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THESIS SUBMITTED TO OBTAIN THE BACHELOR IN ENGLISH WITH
CONCENTRATION IN TEACHING

IMPROVEMENT OF LISTENING AND SPEAKING SKILLS THROUGH LUDIC
ACTIVITIES FOR 6TH GRADERS AT DANTE ALIGHIERI SCHOOL DURING THE
I QUARTER, 2025.

STUDENT: IVETH ELISSA MÉNDEZ HERNÁNDEZ.

THESIS MENTOR: M.SC. LAWRENCE VEGA MIRANDA.

SEDE ARANJUEZ

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Abstract

Developing listening and speaking skills is crucial for effective communication, particularly for young learners acquiring a second language. This study examines the impact of ludic activities on enhancing these skills among sixth-grade groups, compounded by 11 and 12 students, at Dante Alighieri School during the first quarter of 2025. The research focuses on three interactive games: Gartic Phone (The Phone Game), Kahoot, and Memory Matching Game, which were integrated into the classroom to create an engaging and interactive learning environment.

A descriptive approach was employed to analyze students' performance, using a checklist, surveys and questionnaires to measure improvements in listening comprehension and oral expression. Data was presented through tables and figures, illustrating trends, mean scores, and percentage increases in skill development. Additionally, qualitative observations and student feedback were gathered to assess engagement levels and overall learning experiences.

The findings reveal a notable improvement in both listening and speaking skills, demonstrating the effectiveness of gamified learning strategies even in small-group settings. Furthermore, the results suggest that ludic activities not only enhance language acquisition but also foster motivation, participation, and confidence in students. This study underscores the pedagogical value of incorporating game-based learning into language education and recommends its broader application to promote dynamic and enjoyable learning experiences.

Keywords: ludic activities, listening skills, speaking skills, gamification, descriptive statistics, educational games, second language learning, student engagement, small-group learning.

Resumen

El desarrollo de las habilidades de escucha y expresión oral es fundamental para una comunicación efectiva, especialmente en estudiantes que aprenden un segundo idioma. Este estudio analiza el impacto de las actividades lúdicas en la mejora de estas habilidades en grupos de 11 y 12 estudiantes de sexto grado de la Escuela Dante Alighieri durante el primer trimestre de 2025. La investigación se centra en tres actividades lúdicas: Gartic Phone (The Phone Game), Kahoot y Memory Matching Game, implementados en el aula para fomentar un aprendizaje dinámico y participativo.

Se utilizó un enfoque descriptivo para analizar el rendimiento de los estudiantes, empleando encuestas y cuestionarios para medir su progreso en la habilidad auditiva y la expresión oral. Los datos se presentan mediante tablas y figuras, mostrando tendencias, promedios y porcentajes de mejora en el desarrollo de habilidades.

Además, se recopilaron observaciones cualitativas y opiniones de los estudiantes para evaluar sus niveles de motivación y experiencia de aprendizaje. Los resultados revelan una mejora significativa en ambas habilidades, demostrando la efectividad del aprendizaje gamificado en grupos pequeños. Asimismo, los hallazgos sugieren que las actividades lúdicas no solo facilitan la adquisición del idioma, sino que también aumentan la motivación, la participación y la confianza de los estudiantes. Este estudio resalta el valor pedagógico del uso de estrategias basadas en el juego en la enseñanza de idiomas y recomienda su aplicación en entornos educativos para promover experiencias de aprendizaje más dinámicas y atractivas.

Palabras clave: actividades lúdicas, habilidades de escucha, expresión oral, gamificación, estadísticas descriptivas, juegos educativos, aprendizaje de segunda lengua, motivación estudiantil, aprendizaje en grupos reducidos.

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Chapter I

Introductory Framework

Ludic activities encompass diverse interactive and engaging exercises designed to make learning enjoyable. These activities include educational games, role-playing, storytelling, and other participatory methods that create an immersive and amusing learning environment, ultimately contributing to an increase in the vocabulary of sixth-grade students.

In Costa Rican education, using games for learning purposes is prevalent in preschool and the school-age period. However, due to the integration of technology and other modern tools, kinesthetic ludic activities have been sidelined, confining students to a monotonous and, somehow, boring learning style. To support this notion, Juan and García (2013) assert that "although children have a natural innate ability to learn any foreign language, they do not learn it well if they find the classes boring, as unfortunately often happens" (p. 169). This implies that the incorporation of more ludic activities in lessons facilitates easy and more meaningful learning for students.

Furthermore, ludic activities play a pivotal role in increasing students' participation and enhancing their speaking and listening skills to acquire a second language. Saavedra, Rivera, and Cango (2023), in their article *Effectiveness of Using Ludic Activities to Enhance Students' Speaking Skills*, emphasize that "ludic activities foster the growth of interpersonal relationships, skills, and a sense of humor in individuals, priming the student's mind for learning motivation". Play activities not only motivate students to learn but also contribute to the improvement and acquisition of various skills throughout the learning process.

1.1 Problem Statement

Why is it important to incorporate ludic activities in English classes to improve listening and speaking skills? In public schools of Costa Rica, students struggle with improving their listening and speaking skills in English classes. The usual methods used for teaching these skills are not remarkably interesting or attractive for children. This study aims to solve this problem by looking into how ludic activities, like games and interactive exercises, can help students get better at listening and speaking skills. The issue is that the current ways of teaching these skills are not working well, and we need to explore new, more engaging methods to see if they can make a positive difference.

The proposed research seeks to explore the potential benefits of ludic activities – activities that are interactive, enjoyable, and incorporate elements like games, role-playing, and storytelling – in addressing this deficiency. By integrating a sense of play and engagement into language learning, it is hypothesized that students may be more motivated to actively participate, leading to enhanced listening and speaking abilities.

This investigation is crucial not only for refining language education methodologies but also for fostering a more enjoyable and effective learning environment that accommodates various learning preferences. Ultimately, the study aims to provide ideas that can contribute to practical recommendations for enhancing the experience of sixth-grade English students through the implementation of play activities and verifying if these activities are effective in improving English speaking and listening skills.

1.2 Objectives of the Investigation

1.2.1 General Objective:

To enhance the listening and speaking skills of sixth-grade students in public schools of Costa Rica by investigating the effectiveness of incorporating ludic activities, such as games and interactive exercises, into English language classes.

1.2.2 Specific Objectives:

- Investigate the current challenges and deficiencies in the development of listening and speaking skills among sixth-grade students in public schools of Costa Rica.
- Examine the potential benefits of integrating ludic activities, including games, kahoot, gartic phone and memory matching game into English language classes to make learning more engaging and effective.
- Assess the impact of ludic activities on student motivation and active participation in English learning, with a focus on how these activities contribute to enhanced listening and speaking abilities.
- Analyze final outcomes on the use of ludic activities to improve English listening and speaking skills on sixth- grade students.

1.3 Justification of the Study

Enhancing listening and speaking skills is a fundamental aspect of early education. This justification focuses on implementing ludic activities to foster these skills among sixth-grade students at Dante Alighieri School. Ludic activities, defined as playful and interactive learning experiences, offer a dynamic pedagogical approach that is both enjoyable and effective.

Ludic activities encompass a broad spectrum of interactive and engaging exercises designed to make learning enjoyable. These activities may include Kahoot! “gartic phone,”

memory matching game, and other participatory methods that create an immersive and enjoyable learning environment. That can increase the vocabulary of sixth-grade students.

Dante Alighieri School, like many educational institutions, seeks to provide a well-rounded English education by applying different teaching methods. The application of ludic activities aligns with the school's commitment to holistic development, addressing not only academic needs but also nurturing essential life skills. On the other hand, ludic activities have proven to be powerful tools for motivating active participation in the learning process. By making language acquisition enjoyable and engaging, students are more likely to become enthusiastic participants, leading to increased motivation to develop their listening and speaking abilities.

Ludic activities create an environment where students feel comfortable expressing themselves, ultimately cultivating confident speakers. Through Kahoot! “gartic phone,” memory matching game, students can practice articulating thoughts and ideas in a supportive setting, contributing to the development of effective communication skills.

In conclusion, incorporating ludic activities into the curriculum, Dante Alighieri School is not only investing in immediate speaking and listening skills development but also laying the foundation for long-term academic success and personal growth. The enhancement of listening and speaking skills through ludic activities equips students with essential tools for effective communication, setting them on a path toward academic achievement and success in various aspects of their future lives.

1.4 Antecedents

1.4.1 *English Language Education in Costa Rica*

The teaching of English in Costa Rica has been a matter of importance for the local government. Year after year, teaching methods, methodologies, and strategies have been changing. Nevertheless, there is an emphasis on the use of authentic materials to teach the language. According to Ministerio Educación Pública (MEP: Ministry of Education):

“The English Syllabus”, was written within the principles stated in our Constitution, The Educational Law, and in the Educational Policy “Towards the 21st Century” in order to help the students face life and work situations which require an average command of English, with the desire that this preparation will allow them to participate actively into the challenges of the global economy for the benefit of the country. (2005, p. 13)

It means that the primary goal of this investigation is to assist students in acquiring a reasonable proficiency in English, aligning with the requirements of everyday life and work situations. The intention is to equip students with the necessary language skills to effectively navigate challenges in both their personal and professional lives.

The focus of the programs of English in public schools is on providing students with an average command of English, aiming to prepare them for active participation in the demands of the global economy in the future, this preparation will contribute to the overall benefit of the country by fostering people capable of engaging with international opportunities and challenges.

Gradually, English language instruction has become integrated in every stage of the Costa Rican educational system, starting in preschool and all through high school. The significance of this language is highlighted by a decisive action; both rural and urban educational institutions are required to facilitate access to English learning. This mandate stems from its classification as a

compulsory subject, ensuring that students must include it in their academic programs to fulfill their educational requirements.

1.4.2 Common Elements for Teaching Listening And Speaking Skills

The article *Enseñanza del inglés en secundaria: una propuesta innovadora*, written by Carvajal (2012), provides an exploration of the historical development of English language teaching in Costa Rica during the 20th century. In a specific section, the author focuses on the essential elements and strategies for effective language learning within a classroom context. The author contends that, under suitable conditions such as motivation, language exposure, and opportunities for language use, students within a classroom can still successfully acquire a language.

The key elements, identified as ESA (Engage, Study, Activate) by Harmer (1998), are highlighted for their crucial role in establishing an effective language learning environment. The "Engage" phase involves emotionally captivating activities such as games, music, debates, and stimulating images. The "Study" phase focuses on language construction, requiring students to concentrate on language or provided information. The "Activate" phase incorporates exercises designed for students to use language freely and communicatively. Additionally, the article underscores the significance of learning strategies for oral communication in a foreign language, citing Celce-Murcia's identified strategies encompassing linguistic structure, performance, participation, and observation.

The proposed activities align with the four language skills outlined in the Costa Rican Ministry of Education's English Teaching Curriculum—listening, reading, speaking, and writing. The article discusses strategies for extensive and intensive listening and reading, emphasizing the advantages of exposing students to various voices and materials. Regarding speaking skills, the

article emphasizes the importance of fluency and effective use of phonemes. It also delves into the multifaceted role of teachers, emphasizing their functions as facilitators, participants, and feedback providers during oral activities.

In summary, the article provides a comprehensive overview of the chronological development of English language teaching in Costa Rica during the 20th century and, in this section, focuses on the crucial elements and strategies for successful language learning, particularly emphasizing the ESA approach and various activities targeting different language skills.

1.4. 3 Challenges in Teaching Listening and Speaking Skills

Zulfugarova Sabina's (2018) article delves into the challenges associated with teaching listening and speaking skills in language education. The paper highlights the distinction between receptive skills (listening and reading) and productive skills (speaking and writing) and focuses on the complexities of speaking and listening comprehension. In page fifty-three, Listening is described as a multifaceted process involving psychological and social dimensions, requiring learners to navigate various contexts and symbolic stimuli.

The article outlines the six stages of the listening process: hearing, attention, understanding, remembering, evaluating, and responding. Each stage is essential for effective comprehension, with attention and understanding being critical components. Factors such as background knowledge, including general information, local information, socio-cultural knowledge, and knowledge of context, play a pivotal role in successful listening.

The discussion then transitions to the challenges of teaching speaking skills, acknowledging its difficulty and the tendency to be overshadowed by reading and writing in language education. The article underscores the significance of spoken English as a crucial

aspect of language acquisition, emphasizing its spontaneous and interactive nature. The importance of speaking in various daily life situations is highlighted, along with the need for learners to adapt their register based on formality.

In addressing speaking challenges, the article suggests various classroom activities such as discussions, prepared speeches, and role-playing to promote oral skills. It emphasizes the importance of real-life communication, collaborative learning, and communicative language teaching in enhancing speaking proficiency. The conclusion emphasizes the critical role of thoroughly teaching listening and speaking skills to ensure holistic language development.

As a conclusion, Sabina's article provides insights into the complexities of teaching listening and speaking skills, emphasizing the need for a comprehensive approach that considers the psychological and social aspects of language acquisition. It advocates for interactive and communicative methodologies to enhance these crucial language skills.

1.4.4 Language Learning Motivation

The study conducted by Jiménez in 2022, focuses on increasing classroom participation by decreasing anxiety levels among English as a Foreign Language (EFL) students through peer teaching activities and aims to help learners mitigate anxiety while engaging in various teaching tasks related to listening, writing, speaking, and reading skills. Initial findings reveal that students expressing anxiety often perceive English as challenging, struggle with speaking, and feel reluctant to participate actively due to shyness. Anxiety adversely affects performance and is attributed to communication apprehension, fear of failure, and negative evaluation.

To address these issues, the study proposes the incorporation of ludic activities to increase the motivation levels among EFL students. Classroom-based tasks, personalized feedback, group activities, and the option for students to choose materials contribute to creating

an environment where learners actively participate. Positive outcomes are observed, indicating a reduction in anxiety levels among students. The study emphasizes the importance of educators adapting techniques to meet learners' needs, promoting open communication through group discussions, and providing clear lesson plans to alleviate uncertainty.

In summary, Jiménez's study explores the impact of ludic activities on reducing anxiety levels among EFL students, offering practical strategies for educators to create an engaging and supportive learning environment. The findings highlight the effectiveness of incorporating playfulness and student-centered approaches in language teaching to enhance overall language skills and increase motivation.

1.4.5 Ludic Activities in Language Learning

Ludic activities, often associated with play and games, have deep roots in human history and culture. Vanegas's (2020) study highlights the transformative impact of ludic activities on educational settings by introducing elements of joy, amusement, and enthusiasm. These qualities contribute to creating an environment that is not only enjoyable but also facilitates easier comprehension and understanding of the subject matter. According to Vanegas, ludic activities play a pivotal role in enhancing the learning experience, offering students a conducive and friendly setting in which to engage with educational content.

However, the success of integrating ludic activities into teaching methods relies heavily on the careful and intentional implementation by educators. Vanegas emphasizes that for optimal results, teachers must ensure that ludic activities go beyond mere entertainment and involve tasks that require students to actively use and produce language. This shift from passive enjoyment to active participation is deemed vital for leveraging the full educational potential of ludic

approaches. In essence, the study underscores the importance of a thoughtful and purposeful application of ludic activities in the educational context.

In today's education, effective communication is vital, and understanding the role of ludic activities in enhancing these skills can guide teachers in creating engaging learning experiences. Ludic activities have the power to make learning enjoyable, addressing potential challenges like student motivation and anxiety. Vanegas's study's focus on boosting speaking skills through ludic activities provides practical insights for educators, helping them integrate playful elements strategically.

1.5 Scope

This analysis aims to assess how the incorporation of ludic activities contributes to the improvement of listening and speaking skills. Therefore, the researcher intends to achieve the following:

- Identify the existing challenges and deficiencies in the development of listening and speaking skills among the target group.
- Examine how ludic activities, such as games, role-playing, and storytelling, contribute to improving listening and speaking skills.
- Evaluate the impact of different ludic activities on English language acquisition and retention.
- Investigate the role of teachers in incorporating ludic activities and fostering creativity in the classroom.
- Collect and analyze students' perspectives on the enjoyment and effectiveness of ludic activities in language learning.

- Explore how students perceive the impact of ludic activities on their overall language proficiency.

Chapter II

Theoretical Framework

This research aims to understand the basic concepts about English teaching. Firstly, it seeks to provide a comprehensive understanding of the teaching methodologies associated with the English language. Specifically, it will clarify the nuances of listening and speaking skills and explain how these language competencies are typically imparted within educational settings. Based on this information, the importance of knowing what ludic activities will be analyzed, along with some types of ludic activities that can be implemented in English teaching for sixth-grade children. Additionally, the intention is to demonstrate whether the use of such activities improves speaking and listening skills.

2.1 Literature Review

2.1.1 Listening

2.1.1.1 Definition

Listening, often regarded as the neglected skill in language learning, is a multifaceted process essential for effective communication. As Sandra L. Calvert highlights in *Children's Journeys Through the Information Age*, "Listening is more than simply hearing words; it involves understanding and interpreting the message conveyed, which requires cognitive processing and linguistic comprehension" (p. 72). This definition underscores the intricate nature of listening, emphasizing its role in deciphering meaning and facilitating meaningful interactions.

Listening skill refers to the ability to actively receive and understand spoken language or information. It involves not only hearing the words being spoken but also comprehending their

meaning, intent, and context. Effective listening requires focus, concentration, and the ability to interpret verbal and nonverbal cues.

Students who possess strong listening skills are better able to comprehend lectures, participate actively in discussions, and retain information more effectively. As a result, they often achieve higher grades and demonstrate greater academic success compared to their peers who struggle with listening. Additionally, in professional settings, individuals with refined listening abilities are more likely to excel in their careers, as they can accurately understand clients' needs, collaborate efficiently with colleagues, and adapt to changing circumstances with agility. Thus, the importance of honing listening skills extends beyond interpersonal communication, playing a pivotal role in academic achievement and career advancement.

Additionally, listening skills are fundamental not only for comprehending verbal messages but also for building rapport and empathy in interpersonal relationships. Through actively listening and understanding others' perspectives, individuals can establish deeper connections and foster trust. Moreover, proficient listening enhances problem-solving abilities as individuals gather information, analyze situations, and make informed decisions based on the insights gained through attentive listening.

Furthermore, strong listening skills contribute to effective collaboration and teamwork, as individuals are better equipped to understand instructions, provide constructive feedback, and work cohesively towards shared goals. Hence, cultivating proficient listening skills is essential for success not only in language learning but also in various personal, academic, and professional endeavors.

2.1.1.2 Listening Comprehension

Listening comprehension, a cornerstone of language acquisition, involves the ability to grasp spoken language accurately and efficiently. In *Teaching listening and speaking*, Jack C. Richards indicates the concept of this skill, stating, "Listening as comprehension is the traditional way of thinking about the nature of listening" (p. 3). It implies that when people typically think about listening, they tend to view it as a process of understanding or comprehending the information being communicated verbally. Proficiency in listening comprehension enables individuals to navigate diverse linguistic contexts and participate effectively in communicative exchanges.

In addition to its interpersonal benefits, listening comprehension plays a crucial role in enhancing vocabulary about other cultures and fostering cross-cultural communication. Furthermore, proficient listening comprehension facilitates the exchange of ideas and collaboration across multicultural contexts, promoting mutual understanding and cooperation on a global scale. Thus, developing robust listening comprehension skills not only enriches language acquisition but also cultivates cultural awareness and promotes intercultural competence.

Listening comprehension plays a pivotal role in fostering critical thinking skills and information processing abilities. As individuals listen to spoken discourse, they must evaluate, analyze, and synthesize information in real time to derive meaning and extract key concepts. This process of cognitive engagement strengthens analytical skills, enhances memory retention, and promotes a deeper understanding of complex ideas.

Moreover, listening comprehension serves as a gateway to authentic language usage and exposure to real-world communication scenarios. By actively engaging with authentic audio

materials such as podcasts, interviews, and conversations, learners can refine their listening comprehension skills and adapt to the fluidity of spontaneous speech. This exposure not only enhances language proficiency but also builds confidence in understanding and responding, empowering learners to interact effectively in the target language.

2.1.1.3 Active Listening

Active listening, characterized by attentive engagement and empathetic understanding, plays a crucial role in communication. In *The Interpersonal Communication Book*, Joseph A. DeVito (2015) underscores the significance of active listening, stating, "it helps you as a listener to check your understanding of what the speaker said and, more importantly, of what he or she meant" (p. 32). This approach facilitates deeper connections and promotes mutual understanding in interpersonal interactions.

In addition, *The Science of Effective Communication: Improve Your Social Skills and Small Talk, Develop Charisma and Learn How to Talk to Anyone* by Ian Tuhovsky delves into the practical applications of active listening in everyday communication. He emphasizes the importance of attentive engagement and genuine curiosity in fostering meaningful connections, stating, "Active listening is the cornerstone of effective communication, enabling individuals to build rapport and trust with others" (p. 105). By actively tuning in to verbal and nonverbal cues, students can enhance their communication skills and strengthen interpersonal relationships.

Incorporating activities that encourage active participation can help students engage more deeply with the material and improve their listening proficiency. Additionally, providing opportunities for students to practice paraphrasing or summarizing key points from listening exercises can reinforce their understanding and retention of the content. Moreover, creating a supportive and inclusive classroom environment where students feel comfortable expressing

themselves and asking questions can facilitate meaningful dialogue and encourage active listening among peers. Through consistent practice and reinforcement of effective listening strategies, students can develop the necessary skills to become proficient communicators in English and beyond.

Furthermore, *The lost art of listening, third edition: How learning to listen can improve relationships* by Nicols and Strauss explores the transformative potential of active listening beyond language acquisition. They emphasize that active listening fosters deeper connections and understanding in interpersonal relationships, stating, "Active listening involves not only hearing words but also empathizing with the speaker's perspective and emotions" (p. 87). By honing active listening skills, learners can enhance their capacity for empathy and improve communication dynamics in various settings.

