UNIVERSIDAD NACIONAL DE CHIMBORAZO

FACULTAD DE CIENCIAS DE LA EDUCACIÓN, HUMANAS Y TECNOLOGÍAS

CARRERA DE IDIOMAS

Title of research work

"The usage of Playful Activities when teaching English as a Foreign Language: the case of Quinto Año de Educación General Básica "C" at Unidad Educativa San Felipe Neri, in the city of Riobamba, Chimborazo Province, in the academic period September 2021 – February 2022".

Work presented as requirement for obtaining the bachelor's degree as

"Licenciada en Ciencias de la Educación, Profesora de Idiomas; Inglés"

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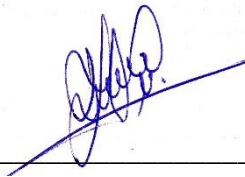Mgs. María Mercedes Gallegos Núñez

Riobamba, Ecuador. 2022

AUTHORSHIP

I, Jenny Vanessa García Alava student of Language Career, affirms to be the only author of this research work titled:

"The usage of Playful Activities when teaching English as a Foreign Language: the case of Quinto Año de Educación General Básica "C" at Unidad Educativa San Felipe Neri, in the city of Riobamba, Chimborazo Province, in the academic period September 2021 – February 2022".

The ideas, opinions, as well commentaries provided into this document are responsibility of the author.

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FAVORABLE OPINION OF THE TUTOR AND COMITTE MEMEBERS

Those who subscribe, professors appointed Tutor and Committee Members for the evaluation of the research work: "The usage of Playful Activities when teaching English as a Foreign Language: the case of Quinto Año de Educación General Básica "C" at Unidad Educativa San Felipe Neri, in the city of Riobamba, Chimborazo Province, in the academic period September 2021 – February 2022", presented by Jenny Vanessa García Alava, with identity card 2350178519, we certify that we recommend the APPROVAL of this for purposes degree. Previously, the written research work has been advised during the development, reviewed and evaluated and the support from its author has been listened to; having nothing more to observe.

In accordance with the applicable regulations, we signed in Riobamba, January 5, 2022.

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TUTOR CERTIFICATION

Mgs. María Mercedes Gallegos Núñez, professor of Facultad de Ciencias de la Educación, Humanas y Tecnologías at Universidad Nacional de Chimborazo, in my capacity of thesis director of this research work presented by Jenny Vanessa García Alava, prior to obtain the degree of "Licenciada en Ciencias de la Educación, Profesora de Idiomas: Inglés" whose theme is:

"The usage of Playful Activities when teaching English as a Foreign Language: the case of Quinto Año de Educación General Básica "C" at Unidad Educativa San Felipe Neri, in the city of Riobamba, Chimborazo Province, in the academic period September 2021 – February 2022".

Certify that this research project has been completed to 100%. It fulfilled with all established parameters and has enough merit to be subjected to the public presentation and evaluation by the respective tribunal.

Certify this research wok in honor of truth.

Riobamba 04 de Marzo del 2022

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C E R T I F I C A C I Ó N

Que, **GARCÍA ÁLAVA JENNY VANESSA** con CC: **2350178519**, estudiante de la Carrera **LICENCIATURA EN IDIOMAS, INGLES, NO VIGENTE,** Facultad de **CIENCIAS DE LA EDUCACIÓN, HUMANAS Y TECNOLOGÍAS** ; ha trabajado bajo mi tutoría el trabajo de investigación titulado "The usage of playful activities when teaching English as a foreing language: the case of Quinto Año de Educación General Básica "C" at Unidad Educativa San Felipe Neri, in the city of Riobamba, Chimborazo province, in the academic period September 2021 - February 2022", cumple con el 12 %, de acuerdo al reporte del sistema Anti plagio **URKUND**, porcentaje aceptado de acuerdo a la reglamentación institucional, por consiguiente autorizo continuar con el proceso.

