

**The traditional game as a didactic strategy to English Teaching in fifth grade at the Sagrado
Corazón school - Puerto Tejada, Cauca**



Universidad
del Cauca

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Bachelor in Modern Languages English and French

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INTRODUCTION

This project has a main objective to adapt the traditional games to English teaching, as well as this investigation uses a qualitative method with participatory action research because it has a human approach to the studied population. In addition, this project pretends to be an inspiration and contribution to teachers and future students, whose orientation is the transformation and innovation of traditional educational classes for more didactic methods.

On the other hand, it is important to mention that game is essential in learning, contributes to enjoyment, and gives meaning to childhood. Based on this, arise the interest to take traditional games in English classes, due to the traditional game is familiar to students.

This project allows to encourage the process of English learning through ludic activities, getting motivation and interest in the development of skills in a foreign language, according to Biava and Segura (2010) “to know a second language is necessary for productive sectors which have internationalized, therefore learning English in the classroom has a great value for the future students in academic, labor and social fields” (p.3).

JUSTIFICATION

The teaching of English as a foreign language in schools usually is traditional, where the teacher, on the blackboard, is the owner of knowledge to control the class. In this way this limits the participation of students in the classroom due to this, students lose interest in learning a second language. For this reason, the research proposal has the purpose to use an alternative teaching method based on a didactic perspective using traditional games. Considering that game has a significant role in the development of children, according to Torres (2002): “Games should be considered an important activity in the classroom since it provides a different way of acquiring

learning, providing rest and recreation to the student. The games allow orienting the interest of the participant towards the areas that are involved in the recreational activity” (p.14).

In this way, it is necessary for this proposal to analyze how to include traditional games in the classroom, and how those can contribute significantly to English learning as a foreign language. Therefore, this project arises from the necessity to give teachers and children of the fifth grade of the Sagrado Corazón de Jesús school in the municipality of Puerto Tejada Cauca, an alternative strategy to teach English in a more didactic and enjoyable way, support by a previous observation of the group.

The project was about implementing the traditional game in which fifth-grade students not only encourage their motivation but their interest in English classes, as well to promote spaces of interaction in the class, contributing to the companionship and participation, improving the academic level of students, through an entertaining and interesting strategy. This proposal was developed to innovate the traditional techniques for ludic techniques that help to develop the practice of knowledge in an active way.

As well as this was an innovative proposal given that it took the traditional game in a context where the pandemic and the virtual classes gave to see the gaps in front the connectivity of many students. Moreover, it was evident the necessity of human contact, the need of interaction between teachers and students, in the same manner, to have an active and participatory class. There is no evidence of what students did behind the screen, if they paid attention to the activities, or if they were present in a virtual class. For that reason, it arose the initiative to use the traditional game as a source of imagination to consolidate creativity, to express emotions, to promote teamwork as a key in the process of interaction and participation in the classroom.

PROBLEM STATEMENT

Firstly, this proposal arose from the interest to generate a pedagogical encounter between students and teachers, from traditional games at Sagrado Corazón de Jesús school, in the municipality of Puerto Tejada in the department of Cauca. An educational context where we had a first approach to observe, what was the relationship of the students with the learning of English as a foreign language. Keeping this in mind, it was possible to identify that most of the students showed a low level in terms of participation and disinterest in class, in the same way that some of them fell asleep during the class. Consequently, this project was characterized to implement traditional games to English learning; besides, it was intended that the classes were more dynamic and participatory so that learning experience was motivating.

Bilingualism is an important contribution to the development of Colombia society and the life of individuals, the learning of a second language has been established for the performance in education and work areas, which means that speaking a foreign language becomes a focus of interest in academic fields and working fields, Ministerio De Educacion Nacional (MEN) (2006):

Being bilingual is essential in a globalized world. The management of a second language means being able to communicate better, open borders, understand other contexts, appropriate knowledge, and circulate it, understand, and make us understand, enrich ourselves and play a decisive role in the development of the country. Being bilingual means having more knowledge and opportunities to be more competent and competitive, and to improve the quality of life of all citizens (p.2).

However, in Colombia, rarely people are bilingual or have any interest in learning a second language, because in this country evidences a rejection of the acquisition of a foreign language, according to the EF English Proficiency Index (EPI) (2022) study.

People are among these countries with the lowest level of English in the world, the report conducts an analysis of the level of English of 2,2 million people taking measurements of reading and listening skills. After this, the language proficiency level was divided into very high, high, moderate, low, and very low, classifying each country by a score scale (p.19).

This is reflected in schools, where students have a low level of English because there is no exercise in speaking the foreign language in everyday life, or due to different social or economic factors.

It is important to look for alternatives that contribute to the motivation and interest of students to learn a second language, therefore it considers the following research question:

How does the implementation of traditional games motivate the learning of English as a foreign language in the fifth grade of Sagrado Corazón de Jesús school in the municipality of Puerto Tejada?

OBJECTIVES

General Objective

- To implement traditional games, in the teaching of English as a Foreign Language, in students of 5° grade in the Sagrado Corazón de Jesús school in the municipality of Puerto Tejada-Cauca.

Specific Objectives

- To classify traditional games.
- To adapt the traditional games to topics to work in the English class, and to develop the sessions implementing the traditional games.
- To analyze the survey applied to students.

PREVIOUS RESEARCH

In recent years, the traditional game has been characterized as a fundamental element of the popular culture of each region. In fact, the traditional game has been presented in the lives of many people, making the execution mechanism of the traditional games remain in the memory of each one of the people who played in their childhood. This causes projects to be born which try to design those games typical of the region for teaching in the classroom; below, it presents the following previous research:

At the international level, in the City of Lima Peru, at the Ricardo Palma University, a research work entitled “**EL APRENDIZAJE DEL IDIOMA INGLÉS POR MEDIO DEL JUEGO EN NIÑOS DE 4 AÑOS**” was developed by Mónica Helga Alvarez Cáceres (2015), where

we can find in a detailed analysis of the learning methods of four-year-old children through traditional games. An English language learning program was implemented through games and a foreign language learning performance test was created. To make the measurement before and after the program's application, the group was divided into two and thirty-four students who were present in the learning process through the games. The purpose of the project is to highlight the relationship that exists precisely between the learning of a second language and the methodological strategies used by the teacher as a basis, focused on the game, thus giving the child the opportunity to learn symbolizing and representing reality.

The results allow us to point out that the use of the game strategy complements the learning of the English language and positively influences when studying the behavior of the students in the acquisition of vocabulary, development of skills, exercising skills and knowledge.

This project is relevant to our proposal because in this project the game is the source of learning for children, the students had the opportunity to gain experience in other ways through the relationships that the game has and the interpersonal relationships to learning a second language.

At the national level in the City of Barranquilla, at Costa University a research work entitled **“EL JUEGO COMO ESTRATEGIA LÚDICO-PEDAGÓGICA PARA DESARROLLAR HABILIDADES EN EL APRENDIZAJE DEL IDIOMA INGLÉS EN BÁSICA PRIMARIA”** was developed by Lilibeth del Carmen Pérez Macedo and Karen Patricia Palacio Angulo (2018). The purpose of this research was to design a proposal that includes the game as a playful-pedagogical strategy to develop oral skills in the English language, through an educational strategy that carries didactic material which will help students to improve their speaking skills.

A qualitative approach is used based on the socio-critical paradigm and the participatory action-research methodology. The main findings highlight that there are deficiencies in the use of

technological and recreational resources in the teaching and learning process. As a general objective, in the 2nd-grade students of the Escuela Normal Superior del Distrito de Barranquilla (ENSDB).

The conclusions obtained, after analyzing and seeing the reaction of children to new teaching methods, aim to reaffirm that for the teaching of a language other than the native or first language; in children of school age it is necessary to introduce teaching tools; which guarantees that the learning process will have the desired effects on both the teacher and the student.

This project is relevant to the proposal since it is a pedagogical strategy similar to ours that aims to implement the traditional game as a pedagogical tool for the learning of fifth-grade students in Sagrado Corazón de Jesús school.

On the other hand, in the city of Bogotá, exactly at the University Libre de Colombia, a thesis called, **“EL JUEGO COMO ESTRATEGIA PEDAGÓGICA PARA EL APRENDIZAJE DE VOCABULARIO Y DESARROLLO DE LA HABILIDAD ORAL EN INGLÉS”** was carried out by María Fernanda Arias and Diana Isabel Castiblanco.

The research focused mainly on the development of oral production in the third-grade students of Marco Tulio Fernández school, the general objective of this research was to implement a pedagogical proposal based on the game to favor the learning of vocabulary and the development of the oral ability in the English language. This project was carried out from the qualitative approach with the investigative design was quasi-experimental; this proposal was made in two groups: the control group 3A and the experimental group 3B. The games were adapted to the needs and levels of the students; and they were divided into two groups: warm up games such as (Pass a Sound, Simon Says, Random Sounds) and practice and production games such as (Guess the picture, Mime and guess, Role plays, Simulation and Follow the clues). Together with these games, they took a sequence of 4 applications, each with different topics, for example: (the family, my daily routine,

my house, likes and dislikes and describing people's appearance), with the purpose of strengthening basic language skills and expressing feelings.

This project is relevant to our proposal because it reminds us of the importance of oral ability in the development of students but also emphasizes all the skills that we can develop through some traditional games.

As for the regional level, in the department of Nariño, at the Nacional Abierta y a Distancia University, the research called “**JUEGOS TRADICIONALES PARA FORTALECER EL ÁREA DE INGLÉS**” by Teresa de J Vente M. This research was carried out in Colombia in the city of Pasto - Nariño in 2019. The following investigation tried to strengthen the values and learning of English, having as a population the students of 7-1 at the Liceo del Pacifico Mosquera school in the municipality of Mosquera. Its general objective was “to implement traditional games as a playful strategy to promote values and arose interest in children's learning at the Liceo del Pacifico school”. This research had a qualitative approach and implemented some instruments such as field diary, interviews, and participant observation. This research proposed traditional games such as “*bingo, saltar la cuerda, rayuela*”, which would provide an interest for students who paid more attention in class to promote English learning. In addition to the game, the researcher proposed to promote values of reconciliation, order and at the same time develop positive attitudes within the classroom.

It is concluded that this project recognizes that the traditional game transforms the classroom into a pleasant environment. Given that, it fosters companionship, likewise, the game encourages motivation, and contributes to concentration and pleasant behaviors among students. It is important to say and show students the meaning and importance of values, teaching them through pedagogy; and in the same way, fostering students for learning the second language.

CONCEPTUAL FRAMEWORK

The game as a didactic strategy for teaching English is a project that is nurtured throughout the investigation of concepts that are a basis on understanding the context around traditional games. Each and every one of these concepts are relevant to this research since from these we can develop the reflective process in a more detailed and accurate way and in turn broaden and develop knowledge, which are key to the relevance of this topic, the following concepts that support:

Culture

The concept of culture is a very broad term that encompasses a set of knowledge and customs characteristic of a given community and that are transmitted to the following generations. Culture is also a result of the acquisition of experiences and adaptation to different situations that a community had throughout its development. Having said that, culture is learned, and shared by the community to which the individual belongs to. According to Triandis, et al. (1995)“Culture is conceived as a set of knowledge shared by a group of individuals who have a common history and participate in a social structure” (p.5).

Now considering this, Taylor (1971) mentions, “Culture is a complex whole comprising knowledge, beliefs, art, morality, laws, customs and other capabilities acquired by man as a member of a society” (p.125). It means that when we talk about culture, we mean some situations developed daily by a group, and this occurred through the observation of others.

Gaming

The game is a rewarding activity for both the child and the teacher, with this, communication with students is established; in addition, to develop their motor skills and mental dexterity. According to Malgren (2011):

One of the ways teachers must help their students in acquiring a new language is the game as a method of learning and this can consist of acting, playing, and singing. Therefore, the game facilitates learning. Students acquire knowledge of the second language by fixing their knowledge in the mind many times without describing the structure or grammar. This method helps all students because it is fun and less formal (p.4).

In addition, Lozano (2014) mentions that:

Implementing games in the classroom is fundamental to the development and education of students in a foreign language because it means more motivation and interest; also allows their participation in a way helping them to internalize and assimilate concepts in a more realistic way (p.90).