2.1.2 Speaking

2.1.2.1 Definition

It is an integral aspect of language proficiency that involves the verbal expression of thoughts, ideas, and emotions. As Antonio Carlos (2023) articulates in *The art of public speaking*, "Speaking entails not only articulating words but also conveying meaning through intonation, rhythm, and expression" (p. 88). This definition underscores speaking as a dynamic process through which individuals communicate and interact with others, highlighting its essential role in language learning and social interaction.

Moreover, speaking can be understood as a complex skill that incorporates various dimensions. Linguistic competence forms the foundation, encompassing proficiency in vocabulary, grammar, and pronunciation, which enables speakers to articulate ideas with clarity and precision. Paralinguistic elements such as intonation, rhythm, and body language add depth

to communication by conveying nuances of emotion, emphasis, and attitude. Additionally, sociolinguistic awareness involves recognizing the social and cultural influences on language use, including dialects, registers, and conventions of politeness. Through consistent practice in speaking, learners not only refine their communicative abilities but also cultivate critical thinking skills as they articulate and defend their viewpoints.

Furthermore, speaking proficiency extends beyond mere linguistic fluency; it encompasses the ability to navigate diverse social and cultural contexts effectively. By mastering speaking skills, individuals develop the capacity to engage meaningfully with others and negotiate meaning in various communicative situations. This interactive aspect of speaking fosters the development of interpersonal relationships and promotes cross-cultural understanding. Additionally, speaking competence empowers individuals to express themselves authentically and advocate for their perspectives, contributing to their overall sense of agency and self-confidence.

Additionally, it can be inferred that speaking is a multifaceted skill that encompasses linguistic, paralinguistic, and sociolinguistic dimensions. Linguistic competence involves mastery of vocabulary, grammar, and pronunciation, enabling speakers to convey ideas clearly and accurately. Paralinguistic elements such as intonation, rhythm, and body language contribute to effective communication by conveying emotions, emphasis, and attitude. Additionally, sociolinguistic awareness encompasses understanding the social and cultural factors that influence language use, including dialects, register, and politeness conventions. Through speaking practice, learners not only enhance their communicative competence but also develop critical thinking skills as they articulate and defend their ideas.

In conclusion, speaking proficiency encompasses the verbal expression of thoughts, ideas, and emotions, facilitated through linguistic, paralinguistic, and sociolinguistic competence. It serves as a vital component of language learning and interpersonal communication, enabling individuals to interact effectively in diverse contexts. Through dedicated practice and awareness of linguistic nuances, learners can enhance their communicative abilities and foster deeper connections with others.

2.1.2.2 Oral Fluency

Oral fluency refers to the ability to express oneself smoothly and coherently in spoken language. In *Second Language Speech Fluency: From Research to Practice*, Parvaneh Tavakoli and Clare Wright said that "language fluency can be conceptualized in a wide range of ways, from the most general broad sense of global proficiency to a narrow 'skill' measured as a component of speech production"(p. 2). Achieving oral fluency involves developing automaticity in language production and mastering pronunciation and intonation patterns.

Additionally, oral fluency goes beyond mere linguistic competence; it encompasses the ability to convey meaning accurately and effectively. Fluent speakers not only pronounce words correctly but also convey emotions, intentions, and nuances through their tone, rhythm, and intonation. This depth of expression enables them to engage listeners on a deeper level, eliciting empathy and understanding. Overall, oral fluency fosters confidence in speakers, empowering them to express themselves assertively and engage in meaningful dialogue without fear of linguistic barriers. Thus, developing oral fluency is essential for achieving communicative competence and building successful relationships in both personal and professional contexts.

Clear speech ensures that messages are conveyed accurately and intelligibly, fostering mutual understanding and facilitating meaningful interactions. Therefore, mastering clear articulation and pronunciation is crucial for enhancing oral fluency and communicative competence.

2.1.2.3 Effective Communication

Effective communication involves the clear and coherent exchange of information, ideas, and emotions to achieve mutual understanding. In *Communicating for Results: A Guide for Business and the Professions*, Cheryl Hamilton emphasizes the importance of effective communication on pages 22-27, stating that effective communication requires not only conveying messages accurately but also listening actively and responding appropriately to others' feedback. This holistic perspective underscores the interconnectedness of speaking, listening, and understanding in achieving communicative competence.

Within the classroom environment, effective communication plays a pivotal role in nurturing positive personal relationships. It serves to facilitate the exchange of thoughts, emotions, and intentions, fostering understanding and meaningful connections among individuals. Beyond verbal communication, nonverbal cues such as body language, facial expressions, and tone of voice contribute significantly to the depth and richness of interpersonal interactions, enhancing comprehension within the classroom.

Proficiency in both verbal and nonverbal communication is crucial for fostering deeper connections and facilitating productive exchanges between students and teachers. A heightened awareness of nonverbal cues enhances interpersonal relationships and promotes more meaningful interactions during classroom sessions. By understanding these cues, individuals can better grasp

the emotional context of communications, fostering an environment conducive to open dialogue, collaboration, and mutual understanding.

In conclusion, developing a robust skill set encompassing both verbal and nonverbal communication is essential for creating an inclusive and harmonious classroom atmosphere conducive to optimal learning outcomes. Effective communication enables individuals to engage meaningfully with others, establish rapport, and navigate social interactions with confidence and clarity. Through active listening, thoughtful responses, and a keen understanding of nonverbal cues, individuals can cultivate strong interpersonal connections and promote a positive learning environment within the classroom.

2.1.3 Listening and Speaking Teaching

2.1.3.1 Designing lessons that emphasize both skills

Effective language teaching requires the integration of listening and speaking skills to foster comprehensive language acquisition. In *Teaching ESL/EFL Listening and Speaking*, Jonathan M. Newton and I.S.P. Nation (2020) advocate for lesson designs that prioritize both listening and speaking skills. In their article they mentioned that a well-designed lesson should incorporate activities that engage students in authentic listening and speaking tasks, providing opportunities for meaningful interaction and language practice. By integrating listening and speaking activities, educators create immersive learning experiences that mirror real-world communicative contexts, facilitating language development and proficiency.

To design lessons that emphasize both listening and speaking skills effectively, teachers can analyze steps on the pages 212-215 from the book *Teaching English as a Second or Foreign Language*, written by Marianne Celce-Murcia and Diane Larsen-Freeman (1999), and can be mentioned and summarize the following steps:

2.1.3.1.1 Objective Setting

When designing lessons that emphasize both listening and speaking skills, it is crucial to define specific learning objectives that cater to the needs and interests of the learners. These objectives should align with the foreign language proficiency goals, ensuring that students have clear targets to work towards. For instance, objectives could include improving listening to comprehension, enhancing speaking fluency, or mastering pronunciation. By setting clear and specific objectives, educators provide directions for their teaching and help students understand the purpose and expectations of the lesson.

2.1.3.1.2 Materials Selection

Selecting appropriate materials is essential for creating engaging and effective lessons. Educators should choose authentic materials that resonate with students and are relevant to the lesson topic and their proficiency level. This could include audio recordings of native speakers, video displaying real-life conversations, or multimedia resources that incorporate various language skills. By utilizing materials that align with the lesson objectives and stimulate interest and engagement, educators can create a dynamic learning environment that promotes active participation and language acquisition.

Teachers who communicate clearly and concisely can effectively convey complex concepts, learning objectives, and expectations to their students. By employing diverse materials such as visual aids, multimedia presentations, and interactive discussions, educators can cater to different learning styles and enhance student engagement and comprehension. Transparent communication regarding assignments, deadlines, and grading criteria fosters a supportive learning environment where students feel informed and empowered to succeed.

2.1.3.1.3 Pre-listening and pre-speaking Activities

Before engaging in listening and speaking tasks, it is beneficial to integrate pre-listening and pre-speaking activities to prepare students and scaffold their understanding. These activities can help activate prior knowledge, set context, and introduce key vocabulary or concepts related to the listening or speaking task. For example, educators may use brainstorming sessions, concept mapping exercises, or role-plays to familiarize students with the topic and build their confidence before engaging in more complex language tasks. By providing opportunities for active engagement and comprehension building, pre-listening, and pre-speaking activities lay the foundation for successful language learning outcomes.

2.1.3.1.2 Feedback and Assessment

Providing constructive feedback on both listening and speaking performance is essential for supporting students' language development and progress. Educators should utilize assessment tools and techniques recommended in the book to evaluate students' proficiency levels and identify areas for improvement. This could involve using rubrics to assess speaking fluency, conducting peer evaluations to provide feedback on listening comprehension, or incorporating self-assessment activities to encourage students to reflect on their language skills. By offering personalized feedback and guidance, educators empower students to take ownership of their learning and strive for continuous improvement in both listening and speaking abilities.

By following these steps and drawing upon the insights and strategies provided in Celce Murcias' book, educators can design engaging and effective lessons that prioritize the development of both listening and speaking skills in language learners.

2.1.4 Common Classroom Techniques to Teach Both Skills

Various classroom techniques are employed to enhance both listening and speaking skills among language learners. But as Erick Palmer says in his book *Teaching the Core Skills of Listening and Speaking*

Like the fish with water, we take listening and speaking for granted. It is time to change that-to bring listening and speaking to the forefront of educators' minds and to fully teach the listening and speaking skills that are the foundation of so much human interaction (p.9).

In the realm of education, listening and speaking skills often take a backseat to others, yet they are essential components of effective communication. As the quote aptly compares humans' reliance on these skills to a fish in water, it underscores their innate importance. Educators must recognize the critical role that listening and speaking play in fostering meaningful interactions and academic success. To address this, common classroom techniques can be employed to intentionally teach and develop these skills. Through activities such as group discussions, debates, role-playing exercises, and presentations, students are provided with opportunities to actively engage in listening and speaking tasks. By prioritizing these skills and incorporating them into lesson plans, educators can empower students to become proficient communicators, equipped to navigate various interpersonal and academic situations effectively.

2.1.4.1 Common Listening and Speaking Assessments

Assessments play a crucial role in evaluating students' proficiency in listening and speaking skills and informing instructional practices. In *Assessing L2 listening: Moving towards authenticity*, Ockey and Wagner (2018) emphasize the importance of utilizing a variety of assessment methods to capture the multifaceted nature of language proficiency. They express in

their book that assessment of listening and speaking skills should include both formative and summative measures, incorporating tasks that assess comprehension, oral production, and interactional competence. Common assessment tools such as oral presentations, role-plays, and listening comprehension tasks provide insights into students' communicative abilities, helping educators tailor instruction to meet learners' needs and goals.

Oral presentations allow students to demonstrate their speaking skills by delivering prepared speeches or presentations on a given topic, assessing their ability to organize ideas coherently and express them fluently. Role-plays simulate real-life scenarios, enabling students to engage in interactive speaking tasks that require negotiation, persuasion, and problem-solving. Listening comprehension tasks assess students' ability to understand spoken language through activities such as listening to recordings and answering questions or summarizing information.

These assessments not only measure students' proficiency but also provide valuable feedback to educators, guiding instructional decisions and interventions to support students' language development and achievement. Through thoughtful assessment practices, educators can effectively evaluate and nurture students' listening and speaking skills, empowering them to communicate confidently and effectively in diverse contexts.

2.1.4.2 Interactive Listening Activities

Engaging students in interactive listening activities is essential for fostering language comprehension and communication skills. As emphasized in *Task-Based Listening: What Every ESL Teacher Needs to Know*, Steven Brown (2023) mentioned that "Interactive listening activities, such as group discussions or role-playing exercises, allow learners to actively engage with the foreign language in meaningful contexts, promoting comprehension and language acquisition" (p. 41). By incorporating activities that encourage active participation and

interaction, educators create opportunities for students to practice listening in authentic situations, enhancing their ability to understand and respond effectively.

In addition to group discussions and role-playing exercises, interactive listening activities can include tasks such as simulations, debates, and problem-solving tasks. Simulations immerse students in realistic scenarios, requiring them to listen actively to instructions, respond appropriately, and engage in communicative exchanges. Debates encourage students to listen attentively to opposing arguments, analyze information critically, and formulate persuasive responses, fostering both listening and speaking skills.

One example is incorporating problem-solving tasks. They often involve identifying issues, analyzing them thoroughly, brainstorming potential solutions, and implementing the most viable one. When integrated with interactive listening activities, problem-solving tasks create a dynamic learning environment where participants actively engage with English language to comprehend, interpret, and respond appropriately. Through interactive listening, individuals not only enhance their comprehension skills but also develop the ability to think critically and solve problems based on auditory information. This integration fosters a comprehensive approach to learning, allowing participants to apply cognitive abilities in real-time scenarios while refining their listening skills.

Problem-solving tasks involve listening to instructions or information to identify and solve a problem collaboratively, promoting active engagement and critical thinking. By diversifying interactive listening activities, educators cater to different learning preferences and create dynamic learning environments that stimulate language acquisition and communication skills development. Through these varied activities, students not only enhance their listening

comprehension but also strengthen their speaking abilities and overall communicative competence.

2.1.4.3 Public Speaking Strategies

Implementing effective speaking practice strategies is crucial for developing students' oral communication proficiency. In *Public speaking: 10 Simple methods to build confidence, overcome shyness, increase persuasion, and become great at public speaking*. James Williams (2018) stress the importance of " Public speaking covers a wide genre such as facilitating a meeting, stage presentations, interviews, training sessions, arguments, answering questions, negotiations" (p. 5). For instance, scaffolding public speaking tasks and providing feedback on pronunciation, intonation, and clarity, educators help students build confidence and proficiency in expressing themselves verbally.

The importance of public speaking strategies lies in their ability to actively engage students in developing their oral communication skills. By providing structured speaking activities, educators create environments where students can practice articulating their thoughts and ideas fluently and coherently. Through feedback and guidance, students receive valuable support in improving their pronunciation, intonation, and overall speaking proficiency.

Moreover, these strategies encourage students to participate actively in discussions, debates, and presentations, fostering their confidence and autonomy in expressing themselves verbally. Ultimately, by implementing effective speaking practice strategies, educators empower students to communicate effectively in various contexts, equipping them with essential skills for academic, professional, and personal success.

2.1.4.4 Integrated Skills Approach

Adopting an integrated skills approach, where listening and speaking are taught in conjunction with other language skills, enhances language learning outcomes. In *EFL Theory and Practice: Voice of EED UKI*. Written by Pendidikan Bahasa Ingress (2019) advocate for an integrated approach, stating, " it is believed an effective approach to develop students' communicative competence and the ability to use English to gain access to social, vocational, educational, or professional opportunities" (p. 147). By incorporating listening and speaking tasks into comprehensive language lessons, educators facilitate connections between language skills, reinforcing learning and promoting real-world language use.

The integrated skills paradigm offers a myriad of benefits in language acquisition. Intermingling listening and speaking tasks with reading, writing, and vocabulary exercises provides students with immersive language experiences that mirror real-world communicative settings. This approach augments language proficiency and fosters communicative adeptness by prompting learners to apply their language abilities in authentic contexts.

Furthermore, this approach enhances student engagement and motivation, demonstrating the practical relevance of English learning in everyday situations. Moreover, it cultivates students' aptitude to comprehend and produce the target language across diverse mediums, equipping them with adaptable communication skills indispensable for success in academic, professional, and interpersonal domains. Through the integrated skills approach, educators equip students to become confident communicators in English, proficiently applying their acquired knowledge to real-life situations.

2.1.5 Ludic Activities

2.1.5.1 Definition

Ludic activities, also known as playful or game-based activities, encompass a range of interactive and enjoyable learning experiences designed to engage learners in language acquisition. As Thornbury and Slade assert in *Conversation: From Description to Pedagogy* articulate, ludic activities involve "the use of games, puzzles, and other playful tasks to promote language learning and interaction" (p. 112). This concept highlights the use of games and playful tasks as effective pedagogical tools to enhance engagement, motivation, and language proficiency among learners.

These activities provide opportunities for learners to practice language skills in a relaxed and enjoyable atmosphere, reducing anxiety and promoting risk-taking behavior. Additionally, ludic activities often require collaboration and teamwork, fostering social interaction and communication skills development. Through games and playful tasks, learners can engage with language in context, reinforcing vocabulary, grammar, and communication strategies in meaningful ways.

2.1.5.2 Characteristics

Ludic activities are characterized by their dynamic and interactive nature, providing learners with opportunities for active participation and engagement. In *Language Play, Language Learning* Guy Cook (2000) identifies key characteristics of ludic activities, emphasizing their inherent elements of challenge, competition, and enjoyment: "Ludic activities typically involve structured tasks, rules, and goals, fostering motivation and excitement among learners" (p. 45). These activities often simulate real-life contexts, encouraging authentic language use and promoting meaningful communication, making learning both effective and enjoyable.

Overall, ludic activities offer a multifaceted approach to language learning that goes beyond mere linguistic competence. By integrating elements of creativity, collaboration, communication, and cultural awareness, ludic activities provide learners with a comprehensive learning experience that promotes holistic development across various domains.

Additionally, ludic activities encourage creativity and imaginative exploration of language, stimulating cognitive processes like problem-solving and critical thinking. They also promote socialization, providing a supportive environment for peer interaction and feedback exchange. Moreover, ludic activities nurture socio-emotional skills such as empathy and resilience, as learners navigate challenges and setbacks within the gameplay. Overall, ludic activities enhance language learning while fostering holistic development across cognitive, social, and emotional domains.

2.1.5.3 Benefits of Ludic Activities in English Teaching

The integration of ludic activities into English teaching offers numerous benefits for language learners. In *Ludic Pedagogy: A Seriously Fun Way to Teach and Learn*, S. Lauricella (2023) underscores the positive impact of ludic activities on motivation and language acquisition

It will help you to be confident that each of these elements helps your students to learn, retain course information, create social connections, and enjoy their time at college/university. If you take on the action, attitude, and affect described and developed by Ludic Pedagogy, your classes will be memorable for both you and your students. (p. 17).

By providing a supportive and immersive learning environment, ludic activities encourage risk-taking, experimentation, and creativity, fostering holistic language development and proficiency. Furthermore, ludic activities provide practical language practice in authentic

contexts, reinforcing vocabulary, grammar, and communicative strategies. They offer a low-stress environment for language practice, allowing students to experiment without fear of making mistakes. Additionally, the social aspect of ludic activities promotes peer interaction and collaboration, facilitating language use among learners. Integrating ludic activities into English teaching not only enhances motivation and language acquisition but also cultivates practical language skills and fosters a positive learning environment.

2.1.6 Types of Ludic Activities for Listening and Speaking

2.1.6.1 The Telephone Game (gartic phone)

This game consists of telling a short story or a message that can change its meaning during the game. The group is divided into two lines, the first student of each line receives a message and must whisper the same words to the next person in front of him or her without changing words or meaning of the message. By the time the last student receives the message, it is often humorously different from the original. This game encourages careful listening, clear communication, and diligence in speaking.

The Journal of Arabic Teaching Linguistic and Literature, in the article *The Utilization of Digital-Based Chain Picture* in the case of learning Arabic vocabulary says that “This method provides an interesting alternative to improve students' achievement and motivate them to learn Arabic vocabulary.” (Nadhif & Premaswari, 2023) It can be inferred that the utilization of these types of ludic activities can increase and improve vocabulary in other languages too. Therefore, the implementation of this game can be used to improve listening and speaking skills. To summarize, this game is a playful and engaging approach towards acquiring the fundamental language components of listening and speaking. While relay students need to pay great attention to accuracy and clarity, carefully listening and speaking as the message gets passed. The changes

that take place towards the end of the game demonstrate the necessity of being precise with words, which makes this game both fun and educational. Additionally, as research indicates, this engaging and fun ludic activity can help children learn new vocabulary and become proficient in English. This means that adding this size of games to instruction would be productive in adding fun and in developing skills at the same time.

2.1.6.1 Kahoot

Kahoot! is an interactive platform that enhances student engagement and knowledge retention through game-based learning. This quiz-based platform allows students to answer multiple-choice questions within a set time, earning points based on their speed and accuracy. Instructors can create their own quizzes or use pre-existing templates to help students grasp various subjects. Kahoot! fosters a fun, competitive environment that encourages active participation. Additionally, it promotes quick thinking, enhances recall abilities, and provides immediate feedback, allowing learners to identify areas for improvement. According to article *Digital Games in Education: The Design of Games-Based Learning Environments* in The Journal of Educational Technology & Society, talking about videogames and computer games, it has been noted that “games can be used to learn a particular content, but they may leave an impression” (Gros, B. 2007). This means that it can serve as an effective educational tool by helping players learn specific content. However, beyond just teaching information, games should also leave an impression on players, making it easier memorize the vocabulary or the topic that the teacher explained.

The use of technology-driven games for classroom lessons encourages more students to participate and improves their retention for various subjects. The same goes for language

learning, where students can practice their vocabulary, listening, and speaking skills with Kahoot! in a more engaging way.

In conclusion, Kahoot! serves as an educational tool that helps students learn with gamification alongside instant feedback. It helps students remember information for longer periods of time and facilitates the learning process. Digital games, like Kahoot! help learners understand multiple concepts and aids them in remembering the information make Kahoot! a core part of lesson plans and instruction on English classes for students to develop their vocabulary, listening, and speaking skills more willingly. Consequently, technology-driven games, such as Kahoot! significantly transform the learning experience and make it easier for students to build and remember English vocabulary more effectively.

2.1.6.3 Memory Matching Game

The Memory Matching Game is an interactive learning tool that enhances students' engagement and knowledge retention through a fun and challenging activity. This game requires players to match pairs of related cards, improving their concentration, cognitive skills, and memory. Teachers can use this game to reinforce vocabulary, concepts, and critical thinking skills in an enjoyable way. By creating a stimulating and competitive environment, the Memory Matching Game encourages active participation and improves recall abilities. Additionally, it provides immediate feedback, allowing learners to identify areas where they need improvement.

Allen (2006) in her book *Words, Words, Words: Teaching Vocabulary In Grades 4–12* highlights that memory matching games are one form of interactive word, card, or picture matching exercises that make learning words and concepts more engaging and effective. This suggests that educational games not only enhance memory and retention but also offer an engaging way to practice different skills. The Memory Matching Game follows this principle, as

it challenges students to actively recall information, reinforcing their understanding in a meaningful way.

