveness of using interactive language games as a strategy for improving the listening skill of fifth graders at Eco Centro Educativo Braulio Carrillo during the first quarter of 2026**

It is concluded that the use of interactive language games is an effective strategy for improving listening comprehension skills in fifth-grade students. The results obtained from the different instruments demonstrated a noticeable improvement in students' ability to understand spoken English, identify key information, and respond appropriately to listening activities. Additionally, the implementation of these games contributed to increasing students' motivation, participation, and overall engagement during the learning process.

The analysis also showed that interactive language games transformed traditional listening activities into more dynamic and meaningful experiences. Students were more attentive and actively involved in the tasks, which facilitated better comprehension and retention of the information presented. Furthermore, the use of games created a positive and low-anxiety classroom environment, allowing students to feel more confident when performing listening activities.

Based on the results, it can be established that interactive language games are not only an engaging teaching strategy but also an effective pedagogical tool that enhances listening comprehension. Their implementation promotes a student-centered learning environment, where students actively participate in the learning process and develop their listening skills in a more meaningful and enjoyable way.

Based on the results, it can be established that interactive language games are not only an engaging teaching strategy but also an effective pedagogical tool that enhances listening

comprehension. As highlighted by Wulantari et al. (2023), “gamification holds great promise for enhancing English language teaching. Its ability to increase motivation, engagement, collaboration, and active learning makes it a valuable tool in the language classroom” This supports the findings of the present study, as students demonstrated higher levels of motivation and participation when interactive language games were implemented. Therefore, their use promotes a student-centered learning environment, where learners actively engage in the process and develop their listening skills in a meaningful and enjoyable way.

### **5.2.2 To identify the deficiencies fifth graders present during listening comprehension activities before the implementation of interactive language games**

It is concluded that fifth-grade students presented several difficulties in listening comprehension before the implementation of interactive language games. These difficulties included problems in identifying key words, understanding general and specific information from short audios, and maintaining attention during listening activities. Additionally, students showed low levels of participation and motivation, which affected their overall performance in listening tasks. Traditional methods, mainly based on repetition and answering questions, were not effective in promoting active engagement or meaningful understanding of the language.

The analysis also revealed that students tended to feel insecure and distracted during listening activities, which limited their ability to fully process the information presented. This situation highlights the need for more dynamic and student-centered strategies that encourage active participation and improve comprehension.

Based on the results, it can be established that the initial conditions of the students confirmed the necessity of implementing more varied and effective teaching strategies. In this regard, it has been stated by Syafii et al (2020) that, “Students should be given exposure to a variety of listening materials such as everyday conversation, announcements, storytelling, interviews, news, and English language songs. The variety of listening materials will result in the improvement of students’ achievement in listening skills.” This supports the idea that the lack of diverse listening input may contribute to the deficiencies observed in students’ performance. Therefore, identifying these limitations highlights the importance of incorporating innovative strategies, such as interactive language games, that expose students to different types of listening experiences and promote the development of their listening comprehension skills.

### **5.2.3 To implement interactive language games into listening activities for improving fifth graders listening comprehension skills**

It is concluded that the implementation of interactive language games had a positive impact on the development of listening comprehension skills in fifth-grade students. These activities transformed the classroom environment into a more dynamic and engaging space, where students were encouraged to actively participate and interact with the language. Through the use of games, students showed greater interest in listening tasks and demonstrated higher levels of motivation compared to traditional methods.

During the implementation process, students became more attentive and willing to follow instructions, as the activities required them to listen carefully in order to complete the tasks successfully. Additionally, the use of games reduced anxiety and created a safe learning environment, allowing students to feel more confident when engaging in listening activities.

Based on the results, it can be established that the implementation of interactive language games provides valuable contributions to the development of listening comprehension skills. According to Syafii et al (2020),

The implementation of Game as the strategy in listening class gave valuable contributions to the English language learning. The use of this strategy which gave the learner-centered process in listening class would make the students conscious of the processes underlying the learning. They were involved in learning more effective and interesting way.