The traditional game

It is important to highlight that traditional games contribute to the expressiveness of children, these are occasionally transmitted from generation to generation; however, when this does not happen, the game is forgotten over time. According to Master (2008):

The transmission of traditional games has been given orally generation after generation, and can occur in two ways: the vertical that occurs through the family, and the horizontal through socialization. The family is the first place of learning, through its different members (grandfathers, fathers, grandmothers, mothers, brothers, and sisters) the environment is introduced, and the game is enhanced through visual stimulus, voices, and sounds. In the relationship (grandfather), (grandson) a bond of protection, complicity, and transgenerational relationship of great importance for education is created. They learn with

the experience of living reference, which can be called a direct generational transmission by imitation (p.3).

This is in accordance with what was expressed by Bustos et al. (1999) who refers that:

The name of traditional games is given to all those known by the people of a certain place, carried out regularly and that are preserved and transmitted from generation to generation, which involves a large number of historical facts of that place or area of origin” (p.3).

This is why the importance of traditional games in the development of values in children is evident, being the family and society of those who involve children in learning.

Teaching strategies

The teaching strategies are the teacher’s support when giving a class, it is known that each student has characteristics when learning determining the subject, that is to say, all students do not learn in the same way, that is why the teacher must be provided with appropriate tools and strategies so that the student’s learning experience would be favorable.

Anijovich and Mora (2012) state that they are:

Teaching strategies as a group of decisions that teachers make to guide teaching to promote the learning of their students. These are general guidelines on how to teach disciplinary content considering what teachers want students to understand (p.23).

Foreign language

When we speak a foreign language, we refer to one that is not owned by the individual; a person who acquires a second language, should make a conscious study process, it is meant to learn

grammar and vocabulary, and also there is a process of discipline and practice of language in four skills. According to Mei (2008):

The process of learning English as a foreign language usually takes place within the classroom, where different controlled type activities are performed. Although this process occurs mostly in the educational field, students can achieve a high degree of English language development (p.51). This is different from the process of the native language, which is unconscious learning, one individual learns in a natural process.

English teaching

The teaching of English is a process that occurs in the educational field for learning a foreign language, so an individual is capable of developing language skills that strengthen their performance in English. According to Mei (2008):

Speaking English as a foreign language refers to learning a language other than the mother tongue, which is also not the one used in the daily life of the student and in the environment in which it develops its activities. (p.91)

Motivation

The process of learning a foreign language sometimes is not an easy journey, and for that reason, motivation has become a vital element in the development of English classes for each person. In the field of learning motivation guides, and maintains a behavior-oriented objective, any factor, element, or object can be motivating for the student; this will be key in their academic performance. According to Gardner (2001):

Attitudes toward the learning situation contribute to the overall motivation to learn the language. In this conceptualization of the term, an individual is motivated to try to learn the

language (that is, do the homework, participate in class, etc.), wants to learn the language, and will enjoy learning the language. (p.290)

Meaningful Learning

It can be defined as the one that allows students to build their own learning, in addition, gives it meaning, in other words, meaningful learning is not forgotten and remains in the student's abilities. Of course, students are responsible for their own learning, so they play an active and participatory role. There are many advantages of introducing this methodology in Primary Education, since meaningful learning, as you know, allows the child to build their own learning. According to Ausubel (2002), "Meaningful learning is a cognitive process that develops new knowledge, so that it is incorporated into the student's cognitive structure, the knowledge that can only arise if the content has a meaning" (p.10)

Game-based learning

The game has traditionally been a common learning technique throughout history, although the recognition of its pedagogical value is not yet so used in classrooms. Through the game, students on the one hand develop ludic learning and on the other hand, it also promotes their development of social skills. When preparing an English class through games students have to collaborate, imitate and develop a series of vocabulary and expressions that will contribute to their process of learning a foreign language.

GBL as a support for learning English as a foreign language provides a recreational space for students and teachers, who can use different games, each one can achieve the educational goal of learning English in the classroom. In addition, GBL can facilitate the contents in the learning of

a second language, that is, there are games that facilitate the learning of vocabulary, but also offers the student to improve abilities such as communication skills. Chen and Wang (2009) indicate that:

Game-based learning is seen as an effective means of enabling learners to build knowledge by playing, maintain greater motivation and apply acquired knowledge to solve real-life problems. Therefore, game-based learning becomes a promising method for providing highly motivating learning situations to students. Through a combination of games, problem-solving, situated learning, and challenges, game-based learning can help students build knowledge from ambiguity, complexity, trial, and error (p.6).

Ludic activities

The ludic activities are the way in which activities are performed in a more dynamic way, in which motor and sensory activities are involved, ludic activities are a pedagogical procedure in which teachers and students are immersed in didactic situations and activities inside or outside the classroom. Dinello (2007) states that “The game is an option of understanding, which conceives new representations that creatively transform the phenomenological perception of the community, thus giving rise to new processes of knowledge, creations and positive emotional relationships”. (p.22)

Gamification

It is one of the contemporary pedagogical strategies that have gradually acquired immense importance in the field of education, given the use of some elements and mechanisms of a game, such as scoring or setting levels to be exceeded, in a non-playful setting. Gamification in the approach to foreign language learning and its application in the classroom helps motivate students in the process and makes classes more dynamic. In this way, students are better integrated into the group and feel active in the class, making the classroom a more pleasant environment. Li, et al.

(2013) define “Gamification as the use of mechanisms, dynamics, and game frameworks to promote desired behaviors”. (p.32)

The NMC Horizon Report on Higher Education (2014) stressed that:

Gamification in education is gaining support among educators as it encourages the student’s involvement in tasks that, a priori, could be considered boring or difficult. It is not only a question of motivation, but of involving the student in the realization of a learning activity and thus fighting against boredom, the feeling of difficulty, disinterest, or lack of attention and autonomy (p.9).

THEORETICAL FRAMEWORK

When we talk about traditional games, we mean those that are typical of each region or community besides through them. It can be known a little more about cultural aspects which belong to and practice, like art, literature, theater, music, architecture, or gastronomy are cultural manifestations of villages. The traditional games of the world help us to understand the way to be and feel of certain societies, mentioned that the games are a source of transmission of knowledge, customs, and tradition of the age. Traditional games allow the child to discover the value of collaboration and make the bond of friendship, besides, potentially some abilities and skills in different areas.

The game is in pleasant action, consequently, being applied inside of the classroom the children learn in a more didactic way. Bruner (1984) considers:

The game projects the inside world, and it is opposed to learning, in which the external world is internalized to become part of oneself, in the game we transform the environment

according to our wishes, while in learning we transform ourselves to conform better to the structure of that external world. (p.151)

As well as Cordero (1985;1986) affirms that:

The game develops attention and memory, since, while playing, the kid can concentrate better and remember more than one non-playing learning, the necessity of communication, and emotions boost, force the child to concentrate and memorize, the game is the main factor that introduces the child to the world of ideas. (p.243)

According to Malone (1981), “Games are ideal for learning because they represent a challenge, fantasy and they generate curiosity during the game. Thus, the game is an opportunity to use the interests of the students as a way of educating them” (p.420). According to Burgos et al. (2007):

The games connect the specific contents and skills with a pleasant environment where the student can touch, try, and make mistakes and learn. Games strengthen cognitive processes and enhance certain skills, abilities, and capacities, give feedback in the process, allow the flow of learning which adapts, and provide a good vehicle for establishing social relations. (p.421)

Our past generations taught us, and they are transmitted naturally, this is key to the preservation of traditional games for future generations and so that the teachings acquired by our ancestors are not lost. Having said that, the value of traditional games in the educational area is immense since it contributes significantly to the development of each child's stages. When implementing the traditional game in the classroom, customs can be identified, traditions, and behaviors.

CONTEXTUAL FRAMEWORK

Colombia is a country that is located in the South American Continent. It is diverse and full of a wealth of fauna and flora; and it is made up of 32 departments. The department in which our research is located is in Cauca, which has an area of 29, 308 km. In this department is the municipality of Popayán, where the main headquarters of the University of Cauca is located, which has a university citadel in the municipality of Santander de Quilichao. It founds the Degree Program in Modern Languages that belongs to the Faculty of Human and Social Sciences, which was created by Resolution No. 003527 of 1985, issued by the Superior Council.

Near Santander de Quilichao we can find Puerto Tejada municipality located in the Northern Province, close to the metropolitan area of Cali. It was founded on 17 September 1897, by General Manuel Tejada Sánchez, from whom it inherited its name. This Norte Caucana locality has a population of more than 46,000 inhabitants, where the majority of the Portejadeños identify themselves as people of Afro-Colombian ethnicity. It is also made up of 39 neighborhoods and villages, also in the municipality, there are 8 colleges and 20 schools, certainly within these is the Sagrado Corazón de Jesús school where the research project was carried out.

Sagrado Corazón de Jesús school has two school days, and it is a mixed school for preschool, primary, and secondary education, besides primary and secondary education for both younger and adults, but also programs such as Cafam schools and Transformemos.

Population

The population to which this project was directed is a study group composed of thirty-five students who are between the ages of 10 and 15. It was found that some students lived on sidewalks near the municipality of Puerto Tejada and others lived in very conflictive areas of the municipality, which caused that the students were sometimes intimidated; nonetheless, it is important to say that,

the students participated, both attentive and active in every lesson, enjoying every process of learning.

METHODOLOGY

The present proposal was developed observing the skills of English learning of the study population; therefore, this study used qualitative research, and it had a participatory action research design which allowed to know some interesting aspects of English teaching in the studied object, according to Bonilla (1997):

The qualitative approach seeks to conceptualize reality based on the knowledge, attitudes, and values that guide the behavior of people who share a temporal-spatial context, through this method; it seeks to capture the knowledge, meaning, and interpretations that individuals share about the social reality that is studied. The analysis must be to the whole group in general on behavioral tendencies and for said selection it must have the approval of the studied humanity. (p.3)

On the other hand, the qualitative method allowed the researchers an approach the students in a human way, and in turn, to know the education reality of teachers and students. Recalde (2014) mentions:

To achieve the articulation of educational research reality, it is required that the study favors interaction between theory and practice, researchers and investigated; where research based on the educational phenomenon must be flexible, open, accessible, participatory and lead to the resolution of observable problems of the reality of the educational fact. (p.96)

The aim of using the action-participatory research method was to observe some aspects such as the attitudes and motivation of the students, it allowed more human analysis of the learning

methods of this population, according to Kramer, et al. (1986) “Participatory Action Research is understood as social research, its interest is to obtain non-scientific knowledge, but social and practical” (p.3). According to Colmenares (2012):

The PAR is a method in which two processes participate and coexist: knowing and acting; therefore, it favors the social actors to know, analyze and better understand the reality in which they are immersed; their problems, needs, resources, capacities, potentialities, and limitations. Knowledge of this reality allows them, in addition to reflecting, planning and executing actions aimed at the improvement and significant transformations of those aspects that require changes: therefore, it favors awareness, the assumption of concrete and timely sanctions, empowerment, collective mobilization and consequent transformative action. (p.109)

Furthermore, Schutter (1983) mentions that:

Participatory Action Research emphasizes the participation of the population to produce the knowledge and points of view that will lead us to make decisions and to carry out one or more phases in the research process. (p.15)

In addition, there are some techniques that allow having an appropriate investigation as follows:

Participating observation

With this method the observer participates in the study space, and detailed information about activities or events that take place, for Munarriz (1992):

The observer participates in the situation that it is observing, that is, she/he comprises the experience of others within a group or institution; he/she tries to become one more, analyzing his/her own reactions, intentions, and motives and those of others. (p.110). In agreement with

Taylor and Bogdán (1986) Participant observation “Involves social interaction between the researcher and the informants in the midst of the latter, and during which data is collected in a natural and non-intrusive way”. (p.110)

Interview

The school has two English teachers, one for the morning sessions and another for the afternoon sessions. The interview was applied to the teacher of the morning session, and it was planned to carry out a conversation with the English teacher in order to know the points of view of education in learning English. In addition, to understanding the situations in the school, according to Hernández et al. (2010) “The qualitative interview is more intimate, manageable and open, it is defined as a meeting to exchange information between an interviewer and the interviewee”. (p.45)

Electronic devices - Phones

This recording tool was significant in the project, because it obtained the student's experiences and perceptions when they were learning English. It was to include 10 sessions, and for each session a different activity, also it was made a record of the facts, reactions, and emotions towards activities. The electronic devices functioned as a source of information because it provided an order of the events, and this was written taking into account details observed in a class by both teachers and students.

The Instruments:

Semi-structured interview

A semi-structured interview composed of ten questions was developed for the main teacher, with the aim of knowing the point of view of the teachers in the teaching of English. This interview was semi-structured for the teacher to take her time to argue the answers freely. This

interview format was a flexible survey in which the researchers could follow any idea or creatively take advantage of the entire interview. On the other hand, it was necessary to start from the perspective of a teacher who knows the process of teaching English to students in fifth grade; below there are the answers to the semi-structured interview.