Beyond improving memory and cognitive skills, the Memory Matching Game can also support listening and speaking skills. When adapted for language learning, the game can include audio cues where students must listen to words and match them to corresponding images or written text. Additionally, teachers can encourage students to say the words aloud as they match the cards, reinforcing pronunciation and speaking fluency. This approach enhances auditory processing and verbal communication, making it an effective tool for language learners.

Rahmawati et al. (2020) provided evidence that the memory matching game technique can boost students' vocabulary development, says that “In teaching vocabulary using this word matching technique will make the teaching and learning process easier”. These words suggest that students can use the Memory Matching Game to practice vocabulary, improve spelling and enhance learning skills in a fun and engaging way.

The Memory Matching Game is a ludic activity that combines gamification with cognitive skill development. It not only improves memory and critical thinking skills but also enhances listening and speaking abilities when adapted for language learning. Digital games like this make the learning process more enjoyable while reinforcing key concepts and language skills. Consequently, technology-driven games significantly enhance the learning experience, making it easier for students to develop and retain vocabulary, pronunciation, and listening comprehension effectively.

Chapter III

Methodological Framework

This chapter describes and explains the process of information collection and strives to identify the approach to addressing the research questions. The methodological framework yields a significant amount of data, necessitating the researcher to scrutinize the data collection methods thoroughly. Consequently, the selection, analysis, and approval of instruments preceded their implementation. According to several authors, the chosen method, or methods for conducting the research should be transparent and strategic to ensure the acquisition of the highest quality data. Additionally, the research design and the sources utilized for category analysis are delineated. Thus, this chapter clarifies the measurement of each instrument, as well as the data collection and analysis procedures. In this study, data will be collected, analyzed, and subsequently interpreted in alignment with the researcher's objectives, the chosen collection technique, and the characteristics of the population and sample. At the end of the process, a tabulation of data will be established to be presented later.

3.1 Research Approach

Within the research process, a series of steps are employed to obtain results, understand the phenomenon being studied, delve deeper, analyze, find answers, explore potential solutions, or propose recommendations regarding the subject or case under investigation. It is essential to note that anyone can conduct research. According to research methodology, two distinct approaches are recognized: the quantitative approach and the qualitative approach. These methodologies are utilized to investigate and gather data in response to the research problem at hand.

The quantitative approach, as outlined by Galeano (2020), focuses on observing the problem and aims to derive results. It utilizes statistical methods that allow for quantification or measurement, rendering it a fundamentally mathematical process. Being oriented towards validation, it concentrates on statistical verification and the measurement of variables. Furthermore, the quantitative approach aims to attain the most precise results from a selected sample to evaluate a hypothesis. Following data collection, the findings are typically presented in percentage form for analysis and generalization within the sample.

Conversely, the qualitative approach is concerned with immersing into the subject of study, comprehending it, observing it, analyzing it, and discerning behaviors and firsthand experiences from the perspective of others. Consequently, it employs a more descriptive approach to data collection. Thus, the qualitative approach is primarily focused on gaining deeper insights into the case study and understanding its context. According to Galeano (2020), the qualitative approach provides an alternative means of understanding the reality of a social context, encompassing emotions, thought processes, and observational data collection.

Upon understanding both approaches, it can be asserted that each holds significance within the investigative process, offering distinct avenues for data collection. However, for this research, the qualitative approach is chosen as it aims to elucidate a reality comprised of diverse contexts in which the research sample is embedded.

3.2 Research Design

The research design refers to the strategic roadmap followed by a researcher to conduct an information-gathering process. It involves planning procedures and outlining a structured work plan aimed at addressing the research question. The selection of a research design is contingent upon the chosen approach—whether quantitative, qualitative, or mixed—as each

approach entails distinct characteristics. Consequently, given the qualitative approach chosen for this study, both action and descriptive research designs will be employed to procure pertinent data, understand its contextual nuances, and explore, analyze, and elucidate the data openly through the researcher's observations and interaction with the subject of study.

The action research design involves the researcher engaging with participants and experimenting alongside them, whereas the descriptive design centers on observation followed by description. Considering the overarching objective, the aim of this investigation is to assess the impact of integrating ludic activities among 6th grader students at Dante Alighieri School, during the second quarter of 2025. Hence, this type of research design aligns most suitably with the objectives of the study.

3.3 Information Sources

When starting a research project, researchers must gather information to support their findings, gain a deeper understanding of the topic, and explore different perspectives. Information sources serve as tools for expanding knowledge, learning from others' experiences, and analyzing data. These sources can be found in various formats such as books, articles, interviews, and blogs, and they are categorized into distinct types.

Researchers utilize a range of sources to validate their findings and ensure the accuracy of their information. These sources may include informal conversations, written articles, or video content, all contributing to a comprehensive understanding of the subject matter.

3.3.1 Primary Sources

Primary sources are essential in research as they provide firsthand accounts of events, ideas, and discoveries. These sources include original documents, speeches, articles, and official reports that have not been altered or interpreted by others. According to Ajayi (2017), " Primary data refer to the firsthand data gathered by the researcher himself " (p.3). By relying on these materials, researchers ensure that their analysis is based on authentic and unfiltered data, enhancing the credibility of their findings.

Utilizing primary sources enables researchers to develop original arguments and draw conclusions based on firsthand evidence. These materials are particularly valuable in historical, legal, and scientific research, where accuracy and authenticity are crucial. The Cambridge Dictionary states that "Primary source is an original document, etc. created at the same time as an event or a period that is being studied, or a person who has experienced an event themselves and can report on it". Therefore, incorporating primary sources into research fosters a deeper understanding of the subject matter while ensuring trustworthy information.

3.3.2 Secondary Sources

Secondary sources offer interpretations or analyses based on primary sources. While they are not original materials, they provide alternative viewpoints and support researchers' findings by incorporating perspectives from other experts. Ajayi (2017) previously mentioned, stated that "[...] secondary data is the data already collected or produced by others" (p.1), meaning that researchers can use these sources to support their ideas and explore possible answers to their research questions.

Additionally, secondary sources play a crucial role in helping researchers spot trends, gaps, and patterns in their field of study. By reviewing existing literature, scholars can build on

previous work, refine their arguments, and develop a more comprehensive understanding of their topic. These sources also offer valuable historical context and theoretical frameworks that steer further exploration, making them indispensable tools in both academic and professional research.

3.3.3 Tertiary Sources

Tertiary sources compile and synthesize information from both primary and secondary sources, presenting it in a condensed and accessible format. As Alderman (2014) explains, “Materials categorized as tertiary in nature will include indexes and abstracts, databases, encyclopedias, handbooks, and other similar sources. In most cases, tertiary sources help identify primary and secondary sources for the researcher.” Their main function is to help researchers to make the research process more efficient.

These sources serve as valuable reference tools, offering researchers an overview of key topics. Alderman (2014) added that indexes and abstracts help researchers locate various sources, including articles, books, and manuscripts. Library databases, often built from these tools, simplify access to information across disciplines. Therefore, tertiary sources help organize information systematically, making them essential for quickly accessing summarized knowledge and guiding further research.

3.4 Analysis Categories

Creating analysis categories involves defining parameters to measure and describe the subject of study in the research. This requires following a chosen methodological process to gather information that may not be directly observable. When applied correctly, this process yields a sample or outcome aligned with the desired approach for the investigation.

Furthermore, analysis categories facilitate organized research work, particularly in qualitative studies. Establishing analysis categories is essential for comprehending the subject of

study thoroughly. As Elo and Kyngäs (2008) state, "the purpose of creating categories is to provide a means of describing the phenomenon, to increase understanding, and to generate knowledge" (p. 109). This structured approach ensures a clearer interpretation of the data and enhances the overall research quality.

In this research, three categories of analysis have been identified: classroom activities, student participation, and observation rubrics. These categories serve as frameworks for systematically examining and understanding various aspects related to the research topic.

3.4.1 Participation

Participation involves individuals responding to posed questions or engaging in classroom activities. According to "The acts of asking questions, give opinions or simply answering questions posed by the instructor or fellow students are examples of active type of classroom participation" (p 517). It serves as a measurement strategy aimed at fostering interaction among individuals within an educational setting. Proper planning by educators is crucial for its implementation, as it aims to enhance communication between teachers and students while providing opportunities for student engagement.

Student participation fosters a collaborative spirit among individuals and enriches the educational experience by providing a wealth of information for educators to observe. Moreover, participation enables others to understand, debate, learn, and observe, thereby fostering greater communicative exchange within the educational environment.

It is important to emphasize that educators play a pivotal role in encouraging participation in the classroom, while students respond to this initiative through interaction. Additionally, participation integrates individuals and promotes concentration and focus on topics being taught by the teacher.

3.4.2 Classroom Activities

Classroom activities refer to exercises devised by educators to facilitate learning among students. A website's document called *What are Classroom Activities (1)* defines classroom activities as "Participation in the creation of the classroom and school life". Education professionals carefully craft these activities to make teaching engaging and effective within the classroom environment. Simultaneously, they aim to ensure a comprehensive understanding of thematic content while aligning with the learning objectives set by the teacher.

Well-designed classroom activities promote active learning, critical thinking, and student engagement, all of which are essential for effective teaching. By incorporating diverse instructional strategies, teachers can create meaningful learning experiences that cater to different learning styles and abilities.

3.4.3 Observation rubrics

Observation rubrics are structured assessment tools used by educators to systematically evaluate specific behaviors or skills exhibited by students during classroom activities. White and Maher (2024) conclude in their article that "rubric-based observations may support teacher learning and development more comprehensively and meaningfully" (p.155). This idea can be supported by highlighting how observation rubrics provide clear, objective criteria for assessment, reducing subjectivity and ensuring consistency in evaluations.

These kinds of rubrics outline clear criteria and performance levels, enabling educators to provide standardized and objective feedback on student performance. By clarifying expectations and offering guidance for improvement, observation rubrics support meaningful assessment, facilitate differentiation, and contribute to the overall effectiveness of instruction and student learning.

3.5 Data Collection Instruments

Data collection instruments are essential tools used to investigate research problems, providing vital information for analysis. These instruments encompass a variety of methods chosen, constructed, analyzed, and refined by researchers before application. Examples include questionnaires, surveys, interviews, and rubric observations during the activities. Each instrument serves a specific purpose, contributing to the overall validity and accuracy of the research findings.

3.5.1 Observation Checklist

The observation checklist evaluates student performance and classroom dynamics, providing insights into student-teacher relationships, teaching methods, student responses, and technology usage. According to Brookhart (2013), observation checklists help educators systematically document student behaviors, participation levels, and instructional effectiveness, ensuring that key learning indicators are consistently monitored.

This investigation will start with an observation of the group to analyze their behavior, the teacher's methods, and the classroom environment. The focus was on student participation, attentiveness to instructions, and the predominant language used during the lesson. The purpose of this initial visit was to familiarize the students with the researcher and establish a first connection as a future educator. It is important to note that all collected data was based on direct classroom observations. The following table contains the criteria that the checklist will consider:

Table 1: *Observation Checklist. Source: Researcher's creation.*

Criteria	Observed	Not observed	Notes
The teacher reviewed the topic of the previous class.			
The teacher uses an introductory activity.			
Use of English language by the teacher.			
Use of the English language by the students.			
Use of technology in the classroom.			
Students participate.			
The teacher's body language is friendly.			
A friendly atmosphere is provided.			
The teacher shows enthusiasm.			
The student shows enthusiasm.			
The teacher made a closure to conclude the class.			

3.5.2 Questionnaire

Questionnaires gather targeted information through direct questions, structured to facilitate analysis. Researchers use logical sequences of questions to collect data, often employing scaled responses to quantify responses. It can be designed to collect quantitative or qualitative data, depending on the research objectives (Creswell & Creswell, 2018). They are widely used in social sciences, education, and business research due to their efficiency, cost-effectiveness, and ability to reach large populations (Bryman, 2016). This makes questionnaires a versatile and reliable method for data collection across various disciplines.

This study will use three questionnaires, each with five or six questions, to gather sixth-grade students' feedback on ludic activities from Chapter II. Each ludic activity has its own

questionnaire, answered in small groups at Dante Alighieri School during the first quarter of 2025. The questionnaires will assess five criteria on a 1-to-5 scale. Students have seven minutes to complete them, with extra time at the end of class if needed. To ensure clarity, the questionnaires are administered in Spanish.

The following tables are the questionnaires that will be used for data collection. Each of them contains the criterions that are going to be analyzed.

Table 2: *Questionnaire for Gartic Phone. Source: Researcher's creation.*

Criterion	1	2	3	4	5
Did your auditory comprehension improve when listening to the message?					
Did you improve in describing objects or concepts orally?					
Did drawing help improve your listening skills?					
Did you feel more comfortable participating verbally?					
Did the rhythm of the game improve your listening and speaking skills?					

Table 3: *Questionnaire for Kahoot. Source: Researcher's creation.*

Criterion	1	2	3	4	5
Did the verbal questions improve your listening comprehension?					
Do you think the use of this playful activity helps you understand the subject better?					
Did listening to explanations improve your listening skills?					
Did you gain confidence speaking in front of classmates?					
Did you notice progress in listening and speaking?					

Table 4: Questionnaire for Memory Matching game. **Source:** Researcher’s creation

Criteria	1	2	3	4	5
Did listening to instructions improve your auditory comprehension?					
Did expressing your selections improve your oral fluency?					
Did verbal interaction improve your communicative abilities?					
Do you process auditory instructions better with practice?					
Do you think the use of this playful activity helps us to better understand the subject matter?					

3.5.3 Surveys

Surveys are tailored to meet research objectives, gathering opinions or preferences on specific topics. They are research methods used to collect data from a specific group of people through structured questions. Surveys are widely used in social sciences, business, education, and healthcare to gather opinions, behaviors, or information from participants (Groves et al., 2009). This makes questionnaires a versatile and reliable method for data collection across various disciplines.

These surveys are administered to selected groups, typically featuring printed or digital formats to accommodate different preferences. Careful consideration is given to administration methods to ensure participation and data quality. They typically include closed ended (multiple-choice, Likert scale) and open-ended questions to gather both quantitative and qualitative data (Fowler.2013)

During this study, the selected population will complete two surveys. The first survey will have six questions, while the second will contain twelve. The first survey aims to understand

how students feel most comfortable studying English and identify the challenges they believe hold back their language acquisition. On the other hand, the second survey will focus on their experience with the ludic activities, to reveal if these specific activities improve their listening and speaking skills and assess whether they found them helpful for learning specific topics or not.

.3.5.4 Collection Data Process and Data Analysis

The data collection process involves coordinating with educators and students to apply instruments during classroom activities. The first step will be to coordinate with the institution's professor to see which group will be assigned for the investigation. Then dates will be established for the realization of 5 English classes that the researcher will teach to be able to approach the object of study. In addition to showing the proposed platform to the students, using it in different class activities, and applying the instruments established for the investigation.

The second step will analyze how the ludic activities will be adapted to create a lesson to improve listening and speaking skills. Once the students have practiced in different dynamics and thematic adaptations, the researcher will observe reactions, such as the activation of attention and progress of the students, encourage participation, answer queries, and motivate students in the process of the language learning.

The surveys and questionnaires will be printed since students have limited access to technology. As a result, all data collection will be conducted manually, ensuring that every student can participate. This approach allows researchers to gather valuable insights into student experiences, preferences, and learning outcomes while adapting to the available resources

Chapter IV

Data Analysis

The analysis of data plays a crucial role in any investigation, as it helps identify and address the studied phenomenon, provides a significant amount of statistical information, and facilitates the overall progress of the research. The data collected by the applied tools help to validate the study. This chapter therefore centers on evaluation of the tools employed in the study. The research question presented in the first chapter that is why is it important to incorporate ludic activities in English classes to improve listening and speaking skills? will be thoroughly analyzed to answer.

Omowunmi (2016) emphasizes the daily increase of data analysis importance in several fields. This can be seen from the fact that using various available tools help to recover vital information via data analysis. Data analysis will therefore help to meet the research aims by clearly defining the processes and techniques employed to achieve a representative sample of the applied study. The results from the adoption of the proposed methodology could go either way.

4.1 Analysis and Interpretation of the Results

In this section of the research, the findings from the instruments applied to the group provided by the educational center will be presented to ensure a comprehensive and accurate study. Therefore, analyzing the collected data is essential to validate the hypothesis and address the research questions. The interpretation of these results offers valuable insights into the study, serving as a reference model and establishing new criteria for future research. In summary, the Analysis and Interpretation of Results guided the researcher in gathering data, making observations, analyzing findings, answering the proposed questions and objectives, documenting the fieldwork, interpreting results, and presenting them.

4.2 Observation Checklist

The data collection process began with an observation of the group to examine their behavior, assess the teacher's instructional methods, and gain an understanding of the classroom environment during the first quarter, 2025 at Dante Alighieri School. Particular attention was given to how 6th grader students participated, followed instructions, and the predominant language used during class activities, the groups will be made of eleven or twelve students.

The primary objective of the initial visit was to familiarize the researcher with the group and demonstrate how a prospective educator can establish a first point of contact with the students, serving as the primary source of data collection. Additionally, it is important to note that the information gathered from the participants was recorded based on direct observation. The instrument used was designed by the researcher and approved by the tutor before its application.

4.3 Teacher

During the class, the educator was well-prepared to review the material covered in the previous lesson, reinforce vocabulary, and provide instructions—primarily in Spanish—regarding homework, exam topics, and other important announcements. The teacher's body language was engaging, and their tone of voice conveyed enthusiasm, creating a motivating atmosphere.

While the lesson emphasized memorization, speaking and listening exercises, the educator encouraged student participation without imposing it. The use of English was required, and at the end of the lesson, the teacher ensured to make corrections and clarify any doubts. The classroom environment was positive, and the teacher maintained control, though the learning approach remained largely based on memorization.

4.4 Students

Throughout the lesson, students primarily communicated in Spanish when responding to the teacher's questions. English was used only when learning new vocabulary, focusing on language exercises, or responding in structured English. While student participation was high, they were also quite restless and frequently distracted by jokes and playful interactions. Despite showing enthusiasm for the subject, they often neglected to take notes. Furthermore, it was observed that memorization played a crucial role in their exam preparation.

4.5 Use of Technology in the Classroom

The classroom was equipped with a 50-inch screen, a projector, speakers, and a whiteboard. Technology was utilized for a presentation about a country, serving as a model for students to prepare similar presentations on different countries in future classes. Although students exhibited some confidence issues when speaking in English, their enthusiasm in the classroom encouraged them to take the initiative and construct their presentations despite challenges with pronunciation and sentence formation. To support this activity, the teacher provided access to the projector and computer for future student presentations.

4.6 Questionnaire

This investigation is going to have three questionnaires designed with five and six questions aimed at gathering students' individual feedback regarding their experience with the ludic activities presented in Chapter III across various lessons conducted by the researcher (one questionnaire per ludic activity). The questionnaires will be answered by small groups of sixth grade students, during the first quarter, 2025 at Dante Alighieri School. The questionnaires assessed a total of five criteria, each rated on a scale from 1 to 5, with one being the lowest score and five being the highest. Students were allocated seven minutes to complete the questionnaire and were

given additional time at the end of the class to finalize their responses. It is important to note that the questionnaire was administered in Spanish to ensure clarity, allowing students to fully comprehend the questions and provide precise responses without language barriers affecting their understanding.

4.6.1 Questionnaire for Gartic Phone

Teacher: Natalia Angulo Pereira

Level: 6th grade

Researcher: I. Elissa Méndez Hernández

High School: Dante Alighieri School

The development of this activity aims to meet the requirements of the International University of the Americas UIA for the preparation of the thesis and completion of the students' studies. I appreciate your collaboration in the process.

Instructions: Mark with an (x) each criterion from 1 to 5, with 1 being the minimum score and 5 being the maximum score.

Criterion	1	2	3	4	5
Did your auditory comprehension improve when listening to the message?					
Did you improve in describing objects or concepts orally?					
Did drawing help improve your listening skills?					
Did you feel more comfortable participating verbally?					
Did the rhythm of the game improve your listening and speaking skills?					

Note: a total of 11 students answered the questionnaire

Figure 1

1- Did your listening comprehension improve when hearing the message?

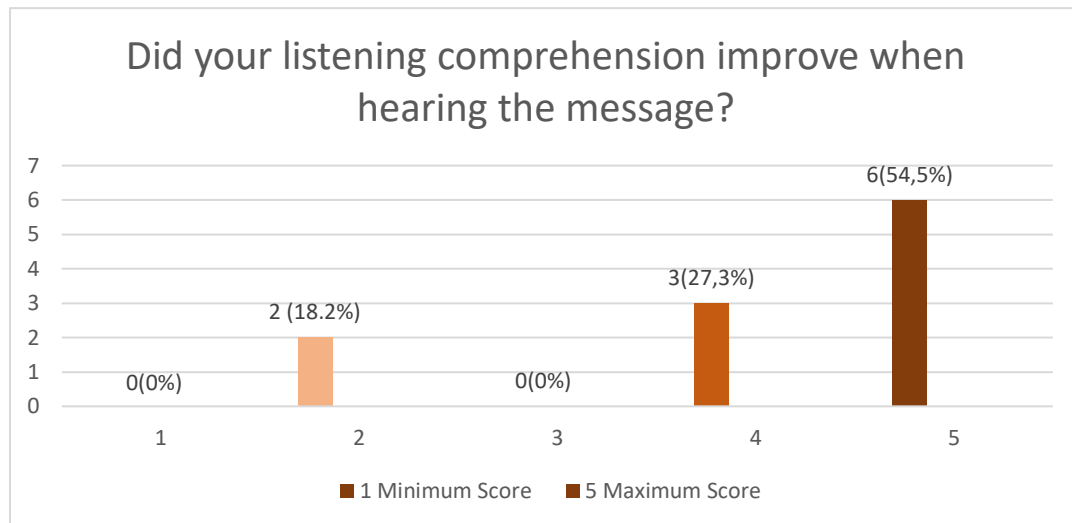


Figure 1: Illustrates the use of Gartic Phone in class. **Source:** Collected by Iveth Elissa Méndez Hernández on March 4th, 2025

Note: Students were instructed to mark each criterion from 1 to 5 with a (x), taking one as the minimum score and five as the maximum score.