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DEDICATION

This thesis is dedicated to:

First, to God who has been the fundamental pillar in my life, he has given me the opportunity to stay healthy and alive since it is the main thing. He has guided my path with love, loyalty and fidelity to form me as a human and professional being and will continue to do so for the rest of my life as long as he allows it.

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Jenny Vanessa García Alava.

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Jenny Vanessa García Alava.

INDEX

TABLE INDEX

IMAGE INDEX

RESUMEN

La presente investigación es enfocada al estudio y análisis de las actividades lúdicas cuando se enseña inglés como lengua extranjera debido a que se ha notado que la motivación e interés de los estudiantes ha disminuido provocando déficit en el aprendizaje del Inglés. El objetivo general de la investigación consiste en analizar como el uso de las actividades lúdicas ayuda cuando se enseña el idioma Inglés. La metodología de estudio fue cualitativa. El método utilizado fue etnográfico, el nivel de investigación fue descriptivo. Las técnicas utilizadas fueron la técnica de observación y la técnica de la entrevista y los instrumentos fueron la guía de observación y la hoja de la entrevista. Los resultados fueron positivos ya que la aplicación de actividades lúdicas por parte del docente de inglés fueron dinámicas, motivadoras, creativas, permitiendo a los estudiantes sentirse motivados, mostrar interés por las actividades y el aprendizaje, promoviendo así el desarrollo cognitivo, emocional, social, incluido las 4 destrezas del idioma: leer, escribir, escuchar y hablar. Además, la participación de los alumnos fue activa y la enseñanza del profesor de inglés fue eficaz. Se concluye que el uso de actividades lúdicas ayuda mucho cuando los estudiantes enfrentan el desafío de aprender una lengua extranjera.

Palabras claves: Actividades lúdicas, motivación, enseñanza, lengua extranjera, aprendizaje

ABSTRACT

This research is focused on the study and analysis of playful activities when teaching English as a foreign language because it has been noted that the motivation and interest of students has decreased causing deficits in learning English. The general objective of the research is to analyze how the usage of playful activities helps when teaching English language. The study methodology was qualitative. The method used was ethnographic, the research level was descriptive. The techniques used were the observation technique and the interview technique, and the instruments were the observation guide and the interview sheet. The results were positive since the application of playful activities by the English teacher were dynamic, motivating, creative, allowing students to feel motivated, show interest in activities and learning, thus promoting cognitive, emotional, and social development, including the 4 language skills: reading, writing, listening and speaking. In addition, the participation of the students was active and the teaching of the English teacher was effective. It is concluded that the usage of playful activities helps a lot when students face the challenge of learning a foreign language.

Keywords: Playful activities, motivation, teaching, foreign language, learning

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CHAPTER I

INTRODUCTION

Nowadays, English is the universal language, thus it is essential to learn. It is the language used to communicate in this globalized world. For this reason, it is important to teach English from the early childhood since children learn easily. Also, it is essential to apply methodologies and language skills better.

Playful activity is an excellent alternative for teaching English to elementary school students as they allow them to get out of the comfort zone where most classes are considered boring due to the obsolete used. In addition, playful activity influences students positively helping them learn to think, communicate, analyze, act, take decisions individually or in groups and discover new ways of learning.

Playful is a form or dimension of human development in all the facets, where it promotes relationships in spaces where there is enjoyment, pleasure, entertainment, etc., encompassing all the capacities and activities that the human beings need to perform, develop, learn, produce and discover (Jiménez, 2009).

Currently there are techniques, strategies and methods to improve the quality of English teaching learning process. Therefore, the usage of playful activities as fundamental and useful tools, contributes to increase the level of achievement of students due to the participation and confidence that they will have during the teaching-learning process, so it is necessary to use playful activities in the classroom that help the emotional, cognitive and social development of students. Moreover, psychomotor development is considered as a starting point for the teaching-learning process of children and by using playful activities, children can express their desires and emotions through their behavior since it is a period where children bond with society (Camargos, 2016).