Semi structured interview answers

Interviewed: Daniela Gonzales Carabalí, English teacher of 5^o grade

1. ¿Cuáles son los métodos y estrategias de enseñanza que funcionan en sus clases para la enseñanza del Inglés?

R/ Uno de los métodos y estrategias que más me funcionan para la enseñanza del Inglés es la lúdica como estrategia pedagógica ya que los estudiantes al estar jugando y aprendiendo Inglés al mismo tiempo hace que tengan un poco más de motivación por aprender el idioma, entonces la lúdica como estrategia pedagógica es uno de los métodos que más utilizo en mis clases.

Response analysis

Nowadays many teachers use strategies that are coupled to the space and material they have in their classroom or the resources the teachers have in their homes. These materials are mostly handmade, because teachers should employ strategies to encourage the imagination and creativity in their students. Miss Gonzales also highlights that in a space where the student is learning, game is one of the strategies of motivation, the teacher mentions that game inside the classroom continues to play a role to create interest and imagination in students.

Taking this in account, the teacher has to look for tools that contribute to the realization of academic activities, based on playful pedagogical strategies to promote creativity and teamwork in the classroom, including this type of activities the teacher manages to have another perspective of the students as regards their relationship with the foreign language.

2. ¿Cómo se adaptan las clases en el aprendizaje de Inglés con las características individuales de los estudiantes?

R/ Bueno, ya sabemos que cada estudiante cuenta con características diferentes, unos que son un poco más visuales, otros más manuales, otros que son más receptivos, entonces se trata de incluir

un poco de todo para que cada uno tenga la oportunidad de aprender a su ritmo y su manera, entonces trato de incluir en las clases donde puedan visualizar, donde puedan retener la información, donde puedan ser un poco más partícipes de la clase, para que cada uno con su característica se le dé la oportunidad de aprender sobre la temática que se esté impartiendo.

Reponse analysis

It is very important to keep in mind that in a classroom there are students who learn in different ways and with different strategies, taking into account that methods should be employed in which students are an active part of the class. The teacher mentions that each student learns at their own pace, which is part of an educational reality and that each of them has different characteristics which cause different ways of teaching in the classroom. Teacher-based methods are inclusive methods in which students feel comfortable and autonomous in the classroom.

3. ¿Cuáles son los retos que asume dentro del aula como docente de Inglés?

R/ Para mí es todo un reto, el enfrentarme en algunos casos, cuando la institución carece de una buena infraestructura; es tan mala, que nos toca movilizarnos a otro lugar, de cierto modo siento que los expongo y siento tristeza porque el colegio y el salón no cuente con suministros correctos para dictar una buena clase.

Response analysis

The lack of resources and infrastructure is a problem in Colombian education, this is reflected in classrooms causing difficulties when providing quality education but that is not the only challenge that many teachers assume; in some cases the mood, personal situations or even work can affect the life of a student causing demotivation and school dropout. The teacher emphasizes a lot in the lack of supplies of the institution which forces to look for other strategies to provide a good class.

4. ¿Cuáles son las principales problemáticas en torno a la enseñanza del Inglés en escuelas públicas?

R/ Bueno, yo creería que una de las principales problemáticas en torno a la enseñanza del Inglés en escuelas públicas es que los docentes no contamos con el material suficiente para impartir una clase pues por ejemplo si lo queremos hacer de manera lúdica, de manera visual, con videos o usando flashcards, se nos dificulta demasiado, y lo otro es pues la intensidad horaria que se le da las clases

de Inglés a los niños ya que un grupo recibe máximo dos o tres horas de Inglés a la semana, eso no va a permitir que los chicos tengan un nivel alto en Inglés.

Response analysis

In front of the challenges presented in the classroom, the teacher seeks creative and dynamic solutions, often the teacher is who creates the material according to the academic needs of the student. Also the teacher mentions that time which is dedicated one or two hours a week to learning the language, are usually very few hours, because it is not daily teaching the language, the student's performance in the foreign language is not strengthened, not only the challenge is within the classroom, it also depends on the students, who do not usually study the language by her/himself. When students leave school, the students return to their native language, due to Colombia is not a bilingual country, which causes that there is not much practice of the foreign language and students only practice the language on schedule inside the classroom.

5. ¿Cuáles son los factores que influyen en la desmotivación del aprendizaje de Inglés en las escuelas?

R/ Muchos, cada cabeza es un mundo de verdad, factores sociales, económicos, casos de bullying, son muy comunes en las escuelas, esto afecta directamente la vida del estudiante haciendo que se le imposibilite seguir con sus actividades académicas.

Reponse analysis

Many of the challenges that arise in the student's life will impact on his/her school activities, his emotional state many times will not allow the student to have all the attention to a class, students face situations that will directly affect their lives and this can lead to school dropout. The teacher knows those types of situations that can negatively influence the student and she knows what to do in those types of cases so that the student can solve problems without affecting his/her academic life.

6. ¿Qué piensa del rol de los docentes en las instituciones educativas públicas?

R/ Yo creo que el rol de los docentes de Inglés en las instituciones públicas verdaderamente es muy importante y muy bueno ya que da la posibilidad de que los estudiantes pues tengan la oportunidad de aprender esa lengua, lo que se pudiera mejorar es como tener influencia de docentes para que los

chicos tengan la oportunidad de ver cuatro o cinco horas de Inglés semanal para que puedan lograr tener un Inglés un poco más fluido.

Reponse analysis

The teaching role is one of the most important and necessary of humanity, the teacher is the one who guides in the look for solutions. In the case of the English teacher Sagrado Corazón de Jesus school, mentions that the intensity of hours causes students to not have a good level of language.

7. ¿Qué opina sobre la docencia en Colombia?

R/ Todos nosotros hacemos una labor increíble, podemos llegar a los corazones de muchos estudiantes por medio de una sola clase, la docencia es una de las profesiones más importantes, aunque podríamos mejorar ciertas condiciones aquí en Colombia, sí creo que la docencia es una de las mejores labores.

Reponse analysis

Teaching in Colombia as any other profession has challenges to face being a humanist profession, also teaching in Colombia plays a very important role in the training and education of professionals. From the point of view of the teacher there are certain situations that a teacher assume in which it can affect the way they teach by changing the way they behave in the classroom.

8. ¿Cuáles son las características que debe tener un docente de lenguas extranjeras?

R/ Bueno, para mí más que conocer el idioma, que es muy importante y esencial todo docente debe contar con ciertas características, por ejemplo, que le guste su profesión ya que en muchos salones podemos ver profesores que no tienen pedagogía y en muchos casos los estudiantes notan eso porque no hay una transmisión de información lo que conlleva que el estudiante si no busca por sus propios medios aprender, no aprende nunca.

Reponse analysis

The teacher highlights the importance of being passionate about teaching and educating in the classroom, also she mentions that pedagogy is an essential component in the classes for the teaching of a language, the didactic goes hand in hand with the teacher and the teacher of foreign language must be listen to the requests of the students in order to go beyond only knowing a language but also to be support in the process of formation of the students.

9. ¿Cree usted que los programas para fomentar el Bilingüismo en Colombia son adecuados?

R/ Creo que podrían mejorar.

Reponse analysis

Many of the programs that are interested in promoting or teaching the language are independent entities, institutes that are created autonomously. According to the teacher's response, programs that promote bilingualism in Colombia could actually improve in academic aspects.

10. ¿Cuál es su opinión respecto al nivel de Inglés en Colombia?

R/ Bueno, mi opinión respecto al nivel de Inglés en Colombia es que notablemente ha mejorado mucho ya que hay una motivación por parte de las personas aprender el idioma ya que es el lenguaje universal pues prácticamente en estos tiempos es un requerimiento que las personas hablen Inglés, pero sin embargo se sigue evidenciando más que todo en el entorno público que hace mucha falta seguir enseñando y enfatizando en la lengua extranjera ya que estamos en desventaja ante otros países en cuanto al habla y el conocimiento del idioma Inglés.

Reponse analysis

The teacher mentions in Colombian public schools there is a great commitment to educate and make students interested in the language, however learning a second language is an autonomous and proper work of students, from the point of view of the teacher, there has been an improvement in the levels of English in Colombia since there is a great interest in learning a second language and this comes to be evidenced in the classrooms where there are already programs that promote bilingualism.

Lesson plan: Cultural route

Through this instrument, it was possible to obtain a more detailed planning regarding the sessions in the classroom, being a guide of the topics that was carried out in the teaching process, this previous planning helped to keep a chronological order of the sessions. According to Brown (2001) "A lesson plan identifies five fundamental parts, review, introduction, presentation, practice and evaluation" (p.60). Considering this information, the lesson plan was presented detailing each session that took place. The first encounter between the researchers and the studied population was

on 31 May 2022, and took 30 minutes. The purpose of this meeting was to present the didactic project and introduce us with them and to know a little bit about the students, to be familiar with them, for that reason, the researchers did a game called “*abajo, arriba, salta, candy*” with which the students were enthusiastic playing it.

Below are the ten lesson plans called Cultural Routes:

Cultural Routes

1. *La Rayuela* and Animals.

Learning and having fun with traditional games.		
School: Institución Educativa Sagrado Corazón de Jesús.		
Date: 1/June/ 2022	Session: 1	Time of session: 120 minutes
Numbers of students: 35	Girls: 20	Boys: 15
Grade: 5-1		
Teacher: Sandra Patricia Olave		
Objective of session: Recognize some characteristics about every animal and know the difference between domestic and wild animals,		
Personal Objective: Start to adapt the skill of listening to comprehension about basic vocabulary in the English language.		

Cultural Background: The *Rayuela*

Traditional game mechanics: In turns a stone is thrown on the square, starting at square number one and going up successively until reaching eighth. It is necessary that the stone falls inside the square without touching the lines, then, the route is done as follows, then the students jump through all squares, except for the one with the stone, all jumping with one foot and without stepping on the lines or touching the ground with the other foot.

Rayuela mechanics adapted to teaching English: the topic that was taught through the *Rayuela* was domestic and wild animals, the first thing is that the original *Rayuela* mold was modified, and it was made as a board with many squares, the students listened to the name of the animal in English and Spanish and identified it in the square, then the students jump in the correct square.

In the municipality of Puerto Tejada, this game is very popular, and widely played in the community. It is a game that has been passed down from generation to generation without any modification, which is why it is considered a traditional game.

Topic: Domestic and Wild Animals

Traditional Game: Rayuela

Skills:

Through audio, the student will listen to and must identify the animal and move towards the box in which it is located, this will develop their listening skills

Rules of the game:

- The participant throws a stone, stick or any object at one of the *Rayuela* squares, but if the object falls out of the frame or above the *Rayuela* line, the student loses the turn.
- The participant must jump into the square and write a world of animals.
- The participant must listen to the name of the animal and jump into the square

Vocabulary:

Domestic Animals: Cow, pig, cat, dog, rabbit, horse, hen, rooster, chicken, sheep, duck, hamster.

Wild Animals: Lion, tiger, wolf, giraffe, zebra, hippopotamus, elephant, crocodile, monkey, snake, Fox, gorilla.

Materials:

- Chalk
- Slides
- Yard of school
- Voice of researchers

Development of session:

Beginning: Warm up: *House, Guest, and Disaster*, (earthquake)

In this game the students are divided into three groups, which are formed in this way: two persons who hold their hands, face to face to make the house, some students will make a bow with their hands and the other students who represent the guest; Teacher will begin, and it will say any word such: house, guest, disaster.

If the teacher says house: every house should go and look for another guest, and the houses must break up. The guests do not move from place to place.

If the teacher says guest: the guest gets out of the house and looks for another house. The houses don't move from the place.

If the teacher says disaster: all participants go to look for and make up a new group.

Next:

It will present some slides about domestic and wild animals to students, then the students will listen to the pronunciation of every animal, next the student will go to the yard of the school to play the *Rayuela*.

Then:

The activity will develop in the yard of the school, where it will draw on the floor a *Rayuela* with chalk, a *Rayuela* of 24 squares which are divided into 12 squares with images about wild animals and 12 squares with images about domestic animals. On the other hand, the teacher will have some audio with the pronunciation of those animals, the first three students will listen to audio with the pronunciation of 4 different animals, and the next students continue the same pattern about audio until every student finishes the *Rayuela*.

Observation process:

The first class was held on Wednesday, June 1, 2022, at 8:20 am, in the audiovisual room; which was a small space and a bit dark, which meant that the initial activity could not be carried out. Then giving way to the schedule, the next activity was "Domestic and wild animals" which was presented in slides, the students were attentive and participatory.