Analysis of chart 1: According to the responses, students evaluated their listening comprehension improvement after hearing the message. The data indicates that 81.8% of the students (scoring 4 or 5) perceived a significant improvement in their listening comprehension. Specifically, 6 out of 11 students (54.5%) selected the maximum score (5), demonstrating a strong positive impact. Meanwhile, 18.2% of students (scoring 2) reported a lower level of improvement. The absence of responses for scores 1 and 3 suggests that no students felt no improvement or moderate difficulty in understanding the message. Therefore, the results indicate that the activity was generally effective in enhancing listening comprehension, with most students experiencing noticeable progress.

Figure 2

2- Did you improve in describing objects or concepts orally?

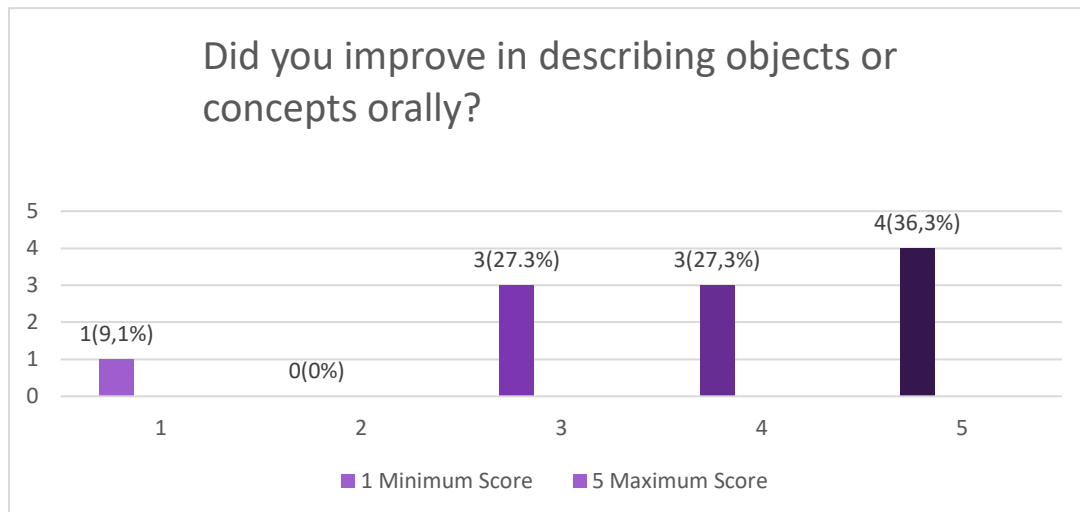


Figure 2: Illustrates the use of Gartic Phone in class. **Source:** Collected by Iveth Elissa Méndez Hernández on March 4th, 2025

Note: Students were instructed to mark each criterion from 1 to 5 with a (x), taking one as the minimum score and five as the maximum score.

Analysis of chart 2: The responses indicate that most students experienced an improvement in their ability to describe objects or concepts orally. 36.3% of the students (4 out of 11) rated their improvement at the highest level (score 5), while 27.3% (3 students) selected score 4, showing a significant perceived enhancement. Additionally, another 27.3% (3 students) marked score 3, indicating moderate improvement. A small percentage (9.1%, 1 student) reported minimal improvement (score 1), while no students selected score 2, suggesting that no one found the activity completely ineffective. Overall, 63.6% of students (scores 4 and 5) perceived a strong improvement, reinforcing the effectiveness of the activity in enhancing oral descriptive skills.

Figure 3

3- Did interpreting drawings enhance your listening skills?

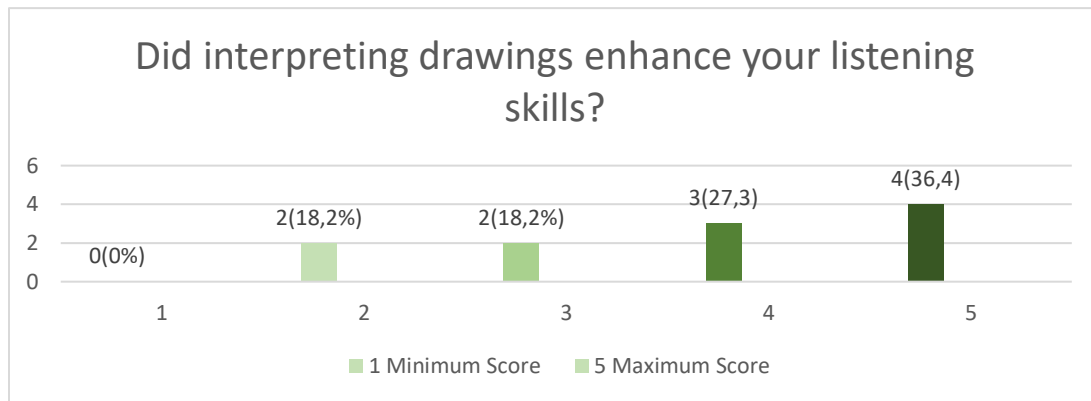


Figure 3: Illustrates the use of Gartic Phone in class. **Source:** Collected by Iveth Elissa Méndez Hernández on March 4th, 2025

Note: Students were instructed to mark each criterion from 1 to 5 with a (x), taking one as the minimum score and five as the maximum score.

Analysis of chart 3: The results indicate a generally positive impact of interpreting drawings on students' listening skills. 36.4% of the students (4 out of 11) selected a score of 5, showing that they perceived a strong improvement in their listening skills. Additionally, 27.3% (3 students) marked a score of 4, reflecting a significant improvement.

Meanwhile, 18.2% of students (2 respondents) rated their improvement as a 3, indicating a moderate effect, while another 18.2% (2 students) chose score 2, suggesting a lower level of perceived improvement. Notably, no students selected score 1, meaning that all participants experienced at least some level of enhancement.

Overall, 63.7% of the students (scores 4 and 5) reported a notable improvement in their listening skills, suggesting that interpreting drawings was an effective activity for strengthening comprehension.

Figure 4

4- Did you feel more comfortable participating verbally?

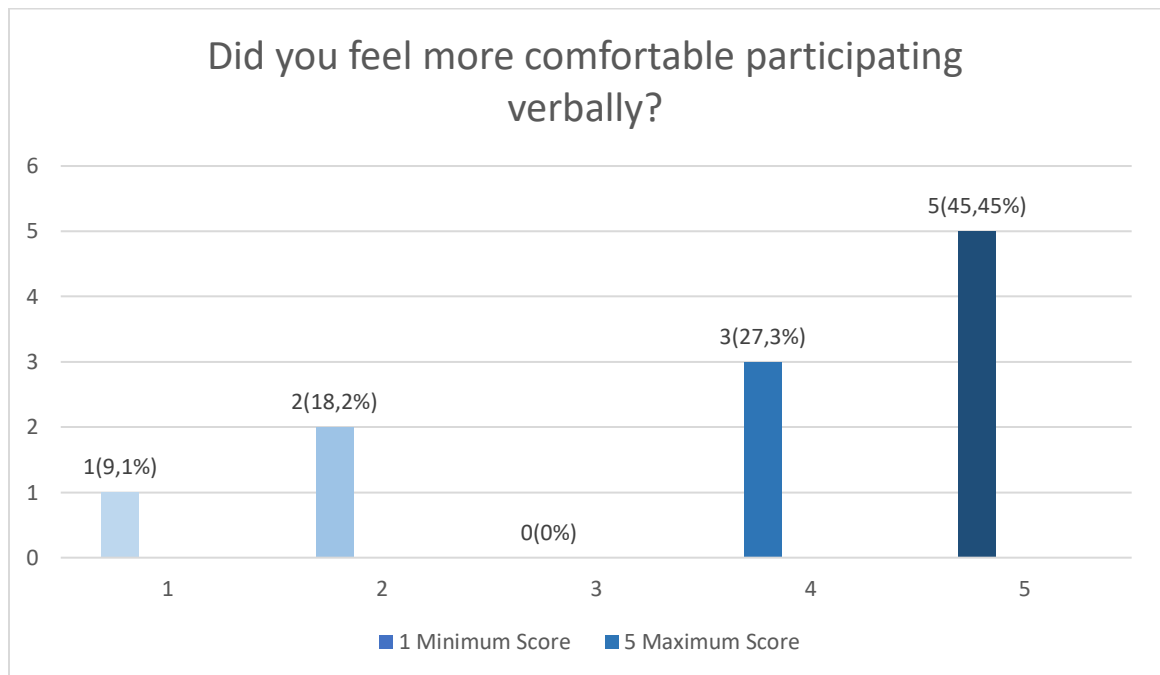


Figure 4: Illustrates the use of Gartic Phone in class. **Source:** Collected by Iveth Elissa Méndez Hernández on March 4th, 2025

Note: Students were instructed to mark each criterion from 1 to 5 with a (x), taking one as the minimum score and five as the maximum score.

Analysis of chart 4: The majority (72.75% of students) felt more comfortable participating verbally, with 45.45% selecting 5 and 27.3% choosing 4. A smaller portion (27.3%) reported lower comfort levels (scores 1 and 2). No students selected 3, indicating a clear divide in responses. Overall, the activity was effective in fostering verbal participation.

Figure 5

5- Did the game's pace improve your listening and speaking skills

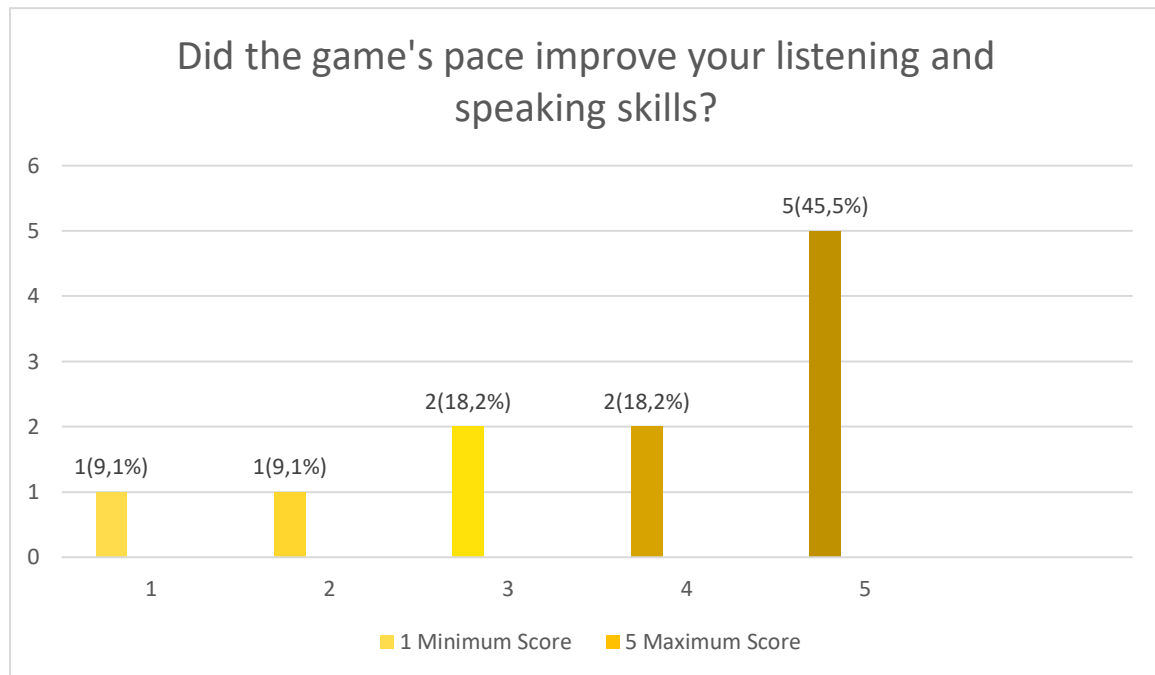


Figure 5: Illustrates the use of Gartic Phone in class. **Source:** Collected by Iveth Elissa Méndez Hernández on March 4th, 2025

Note: Students were instructed to mark each criterion from 1 to 5 with a (x), taking one as the minimum score and five as the maximum score.

Analysis of chart 5: A majority (63.7%) found the game's pace beneficial, with 45.5% selecting 5 and 18.2% choosing 4. Moderate improvement (score 3) was reported by 18.2%, while 18.2% rated lower (scores 1 and 2). Overall, the game effectively supported listening and speaking skills.

4.6.2 Questionnaire for Kahoot

Teacher: Natalia Angulo Pereira

Level: 6th grade

Researcher: I. Elissa Méndez Hernández

High School: Dante Alighieri School

The development of this activity aims to meet the requirements of the International University of the Americas UIA for the preparation of the thesis and completion of the students' studies. I appreciate your collaboration in the process.

Instructions: Mark with an (x) each criterion from 1 to 5, with 1 being the minimum score and 5 being the maximum score.

Criterion	1	2	3	4	5
Did the verbal questions improve your listening comprehension?					
Do you think the use of this playful activity helps you understand the subject better?					
Did listening to explanations improve your listening skills?					
Did you gain confidence speaking in front of classmates?					
Did you notice progress in listening and speaking ?					

Note: a total of 11 students answered the questionnaire

Figure 6

1- Do you think this ludic activity helps you understand the subject better?

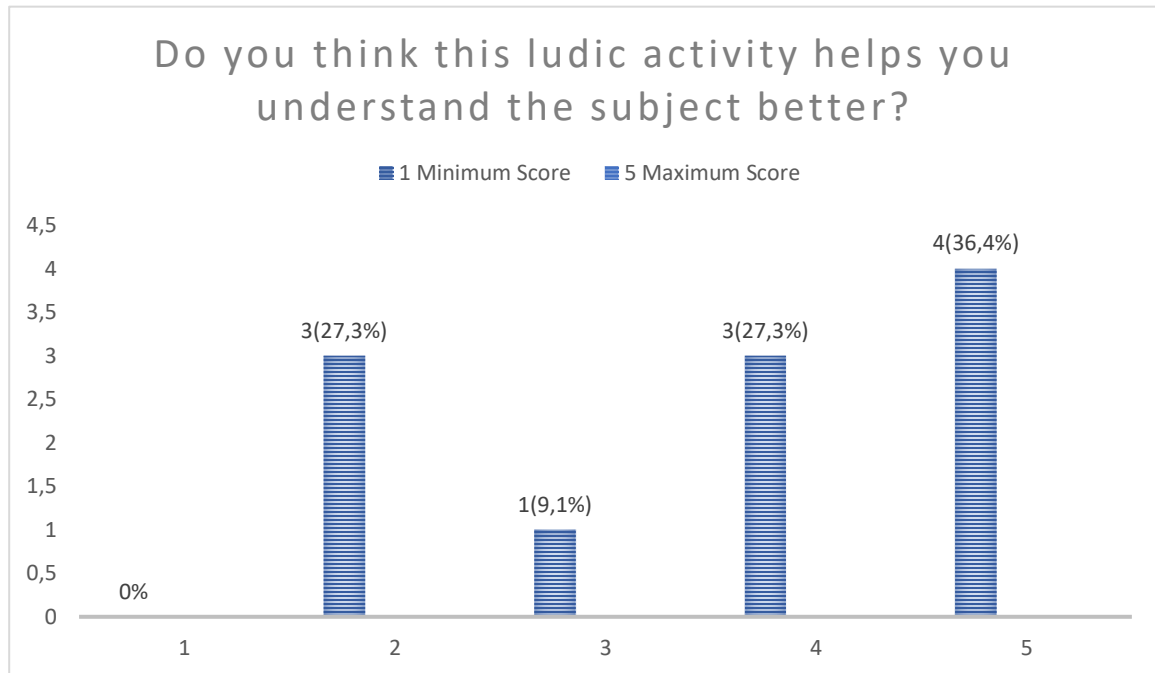


Figure 6: Illustrates the use of Kahoot in class. **Source:** Collected by Iveth Elissa Méndez Hernández on March 11th, 2025

Note: Students were instructed to mark each criterion from 1 to 5 with a (x), taking one as the minimum score and five as the maximum score.

Analysis of chart 6: The majority (63.7%) found the ludic activity helpful in understanding the subject, with 36.4% selecting 5 and 27.3% choosing 4. A smaller group (27.3%) rated it lower (score 2), while one student marked 3. No one selected 1, indicating an overall positive reception. These results suggest that interactive activities significantly contribute to student topic comprehension. However, the mixed responses at lower scores highlight the need to adapt activities to different learning styles.

Figure 7

2- Did listening to explanations improve your listening skills?

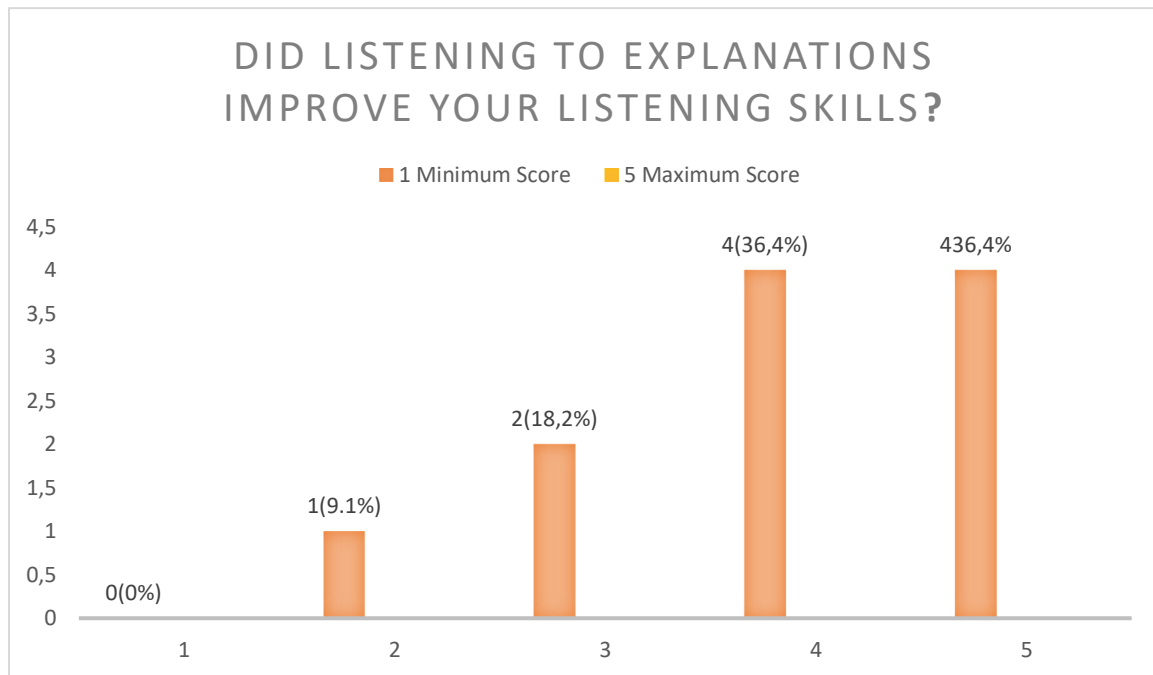


Figure 7: Illustrates the use of Kahoot in class. **Source:** Collected by Iveth Elissa Méndez Hernández on March 11th, 2025

Note: Students were instructed to mark each criterion from 1 to 5 with a (x), taking one as the minimum score and five as the maximum score.

Analysis of chart 7: The majority (72.8%) reported improved listening skills, with 36.4% selecting 5 and 36.4% choosing 4. Moderate improvement (score 3) was noted by 18.2%, while 9.1% rated it low (score 2), and no one selected 1. These results suggest that listening to explanations is effective in enhancing comprehension. However, a small percentage found limited benefits, highlighting the importance of complementing explanations with interactive methods.

Figure 8

3- Did you feel more comfortable speaking in front of your classmates?

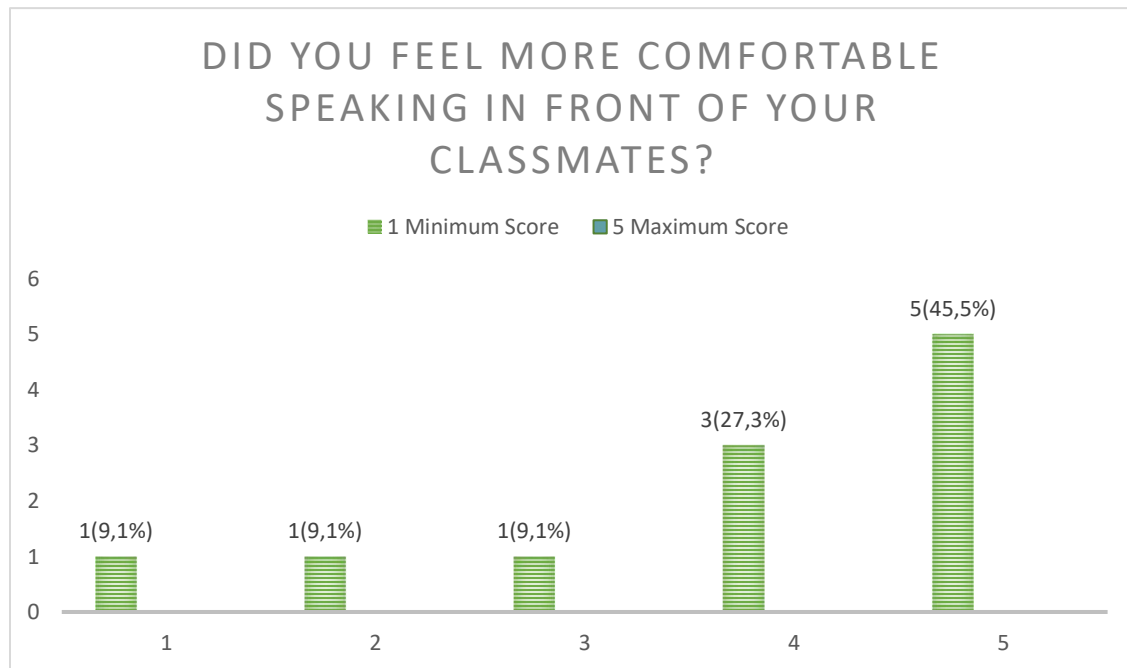


Figure 8: Illustrates the use of Kahoot in class. **Source:** Collected by Iveth Elissa Méndez Hernández on March 11th, 2025

Note: Students were instructed to mark each criterion from 1 to 5 with a (x), taking one as the minimum score and five as the maximum score.