Playful activities are used in Quinto Año de Educación General Básica "C" in the Unidad Educativa "San Felipe Neri", to help students to learn English, they are used in the teaching learning process as a pedagogical tool. The usage of playful activities will help students to learn English easily and by themselves.

This research project is feasible because the playful activities are used as a relevant means to improve the English teaching learning process in children who are studying in elementary school, playful activities as dancing with a song in English, the usage of flash cards, random wheel which can be performed in individual activities or collaborative groups.

This research has been organized in three chapters:

- **Chapter I:** Referential framework contains the research problem, problem statement, problem formulation, guiding questions, general and specific objectives and the justification.

- **Chapter II:** Theoretical framework contains the theoretical background regarding, all theoretical foundations basis about the usage of the playful activities when teaching English as a foreign language and the basis terms definitions.

- **Chapter III:** Methodological framework includes the research design, type, level, methods, techniques and instruments for collecting data, population and sample of research, schedule, bibliography, and annexes

1.1 PROBLEM DEFINITION.

This researching project arises in the teaching of English as a foreign language in Quinto Año de Educación General Básica "C" at Unidad Educativa "San Felipe Neri", because of the methodology. The English classes are not dynamic neither meaningful getting students bored when the teacher applies the traditional methodologies.

1.2 PROBLEM FORMULATION.

How does the usage of playful activities help when teaching English Language at Quinto Año de Educación General Básica "C" in Unidad Educativa San Felipe Neri, in the city of Riobamba, Chimborazo province, in the academic period September 2021 - February 2022?

1.3 JUSTIFICATION.

This research project is oriented to the analysis of the usage of playful activities when teaching English as a foreign language at Quinto Año de Educación General Basica "C" in Unidad Educativa San Felipe Neri, in the city of Riobamba, Chimborazo province, in the academic period September 2021 - February 2022. This research topic was chosen because the usage of playful activities provides benefits. It allows students to feel passionate, be perceptive, and active. Also, it helps to use the four language skills. The teacher's role is very important to motivate and help to create a fun, comfortable and calm environment. So monotony and disinterest are avoided. Playful activities are recommended to be applied for the purpose students become creative, dynamic in an effective way because this method increases the integral development of students and their academic progress. (Porras Gózalez, 2010)

The purpose is to observe how playful activities help in an English classroom. It will help teachers and students to know that playful activities are helpful to improve students' abilities when using productive and receptive English skills (UNICEF, 2018).

During the development of this research, the English teacher and students supported to achieve the objectives set. In addition, the information was collected from scientific articles for the respective analysis of the usage of playful activities. The direct beneficiaries are the English teacher and students who are part of the teaching-learning process. Indirect beneficiaries are the general population because playful activities can be used to learn other subjects, languages, etc. and they will have benefits when using them. Finally, this research

is feasible because the application of playful activities improves the English teaching learning process and motivate students in a funny and comfortable environment.

1.4 OBJECTIVES

1.4.1 GENERAL OBJECTIVE

To analyze how the usage of playful activities help when teaching English language at Quinto Año de Educación General Básica "C" in the Unidad Educativa San Felipe Neri, in the city of Riobamba, Chimborazo province, in the academic period September 2021 - February 2022.

1.4.2 SPECIFIC OBJECTIVES

- To know the different types of playful activities which help when teaching English Language at Quinto Año de Educación General Básica "C" in Unidad Educativa "San Felipe Neri".

- To observe playful activities applied by teacher during English teaching learning process in Quinto Año de Educación General Básica "C" in Unidad Educativa "San Felipe Neri".

- To determine the advantages when using playful activities during the English teaching learning process in Quinto Año de Educación General Básica "C" in Unidad Educativa "San Felipe Neri".