The participation was excellent, and the atmosphere very pleasant. After that, at 10 am at the time of making the *Rayuela*, the students were more restless, however there was a good development of that activity, they were very active, even offering to help in the making of the *Rayuela*. The final activity was disorganized, since the students encouraged indiscipline which led to a poor

development of the activity, the fatigue of the students meant that the final activity could not be carried out successfully.

On the other hand, there were some students who preferred to sit down and not participate in what the research teachers motivated them to play with the other students.

Evaluation of objectives:

One of the objectives was for the students to identify the characteristics of the animals, what we managed to capture is that the students learn them, they learned that a domestic animal was completely opposite to a wild animal, for example, one of the students mentioned that domestic animals most of them are “food” and the wild ones were predators.

The personal objective was for the students to develop listening skills for a better understanding of the basic vocabulary in English, when evaluating this objective, we noticed that the students had a good articulation of the word, although on some occasions they did not pronounce it correctly.

Conclusion of session:

A session of 2 hours and 15 minutes was held, where not all the activities proposed in the lesson plan (Table 1) were carried out because *Rayuela* took a long time to develop, we observed that children learned and memorized the animals in English.

Reflections:

Reflection is one of the most complex tasks since it involves looking in more detail at the observations in the classroom, not only analyzing the behavior of the students but also of us as researchers. Developing this series of activities, we sought that the students had a more detailed approach to the foreign language, in addition to being able to develop listening skills, given the situations of indiscipline on the part of the students, it was not possible to carry out the class plan as stipulated but despite this, the students successfully learned and memorized the topic.

Evidence of the development of teaching materials:



Image 1. Rayuela creation

Graphic evidence of the session:

Image 2. Rayuela Activity

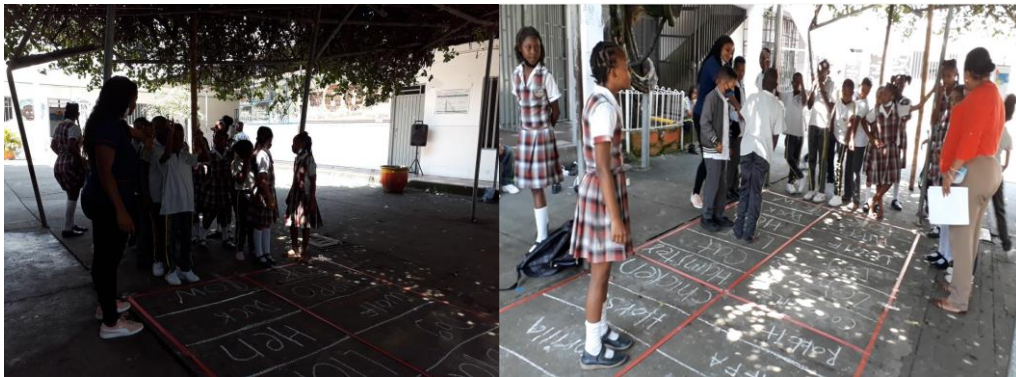


Table 2. *El domino* and the verbs.

Learning and having fun with traditional games.		
School: Institución Educativa Sagrado Corazón de Jesús.		
Date: June, 2022	Session: 2	Time of session: 120 minutes
Numbers of students: 35	Girls: 20	Boys: 15
Grade: 5-1		
Main teacher: Sandra Patricia Olave		
Objective of session: This class aims to enable students to identify English verbs and relate them to the actions they will see drawn.		

Personals Objectives:

Recognize that it is and the importance of verbs.

Cultural Background: The Dominó

Traditional game mechanics: Each player tries to match the number on one of the ends of one of his chips with the number on a free end of any chip that is face up on the table. If a player cannot do it, he loses his turn and the player to his right continues.

Dominó Mechanics adapted to teaching English: through this traditional game we will teach verbs and numbers, students will be given three cards that have a number, and they must relate the word one, with the representation of the number and with the verbs. The word will be written and a drawing that represents the action of the verb, and the students must relate it.

In the municipality of Puerto Tejada, this game is very popular, and widely played in the community.

Topic: Number and Verbs**Tradicional Game:** Domino**Skills:**

Students work on the ability to read and see and listen through the Domino as they must identify verbs and numbers.

Rules of the game:

- It is a board game that is important to have 20 pieces.
- To play dominoes requires at least two people or a maximum of 4 people.
- Each player receives between 4 and 5 random chips. (Depends on the number of players)
- The chips must be hidden from the other participants so that they do not discover your game.
- The first player who has the chip of number (1), must place the piece in the center of the table to start the game.
- The piece must have the verb with another piece which has the image, it is always touched by the part in which they match, for example (image of verb run - verb written.)
- First person completes all the pieces of Domino in the game.

Vocabulary:

Numbers: One, two, three, four, five, six, seven, eight, nine, ten, eleven, twelve, thirteen, fourteen, fifteen, ten and six, ten and seven, ten and nine, twenty.

Verbs: run, jump, eat, walk, dance, write, study, talk, think, give, ask, work, look, need, swim, take, hug, read.

Numbers: (1- 20)

Materials:

- Cardboard
- Markers
- Printed photocopies of shares.
- Photocopies
- Voice of teachers' researchers

Development of session:

Beginning:

The teacher's researchers will have some photocopies which will be a list of some verbs more used because students study the verbs and make the next activity.

Next:

Continuing with the learning process about verbs, it will have 20 balloons which will have a verb written on paper inside, the student will blow out and they will make a representation of the verb (a mimic), and all students will have to make up the verb.

Finally:

In this activity, we will make some cards of different colors in which we will write a number, a verb, and an image that will represent the action of the image. The student should relate the action that is in the image with the world too, in this way to correctly make the traditional game domino.

Observation process:

This session was carried out on Friday 8 June 2022, in the classroom. The first part of the session consisted of an activity with balloons alluding to the verbs, where students had to blow up a balloon and mimic the verb. They were very participative, carrying the balloons, and it encouraged them to the point that they called a balloon "theirs". The activity was carried out successfully, and the following activity was given, which consisted of some photocopies in which the verbs in English and Spanish were found, a pronunciation activity was carried out which was very joyful.

The next activity was the traditional game of *Domino*, in which we made groups of 5 students who put together the *Domino* in the shortest time possible, given the time, since the game took much longer than stipulated. The students were tired and overwhelmed. This led to some groups not finishing the activity and, on the other hand, those who had already finished the activity made a mess, took their suitcases and waited outside. In this case, since it was time for the students to go home, the group could not finish the activity, then the researchers talked with the students, and we explained the methodology of the game and why it could not be successful.

Evaluation of objectives:

The objective of the session was that the students manage to relate the word in English with the verb represented in a drawing, which was carried out satisfactorily, the students managed to establish relationships between the verb and the representation of the action.

As a personal objective, it was proposed that students recognize what it is and the importance of verbs in English, which can be concluded that students do recognize the importance of verbs in the foreign language.

Conclusion of the session:

The session caught the attention of most students who got interested at the moment of playing, it was a game that encouraged them to help each other in looking for the correct verb and which continued in the order of the game. This activity strengthened the mutual collaboration part, also the images, colors, and textures contributed to make it easier to memorize and learn verbs

Reflections:

In this session, we worked with 4 groups because all the pieces of *Domino* were not enough for each team. For that reason, we had to play with two groups first, and then we played with the other two. we analyzed that we should not leave any group waiting to be next because they started getting distracted, or they did something else and that was part of a distraction.

Lack of work in the organization of the course, the group should be organized more and get them to give us their full attention. In addition, as observed, we had identified that when we are talking or explaining, some pay attention and others are talking or doing other types of things, such as a student who was wearing makeup while we explained the game, and other students passing them around the classroom.

Evidence of the development of teaching materials:



Image 3. Domino creation

Graphic evidence of the session

Image 4. Domino Activity



Table 3. *La vieja Inés* and Professions

Learning and having fun with traditional games.

School: Institución Educativa Sagrado Corazón de Jesús.

Date: June/2022	Session: 3	Time of session: 120 minutes
Numbers of students: 35	Girls: 20	Boys: 15
Main teacher: Sandra Patricia Olave		
Personal objective: Students understand the importance of each of the professions in the social sphere.		
Skills to work: In this activity, the listening skill will be worked on since, through the slides and the voice, the children will listen to the professions in English and the speech because they will then articulate them by carrying out the traditional game.		
Rules: In the Game of “ <i>La vieja Inés</i> ” two participants are chosen who will represent the buyer and the seller; the other participants will represent (in this case a professional). Each player will be given a profession, the seller must watch that the buyer does not listen to the professions. Between the buyer and the seller, the following dialogue takes place: Buyer: Knock Knock Seller: Who is it? Buyer: Vieja Inés Seller: What do you want? Buyer: A profession? Seller: Which one? Buyer: Doctor. Seller: none Buyer: Chef If the participant represents the chef profession, he must run so that the vendor does not catch him, if the vendor catches him, the profession chef stays next to the vendor. Vieja Inés (the buyer) must catch all the professions.		

Materials:

- Video
- Ball

Objectives of the session:

The objective of this class is for students to identify the professions in English and the function that each of these professions has in society.

Cultural Background: La vieja Inés

Traditional game mechanics: A buyer and a seller will agree, the seller will assign each player a color, the buyer will ask if that color is available, yes, if the seller is there and the player will run if the player reaches where his seller wins if he leaves catch loses.

La vieja Inés mechanics adapted to teaching English: the buyer must assign a profession in English to each student, and the buyer will come and say whether there is a person with the needed profession.

If there is the professional, to whom this profession was assigned, he must run and the buyer after him, if he manages to reach him, he loses, if he arrives again where his seller wins.

Topic: Professions**Traditional Game:** La vieja Ines

Vocabulary: Doctor, nurse, lawyer, teacher, engineer, policeman, firefighter, chef, artist, astronaut, actor, veterinarian, architect, singer, dentist, butcher, cashier, pilot, accountant, barber, carpenter, baker, farmer, writer, electrician, plumber, receptionist, photographer, journalist, florist, designer.

Class development: Warm up: (15 min) Simon says:

Simon says: for this game, we will use the Total Physical Response Method, in which we will give commands which the students will execute, for example, Simon says touch your head which will make the children participate in a more active and prepare for the following activities.

Next, (30 min) Video allusive to the professions and their trade within society

We will prepare a video about professions in English and their functionality in society, which will give students a foundation on the subject.

For the development of this activity (40min)

A buyer and a seller will be assigned, the buyer must assign a profession in English to each student, and a small dialogue will be developed between buyer and seller:

Buyer: knock knock

Seller: who is it

Buyer: la vieja Ines

Seller: I need a doctor

Buyer: I don't have- yes, I have

If the doctor is there, the student to whom this profession was assigned must run and the buyer after him, if he manages to reach him loses, if he arrives again where his seller wins.

Observation process:

This class was held on July 15, 2022, at 10 am. It was planned to carry out some stretching exercises and the game "*Simón dice*" but, given the short time, we could not do them. So, continuity was given to the teaching of the professions in English, due to the absence of the audiovisual teacher, it was not possible to reproduce the slides. Fortunately, we reserved some photocopies with an activity alluding to the professions, in which the students had to relate the image of the person with the profession in English, which was elaborated satisfactorily.

Then, the traditional game *la vieja Inés* was played, in which the students were a little afraid of having to pronounce the professions and a small grammatical structure accompanied by this example: I need an artist, but despite that little by little they lost their fear of speaking in English. The morning of July 15 was a very rainy morning, which prevented the game from being developed. It was radical on the big court, since it was wet, and there could be a risk that the students would slip and fall to the ground, but we did it on another smaller court without any problem. When the classroom was entered, the children expressed their joy when playing this game since it is something they do almost daily, and they master it very well. Finally, the students suggested playing other games, such as soccer or basketball.

Evaluation of objectives:

The objective of this session was to get the students to identify the professions in English and the function of each one of the professions in society, which was done satisfactorily, the students made a small reflection on what they want to be when they grow up and how they can get to get it.

The personal objective was to get students to recognize the importance of professions in the social

sphere and how professionals and workers contribute to society.

Conclusion of the session:

We can conclude that this session was very active, the students were very participative, it should be noted that there was no problem with discipline, the students behaved well, they followed the explanations of the researchers to the letter, it is also important to emphasize that not all students showed up on school, so only twenty students were present for the session.

The class would have been optimal if there had been access to the large field so that the students would have more opportunities to run freely and be less likely to be caught, but due to the weather conditions, it was not possible to do so.