Analysis of chart 8: Most students (72.8%) felt comfortable speaking in front of their classmates, with 45.5% selecting 5 and 27.3% choosing 4. However, 9.1% rated it low (scores 1, 2, and 3 each), indicating some hesitation. These results suggest that while many students gained confidence, some still struggle with public speaking. Additional support strategies, such as guided practice or peer encouragement, may help boost confidence further.

Figure 9

4- Did you notice progress in listening and speaking?

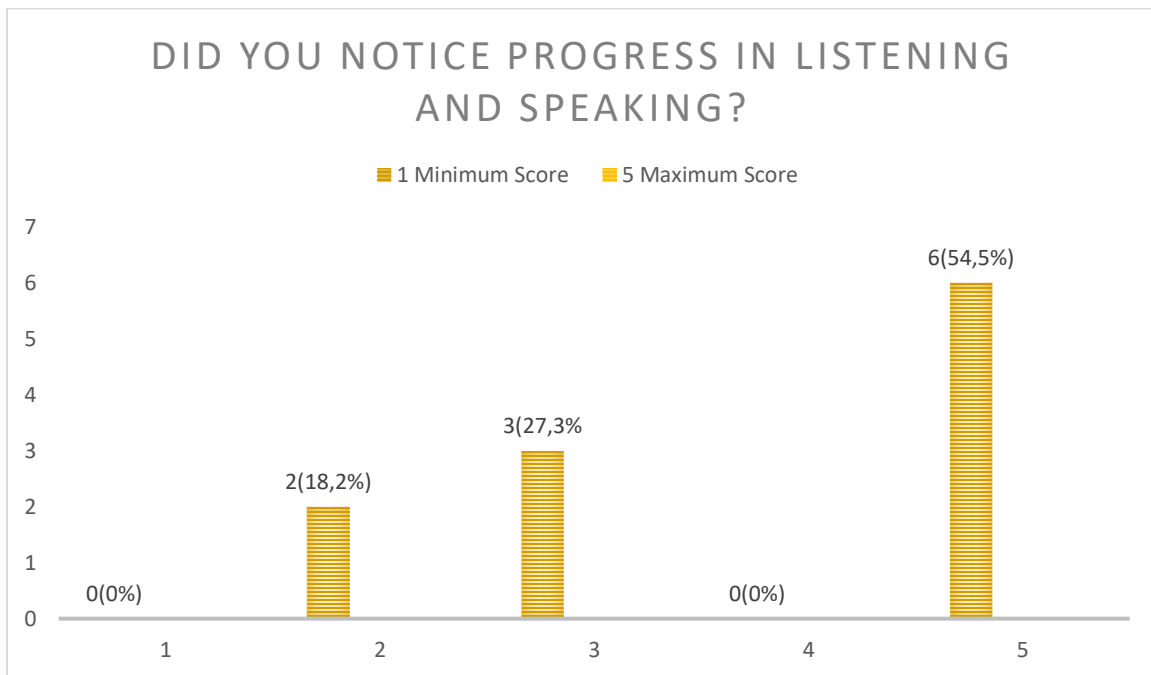


Figure 9: Illustrates the use of Kahoot in class. **Source:** Collected by Iveth Elissa Méndez Hernández on March 11th, 2025

Note: Students were instructed to mark each criterion from 1 to 5 with a (x), taking one as the minimum score and five as the maximum score.

Analysis of chart 9: Most of the students (54.5%) gave the highest rating (5), indicating a keen sense of improvement in their listening and speaking skills. Additionally, 27.3% rated it as 3, while 18.2% chose 2, showing that some students felt moderate progress. Notably, no one rated their progress as 1 or 4, suggesting a polarization in responses. This trend suggests that while many students benefited significantly, some may require additional support to enhance their language skills. Future activities could focus on personalized feedback and differentiated instructions to address varying levels of progress.

4.6.3 Questionnaire for Matching Memory Game

Teacher: Natalia Angulo Pereira

Level: 6th grade

Researcher: I. Elissa Méndez Hernández

High School: Dante Alighieri School

The development of this activity aims to meet the requirements of the International University of the Americas UIA for the preparation of the thesis and completion of the students' studies. I appreciate your collaboration in the process.

Instructions: Mark with an (x) each criterion from 1 to 5, with 1 being the minimum score and 5 being the maximum score.

Criteria	1	2	3	4	5
Did listening to instructions improve your auditory comprehension?					
Did expressing your selections improve your oral fluency?					
Did verbal interaction improve your communicative abilities?					
Do you process auditory instructions better with practice?					
Do you think the use of this playful activity helps us to better understand the subject matter?					

Note: a total of 11 students answered the questionnaire

Figure 10

1- Did listening to instructions improve your listening comprehension?

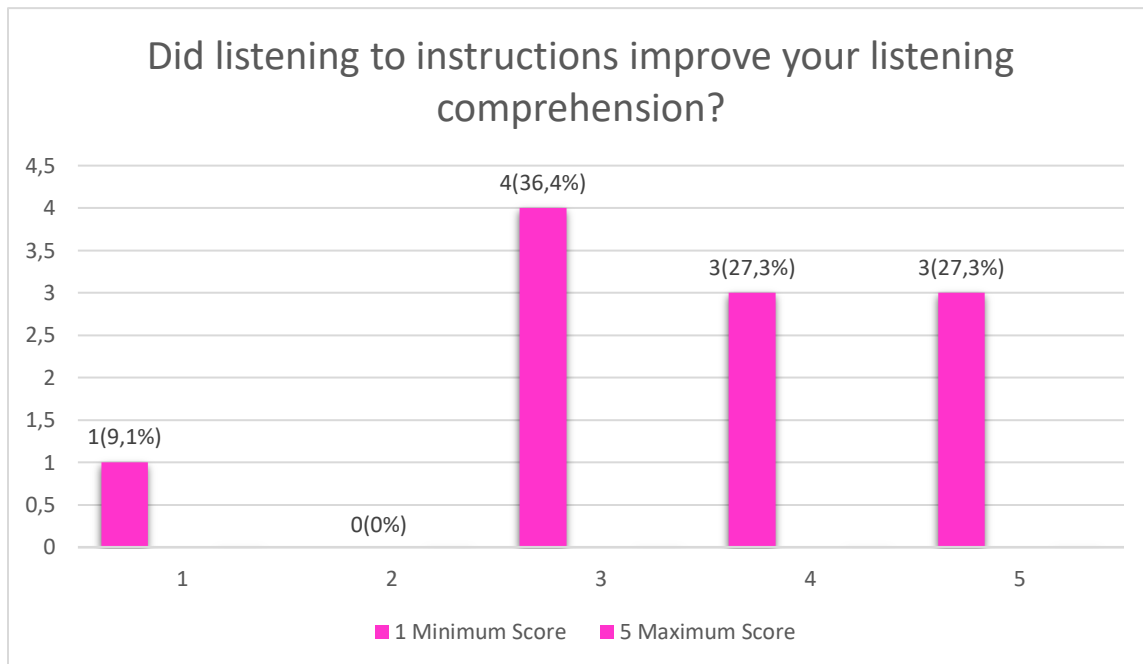


Figure 10: Illustrates the use of Memory Matching Game in class. **Source:** Collected by Iveth Elissa Méndez Hernández on March 18th, 2025

Note: Students were instructed to mark each criterion from 1 to 5 with a (x), taking one as the minimum score and five as the maximum score.

Analysis of chart 10: Most of the students (36.4%) rated their improvement at 4, showing a significant positive effect of listening to instructions. Additionally, 27.3% rated it as 3, and another 27.3% gave the highest score (5), indicating that most students felt a moderate to high benefit. Only 9.1% gave a score of 1, while no one chose 2, reinforcing the idea that structured listening activities can effectively enhance comprehension. To further support students, incorporating interactive listening tasks may help those who rated their improvement at lower levels.

Figure 11

2- Did expressing your choices improve your speaking fluency?

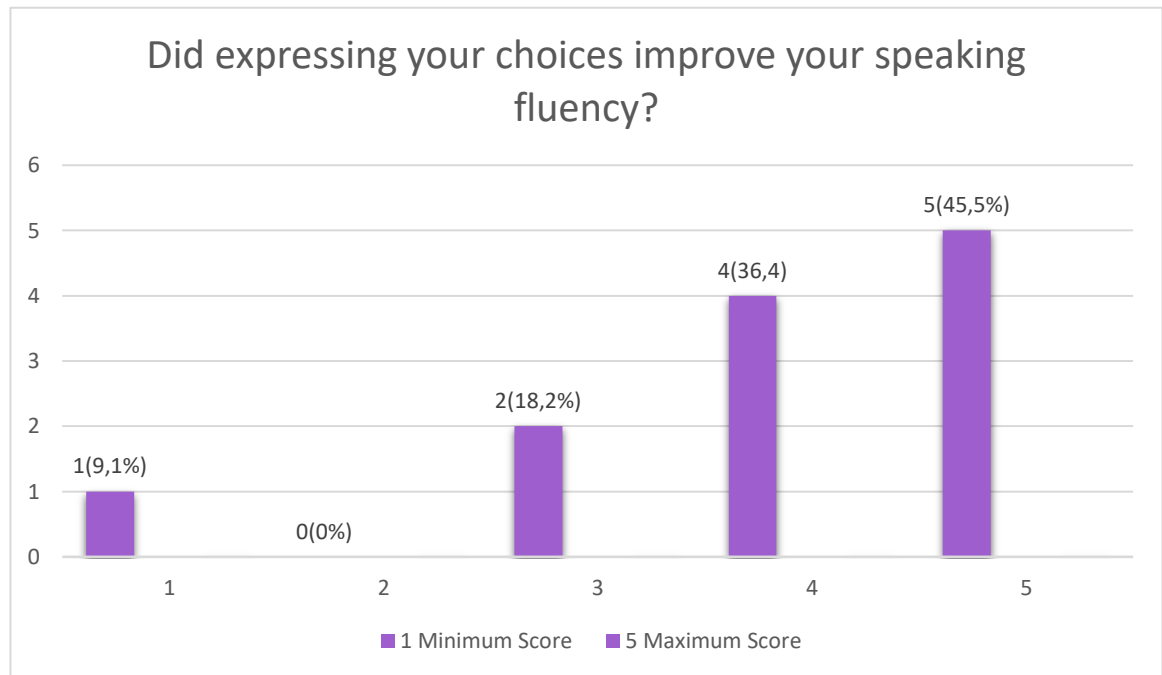


Figure 11: Illustrates the use of Memory Matching Game in class. **Source:** Collected by Iveth Elissa Méndez Hernández on March 18th, 2025

Note: Students were instructed to mark each criterion from 1 to 5 with a (x), taking one as the minimum score and five as the maximum score.

Analysis of chart 11: A substantial portion of students (45.5%) gave the highest rating (5) to their fluency improvement, while another 36.4% rated it 4, indicating a strong positive impact. 18.2% assigned a 3, and only 9.1% gave a 1, with no students selecting 2. These results suggest that activities encouraging students to express their choices significantly contributed to their confidence and fluency. Future sessions could enhance this effect by incorporating more open-ended discussions and decision-making tasks.

Figure 12

3- Did verbal interaction improve your communication skills?

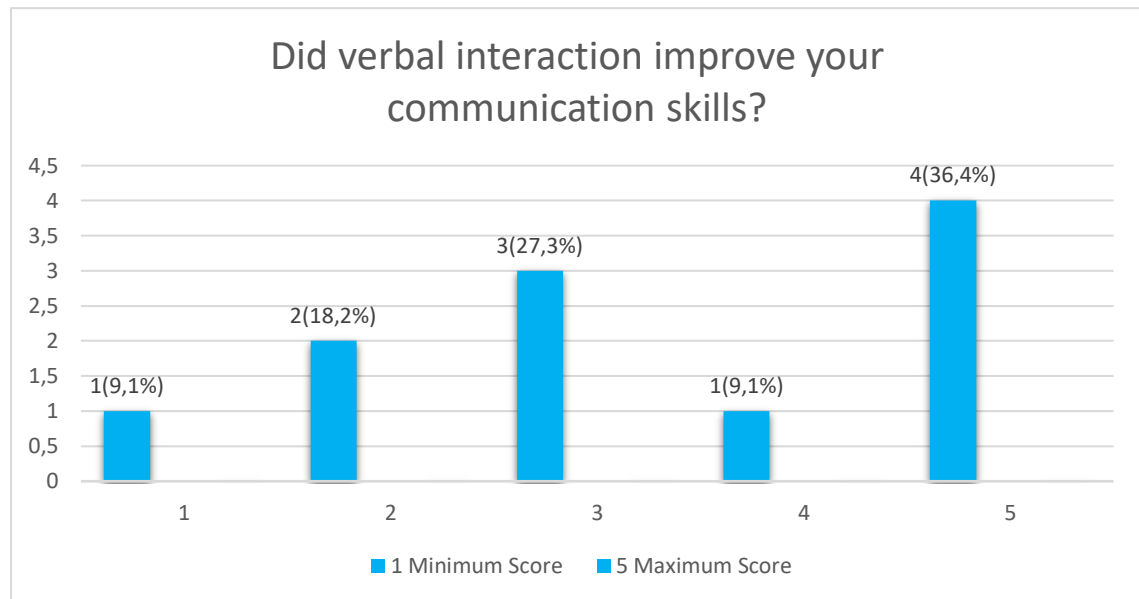


Figure 12: Illustrates the use of Memory Matching Game in class. **Source:** Collected by Iveth Elissa Méndez Hernández on March 18th, 2025

Note: Students were instructed to mark each criterion from 1 to 5 with a (x), taking one as the minimum score and five as the maximum score.

Analysis of chart 12: A sizable portion of students (36.4%) rated their improvement at the highest score (5), while 9.1% selected 4, showing a generally positive impact. Additionally, 27.3% assigned a neutral rating of 3, whereas 18.2% chose 2, and 9.1% rated it at the lowest score (1). These results indicate that verbal interaction during the game contributed to communication skill development for most students, though some may require additional support. Future sessions could enhance engagement by incorporating structured debates, role-playing activities, and peer feedback exercises.

Figure 13

4- Did you process listening instructions better with practice?

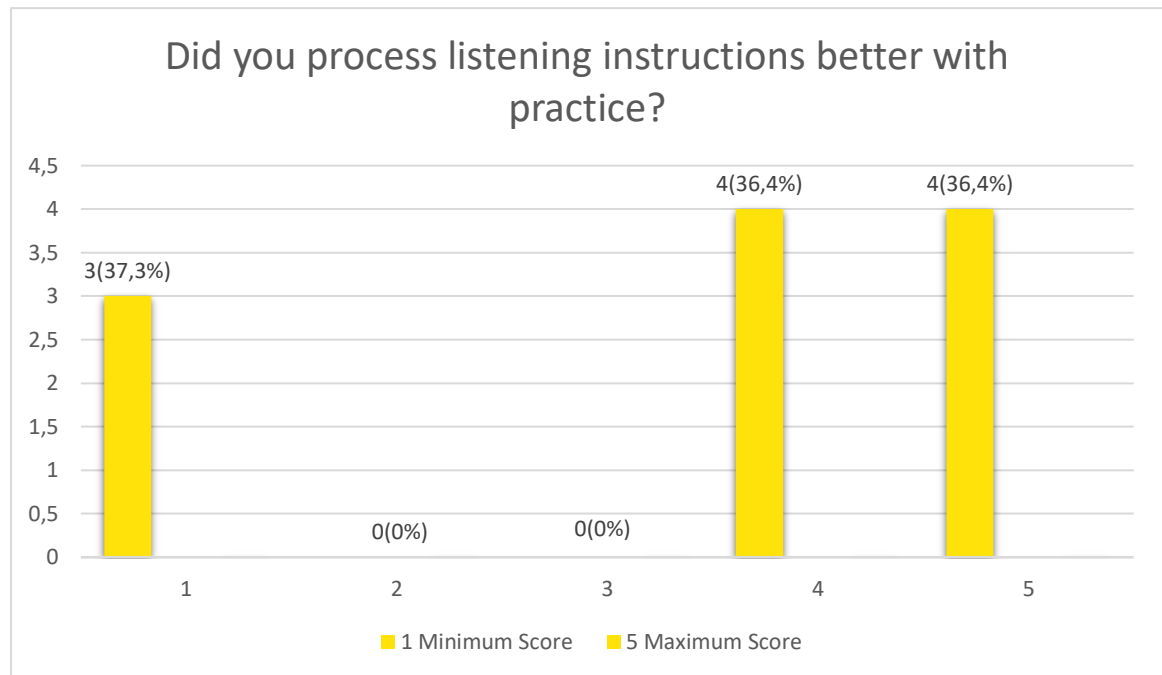


Figure 13: Illustrates the use of Memory Matching Game in class. **Source:** Collected by Iveth Elissa Méndez Hernández on March 18th, 2025

Note: Students were instructed to mark each criterion from 1 to 5 with a (x), taking one as the minimum score and five as the maximum score.

Analysis of chart 13: The results show a divided response among students. While 36.4% rated their improvement as 5 and another 36.4% as 4, a notable 37.3% selected 1, indicating significant difficulties for some learners. The absence of responses for 2 and 3 suggests a polarization in student experiences either they greatly benefited or struggled. This highlights the need for differentiated instruction, such as providing visual aids, repetition, or step-by-step guidance for those who found the practice less effective.

Figure 14

5- Do you think using this playful activity helps you understand the subject better?

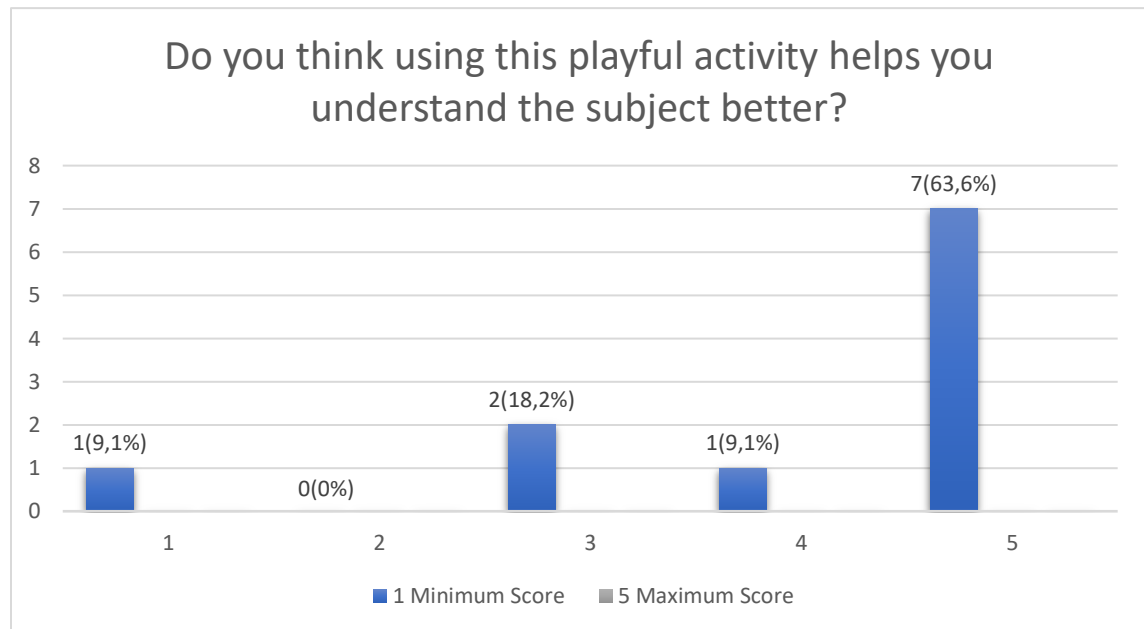


Figure 14: Illustrates the use of Memory Matching Game in class. **Source:** Collected by Iveth Elissa Méndez Hernández on March 18th, 2025

Note: Students were instructed to mark each criterion from 1 to 5 with a (x), taking one as the minimum score and five as the maximum score.

Analysis of chart 14: A significant majority of students (63.6%) gave the highest rating (5), indicating that the playful activity was highly effective in enhancing their understanding. Additionally, 18.2% rated it as 3, and 9.1% each selected 1 and 4. The absence of responses for 2 suggests that while most students found the activity beneficial, a small fraction struggled to see its value. These findings support the continued use of playful learning strategies, with potential improvements such as more structured guidance or varied activity types to engage all learners effectively.

4.1.4 Survey 1

Survey number 1 was conducted to analyze the group's thoughts through six consultations focused on how students view the significance of learning English. This survey helped to reveal that students felt more comfortable with their English studies and point out the challenges they thought were holding them back, as well as other personal factors that offered valuable insights into their interests. It is worth mentioning that the survey was conducted in Spanish to make sure students grasped the questions fully and could respond accurately without any confusion.

Note: Just 11 students took part in Survey 1

Figure 15

How do you feel most comfortable learning English?