This highlights how game-based strategies promote a learner-centered environment, where students actively participate and become more aware of their own learning process. Therefore, interactive language games represent an effective strategy to foster active learning and improve listening comprehension skills in a more engaging and meaningful way.

### **5.2.4 To assess the improvement in students' listening comprehension skills after the use of interactive language games**

It is concluded that students showed a significant improvement in their listening comprehension skills after the implementation of interactive language games. The results obtained from the post-listening test demonstrated that students were able to identify key words, understand main ideas, and respond more accurately to listening activities. This improvement

reflects the effectiveness of using interactive strategies to enhance language learning. Furthermore, students demonstrated increased confidence and participation during listening tasks, which contributed to a more positive learning experience. The self-assessment results also indicated that students felt more motivated and capable of understanding spoken English after participating in game-based activities.

Based on the findings, it can be established that the use of interactive language games not only improves listening comprehension, but it also strengthens students' confidence and engagement. According to Kula (2021), "During a game, a child communicates using many language skills such as self-expression, learning new words, listening, asking questions, sharing feelings and thoughts." This demonstrates that games provide a comprehensive learning experience where multiple language skills are developed simultaneously. Therefore, the results confirm that interactive language games are an effective pedagogical strategy for improving listening comprehension skills in fifth-grade students, while also promoting active participation and meaningful communication.

### **5.3 Restatement of the Research Question**

The need to identify effective strategies that support the development of listening comprehension skills in English has become increasingly relevant in primary education. Through this research, it was observed that traditional methods are not always sufficient to engage students or help them fully understand spoken language. This situation highlights the importance of exploring alternative approaches that promote active participation and meaningful learning.

Based on the results obtained during the fieldwork, it was determined that the use of interactive language games not only contributes to improving listening comprehension, but also positively influences students' motivation, participation, and confidence during English lessons. These findings suggest that learning through interactive and dynamic activities allow students to engage more effectively with the language and enhance their overall learning experience. Therefore, the research question can be reaffirmed as follows: How does the use of interactive language games improve the listening skill in fifth grade students at Eco Centro Educativo Braulio Carrillo during the first quarter of 2026?

The results of this study provide a clear answer to this question, demonstrating that interactive language games serve as an effective pedagogical strategy that transforms traditional listening activities into engaging and student-centered experiences. Additionally, the findings open the possibility for future research to further explore the integration of interactive methodologies in English language teaching and their impact on other language skills.

#### **5.4 Unexpected Results**

During the implementation of the interactive language games, several unexpected results were observed. One of the most notable findings was the increased participation of students who previously showed low interest or were usually passive during traditional listening activities. Students who showed fear of participating became more confident and willing to participate in each activity mostly when activities involved interactive language games, suggesting that interactive strategies can capture the attention of learners who struggle with traditional listening comprehension activities.

Additionally, it was observed that students not only improved their listening comprehension skills but also showed progress in other areas such as speaking, confidence and vocabulary use. Activities included spaces where students had to speak to participate, which helped them not only with their listening comprehension skills, but also with the reinforcement of other essential skills of the English language as well. This is helpful because these skills will be needed in the future. Many students felt more comfortable expressing their ideas in English during and after the activities, as the games provided a supportive and less stressful environment for communication.

Another unexpected result was the improvement in classmate collaboration. Students worked together more effectively during the activities, helping each other understand instructions and complete tasks. Thankfully, activities were interactive enough for students to talk with each other and to help each other whenever a classmate was having issues or was unsure about what to do. This created a more positive and cooperative classroom atmosphere, where learning became a shared and enjoyable experience during and prior to the games. These findings highlight that interactive language games not only support listening comprehension but also contribute to the development of social interaction, confidence, and overall engagement in the learning process.