Reflections:

For this session, we worked with photocopies since the audiovisual rooms were not available due to the teacher's absence; we analyzed that it was better for students to work with photocopies since they have a guide that they can review again in case of doubt.

The fact that some students did not show up for the session facilitated group management, there was no indiscipline or disorder, and that made it easier to work with them.

Given the climatic conditions, slight changes had to be made and we adapted to the space that was provided to work so that, despite being smaller, the traditional game could be carried out in the way that is stipulated in the class plan.

Evidence of the elaboration of teaching materials:



Image 5. la vieja Ines creation

Graphic evidence of the session:

Image 6. Vieja Inés Activity



Table 4. *La loteria* and body parts

Learning and having fun with traditional games.		
School: Institución Educativa Sagrado Corazón de Jesús.		
Date: 22/ June/2022	Session: 4	Time: 120 minutes
Number of students: 35	Girls: 20	Boys: 15
Grade: 5-1		
Main Teacher: Sandra Patricia Olave		
Personal Objectives: The students manage to identify the parts of the body and recognize their functionality		
Skills to work: In these activities, through photocopies, we develop listening skills and in the execution of the traditional game, students must pronounce the word to successfully play the lottery.		

Rules:

- Each participant has a table of the parts of the body which each one is different.
- In a bag or box that has the images of the body parts
- One person draws a picture of the body parts and says loudly for the other participants.
- If the image is on the player's lottery table, the object is placed on top of it.
- The winner is whoever completes all the images on its table and shouts the lottery!

Materials:

- Plotter
- Markers
- Loteria

Objectives of the session:

The objective of this class is for students to be able to recognize the parts of their body and also know how to identify their names in a foreign language.

Cultural Background: La lotería

Traditional game mechanics: Each child will have a table with parts of the body and the teacher research will have the cards corresponding to each part of the body (only the name in English) the student must identify the word in English, relate it to the part of the body and know its pronunciation, at the end the person who completes the table wins the game.

The Loteria adapted to teaching English: The same way.

Topic: Body Parts

Traditional Game: La lotería

Vocabulary: Head, shoulders, knees, toes, nose, lips, mouth, hair, eyes, legs, fingers, hand, teeth, ears, nails, brows, eyebrows.

Class development: Warm up: (15 min) *There are four of us and we are going to play.*

In this game the students will form teams of four and recite the song we are four and we are going to play, you with Me and me with you, from top to bottom, the apple rocks on the dining room table, I don't prick me with a knife, prick me with a fork.

To continue with our class (30min) Presentation of the plotter allusive to the parts of the body.

We will have a life-size plotter of a boy and a girl in which the students will be able to appreciate

the parts of the body of a boy and a girl learning and understanding their translation into English.

Then we will have prepared some photocopies in which the children will have a small list with the most used verbs and numbers, with the purpose that the student considers the concepts to carry out the activity.

For this activity (1 hour)

Each student will be assigned a table with the parts of the body drawn, and we will have the cards corresponding to each part of the body, the student must identify the word in English, relate it to the part of the body, and know its pronunciation, in the end, the person who completes the table wins the game.

Observation process:

The class took place on Friday, June 22, 2022, at 10 in the morning. To begin with, some stretching exercises were done so that the students were more relaxed. Continuing with the schedule, a lesson was given about the parts of the body, its function and how to take care of our body. Gave way to the game “Tingo Tango”, where the chosen student had to say the part of the body in both Spanish and English, followed by the popular song “head, shoulders, knees, and toes, knees and toes” which made the students recite the song and learn it. After this, the traditional lottery game began, in which there was a team battle of five people, each team assigned their names, but the students behaved disorderly given that, the word was not said, and they still raised their hands or showed the wrong image and still there was anger on their part because they were not given the point or because they lost their turn.

Evaluation of the objectives:

As objectives, it was proposed to get students to recognize the parts of the body and their functionality, which with the first activity could be successfully concluded, in addition, the students recognized the importance of taking care of their body through healthy activities.

The objective was also set for students to understand and learn the parts of the body in English through traditional games, which was successfully achieved.

Conclusion of session:

We can conclude that the session was somewhat messy since the students were not interested in learning, they were only interested in winning the game no matter what, so there was an atmosphere of competition between groups which was not very pleasant.

Reflections:

As a reflection of the class we can highlight the commitment of the students and the enthusiasm to play, but the fact of wanting to win the game led them to do wrong things which led to the disorganization of the entire game, at the end of the session we tried to calm the situation by brainstorming to know the position of the students when playing this traditional game, they accepted that they were a bit disorganized.

Evidence of the elaboration of teaching material:



Image 7. Lotería creation

Graphic evidence of the session:

Image 8. Lotería Activity



Table 5. Yeimi and appositives adjectives

Learning and having fun with traditional games.		
School: Institución Educativa Sagrado Corazón de Jesús.		
Date: July-2022	Session: 5	Time of session: 120 minutes
Numbers of students: 35	Girls: 20	Boys: 15
Grade: 5-1		
Main teacher: Sandra Patricia Olave		
Objective of session: Recognize the adjectives and characteristics they provide to the noun		
Personals Objectives: Identify opposing adjectives and how to use them in a sentence.		
Cultural Background: The Yeimi Traditional game mechanics: The Yeimi adapted to teaching English: for this activity, two groups are needed, A and B, each of these with 5 participants, Group A will have a ball and will be the ones who strike out group B who will have a racket to defend themselves, while they are forming the tower of adjectives, for this you will need some jars which will be written adjectives, for example, tarrina 1: Good, tarrina 2: Bad, so on with 10 tarrinas, the purpose of the students is to form the tower of the adjectives with the opposite pairs together.		
Topic: Opposite adjectives	Traditional Game: Yeimi	
Skills: Students should develop listening and reading skills as they should pay attention to the puzzle tiles to find the opposite partner of the adjective, for example, the word high and low.		

Rules of the game:

- Yeimi is played between two teams, with the same participants between the two teams, between 5 and 10 people per team.
- In the game Yeimi needs a rubber ball that is medina.
- The team that strikes out should not walk with the ball, they can only pass the ball between the players of their same team to strike out the other participants of the other team.
- The team that is on the defensive has bats or sticks to stop the pitches of the opposing team, which tries to strike out its opponents.
- The defensive player who receives a hit from the ball is eliminated and must leave the playing field.
- While the team on the defensive must try to put together a tower of caps without the team striking them out if the team completes the tower wins.

Vocabulary:

Big - small, open - closed, slow - fast, quiet - nervous, white, black, good - bad, difficult - easy, cold, hot, nice - ugly, tall - low, weak - strong, happy - sad, thin - fat, new - old, dirty - clean, fearful - brave, kind -rough, healthy - sick, shy - friendly, high (volume) – silent

Materials:

- Slides
- Ball
- Balloons
- Voice of researcher's teachers

Development of session:

Beginning: Slides (15 minutes)

Slides with opposite adjectives will be presented.

Next:

Then the research teachers and students will go to the yard to perform the activity of *Yeimi*. For this activity you need two groups: A and B, each of these with 5 participants. Group A will have a ball, and they will be the ones who strike out, group B who will have a racket to defend themselves. While they are forming the tower of the adjectives, for this they will need some caps, which will be written the adjectives, for example, caps 1: Good cap, 2: Bad cap, so on with 10 caps, the purpose of the students is to form the adjectives tower with opposite couples together.

Then:

In this activity, students and research teachers will do a round, in this activity there will be a balloon that students should not drop, and one of the teachers will say an adjective in English. For example (cold) and any student who remembers the opposite of (cold) which is (warm) must reach the center of the round and not drop the balloon saying the opposite of the target, so on with all adjectives.

Observation process:

In this session, the researchers chose 12 students to play the game *Yeimi*. The development of the session was organized, all students had a developer working in a group, and they tried to help each other build a tower of adjectives. For this way, they protected themselves due to another team could fall down their tower with a ball, the groups could differentiate some of the adjectives but not all of them.

Evaluation of objectives:

Students could identify some of the adjectives, thanks to the pictures that were in the same cap, for that reason it was easier to figure out Spanish the meaning in English.

Conclusion of session:

This session was to organize, and students were working so concentrated to try to build the best order for the tower of adjectives.

Reflections:

This session was so organized; students were so motivated and they always tried to build the tower.

Evidence of the development of the teaching materials:



Image 9. Yeimi creation

Graphic evidence of the session:

Image 10. Yeimi Activity



Table 6. *Los encostalados* and numbers

Learning and having fun with traditional games.

School: Institución Educativa Sagrado Corazón de Jesús.

Date: July/2022

Session: 6

Time of session:
120 minutes

Numbers of students: 35

Girls:20

Boys:15

Grade: 5-1

Main teacher: Sandra Patricia Olave

Objective of session:

Students can Identify the numbers.

Personals Objectives:

To know the numbers

Cultural Background: Encostalados

Traditional game mechanics: Bring your legs in and hold the sack at waist level, then maintain your balance and push off strongly to move forward, and finally arrive at the finish line quickly, set how many players will win when crossing the finish line: the first or the first three participants.

The *Encostalados* adapted to teaching English: The *Encostalados* race, which will take place in the school's yard.

For this activity, groups of three students will be formed, who will be in three different areas in a direct line along the yard (or court); that is, the three students will be at a distance of 3 meters from each of them, and in each area, there will be a number of sticks of different colors. Each student who will be in the sack will go to collect the objects from station 1, and will pass them to his partner, who must go to station 2. Then pick up the other objects, and he will pass them to his partner who is in section three and pick up the objects. At the end, the three students must separately count the objects of the same color, also add them all by set at the end.

Topic: The Numbers

Traditional Game: Encostalados

Skills:

The students worked on listening, as they must pay attention to the number that the research teacher mentions.

Rules of the game:

- The participant should not step on the rope or touch it with his feet or legs while jumping.
- The participant must not leave the bag.
- The participant must jump continuously and must not interrupt the jump or will lose.
- The participant who reaches the goal first wins

Vocabulary:

Numbers 1 to 20

Materials:

- Costales.
- Flashcards.
- Voice of teacher's researchers

Development of session:**Beginning:** Flashcards

It will be presented with some flashcards that will have the number and writing in English, and students will exercise the pronunciation.

Next:

The next activity is called *Encostalados* race, which will be held in the yard of the school. For this activity groups of three students will be formed, who will be in three different areas in a direct line along the yard; that is the three students will be at a distance of 3 meters each, and in each area there will be a number of sticks of different colors. Each student who will be in the bag will go to collect the objects from station 1 and pass them to his partner who must go to station 2, and collect the other objects and this will pass them to his partner who is in section three and collect the objects at the end the three students must count objects of the same color separately, Also add them all together at the end.

Then:

The students will form 3 groups of 9 people, and each member will be given a sheet with a number (0 to 9); that is each group will have a number, and the investigating teachers will say a random

number, for example (25); the first students who form the number with the cards should show it to the teachers.

Observation process:

In this session, all students were outside, the research explains the activity, there are 5 groups, and everyone has 5 participants, each student had to put in a *costal* and start jumping to arrive at another side of the yard where Daniela wrote a number and showed them, students had to figure out.

Evaluation of objectives:

In the class, the teacher researchers wanted to teach the numbers up to 50, but due to the time, and we reflected that there were too many numbers, we only taught the number 1 to 20, for the students were more comprehensible and recognized until to the number 15.

Conclusion of session:

The class was interesting although not all students participated, students managed to differentiate some numbers.

Reflections:

In this session, the students were very energetic, it was a little disorderly and even some of them did not jump with the sacks because they did not want to participate; with the teacher researcher Daniela, we observed that those who did not participate were some girls in the classroom.

Evidence of the development of teaching materials:



Image 11. Encostalados creation

Graphic evidence of the session:

Image 12. Encostalados Activity



Table 7. *El Ponchado* fast and healthy food

Learning and having fun with traditional games.		
School: Institución Educativa Sagrado Corazón de Jesús.		
Date: July/2022	Session: 7	Time: 120 minutes
Numbers of students: 35	Girls: 20	Boys: 15
Grade: 5-1		
Main teacher: Sandra Patricia Olave		
Personal objectives: Students learn to recognize fast food and healthy food and the importance of eating well.		
Skills to work: Students will learn food in English, through the voice of the teacher, in turn, they will be developing the ability to listen and speak.		
Rules:		
<ul style="list-style-type: none"> • The <i>ponchado</i> game is played in an open space to run freely. 		