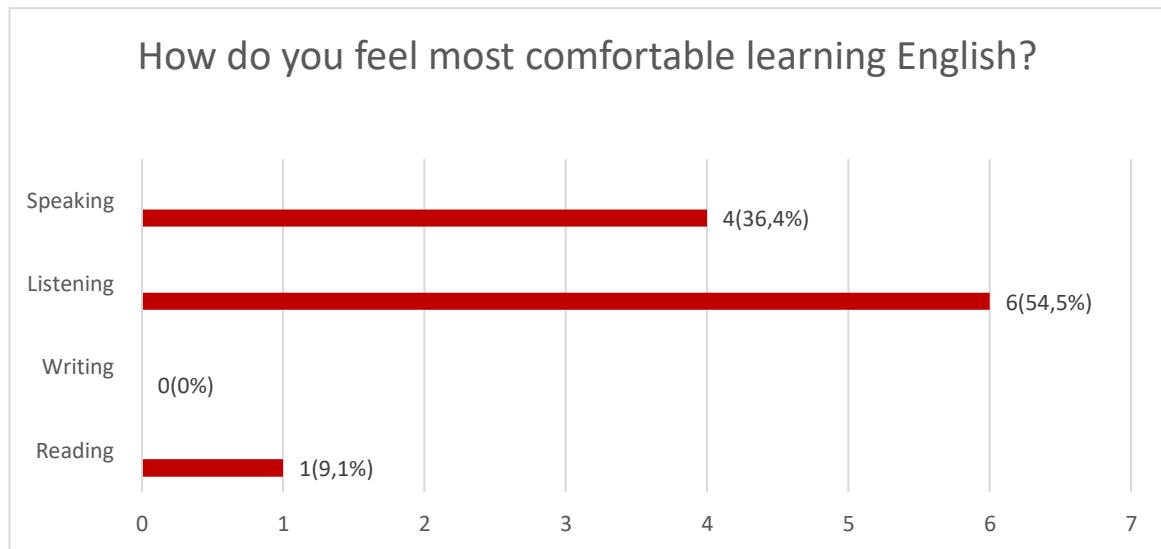


Figure 15: Illustrates how students felt learning English. **Source:** Collected by Iveth Elissa Méndez Hernández on February 24th, 2025

Note: This survey was conducted in Spanish so that the students could understand the questions, considering their level of English.

Analysis of chart 1: Most of the students (54.5%) feel most comfortable learning English through listening, while 36.4% prefer speaking. Only 9.1% chose reading, and no students selected writing. These results suggest that oral communication plays a vital role in students' language learning preferences, with a strong emphasis on auditory input. Future lessons could leverage this preference by incorporating more listening-based activities, such as dialogues, songs, and interactive discussions, while also introducing engaging strategies to build confidence in reading and writing.

Figure 16

What barriers do you think may hinder your learning of the English language?

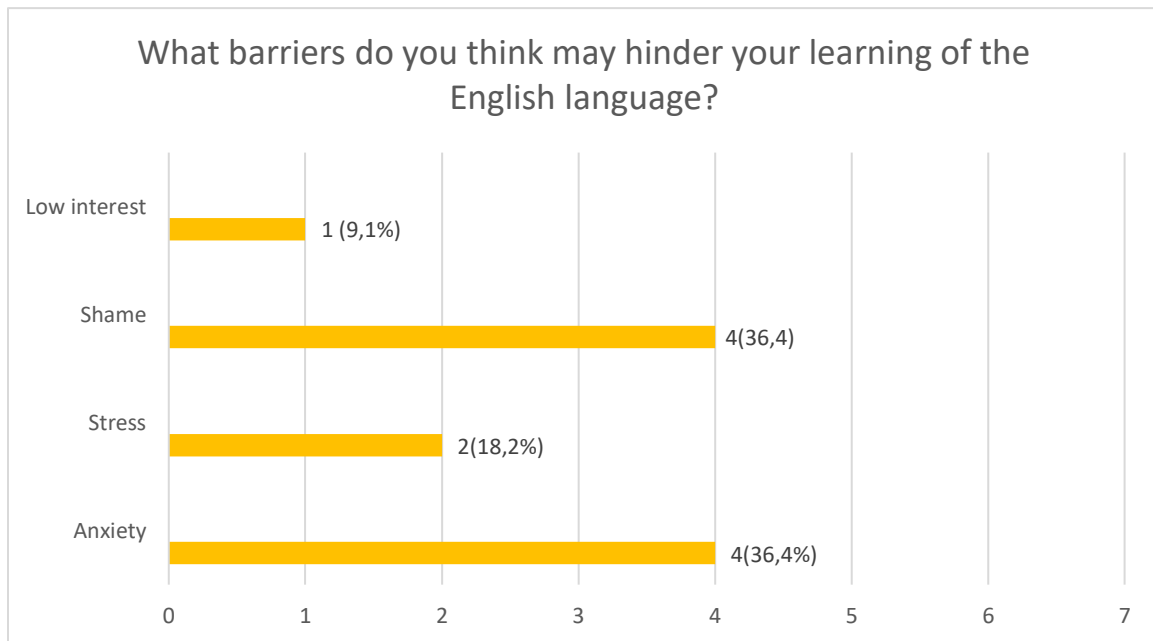


Figure 16: Illustrates how students felt learning English. **Source:** Collected by Iveth Elissa Méndez Hernández on February 24th, 2025

Note: This survey was conducted in Spanish so that the students could understand the questions, considering their level of English.

Analysis of chart 2: The most reported barriers to learning English are shame and anxiety, each cited by 36.4% of students. Stress was identified by 18.2%, while only 9.1% attributed difficulties to low interest. These findings indicate that emotional factors, such as fear of making mistakes and nervousness, significantly impact students' learning experiences. To address these concerns, incorporating confidence-building activities, fostering a supportive classroom environment, and using positive reinforcement could help reduce anxiety and encourage active participation.

Figure 17

How useful do you consider learning a second language?

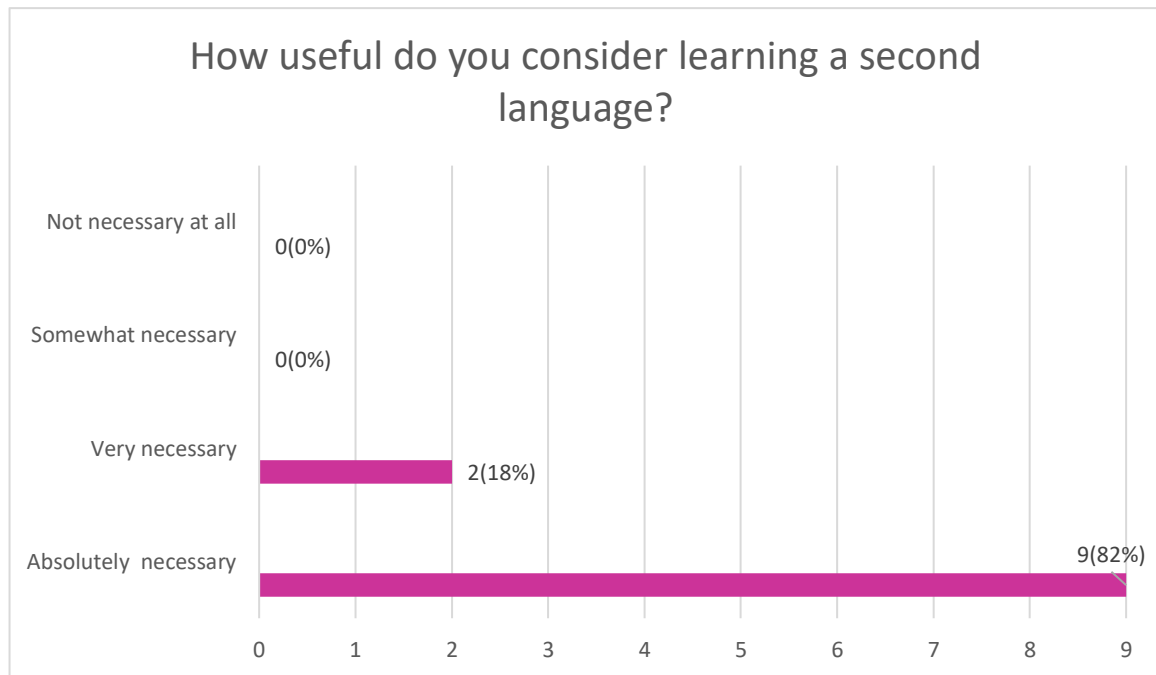


Figure 17: Illustrates how students felt learning English. **Source:** Collected by Iveth Elissa Méndez Hernández on February 24th, 2025

Note: This survey was conducted in Spanish so that the students could understand the questions, considering their level of English.

Analysis of chart 3: Most of the students (82%) consider learning a second language to be necessary, while 18% rate it as very necessary. Notably, no students selected "somewhat necessary" or "not necessary at all," highlighting a strong consensus on the value of bilingualism. These results suggest that students recognize the importance of language learning for their academic, professional, or personal growth. Given this prominent level of motivation, educators could further leverage real-world applications and career-oriented language activities to reinforce engagement.

Figure 18

If the teacher uses images in class, is it easier for you to understand the subject?

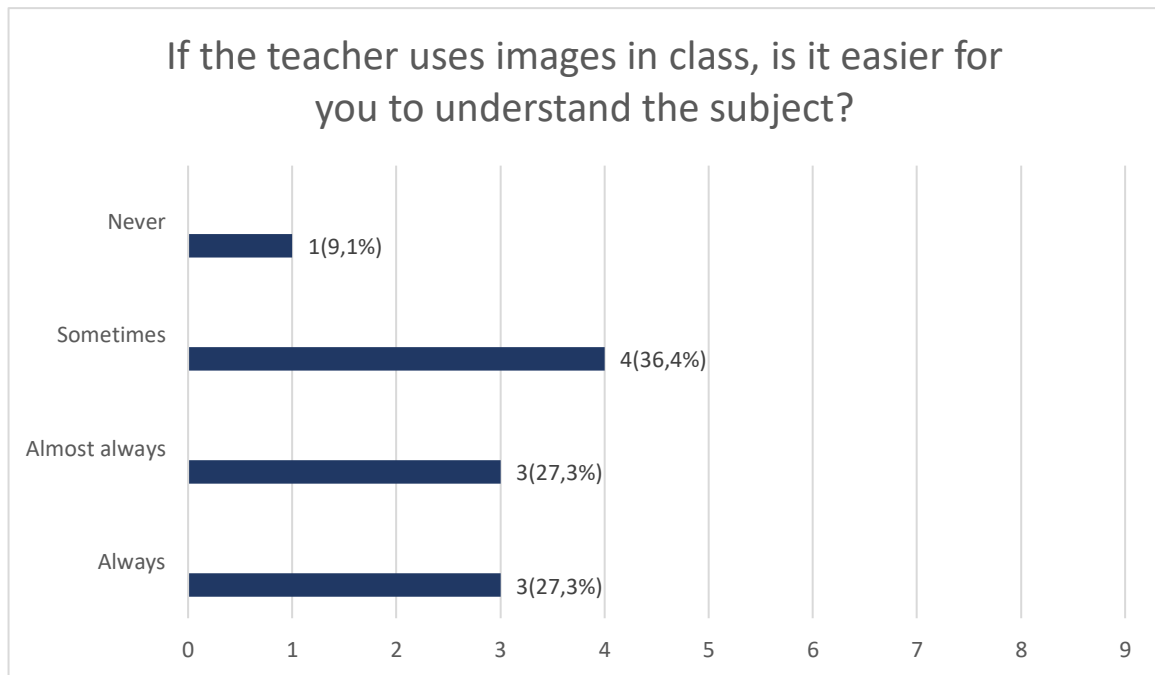


Figure 18: Illustrates how students felt learning English. **Source:** Collected by Iveth Elissa Méndez Hernández on March February 24th, 2025

Note: This survey was conducted in Spanish so that the students could understand the questions, considering their level of English.

Analysis of chart 4: An important number of students (36.4%) stated that images sometimes help them understand the subject better, while 27.3% responded with "almost always" and another 27.3% with "always". Only 9.1% indicated that images never help. These results suggest that visual aids are generally beneficial for comprehension, though their impact may vary among students. To optimize learning, teachers could incorporate more structured visual materials and ensure they are clearly connected to lesson objectives.

Figure 19

Do you think using games to understand the topics covered in class makes lessons more engaging?

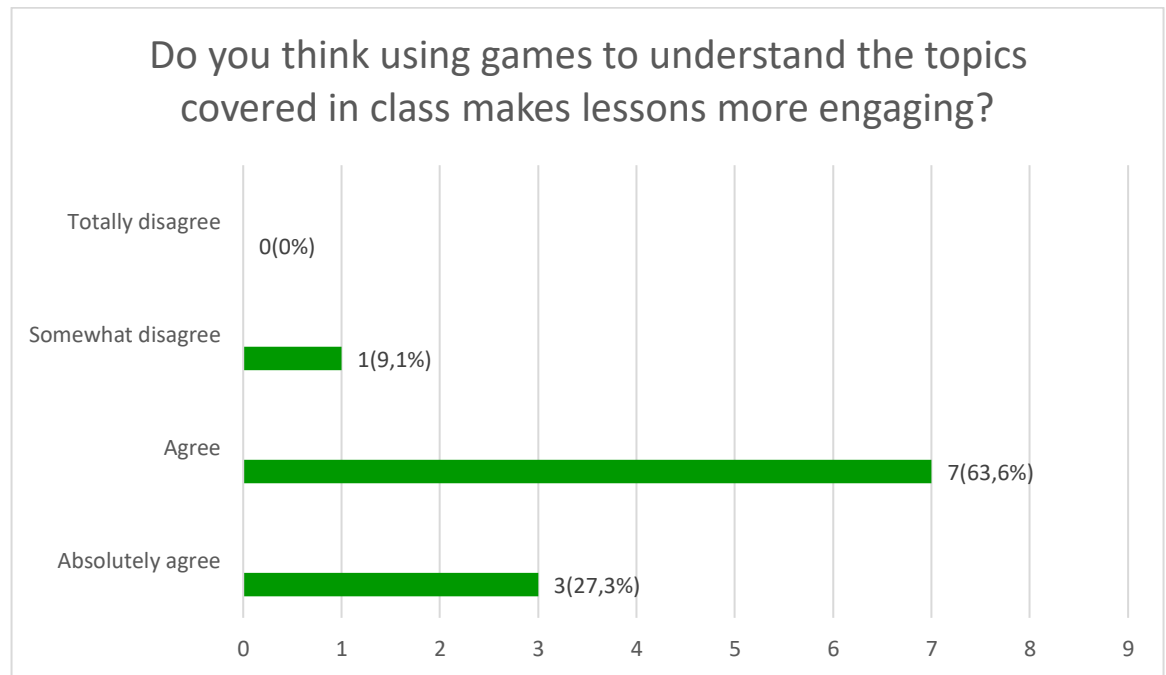


Figure 19: Illustrates how students felt learning English. **Source:** Collected by Iveth Elissa Méndez Hernández on February 24th, 2025

Note: This survey was conducted in Spanish so that the students could understand the questions, considering their level of English.

Analysis of chart 5: A significant majority of students (63.6%) agreed that using games makes lessons more engaging, while 27.3% absolutely agreed. Only 9.1% disagreed, and no students totally disagreed. These findings indicate that gamification is an effective strategy for increasing student engagement. Future lessons could benefit from incorporating more interactive activities, such as competitive games, role-playing, or digital learning tools, to enhance participation and motivation.

Figure 20

Do you think participating in class helps improve your learning?

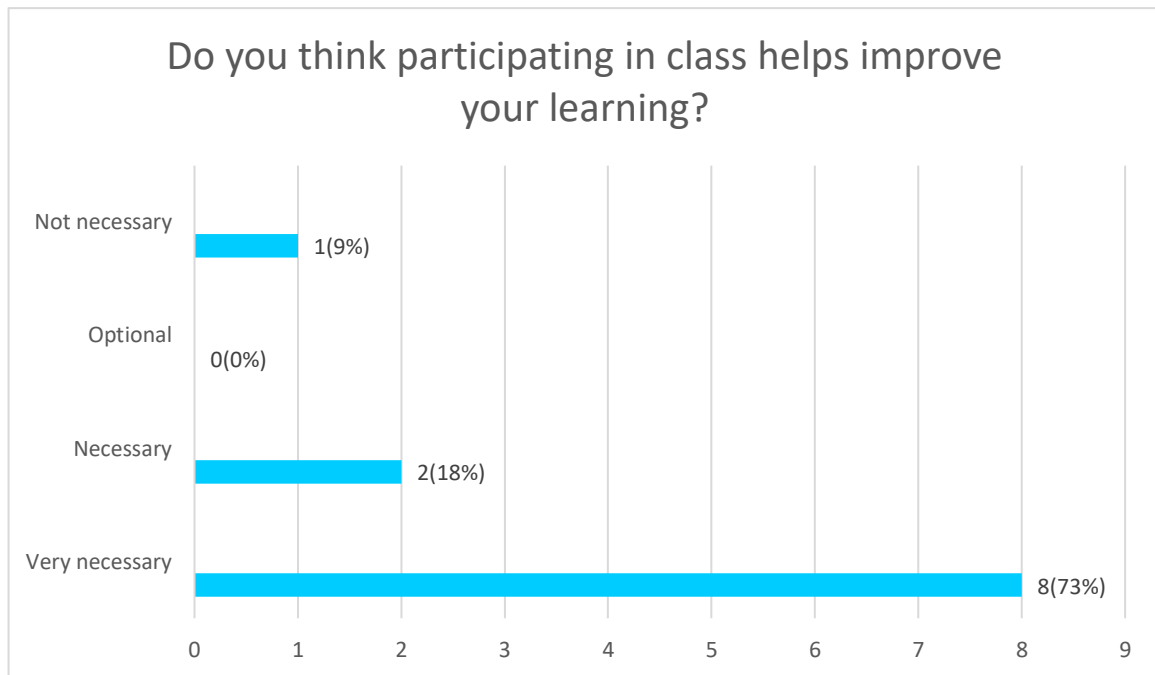


Figure 20: Illustrates how students felt learning English. **Source:** Collected by Iveth Elissa Méndez Hernández on February 24th, 2025

Note: This survey was conducted in Spanish so that the students could understand the questions, considering their level of English.

Analysis of chart 6: A substantial number of students (73%) consider class participation very necessary, while 18% find it necessary. Only 9% believe participation is not necessary, and no students rated it as optional. These results highlight the importance of active engagement in the learning process, reinforcing the need for strategies that encourage student interaction. Future sessions should include collaborative activities, group discussions, and interactive exercises to maximize student involvement and learning outcomes.

4.1.5 Survey 2

Survey 2 aimed to analyze the group's perspective through 12 consultations, focusing on their attitudes and engagement with the use of interactive activities in class. Their responses highlighted the significance of incorporating interactive games, as these activities can serve as both a motivational tool and an engaging learning method, especially for students who find English boring or overly structured. The survey provided insights into students' preferences and opinions on each question.

Moreover, the survey was conducted in Spanish to ensure students fully understood the questions and could answer them accurately. This approach helped prevent misunderstandings and accommodated their level of English proficiency.

Note: A total of 12 students completed the survey.

Figure 21

How comfortable did you feel participating in fun activities like Gartic Phone, Kahoot, or Memory Matching Game?

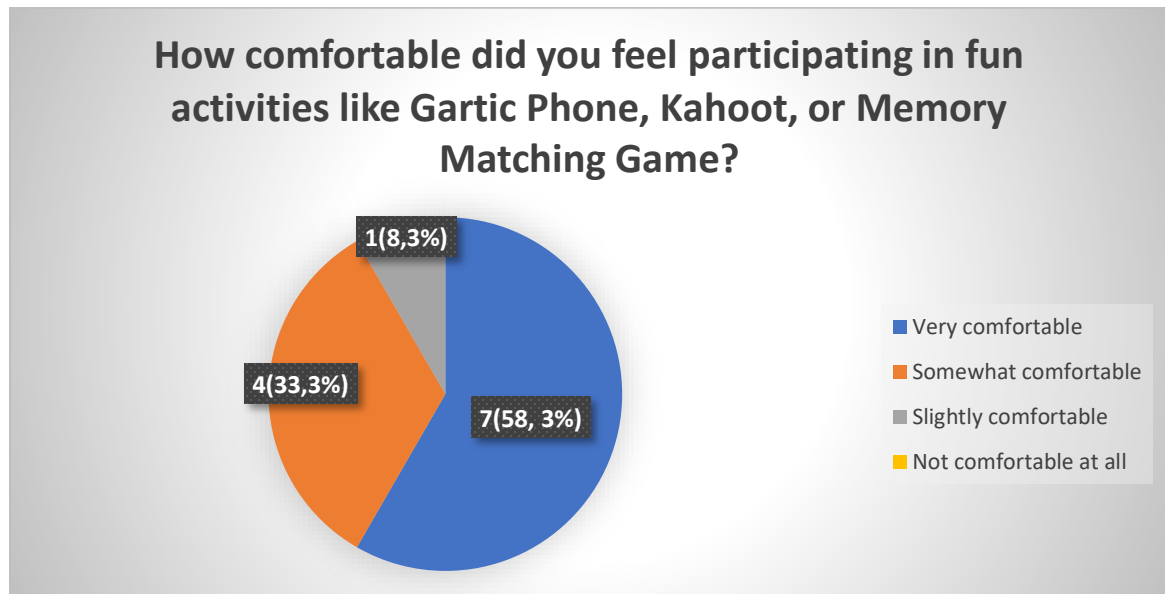


Figure 21: Illustrates how students felt learning English through ludic activities. **Source:** Collected by Iveth Elissa Méndez Hernández on March 18th, 2025

Note: This survey was conducted in Spanish so that the students could better understand the questions, taking their English proficiency into account.

Analysis of chart 1: Many students (58%) felt wonderfully comfortable engaging in these activities, while 33% were somewhat comfortable. A smaller percentage (8%) reported feeling slightly comfortable, and no students rated themselves as not comfortable at all. These results indicate that interactive and game-based learning activities create a positive and engaging environment for students. To further enhance comfort and participation, future sessions can continue incorporating gamified elements and ensure a supportive atmosphere for all learners.

Figure 22

Do you think using games (fun activities) in class helps facilitate your learning?