## **5.5 Recommendations**

Based on the results obtained and the analysis of the observations made, the following recommendations are proposed to enrich the teaching-learning process of English as a foreign language in fifth-grade students through the use of interactive language games. These suggestions aim to support teachers in the implementation of more dynamic and effective strategies that enhance listening comprehension skills, as well as to guide future research related to the topic.

### **5.5.1 Extend the duration of the intervention period**

It is recommended to extend the duration of the intervention period in order to obtain more consistent, reliable, and measurable results. During the development of this research, the time allocated for the implementation of interactive language games was limited, which may have influenced the depth and scope of the outcomes observed. A short intervention period does not always allow students to fully adapt to a new learning strategy or demonstrate significant progress in their listening comprehension skills. Therefore, a longer implementation phase would provide students with more opportunities to practice, internalize, and apply what they have learned through repeated exposure to interactive activities.

Furthermore, extending the duration of the intervention would allow researchers to observe not only immediate improvements but also long-term effects, such as retention of knowledge, sustained motivation, and gradual development of listening abilities. This extended timeframe would also make it possible to identify patterns in students' performance and better evaluate the consistency of the results. In this way, future studies could generate more comprehensive and accurate conclusions regarding the effectiveness of interactive language games as a pedagogical strategy in English language learning.

### **5.5.2 Adapt interactive language games to students' needs and learning styles**

It is recommended to place greater emphasis on adapting the implementation of interactive language games according to students' proficiency levels, interests, and individual learning styles. During the development of this study, it was observed that although the activities were effective in general, some students required additional support, more time, or slight modifications in order to fully understand and complete the listening tasks. This suggests that a

more differentiated approach during the intervention could have enhanced students' performance and overall results.

Since classrooms are composed of diverse learners, it is important to recognize that not all students respond equally to the same type of activity. Some learners may benefit from simplified instructions, visual support, or repeated exposure to the listening material, while others may progress more quickly and require more challenging tasks. For this reason, future implementations should include a prior assessment of students' needs and learning preferences, allowing researchers to design and adjust the activities accordingly.

For example, teachers should carefully select and modify games to ensure that they are accessible and engaging for all students. This may include simplifying instructions, adjusting the level of difficulty, or incorporating familiar topics that capture students' attention. By doing so, educators can create a more inclusive learning environment where every student has the opportunity to participate actively and develop their listening comprehension skills without feeling overwhelmed or excluded.

### **5.5.3 Integrate technological tools with interactive language games**

It is important to integrate technological tools with interactive language games in order to enhance the teaching and learning experience. During the development of this study, the activities were primarily implemented using physical resources such as printed tests and physical games; however, considering the nature and context of the institution, it would have been possible to incorporate technological elements to further enrich the intervention. The inclusion of digital tools could have provided additional support for listening activities and increased students' engagement with the content.

In modern educational contexts, students are increasingly familiar with digital environments, which makes technology a powerful resource for capturing their attention and supporting their learning process. By combining traditional games with digital platforms, applications, or multimedia resources, researchers could create more dynamic and interactive learning experiences. Additionally, the use of technology allows for greater flexibility and access to a wider variety of listening materials, which can contribute to the development of listening comprehension skills in a more effective way.

Furthermore, digital tools can offer immediate feedback and opportunities for individualized learning, allowing students to progress at their own pace and to reinforce their understanding of the language. Given that the school context allowed the potential use of technological resources, their integration could have strengthened the results of the study and provided deeper insights into the effectiveness of combining game-based learning with digital strategies.

#### **5.5.4 Increase the use of group work during the implementation of activities**

It is recommended to incorporate a greater amount of group work during the implementation of interactive language games. During the development of this study, most activities were carried out individually or with limited classmate interaction, which may have reduced opportunities for students to collaborate, share ideas, and learn from each other. Even though, they had time to interact with each other during some activities, most of them were carried out in an individual manner. Including more structured group work could have enhanced the learning experience by promoting communication and active participation among students

Working in groups allows students to support each other, clarify doubts, and engage more deeply with listening tasks, especially when they are required to discuss answers or complete activities collaboratively. Additionally, group work can help to reduce anxiety, as students may feel more comfortable participating when they are not working alone. This is particularly important in language learning, where confidence plays a key role in students' performance.