- Only one person will oversee throwing the ball, that is, the striker.
- The player who is struck out (touched by the ball), leaves the game

Materials:

- Slides
- Ball

Class’s goal: This class aims for students to identify healthy food and fast food knowing the benefits of eating well and its pronunciation in English

Cultural Background: The Ponchado

Traditional game mechanics: It consists of a person taking turns carrying a medium ball (*ponchador*) and must chase the other players (runners) to throw the ball if a runner player is touched anywhere by the ball, he is declared (*ponchador*) and is immediately eliminated from the game.

Ponchado adapted to teaching English: The group will be divided into two: the healthy food group and the fast-food group. Each student will be assigned a food, be it fast food or healthy food, and at the end of the game will be played traditionally. There will be two people in each end (they will strike out) and the others will be struck out and the student will have to identify the translation of the food and if it is healthy food or not.

Topic: Healthy food and fast food

Traditional Game: Ponchado

Vocabulary:

Healthy food: Carrot, corn, broccoli, tomato, banana, apple, grapes, fish, eggs, potato, chicken, rice, lettuce.

Fast food: Hamburgers, sandwiches, hotdogs, pizza, chips, pancakes, milkshakes, donuts, tacos, muffins, soda.

Class development: Warm up: (20 min) Tingo tango

The game consists of randomly passing a cartridge belt and repeating the word *tingo tango*, when it is tango the corresponding student must say his favorite food.

Continuing the class (40 min) Slides about types of healthy food and fast food

We will have some slides so that students can identify healthy food and fast food in English.

For this activity: (50 min)

The group will be divided into two: healthy food and fast food, each student will be assigned a food either fast food or healthy food; at the end the game will be carried out traditionally. There will be two people at each end (who struck out) and the others will be struck out and the student will have to identify the translation of the food and if it is healthy food or not.

Observation process:

The class was developed on the day, Friday 15 of July. In general, the class was excellent, the first time of class the students were enthusiastic. In the first part, we moved to the audiovisual room, in which the students learned about healthy food and fast food, as well as how to eat better and some stretching exercises to implement in their day to day. When carrying out the traditional game, the students were very orderly; they assumed the role of fast or healthy food and were able to identify why it is healthy and why it is not healthy.

Evaluation of objectives:

Students could identify fast food and healthy food in this class.

Conclusion of session:

We can conclude that the session was excellent since the students were interested in learning, and also, they were interested in winning the game no matter what, so there was an atmosphere of competition between groups which was not very pleasant.

Reflections:

As a reflection of the class, we can highlight the commitment of the students and their enthusiasm to play. At the end of the session, we tried to calm the situation by brainstorming to know the position of the students when playing this traditional game and they accepted that they were a little disorganized, but in the end, they understood the purpose of the game.

Evidence of the elaboration of teaching material:



Image 13. Ponchado creation

Graphic evidence of the session:

Image 14. Ponchado Activity



Table 8. Stop

Learning and having fun with traditional games.

School: Institución Educativa Sagrado Corazón de Jesús.		
Date: September/2022	Session: 8	Time of session: 120 minutes
Numbers of students: 35	Girls: 20	Boys: 15
Grade: 5-1		
Main teacher: Sandra Patricia Olave		
<p>Objective of session:</p> <p>The objective of this class is for students to be able to identify professions in English through this traditional game, as well as to have a correct pronunciation of these.</p>		
<p>Personals Objectives:</p> <p>To ensure that students can learn and recognize the profession in both languages and its functionality in society.</p>		
<p>Cultural Background: The Stop</p> <p>Traditional game mechanics: The same way, stop adapting to teaching English: Each student will be assigned a profession in English, which they must remember. There will be a student who strikes out, and the others will play; the striker will turn on his back, and throw the ball, and the person who corresponds to the ball must run through all the goal posts the institution without being struck out if he is struck out, he loses.</p>		
Topic: Professions	Traditional Game: The Stop	
<p>Skills:</p> <p>Students will develop speaking and listening skills through the traditional stop game.</p>		
<p>Rules of the game:</p> <ul style="list-style-type: none"> ● Stay on the playground. ● Do not strike out students who are touching the ends of the field or trees 		

Vocabulary:

Professions: Entertainer, announcer, washerman, watchman, farmer, driver, stewardess, pilot, tailor, welder, biologist, psychoanalyst, pharmacologist, chemist, translator, paramedic, secretary, psychologist, bacteriologist, surgeon.

Materials:

- Slideshow
- Ball
- Voice teachers' researchers

Development of session:**Beginning: 30 minutes Communication game:**

For this activity, whoever receives the drawing will have to replicate it with their finger on the back of the person in front of them and they will not be able to speak. The person must interpret the drawing that was made on his back and replicate it with his finger on the back of whoever is in front of him, also without speaking, at the end, the first person will draw on a sheet of paper the drawing indicated by his classmates.

Next: 30 minutes, Allusive slides of the professions

We will have some slides prepared about the professions in English and their functionality in society, giving students a base on the subject.

Then: 45 minutes, Execution of the traditional game

Each student will be assigned a profession in English, which they must remember. There will be a student who strikes out and the others will play. The striker will turn on his back and throw the ball, and the person who corresponds to the ball must run through all the goal posts the school without being struck out; if he is struck out, he loses.

Observations:

The class was on September 2 at 10 am. In general, the group was very focused on the game and waiting for what was going to be done. The first step was to show them some slides alluding to the

theme, which was the professions. It could be said that, this session was a reinforcement given, this subject was already evaluated with success, but we taught them professions that are not so common but important in society. Likewise, we carried out the traditional game which was very fun, in which the children learned a lot about professions.

Evaluation of objectives:

As a first objective, it was proposed that the students identify professions in English through this traditional game, as well as to have a correct pronunciation of these.

And the other objective was that the students can learn and recognize the profession in both languages and its functionality in society, we can conclude that there was a correct execution of the objectives.

Conclusion of session:

We can conclude that this class was a very enriching class. The students managed to remember the past lessons and apply them to this new session, they also learned new trades in order to know their functionality in society and their pronunciation in English.

Reflections:

As can be seen in some photographs, there were many students and due to the euphoria of the game the ball exploded, it would have been optimal to have had a plan b or another spare ball

Evidence of the development of teaching materials:



Image 15. Stop creation

Graphic evidence of the session:

Image 16. Stop Activity

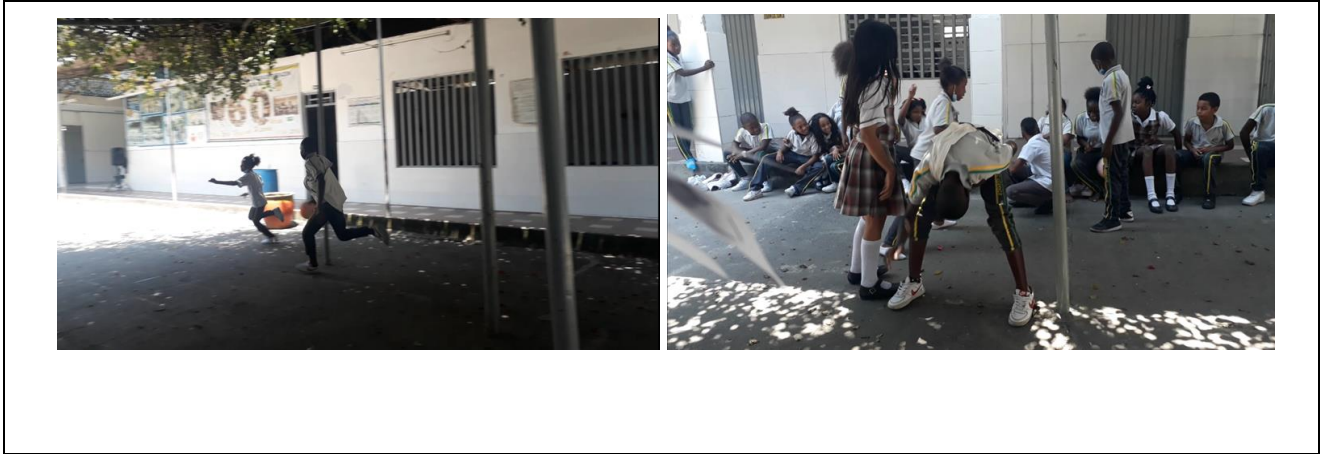


Table 9. *La culebrita*

Learning and having fun with traditional games.		
School: Institución Educativa Sagrado Corazón de Jesús.		
Date: 24/August /2022	Session: 9	Time of session: 120 minutes
Numbers of students: 35	Girls: 20	Boys: 15
Grade: 5-1		
Main teacher: Sandra Patricia Olave		
Objectives of the session: To get students to strengthen their knowledge and skills by playing as a team, as well as reflecting fellowship in the classroom		
Personal objectives: Students reinforce all the vocabulary they learned in the previous sessions.		
Cultural Background: La Culebrita		

Traditional game mechanics: The dynamics of the game is that the student throws the dice and the star is located in the box that contains a section of the ladder in which the student must answer the question. If the answer is correct, the game will allow it to move according to the number that indicates the die. Otherwise, if when throwing the die the star is in a sector of the body of the snake and the answer is correct or incorrect, the student is penalized by preventing the marker from registering on the board.

Culebrita is adapted to teaching English: The students will play the snake which has a word in each box (previously seen vocabulary), the boxes are divided with images in which the students must say the word in English and the words in English which the students must pronounce.

Topic: Parts of body, verbs, adjectives, numbers

Traditional Game: *La Culebrita*

Skills:

Students will work on skills such as reading and speaking as through the play of the *Culebrita* will emphasize reading and pronunciation of basic vocabulary.

Rules of the game:

- The game of *Culebrita* and *Escaleras* can have between two and three players, no more.
- For each team there will be a table of the game of the snake, without repeating.
- To start, all participants roll the dice once at a time, whoever gets the highest number, starts the game.
- The game of the snake consists of rolling the dice and the number you draw can move the tile in the example boxes (1 to 50).
- If the participant falls on the head of a snake, the participant (his card) should go down to the tail of the snake (snakes only go down, never go up).
- If the participant meets a ladder, the participant (the chip) climbs, the stairs can go down and up the participant.
- The participant who reaches the goal first wins the game; however, all participants must reach the goal.

Vocabulary: Head, shoulders, knees, feet, nose, lips, mouth, hair, eyes, legs, fingers, hand, teeth, ears, nails, eyebrows, lashes, hips.

Numbers (1 - 50)

Big - small, open - closed, slow - fast, quiet - nervous, white, black, good - bad, difficult - easy, cold, hot, nice - ugly, tall - low, fast - strong, happy - sad, thin - fat, new - old, dirty - clean, fearful - brave, kind - rough, healthy - sick, shy- friendly, high (volume) - silent.

Doctor, nurse, lawyer, teacher, engineer, police, fireman, chef, artist, astronaut, actress, vet, architect, singer, dentist, butcher, cashier, pilot, accountant, barber, carpenter, baker, farmer, writer, electrician, plumber, receptionist, photographer, journalist, florist, designer.

Run, jump, eat, walk, stay, dance, write, study, talk, go, love, think, give, ask, work, look, need, swim, take, embrace, learn, read

Materials:

- Table of game snakes and stairs.
- Dies
- Voice teacher's research

Development of session:

Beginning:

Students will be divided into two groups: A and B, who will be at each corner of the court. In the center of the court, there will be candy, and each member of the two teams will have the same name of an animal written on a paper in English and Spanish. The practicing teachers will say the name of an animal at random, so, of the two students who have the paper with the same name of that animal, and listen and understand in English, the first one who reaches the middle of the court and takes a candy stays with him.

Next:

In this class, students will play the little snake which has in each box a word (vocabulary previously seen), the boxes are divided with images in which the students must say the English word and the English words that the students must pronounce.

Then:

In this dynamic, students will form three groups with 10 participants. Students will sit on the floor, one sitting behind the other student, forming a straight line. The researcher's teachers pass a drawing to the last student, who must point the drawing to the back of the next fellow, so this student should point it to the back of the next student in this way successively, until the first student tries to identify what was the image of the beginning.

Observation process:

The session was developed into the classroom. There were two groups of about twelve students, and every group had one scale and snake activity. The students played for one hour, and the topics presented were previously studied during the class before. Students were motivated, and they helped each other to respond or complete the activities which appeared in the activity. The table of stair and snake was small for that reason, the students had to approximate so close to other classmates to try to look at the activities on the table, and of course do not miss the dies which correspond and do not confuse with another die's classmate.

Evaluation of objectives:

The main objective was to give students the previous knowledge; it was satisfying when students were playing *La Culebrita* and *Escaleras* because the students remembered part of the previous activities, as researchers can say this session students understood every topic as a number, professions due to it was easier to answer for them.