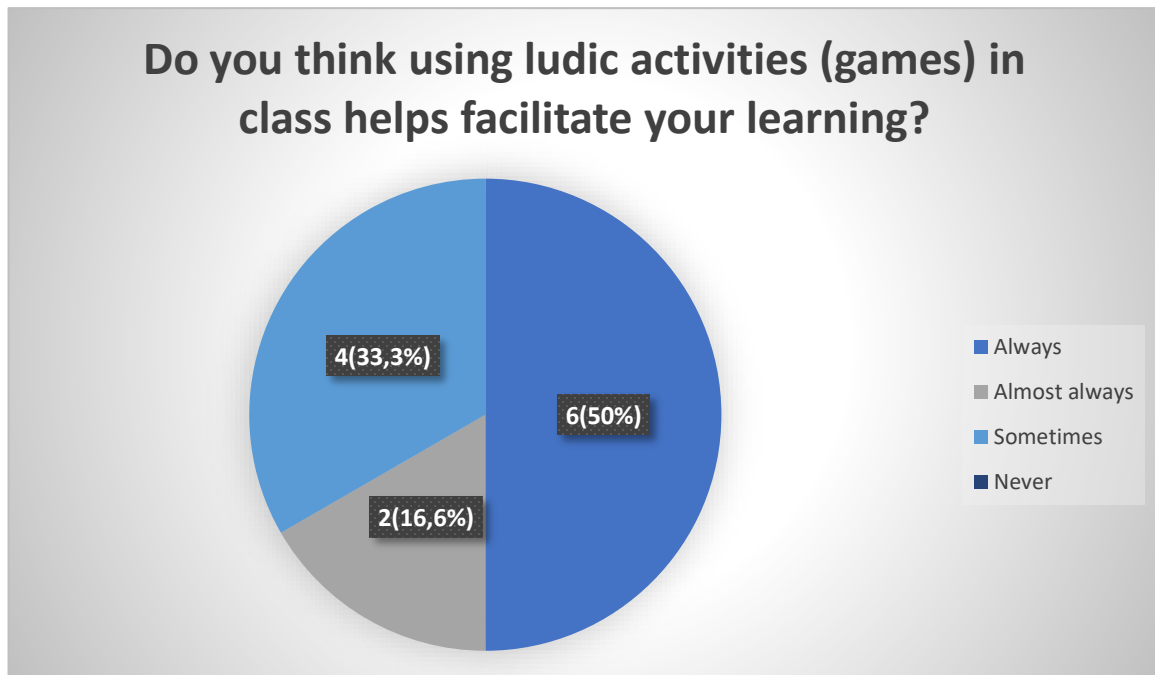


Figure 22: Illustrates how students felt learning English through ludic activities. **Source:** Collected by Iveth Elissa Méndez Hernández on March 18th, 2025

Note: This survey was conducted in Spanish so that the students could better understand the questions, taking their English proficiency into account.

Analysis of chart 2: Half of the students (50%) responded that games always help their learning, while 33.3% said they almost always do. A smaller percentage (16.6%) indicated that games sometimes contribute to their learning, and no students selected “Never.” These findings confirm that gamified activities are a highly effective learning tool, making lessons more engaging and interactive. Future sessions could further explore diverse game formats to maintain student motivation and ensure inclusive participation.

Figure 23

Before these classes, had you used games as part of your classroom learning?

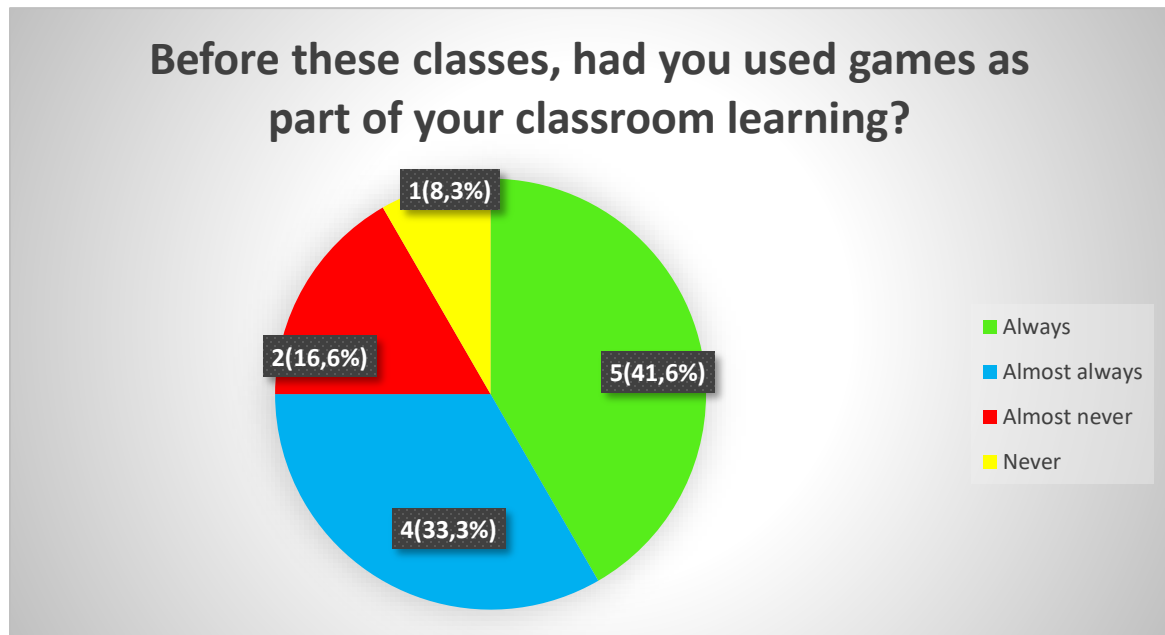


Figure 23: Illustrates how students felt learning English through ludic activities. **Source:** Collected by Iveth Elissa Méndez Hernández on March 18th, 2025

Note: This survey was conducted in Spanish so that the students could better understand the questions, taking their English proficiency into account.

Analysis of chart 3: A sizable portion of students (41.6%) stated that they always used games in their previous learning experiences, while 33.3% reported using them almost always. However, 16.6% said they almost never engaged in game-based learning, and 8.3% had never used games in class before. These results highlight that while many students were already familiar with gamified learning, a portion had limited exposure to it. This reinforces the importance of incorporating structured game-based activities to ensure all students can benefit from an interactive learning environment.

Figure 24

How entertaining did you find the Gartic Phone activity?

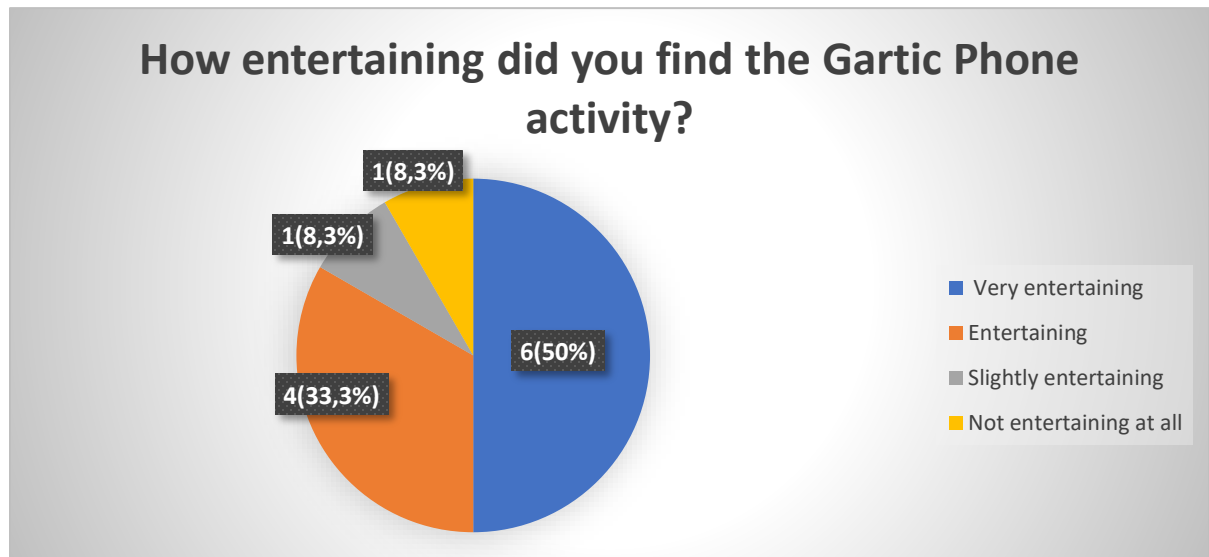


Figure 24: Illustrates how students felt learning English through ludic activities. **Source:** Collected by Iveth Elissa Méndez Hernández on March 18th, 2025

Note: This survey was conducted in Spanish so that the students could better understand the questions, taking their English proficiency into account.

Analysis of chart 4: This chart evaluates students' engagement with the Gartic Phone activity. The results indicate that 50% of the students found the activity very entertaining, and 33.3% considered it entertaining. However, a small percentage (8.3%) rated it as slightly entertaining, and another 8.3% found it not entertaining at all. Overall, most of the students had a positive experience with the activity, highlighting its effectiveness in engaging learners through gamification. The few students who did not find it entertaining might require alternative interactive methods or several types of games to better match their learning preferences.

Figure 25

Do you think Gartic Phone helped improve your speaking skills in class?

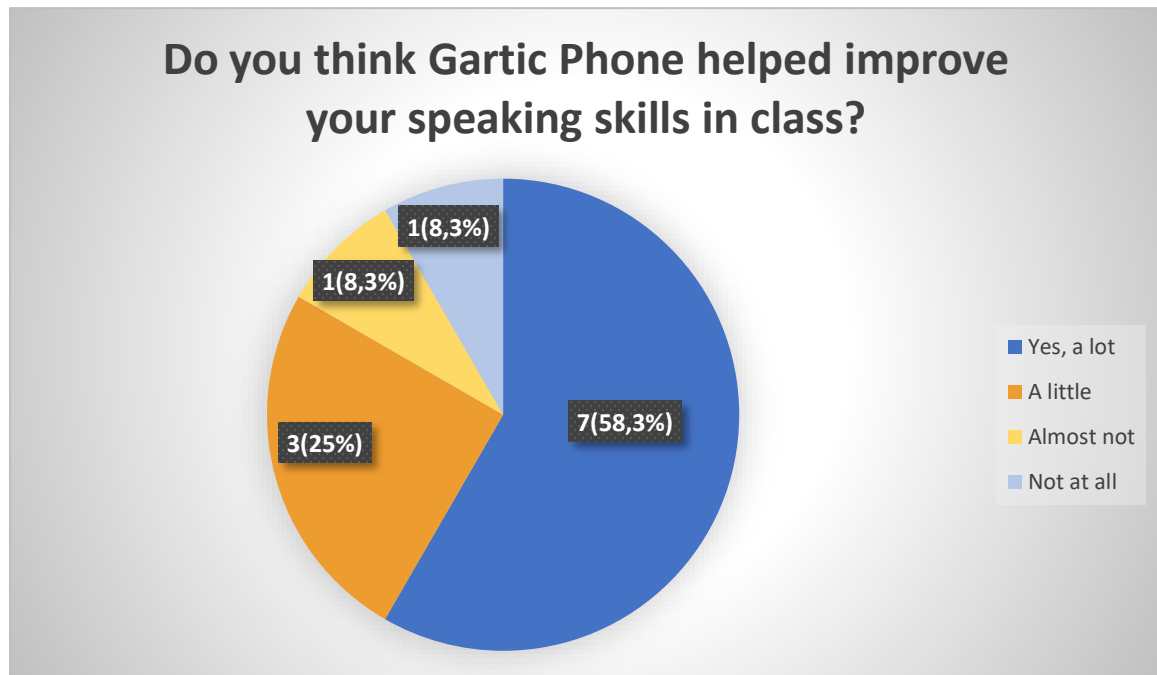


Figure 25: Illustrates how students felt learning English through ludic activities. **Source:** Collected by Iveth Elissa Méndez Hernández on March 18th, 2025

Note: This survey was conducted in Spanish so that the students could better understand the questions, taking their English proficiency into account.

Analysis of chart 5: A sizable number of students found Gartic Phone useful for improving their oral skills (58,3%), reinforcing the idea that game-based learning can be an effective tool for language practice. 25% (3 students) felt it helped a little, indicating some benefit but perhaps not a significant improvement. However, a small percentage did not see much improvement, which suggests that different learning styles or alternative speaking activities might be needed for certain students.

Figure 26

What skills do you think improved while playing Gartic Phone? (You may select more than one option)

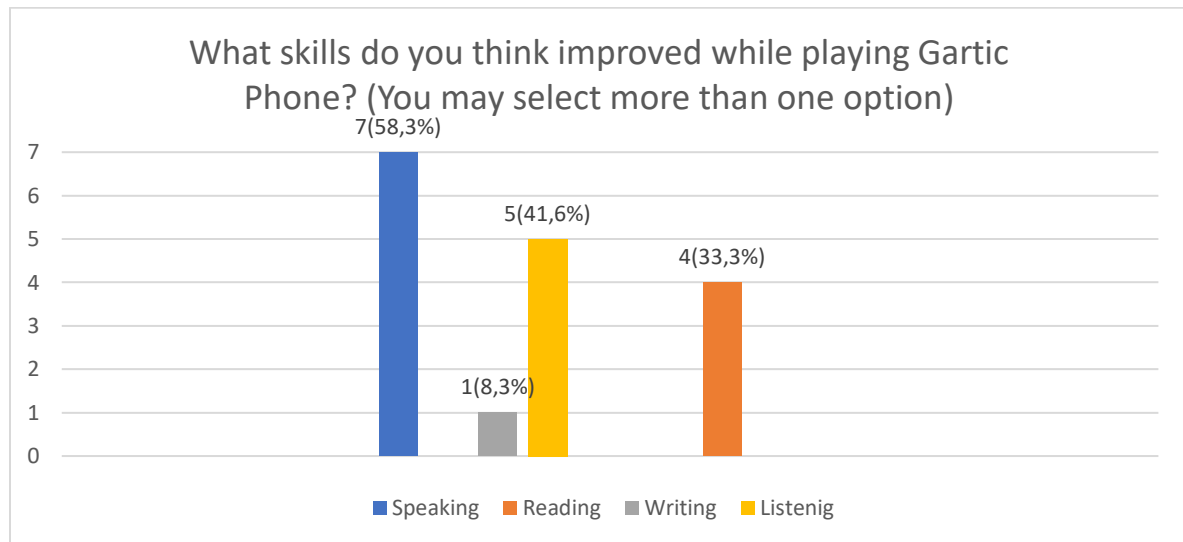


Figure 26: Illustrates how students felt learning English through ludic activities. **Source:** Collected by Iveth Elissa Méndez Hernández on March 18th, 2025

Note: This survey was conducted in Spanish so that the students could better understand the questions, taking their English proficiency into account.

Analysis of chart 6: The chart indicates that 7 out of 12 students found Gartic Phone most effective in improving their speaking skills (58.3%), followed by 5 out of 12 students that found and improvement in listening (41.6%), 4 out of 12 students improved their reading skills reading (33.3%), while only one student (8.3%) felt their writing skills improved. The high percentage for speaking suggests that the game encourages verbal interaction, making it a valuable tool for speaking skills development. The significant percentage for listening skills also highlights its role in helping students process spoken language.

Figure 27

How would you rate your experience playing Kahoot in class?

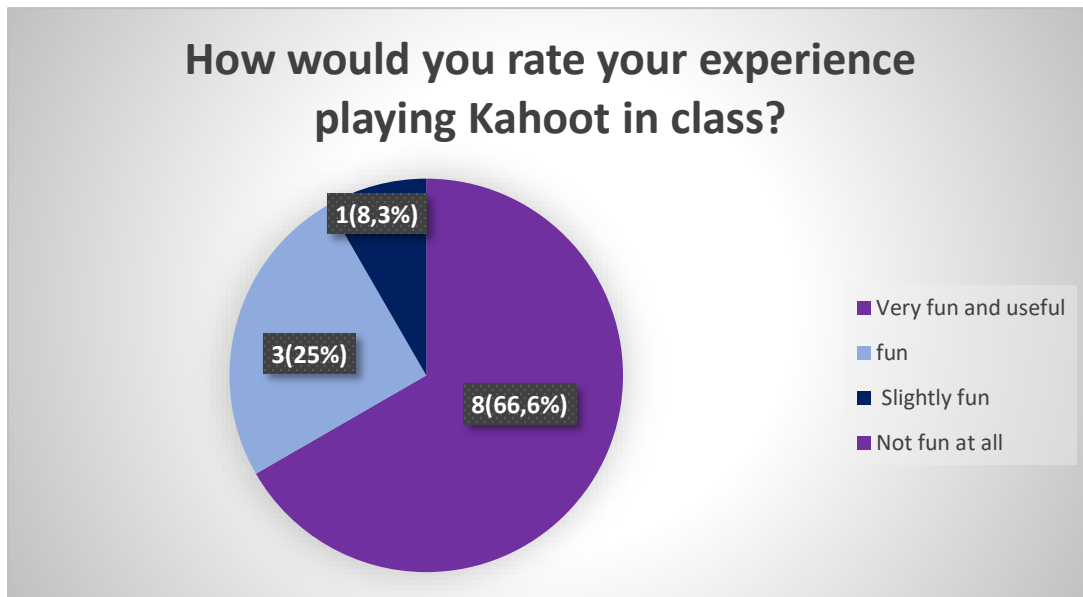


Figure 27: Illustrates how students felt learning English through ludic activities. **Source:** Collected by Iveth Elissa Méndez Hernández on March 18th, 2025

Note: This survey was conducted in Spanish so that the students could better understand the questions, taking their English proficiency into account.

Analysis of chart 7: The answers show that most students (66.6%) found playing Kahoot in class to be fun and useful, while 25% rated it as simply fun. A small percentage (8.3%) considered it slightly fun, and no students rated it as not fun at all. This suggests that Kahoot is an engaging tool for learning, with most students enjoying and benefiting from the interactive format. The high percentage of positive responses highlights its effectiveness in making learning enjoyable and reinforcing knowledge in an engaging way.

Figure 28

Do you think Kahoot helped you remember class information better through listening and speaking in English?

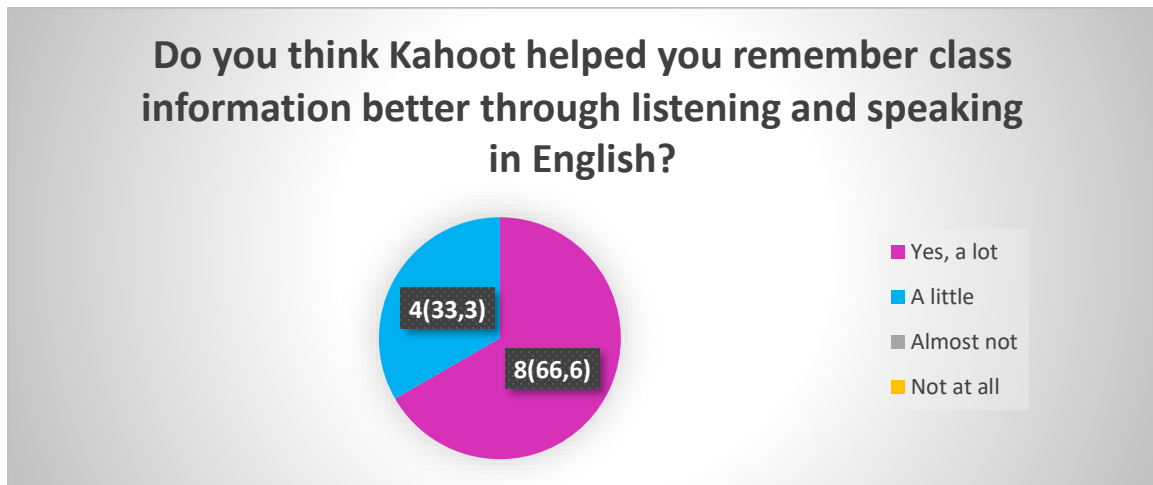


Figure 28: Illustrates how students felt learning English through ludic activities. **Source:** Collected by Iveth Elissa Méndez Hernández on March 18th, 2025

Note: This survey was conducted in Spanish so that the students could better understand the questions, taking their English proficiency into account.

Analysis of chart 8: A substantial number of students found Kahoot useful for remembering class information through listening and speaking in English (66.6%), reinforcing the idea that ludic activities like this enhances language those skills. 33.3% (4 students) felt it helped a little, indicating some benefit but perhaps not a major improvement. Notably, no students selected "Almost not" or "Not at all," suggesting that Kahoot was a universally beneficial tool in supporting their learning process. This highlights its effectiveness in engaging students and improving their language skills through active participation.

Figure 29

How did you feel about competing with your classmates in Kahoot?