#### **5.5.5 Explore the impact on other language skills**

It is important to explore how interactive language games can impact other language skills, such as speaking, reading, and writing, in addition to listening comprehension. Although this study focused specifically on listening, it was noticeable that students also showed improvements in areas like participation, confidence when speaking, and vocabulary use. This suggests that these types of activities may have a broader effect on language learning than initially expected.

For this reason, expanding the focus of future studies could provide a clearer and more complete understanding of how interactive language games support overall language development. It would be especially useful to analyze how these activities can help students use

the language in more natural and communicative ways, not only to understand it but also to express themselves. By doing so, researchers could contribute to the design of more balanced teaching approaches that integrate multiple skills at the same time, making the learning process more meaningful and effective for students.

#### **5.5.6 Compare interactive language games with other strategies**

It is recommended that future studies compare the use of interactive language games with other teaching strategies, such as digital tools, gamification platforms, or audiovisual resources. In today's educational context, there are many different methods available to teach English, and it is important to understand which ones work best depending on the classroom situation and students' needs.

By making these comparisons, researchers can identify the strengths and weaknesses of each strategy and determine in which situations they are more effective. This would not only help to improve future research, but it also supports teachers in making better decisions when planning their lessons. In addition, combining different strategies could lead to more innovative and flexible teaching approaches, where interactive games are used together with technology or other resources to create more engaging and effective learning experiences.

#### **5.5.7 Examine long-term effects on learning and motivation**

It is also suggested that future research explore the long-term effects of using interactive language games on students' motivation, confidence, and overall language development. In this study, positive results were observed in a relatively short period of time; however, it was not the primary focus of the research, it is important to determine whether these improvements can be maintained over time to determine if the effectiveness of interactive language games in motivation and language development is not only temporal but a long-term thing.

Longer studies could help to identify whether students continue to feel motivated and engaged when these strategies are used regularly, or if their impact decreases after a certain period. Additionally, analyzing long-term results would provide a better understanding of how these activities influence students' attitudes toward learning English and their ability to retain what they have learned. This information would be very valuable for both researchers and

teachers, as it would help to confirm whether interactive language games can be used as a sustainable and effective strategy in the long term.

### **5.5.8 Analyze implementation in different educational levels**

Further studies could analyze how interactive language games work at different educational levels, such as first, second, third, fourth and sixth, or high school levels. Students at different ages learn in different ways, and their level of English proficiency can also influence how they respond to certain teaching strategies. Because of this, it is important to understand whether the positive results observed in this study can be replicated in other groups of students.

Exploring this aspect would allow researchers to identify how these strategies need to be adapted depending on the age and level of the learners. For example, younger students might respond better to more visual and simple games, while older students might benefit from more complex and communicative activities. This type of research would help create more flexible teaching approaches that can be adjusted to different classroom contexts and student needs.

The recommendations presented in this study highlight the importance of adopting innovative and student-centered approaches in the teaching of English as a foreign language. The use of interactive language games offers a valuable opportunity to transform traditional classroom practices into more dynamic, engaging, and meaningful learning experiences. These strategies not only support the development of listening comprehension skills but also foster motivation, participation, and confidence among students.

However, their effectiveness depends on a conscious, well-planned, and pedagogically grounded implementation. It is essential that teachers receive appropriate training, continuously evaluate their practices, and create learning environments that promote interaction, collaboration, and active participation. In this sense, the role of the teacher becomes fundamental as a facilitator and guide who designs meaningful learning experiences that respond to students' needs.

Ultimately, integrating interactive language games into English teaching practices contributes to a more inclusive, contextualized, and effective educational process, preparing students to develop essential language skills in a way that is both enjoyable and relevant to their learning journey.

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