Conclusion of session:

Students usually were so excited to play, they were so motivated, talkative, and full of energy to participate in games. This session the students were to sit down or lay down around the stairs and snakes' activity; a little tranquil surrounded the paper game but of course full of energy to speak and play.

Reflections:

It would be better to design cardboard, for the traditional game *la Culebrita* and *Escaleras*, to make a great space for students, the cardboard was small and students were very close to the game, they were only focused on playing and finishing the game to look for a winner.

Evidence of the development of teaching materials:

Image 17. *La Culebrita* Creation



Graphic evidence of the session:

Image 18. La *Culebrita* Activity



Table 10. Final session

Learning and having fun with traditional games.		
School: Institución Educativa Sagrado Corazón de Jesús.		
Date: 30 /September /2022	Session: 10	Time of session: 120 minutes

Numbers of students: 35	Girls: 20	Boys: 15
Grade: 5-1		
Main teacher: Sandra Patricia Olave		
Objective of session: To know the experience of the students when using this proposal		
Personals Objectives: To evaluate the points of view of students who play the traditional games.		
Development of session: Beginning: Evaluation The first part of this session was a little evaluation to know the opinion of the students regarding this proposal and how they felt when carrying it out.		
End of this session: Finally, the sessions ended with a farewell, which was carried out with the purpose of sharing one last time with the students. (See Appendix A).		

ANALYSIS

The present research helped to allow these new generations to strengthen the existence of traditional games. This investigation was enriching because it emphasizes the importance of those games in students of the municipality of Puerto Tejada, as well as to adapt the traditional game to teach, generating feelings, emotions, and joy for students and teachers, who mostly have not had the experience of an English class adapted with it. Each session was presented as a surprising adventure

for the student; as researchers, in the present analysis, we realized that each traditional game was categorized and we have five categories of learning English: Cultural category, meaningful learning, associating by images and sounds, commands learning, role-based, and collaborative learning.

The category and strategies of traditional games aimed to carefully analyze the cultural sense of these, to know more about their mechanics and their development in the classroom.

Cultural category

According to Feuerstein (1993): The way in which thought, language and culture develop from a categorical and grammatical conception and the way in which they materialize in the cognitive functions of the individual, influence the conformation of the cultural imaginary evident in increasingly elaborate codes (p.4). As many of us know, culture is part of our lives, it is something in which the individual is involved from the day he/she is born.

Different generations of Portejadeños grew up with those games that marked our childhood with the most pleasant memories with family or friends. In this municipality, traditional games have been used not only to entertain but also to promote the healthy occupation of free time in children and adolescents. Likewise, to create bonds of respect, love, and solidarity in the community from Puerto Tejada.

The nearness that childhood has to these traditional games is a very strong bond that has remained for a long time.

It is important to highlight the following games are well-known in the community; but there are some more popular than others, for example: *Rayuela*, this game is ideal for children's learning not only because it causes a feeling of familiarity and students known very well, but also, they knew the rules which have not been changed. Adding to this, the student did not perceive this activity as stressful or tedious. According to Movsichoff (2005) mentioned: "The

traditional games are one of the sources, perhaps the most important, where the child learns the values, norms, and beliefs of a culture” (p.11). The following game: **Domino**, it is a very popular and well-known in the municipality. The rules were more complex than the previous game, but that was not an impediment for the students to play in the adaptation of teaching English, because, it has been presented in their daily lives and it is very common to see younger and adults played it in the afternoon in their houses. For that reason, children grew up watching it play, so it gives students a feeling of familiarity. **La vieja Inés**: involves movement, as a result, children are always active, jumping and running. It causes students to feel calmer since they know the mechanics of the game, which applied to the teaching of English, the original mechanics were not changed, so there was no problem with the students understand the rules; although it caused them to fear to speak in English with a little grammatical structure, little by little they lose that fear. Another game is **Lotería**: in old times this traditional game was called Bingo, which is one of the most played games at home, because it is played with family or friends. The *loteria* used to the teaching of English was a good alternative for the students to learn since it is something that they have played and knew perfectly well, the mechanics of the game were not modified, which made the students felt comfortable when playing.

The traditional game **Yeimi**: is one of the oldest games and is still being played nowadays; there was no problem in the execution of the traditional game, students understood the rules and it was easy for them. This game is one of the most loved in the community, even competitions are held in which young people and adults can enjoy and remember their childhood again through this wonderful game.

The following game is called **Encostalados**: People still practice it as a competition, and although the mechanics of the game were changed a bit, the students received it in a good way

because there was the desire to play. This game can still be found as a fun method which means that students do not perceive this as an arduous or stressful task. ***Ponchado***: as far as this game is concerned, it was part of the childhood of all the children who were present in this project; it is one of the most played games in the community, and both, young children and adults still have fun practicing it. In this game no behaviors were witnessed in children like competition or feelings of gain, it was simply a very fair game in which they were playing and learning. ***Stop***: this game is hardly practiced anymore since it no longer has a certain popularity in the community; in past times the stop was widely played and well recognized. At the moment in which the students heard of it, they thought that it was the typical game in which we use paper and pencil, so it could be said that they were unaware of this game; the fact that more popular games such as *Ponchado* and *Yeimy* have had more acceptance. Unfortunately, the Stop has lost popularity in the municipality of Puerto Tejada and this game has almost disappeared in the community. Finally, the game ***Culebrita***: also known as the *Escalerita*, this game was one of the most played in the municipality, its mechanics are comprehensible for the students, and although the majority of students knew it; some of them have played it, so, this game was present in the life of a few people but despite this, this game is well known. In this case, the arrival of new board games, such as (*Monopoly, Scrooge McDuck, etc*) caused this game to be somewhat forgotten by the Portejadeña community.

Following, it mentioned some types of learning which were observed in the classroom.

Meaningful Learning

Meaningful learning is the type of learning in which the student uses his previous knowledge to acquire new knowledge, therefore in this process, the student uses his/her old information and creates new knowledge. In agreement with Ballester (2014): “Meaningful

learning, which implies longer retention than memorizing, occurs when humans relate new concepts to pre-existing familiar concepts. Then changes are produced in our cognitive structure, concepts are modified, and new links are created” (p.1).

In the classroom as researchers, we observed that in the traditional game *Rayuela* which was adapted to the English class using animals as we explained in methodology, students had a great development of activity which was completed successfully, because they already knew some vocabulary, such as dog, cat, rabbit, chicken. The students had this previous knowledge because those words are most learned in school. Taking this into account, the students managed to acquire new vocabulary such as “crocodile, giraffe, zebra, lion”, those words which were integrated to the previous knowledge.

Those were understandable due to those words are similar in writing in Spanish; likewise, students were attentive to the game, which encouraged the students with partnership and teamwork, moreover this traditional game influenced the motivation of the students since it was evidenced active participation and development of creativity.

Also, in the traditional game *Stop*, the students carried out previous knowledge that they had acquired in the past traditional game the *Vieja Ines*, this contributed to the new learning of this topic. The professions were a topic that had already been seen, so there were some professions which were known, so they could take this previous knowledge to become a new knowledge joint with another profession.

In the final class of the traditional game, students played the *Culebrita* in which, they had to remember all the previous knowledge which was studied in every game. Students felt comfortable, because the rules did not change, and one of the rules was to respect the turn of every player, and they did it, helping each other to complete the game. In every topic had good

development, and students remembered some vocabulary. In this game was noticed that students helped each other to answer the question.

The following strategy that was developed in the classroom was:

Associating of images and sounds

Images are the visual stimuli that cause sensations, feelings, or memories and imagination. The following concept is a process of associating a word with a representative image but also the sound (pronunciation), this is a visual type where the student can easily remember the image, according to Méndez (1997): “Image as a representation, this is an image that is instead of the reference object. In this case, we are talking about a visual or iconic sign. So, we have printed images, photographic, television and pictorial” (p.3); when the student observes that image, this passes to his/her short-term memory; however, when the image is studied more and more, this word passes to his/her long-term memory and adds to the vocabulary.

In the field of teaching, learning foreign languages has had a great impact on society, thanks to the virtual world, the audiovisual method and technological tools have positioned themselves as one of the most preferred methods by teachers, and that, therefore, they can serve as a complement to the classic teaching media. Audiovisual media enhance interest, creativity, retention, and self-learning in students.

In the traditional game *Domino* adapted to the teaching of verbs, it was familiar because students managed to recognize the patterns that followed between the numbers and verbs. It helped them to understand better the meaning thanks to those pictures which represented the action of the verbs and, this image represented a visual stimulus to the students due to, the colors and textures, which gave them a feeling of confidence when performing the activity.

Furthermore, in traditional game *Loteria*, in this traditional game the students were exposed to the images which represented a visual stimulus for them, this stimulus made it easier for them to associate the pronunciation of the name with the image of body part, because of this association students can more easily remember the data learned.

On the other hand, in the traditional game *Yeimi*, for the students, it was more understandable to play the game because they were guided by the images on the *tapas*. Students needed each other to form the tower of the adjectives, observe and pay attention to find the pairs of adjectives. This was a game that strengthened teamwork because they helped each other to find the opposite pairs of adjectives, and they mentioned to other companions “¿Dónde está la palabra brave?”, “Busca la palabra malo”.

Command learning

To follow an order or indication it is necessary to have good communication with the other person. When an instruction is given verbally or in writing, it is required that students are attentive; there are a lot of commands in a game that must be listened carefully with the purpose to do it, so as to, it can help you understand better what you are doing or playing. According to Jaramillo (2017) who mentioned “To get clear instructions is vital to use unambiguous language, both orally and written in such a way as to be understandable to students and facilitate the teaching process learning and interrelationship in the group” (p.19).

In the traditional game *Rayuela* the students received patterns and were able to elaborate them satisfactorily, for example, the researchers said, “*jump in a cow*”, they received the order and jumped in the box where the word cow was found. On the other hand, the students had a good reception of the traditional game *Rayuela* adapting it for the learning of the animals in

English; the students quickly became familiar with the verb “jump”, every time the researchers pronounced "*jump on the animal*", the students knew they should rapidly start jumping.

In the traditional game *Encostalados*, each student jumped in the sack from 5 meters from where the groups were until the researcher wrote a number in a notebook and each student should say the pronunciation of a number in English. In this class, there was an environment of competition, the students took very seriously to win the game, as a result, they had the effort to make a correct pronunciation of the numbers, and each student came back jumping to their team and give the turn to the next classmate to follow the sequence of the game.

In the traditional game *Culebrita*, each student had to follow the turn sequence; when the dice were assigned, they had to move forward, and each square brought a challenge and vocabulary previously seen for them. In this class, students played in an orderly way, and the squares were divided with images in which the students should relate the word to the image in English.

Collaborative Learning

Learning through active teamwork and solidarity is easy for students to share ideas and knowledge, besides helping each other to find solutions or responses to activities. According to Lev Vygotsky (1999) “Collaborative learning arises from a mutual exchange and communication with a goal of joint construction” (p13).

It is true that two people can find an easier and faster answer than a single person; Gunawardena, et al. (1997) mentioned that:

Collaborative learning is a process in which each person learns more than they would learn on their own, which is the result of interaction with the team members. In teamwork, there is a responsibility for each student to reach group goals; teamwork

allows the exchange of knowledge and ideas by strengthening social learning skills, stimulating dialogue, and listening to other colleagues by strengthening team decision-making (p.23).

In the *Rayuela*, the students participated individually, but it is important to emphasize that some students helped each other by pointing with their fingers to the box which was writing or saying expressions like, "*velo ahí escrito*", "*aquí esta*" to other classmates, who jumped into the box where the animal's name was written. In addition, when the students were standing in the box, the researchers asked them about the translation of the animal in Spanish, which was often correct, as well themselves help to make corrections in pronunciation saying "*es giraffe*" or "*se pronuncia así*".

In the traditional game *Domino*, the players should not let themselves see the pieces to their other partners, however in the game adapted to the teaching verbs was developed as a team. Students helped each other look at their pieces to continue the pattern that followed in the verbs, students asked among them specific questions such as "*¿Quién tiene el verbo run?*" "*¿Quién tiene el número 13?*", *¿Que significa este verbo?*

Games such as the *Yeimi*, the *Loteria*, *Culebrita*, and *Ponchado* were collaborative games because students helped each other since they needed to organize or build the games. Besides, the students developed their skills and relationships in the classroom to interact with others and help each other to successfully do activities proposed during the sessions.

ANALYSIS OF THE SURVEY APPLIED TO STUDENTS

Next, an analysis of the survey is presented in which the students of the Sagrado Corazón de Jesus school assessed the project. The following questions allowed us to know their

impressions of the traditional games and how the games contributed to their learning of a foreign language.