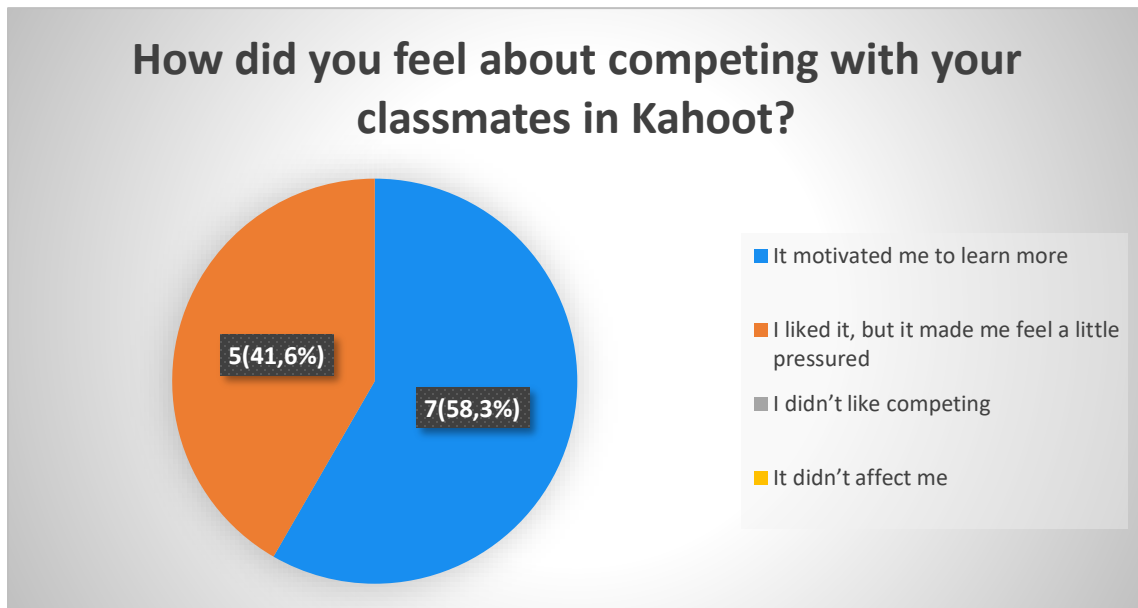


Figure 29: Illustrates how students felt learning English through ludic activities. **Source:** Collected by Iveth Elissa Méndez Hernández on March 18th, 2025

Note: This survey was conducted in Spanish so that the students could better understand the questions, taking their English proficiency into account.

Analysis of chart 9: Most of the students (58.3%) felt that competing with their classmates in Kahoot motivated them to learn more, suggesting that friendly competition can be an effective strategy to enhance engagement and participation. However, 41.6% (5 students) liked the competition but felt a little pressured, indicating that while competition can be beneficial, it may also cause some anxiety for certain students. Notably, no students selected "I didn't like competing" or "It didn't affect me," highlighting that the competitive element in Kahoot had a noticeable impact and results attractive.

Figure 30

Did you find the Memory Matching Game useful for connecting concepts and words?

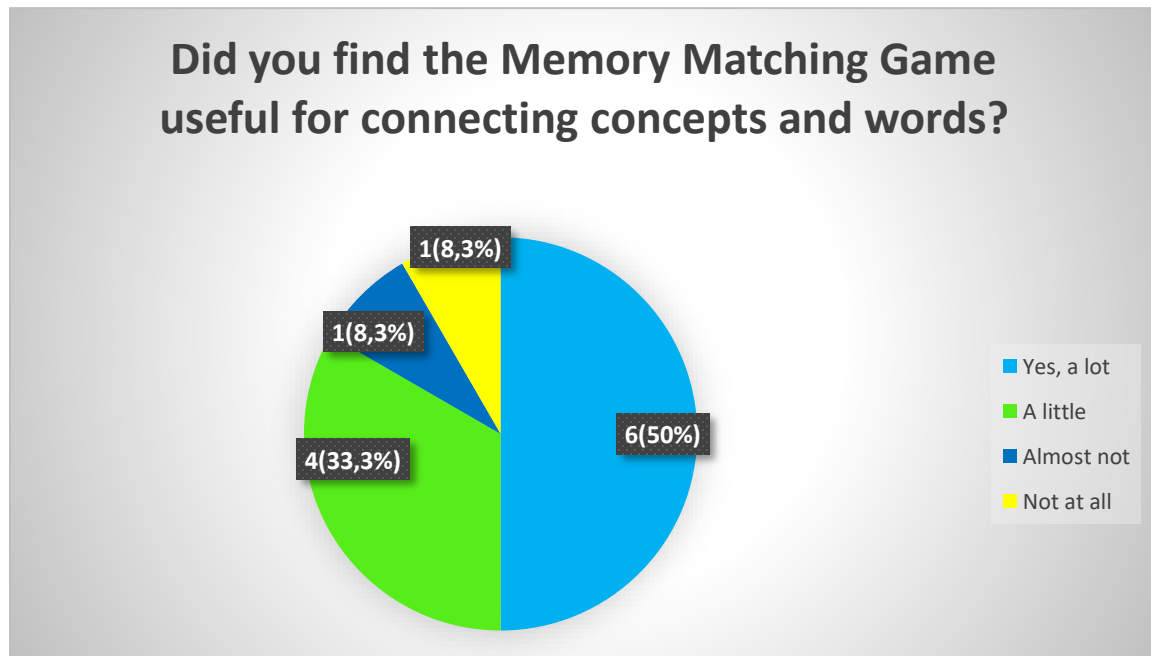


Figure 30: Illustrates how students felt learning English through ludic activities. **Source:** Collected by Iveth Elissa Méndez Hernández on March 18th, 2025

Note: This survey was conducted in Spanish so that the students could better understand the questions, taking their English proficiency into account.

Analysis of chart 10: Half of the students (50%) found the Memory Matching Game especially useful for connecting concepts and words, reinforcing its effectiveness as a vocabulary-building tool. Additionally, 33.3% (4 students) felt it was a little useful, indicating that most students experienced some benefit from the activity. However, 8.3% (1 student) reported that it was almost not useful, and another 8.3% (1 student) found it not useful at all, suggesting that while the majority benefited, some students may prefer alternative methods for reinforcing vocabulary and conceptual connections.

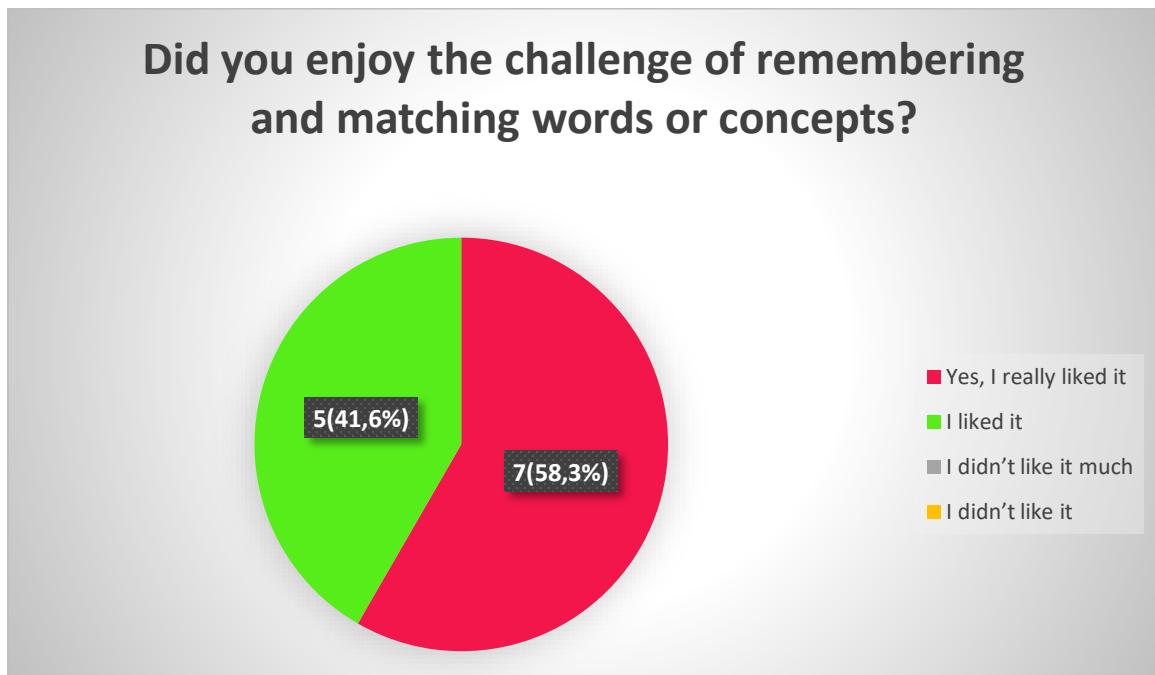
Figure 31

Figure 31: Illustrates how students felt learning English through ludic activities. **Source:** Collected by Iveth Elissa Méndez Hernández on March 18th, 2025

Note: This survey was conducted in Spanish so that the students could better understand the questions, taking their English proficiency into account.

Analysis of chart 11: Many students (58.3%) expressed that they really liked the challenge of remembering and matching words or concepts, indicating that the activity was engaging and enjoyable. Additionally, 41.6% (5 students) reported that they liked it, reinforcing the idea that memory-based games can be a fun and effective learning strategy. Notably, no students indicated a dislike for the activity, suggesting that it was well-received and could be used again in future lessons.

Figure 32

What aspect of the Memory Matching Game did you find most useful for your learning?
(You may select more than one option)

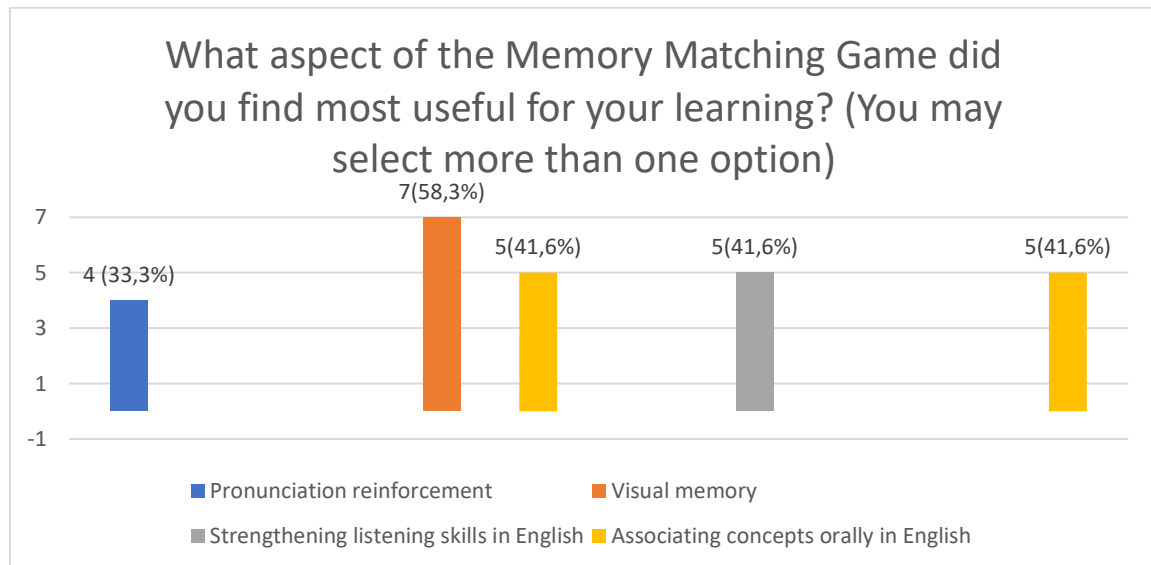


Figure 32: Illustrates how students felt learning English through ludic activities. **Source:** Collected by Iveth Elissa Méndez Hernández on March 18th, 2025

Note: This survey was conducted in Spanish so that the students could better understand the questions, taking their English proficiency into account.

Analysis of chart 12: The most valued aspect of the Memory Matching Game was visual memory, with 58.3% (7 out of 12 students) selecting it as a useful learning tool. Additionally, 41.6% (5 out of 12 students) found it helpful for associating concepts orally in English, strengthening listening skills, and pronunciation reinforcement, showing that the game provided multiple benefits in language acquisition. The variety of responses suggests that this activity supports different learning styles and could be an effective tool for enhancing listening and speaking skills in English.

Chapter V

Conclusions

5.1 Purpose of the Conclusion

The purpose of this conclusion is to summarize the key findings obtained from the surveys and questionnaires regarding the use of ludic activities to improve English listening and speaking skills among six-grade students in Costa Rica. This section will connect the research objectives with the results, highlighting the benefits, challenges, and potential implications of incorporating ludic activities in English classes.

5.2 Conclusions

5.2.1 Challenges and Deficiencies in Listening and Speaking Skills

The findings indicate that students in public schools face significant challenges in developing listening and speaking skills in English. Traditional teaching methods may not fully engage students, and many struggle with oral communication due to a lack of interactive and immersive practice. However, the use of ludic activities like Kahoot, Gartic Phone, and Memory Matching Games provided students with meaningful opportunities to improve these skills in a fun and engaging manner. This suggests that incorporating gamified learning tools can address some of the deficiencies in speaking and listening development.

5.2.2 Benefits of Ludic Activities in English Learning

Survey results confirm that ludic activities positively influence student learning. Most students (58.3%) reported that Gartic Phone significantly improved their speaking skills, while 66.6% stated that Kahoot helped them better retain information through listening and speaking. The Memory Matching Game was particularly effective in reinforcing pronunciation, visual memory, and listening skills. These results support the idea that interactive and playful methods

create a more effective learning environment by reinforcing key language skills in an enjoyable way.

5.2.3 Impact on Student Motivation and Participation

The data also highlights the role of ludic activities in boosting motivation and participation. Approximately 58.3% of students felt that competing in Kahoot motivated them to learn more, while a similar percentage (58.3%) reported enjoying the challenge of remembering and matching words in the Memory Matching Game. These findings suggest that students are more engaged when learning involves interactive and competitive elements, which in turn enhances their active participation in language practice.

5.3 Restatement of the Research Question

The research question sought to explore the importance of incorporating ludic activities in English classes to improve listening and speaking skills. Based on the survey responses, the findings strongly support the idea that gamification and interactive exercises enhance language learning by making lessons more dynamic, increasing retention, and encouraging students to use English in real-time contexts.

5.4 Unexpected Results

While the study aimed to measure the impact of ludic activities on language development, some unexpected findings emerged. Notably, some students (8.3%) did not find certain activities beneficial, indicating that individual learning preferences and styles play a role in effectiveness. Additionally, while most students enjoyed competition in Kahoot, 41.6% felt some pressure, suggesting that while gamification is motivating, it may also induce anxiety for some learners. These findings highlight the need for a balanced approach when integrating ludic strategies.

5.5 Recommendations

1. **Diversify Ludic Activities:** Since students have varied learning preferences, incorporating a range of interactive activities, including cooperative rather than purely competitive games, can cater to diverse needs.
2. **Balance Competition and Collaboration:** While competition motivated many students, some found it stressful. Integrating both competitive and collaborative ludic activities can create a supportive learning environment.
3. **Train Teachers on Gamification Methods:** Professional development workshops for teachers on integrating technology and ludic strategies effectively could enhance the impact of these activities.
4. **Include activities for students with learning difficulties:** look for different approaches that combines visual, auditory, and kinesthetic elements to engage learners in a meaningful way those students with learning issues.

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Anexes

Observation Checklist

Teacher: Natalia Angulo Pereira

Level: 6th Grade

Researcher: Iveth Elissa Méndez Hernández

School: Dante Alighieri

Criteria	Observed	Not observed	Notes
The teacher reviewed the topic of the previous class.			
The teacher uses an introductory activity.			
Use of English language by the teacher.			
Use of the English language by the students.			
Use of technology in the classroom.			
Students participate.			
The teacher's body language is friendly.			
A friendly atmosphere is provided.			
The teacher shows enthusiasm.			
The student shows enthusiasm.			
The teacher made a closure to conclude the class.			

Questionnaire**Cuestionario para Gartic Phone****Teacher:** Natalia Angulo Pereira**Level:** 6th grade**Researcher:** I. Elissa Méndez Hernández**High School:** Dante Alighieri School

La elaboración de esta actividad es con la finalidad de cumplir con los requisitos de la Universidad Internacional de las Américas UIA para la elaboración de la tesina y finalización de los estudios de la estudiante, agradezco su colaboración en el proceso.

Instrucciones: Marque con una (x) cada criterio del 1 al 5, tomando 1 como puntaje mínimo y 5 como puntaje máximo.

Criterio	1	2	3	4	5
¿Mejoró tu comprensión auditiva al escuchar el mensaje?					
¿Mejoraste al describir objetos o conceptos oralmente?					
¿Interpretar dibujos mejoró tu habilidad auditiva?					
¿Te sentiste más cómodo participando verbalmente?					
¿El ritmo del juego mejoró tu habilidad auditiva y oral?					

Cuestionario para Kahoot**Teacher:** Natalia Angulo Pereira**Level:** 6th grade**Researcher:** I. Elissa Méndez Hernández**High School:** Dante Alighieri School

La elaboración de esta actividad es con la finalidad de cumplir con los requisitos de la Universidad Internacional de las Américas UIA para la elaboración de la tesina y finalización de los estudios de la estudiante, agradezco su colaboración en el proceso.

Instrucciones: Marque con una (x) cada criterio del 1 al 5, tomando 1 como puntaje mínimo y 5 como puntaje máximo.

Criterio	1	2	3	4	5
¿Las preguntas verbales mejoraron tu comprensión auditiva?					
¿Crees que el uso de esta actividad lúdica ayuda a comprender mejor la materia?					
¿Escuchar explicaciones mejoró tu habilidad auditiva?					
¿Ganaste confianza hablando frente a compañeros?					
¿Notaste progreso en listening y speaking?					

Cuestionario para Memory Matching Game**Teacher:** Natalia Angulo Pereira**Level:** 6th grade**Researcher:** I. Elissa Méndez Hernández**High School:** Dante Alighieri School

La elaboración de esta actividad es con la finalidad de cumplir con los requisitos de la Universidad Internacional de las Américas UIA para la elaboración de la tesina y finalización de los estudios de la estudiante, agradezco su colaboración en el proceso.

Instrucciones: Marque con una (x) cada criterio del 1 al 5, tomando 1 como puntaje mínimo y 5 como puntaje máximo.

Criterio	1	2	3	4	5
¿Escuchar instrucciones mejoró tu comprensión auditiva?					
¿Expresar tus selecciones mejoró tu fluidez oral?					
¿La interacción verbal mejoró tus habilidades comunicativas?					
¿Procesaste mejor las instrucciones auditivas con práctica?					
¿Crees que el uso de esta actividad lúdica ayuda a comprender mejor la materia?					

Survey 1**Teacher:** Natalia Angulo Pereira**Level:** 6th grade**Researcher:** Elissa Méndez Hernández**High School:** Dante Alighieri School

La ejecución de esta actividad es con la finalidad de cumplir con los requisitos de la Universidad Internacional de las Américas UIA, para la elaboración de la tesina y finalización de los estudios de la estudiante, agradezco su colaboración en el proceso. La información suministrada será con fines académicos, se manejará de manera confidencial y no se revelará el nombre de los estudiantes a terceros.

Instrucciones: Marque con una (x) la elección o elecciones según su preferencia o punto de vista en cada una de las preguntas.

1- ¿Cómo se siente más cómodo aprendiendo inglés?

- Leyéndolo
- Escribiéndolo
- Escuchándolo
- Hablándolo

2- ¿Que barreras considera que pueden impedir su aprendizaje del idioma inglés?

- Ansiedad
- Vergüenza
- Estrés
- Falta de interés

3- ¿Qué tan útil considera el aprender un segundo idioma?

Absolutamente necesario

Muy necesario

Algo necesario

Nada necesario

4- ¿Si el profesor utiliza imágenes en la clase le es más fácil comprender la materia?

Siempre

Casi siempre

A veces

Nunca

5- ¿Considera que el uso de juegos para el entendimiento de los temas visto en clase hace las clases más atractivas?

Absolutamente de acuerdo

De acuerdo

No tan de acuerdo

Totalmente desacuerdo

6- ¿Considera que el participar en clase le ayuda a mejorar su aprendizaje?

Muy necesario

Necesario

Opcional

No es necesario

Survey 2**Teacher:** Natalia Angulo Pereira**Level:** 6th grade**Researcher:** Iveth Elissa Méndez Hernández**High School:** Dante Alighieri School

La ejecución de esta actividad es con la finalidad de cumplir con los requisitos de la Universidad Internacional de las Américas UIA, para la elaboración de la tesina y finalización de los estudios de la estudiante, agradezco su colaboración en el proceso. La información suministrada será con fines académicos, se manejará de manera confidencial y no se revelará el nombre de los estudiantes a terceros.

Instrucciones: Marque con una (x) la elección o elecciones según su preferencia o punto de vista en cada una de las preguntas.

1. ¿Qué tan cómodo/a se sintió participar en actividades lúdicas como Gartic Phone, Kahoot o Memory Matching Game?

- Muy cómodo/a
- Algo cómodo/a
- Poco cómodo/a
- Nada cómodo/a

2. ¿Cree que el uso de juegos (actividades lúdicas) en clase facilita su aprendizaje?

- Siempre
- Casi siempre
- A veces
- Nunca

3. Antes de esta clase, ¿había utilizado juegos como parte de su aprendizaje en el aula?

- Siempre
- Casi siempre
- Casi nunca
- Nunca

4. ¿Qué tan entretenida le pareció la actividad lúdica Gartic Phone?

- Muy entretenida
- Entretenida
- Poco entretenida
- Nada entretenida

5. ¿Cree que Gartic Phone le ayudó a mejorar su habilidad oral en clase?

- Sí, mucho
- Un poco
- Casi nada
- Nada

6. ¿Qué habilidades cree que mejoró al jugar Gartic Phone? *(Puede marcar más de una opción)*

- Hablar
- Escuchar
- Escribir
- Leer

7. ¿Cómo calificaría su experiencia jugando Kahoot en clase?

- Muy divertida y útil
- Divertida
- Poco divertida
- Nada divertida

8. ¿Cree que Kahoot le ayudó a recordar mejor la información de la clase mediante escuchar y hablar en inglés?

- Sí, mucho
- Un poco
- Casi nada
- Nada

9. ¿Cómo se sintió al competir con sus compañeros en Kahoot?

- Me motivó a aprender más
- Me gustó, pero me dio un poco de presión
- No me gustó competir
- No me afectó

10. ¿Le pareció útil la actividad de Memory Matching Game para relacionar conceptos y palabras?

- Sí, mucho
- Un poco
- Casi nada
- Nada

11. ¿Disfrutó el desafío de recordar y emparejar las palabras o conceptos?

- Sí, me gustó mucho
- Me gustó
- No me gustó mucho
- No me gustó

12. ¿Qué aspecto del Memory Matching Game le pareció más útil para su aprendizaje? *(Puede marcar más de una opción)*

- Refuerzo de pronunciación
- Memoria visual
- Reforzamiento de la habilidad auditiva en inglés