Initially, thanks to this project assessed by the students, we confirmed that most of the students knew the traditional games. This supports that students are still practicing those; since twenty-five students ratified it through the question:

¿Conoce los juegos tradicionales antes de trabajarlos en las clases de Inglés, si su respuesta es afirmativa, ¿cuáles?, being the *Rayuela* and the *Domino* the games most chosen by the students, who mentioned that many of those games are played daily with their friends, neighbors or grandparents, even watched them on television. However, two of the students expressed that they did not know certain games or that they barely knew them through this proposal. This confirms that these traditional games are preserved in the lives of students and tells us that their influence is present in the academic and social aspects. It was a positive response because 33 students claim to know them. It is important to mention that games are learned in a real context, especially in their homes, where it is their first learning environment.

¿Cuál de los juegos le gustó más y qué temas se les facilitó aprender?

The study population highlighted the games most liked, were the *Rayuela* which was given a score "9", following the *Encostalados*, the *Vieja Ines*, the *Ponchado* and *Domino*.

At the same time, thanks to the games such as *Rayuela*, *Encostalados*, *Domino*, *Ponchado*, *Yeimy*, and *Loteria*, which were the most chosen as their favorites by students who expressed that with those, they felt more comfortable working on the topics. Considering their opinions with those who learned more and they improved their pronunciation in the foreign language. It was easier for them to learn the topics such as numbers, animals, verbs, professions, healthy food, and fast food. As we well know the game *rayuela* is one of the best known and

beloved games in the communities because of its easy dynamics is why it is played from a very early age and is taught as a way of playful entertainment for all ages.

In addition, we asked them *¿Cómo se sentían al iniciar cada sesión?*, the students commented that before starting each game session, they had mixed feelings but on the one hand, they felt happy and excited to learn something new. Each session was fun, expressing that they felt good when the teachers arrived at the classroom and researchers gave them attention, motivating them to learn English while they played. Above all expressing their gratitude for the games, but also nerves and embarrassment invaded them. As researchers we consider those feelings normal because students have not experienced before the traditional game adapted to the teaching of the English language.

¿A parte de las temáticas en Inglés, qué otros aspectos aprendió en las sesiones de los juegos tradicionales?, most of students emphasized that companionship was a key to the development of each session, it goes hand in hand with friendship and kindness, responsibility is an ally together with good coexistence so that teamwork would be a success. They manifested that both tolerance and patience were essential to put it into English learning practice with their classmates; order and attention in every class was vital to develop a great teamwork during each session. Another characteristic that was evident in the classroom was the response that they gave us as researchers and that they offered among them. We affirmed that this project on the traditional games provided an emotional and educational contribution for every student.

The game inside the classroom enriches the values, increases the desire to learn and strengthens the motor and emotional capacities of each individual, it is evident that in addition to practicing a second language through play arise values that allow students to recognize

themselves and aspire to be better people, the game also helps teamwork, there is also solidarity with the other person, creates emotions in the player.

¿Cuál fue tu experiencia con esta propuesta teniendo en cuenta todas las sesiones?

We sought to know the experiences of the students taking into account all the sessions carried out. If it were *Excelente, Buena, No tan buena, Aceptable* or *Mala*, in which we realized that the students were very satisfied with the proposal, since most of them chose to mark their experience as excellent, or good and this result reinforced that our project was well received by them.

MOTIVATIONALS ASPECTS

As researchers, we observed some elements that influenced the development of the student's motivation; the fact of carrying didactic material or implements such as balls, balloons and pictures motivated the student in English classes. On the other hand, we observed that in games that implied going out to the playground.

Rayuela, This game is one of the most popular in the municipality, the fact of being so well known makes its cultural value increase. At the time of implementing this game in the classroom the students were happy to know that they were going to play the game, which caused their interest and motivation. The traditional game rayuela was presented as a different teaching alternative in which it involved creativity, imagination, competitiveness and at the same time students were learning animal vocabulary in a pleasant and fun playing environment.

Dominó, This game is also very popular in the municipality and is a focus of interest for young people and adults. We observed in the classroom that the game required more attention from

them, students perceived the game with greater complexity, because it required comparing the order of the pieces. That's why we could see that it wasn't so exciting for them.

La vieja Inés, this game is one of the most beloved and remembered in the municipality of Puerto Tejada, the day the game was held, there were many aspects against us, as the rainy weather and the absence of some students, However we observed that the fact of carrying a ball and going out to the yard made the students feel more excited.

Loteria, it was noted that the students had a great concentration towards this game, which required them to be participatory and competitive because the game was so visual. In addition, the game required the students to listen and have an order to fill the lottery card, this was a game that motivated them because they worked as a team and supported each other.

Yeimi, this game is one of the oldest in the municipality, which implies that the student is constantly moving, we could observe that the students felt happier and motivated at the time of going out to the yard, also the fact of having balls, and materials such as lids that had images that made students know the game differently and thus feel more confident when learning new English vocabulary due to the representation of these.

Encostalados, this game is one of the most remembered and it still presented in the life of many people in this municipality. When we carried out the game, students were excited and waiting to play. There was also an evident increase in motivation and participation compared to what happened a few hours earlier in the classroom where students were distracted.

Ponchado, this is a game that requires motor skills, in this game the enthusiasm of the students was observed because they were active due to the game was played as teams, feeling accompanied managed to be in confidence to do the game, this method fosters communication which led to greater understanding among students.

Stop, this game is no longer very common to hear in times past, it was used to play a lot, although students were unaware of the game by its easy dynamics, they were learning the rules. We could observe that the students were not so motivated at the time of playing this game as it meant something new or unknown to them, even though there was a very high level of competition the students were not very encouraged to play this game.

Culebrita, we consider that the students were motivated because we could observe through their movements, for example they sat around the game, when they hit the questions, they celebrated by raising their arms as a sign that they had achieved it, it could be said that this game increased the motivation in them because being a fun game, fast and easy to perform, the was shorter time to play.

CONCLUSIONS

The present project was carried out to teach English to fifth-grade students in Sagrado Corazón de Jesús school, through the implementation of traditional games. Considering this, it is concluded that:

- First, the traditional game is a tool that motivates students to learn, since the implementation of this in classrooms is key in the student learning and, leaving aside the monotony; in addition, this makes students lose the fear of speaking in English.
- It was evident that games such as *Rayuela*, *Domino*, *Stop*, *Loteria* and *Encostalados* were the most practiced by students due to the influence of their grandparents or the environment in their neighborhoods and communities.
- Every traditional game was a guide to approach students, bringing enthusiasm in the process of learning the different topics.

- Given continuity with the last objective proposed in this project, which is (to analyze the survey applied to students), it is concluded that traditional games allowed to achieve said objectives. This proposal had a good perception regarding motivation on the part of the students, because of this, their motivation and participation were constantly stimulated.

RECOMMENDATIONS

- The traditional game applied in the educative classrooms will allow new generations to know them and to be transmitted to the next generation, for that reason it is suggested to implement traditional games for adaptation of classes.
- It is important to work the games in groups, in order that the student focuses on teamwork and collective strategies. On the other hand, teamwork develops new challenges and projects students' sense of collective commitment and responsibility.
- It is necessary to provide adequate spaces for students, in which they can express themselves and feel comfortable since this generates tranquility in them, and it would be more appropriate for them to develop a great class.
- According to the previous analyses, the students confirmed that they knew the games; this confirms that it is important to preserve the traditional game, continue practicing it, so that our future generations will remember them and continue transmitting it.
- to reinforce the effectiveness of this proposal, it is recommended to apply a pre and post test which will serve as evidence to support any claims related to the process of learning, and how this implementation was helpful.

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APPENDICES

Appendix A

School admission authorization

Respetados

Miriam Guzmán

Rectora

Holmes Carabalí

Coordinador

Institución Educativa Sagrado Corazón de Jesús

Cordial saludo

En el marco de la formación profesional de los estudiantes del Programa de Licenciatura en Lenguas Modernas con énfasis en Inglés y Francés, de la Universidad del Cauca, Sede Norte, Santander de Quilichao. Muy comedidamente, me dirijo a usted para solicitar la autorización de ingreso a su institución de las estudiantes de nuestro programa Yulissa Estefanía Ordoñez Bastidas, identificación 1006848504 y código estudiantil 101817011594, Daniela Solís Lizcano, identificación: 1059990782 y código estudiantil: 101817021540. Con el fin de que adelanten su trabajo de grado, titulado: El juego tradicional como estrategia didáctica para la enseñanza del inglés en Quinto Grado de la institución educativa Sagrado Corazón de Jesús-Puerto Tejada (Cauca) y realicen su proceso investigativo y de aplicación por medio de 10 intervenciones de 2 horas a la semana con el grado 5-A.

De antemano agradecemos su apoyo para que esto sea posible y que las estudiantes puedan realizar su proceso investigativo en su institución.

Appendix B

Evaluation of strategy



Colegio Sagrado corazón de Jesús
Puerto Tejada Cauca



Universidad del Cauca
Facultad de Ciencias Humanas y Sociales

Licenciatura en lenguas modernas Inglés y Francés

Proyecto: “El juego tradicional como estrategia didáctica para la enseñanza de Inglés en 5° grado en el colegio Sagrado Corazón de Jesús”.

La finalidad de este proyecto es Implementar los juegos tradicionales en la enseñanza de Inglés como lengua extranjera en los estudiantes de 5° grado en el colegio Sagrado Corazón de Jesús en el municipio de Puerto Tejada-Cauca.

La siguiente, es la evaluación de la estrategia llevada a cabo en la clase de Inglés haciendo uso de los juegos tradicionales, por tal motivo le solicitamos a usted diligenciar esta valoración, para de esta manera conocer si la implementación de los mismo cumplió con los objetivos propuestos en el proyecto.

Nombre de estudiante:

1 ¿Conoce los juegos tradicionales antes de trabajarlos en las clases de inglés, si su respuesta es afirmativa, cuáles?

2 ¿Cuál de los siguientes juegos le gustó más, donde 1 es que el menos le gusto y 9 es el más le gustó

- A. Rayuela
- B. Dominó
- C. La vieja Ines
- D. Stop
- E. Encostalados
- F. Culebrita
- G. Yeimy
- H. Ponchado
- I. Lotería

3 ¿Cómo se sentía al Iniciar cada sesión qué temas se le facilitó aprender gracias a esta propuesta?

4¿A parte de las temáticas en inglés, que otros aspectos aprendió en las sesiones de los juegos tradicionales?

5 ¿Cuál fue tu experiencia con esta propuesta teniendo en cuenta todas las sesiones?

- Excelente
- Buena
- No tan buena
- Aceptable
- Mala

6 Califique de 1 al 5, siendo 1 regular y 5 excelente

Juegos tradicionales	1	2	3	4	5
Rayuela					
Dominó					
La Vieja Ines					
Encostalados					
Stop					
Culebrita					
Ponchado					
Lotería					
Yeimy					

Appendix C

Semi-structured interview



Universidad del Cauca
Facultad de ciencias humanas y sociales
Licenciatura en lenguas modernas con énfasis en Inglés y Francés
Santander de Quilichao - Cauca

Investigadoras: Yulissa Ordoñez y Daniela Solís.

Nombre de la Institución: Sagrado Corazón de Jesús-Puerto Tejada

Fecha: 08 - Septiembre - 2022

El objetivo de la presente entrevista semiestructurada es conocer la perspectiva de la docente titular, sobre la educación en Colombia, especialmente de la enseñanza de inglés como lengua extranjera, a las didácticas que utiliza para la enseñanza de clase.

1. ¿Cuáles son los métodos y estrategias de enseñanza que funcionan en sus clases para la enseñanza del inglés?
2. ¿Cómo se adaptan las clases en el aprendizaje de inglés con las características individuales de los estudiantes?
3. ¿Cuáles son los retos que asume dentro del aula como docente de Inglés?
4. ¿Cuáles son las principales problemáticas en torno a la enseñanza del inglés en escuelas públicas?
5. ¿Cuáles son los factores que influyen en la desmotivación del aprendizaje de inglés en las escuelas?
6. ¿Qué piensa del rol de los docentes en las instituciones educativas públicas?
7. ¿Qué opina sobre la docencia en Colombia?

8. ¿Cuáles son las características que debe tener un docente de lenguas extranjeras?
9. ¿Cree usted que los programas para fomentar el Bilingüismo en Colombia son adecuados?
10. ¿Cuál es su opinión respecto al nivel de inglés en Colombia?