CHAPTER II

2. THEORETICAL FRAMEWORK

2.1 THEORETICAL BACKGROUNG REGARDING TO THE PROBLEM TO BE INVESTIGATED

The usage of playful activities has been investigated by many researchers around the world with the purpose of publicizing the benefits. Therefore, there is research on ludic activities in Ecuador, an example of this assertion, this first one that comes from Universidad Técnica de Ambato in Ecuador called "Las actividades lúdicas educativas en el pensamiento crítico-reflexivo de los niños de los Quintos grados paralelos "C" y "D" de la Unidad Educativa Francisco Flor-Gustavo Egüez de la Ciudad de Ambato provincia de Tungurahua" which was developed by Cristina Moyolema in 2015. First, the general objective of this research is design a multimedia playful manual that helps to stimulate the development of critical-reflective thinking, with the usage of educational playful activities. Second, the methodology is qualitative and quantitative because it establishes the characteristics of the problem and also allows data tabulations that allow tables, graphs and interpretative analyzes to be made, determining that there are deficiencies in the teaching-learning process due to lack of usage of the activities innovative and fun educational programs for the critical-reflective development of children. Third, the conclusion of this research shows that there are ways that classes are dynamic, fun and that bring to the knowledge of the student, stimulating critical-reflective thinking when facing any situation. Finally, the hypothesis is confirmed.

Another relevant research was also found like already mentioned, that was developed at Universidad Nacional de Chimborazo within of Facultad de Ciencias de la Educación, Humanas y Tecnologías which was developed by Verónica Aulla in 2016 called "Analysis of playful activities such as teaching strategy in learning English language in the students of Segundo de Bachillerato "A" at Unidad Educativa San Gerardo, in the Guano canton, Chimborazo province, during the academic period February-June 2016". First, the general objective of this research is to analyze the playful activities used as teaching strategy in learning English language in the students of Segundo de Bachillerato "A" at Unidad Educativa San Gerardo, in the Guano canton, Chimborazo province, during the academic period February-June 2016. Second, the research has an ethnographic approach because it allows to know more closely the research problem to observe or understand the playful activities as a teaching strategy in the learning of English in students. Third, the playful activities applied in the development of the class were very effective since they gave satisfactory and positive results as a teaching strategy in learning English. Finally, the hypothesis is confirmed.

2.2 THEORETICAL FOUNDATIONS

2.2.1 PLAYFUL

Around the world, playful is understood as a method that contributes to the development of the human being from an early age. People have the need to express ideas, emotions through communication, feel new emotions through reading, listening and writing, they do it through a playful environment where they enjoy doing fun, entertaining and motivating activities. The playful contributes to the critical thinking, psychological, emotional, social and physical-motor development of students, so it is important to use activities that stimulate and motivate children to learn creatively, all the knowledge they acquire. Playful is fundamental in education because it favors students with diverse experiences during the English teaching learning process. Students enjoy using different activities with the help of the teacher. (Espinoza, 2017)

2.2.2 PLAYFUL STRATEGIES.

Joseph (2017) indicates that methodological strategies are fundamental in the childhood development of the human being because that is where knowledge is acquired by a series of ludic activities to facilitate learning as the person learns other topics. The usage of playful activities is a stage of human development that will remain in full force throughout the life of the individual, it can be approached as an element of recreation and distraction, but at the same time it is undeniable that the playful activities allows acquiring new knowledge and strengthen the existing ones.

The human being needs to guarantee his normal development a physical space, but at the same time a space where to create and develop feelings, being the usage of playful activities the moment in the life of every human being in which these feelings are externalized and the moment in which the human being is able to interact and transform himself into a social element and not an individual one.

Gass & Behney (2017) states that playful activities are characterized by being elements that arouse the interest and desire of human beings, being impossible to refer to games that do not capture the attention since they would become extinct. It should be noted that there are playful activities such as Simon says, puzzles, songs, among others, that have been present since the beginning of human development and as a consequence arouse the children' interest, being in force today.

Fehdi (2019) mentions that another characteristic of playful strategy is the ability to teach in a more creative way as a game, since games allow people to strengthen their skills in different ways. Playful activities are a method used since childhood. Among the characteristics of play should also be addressed its ability to reveal itself as an element of human interaction, i.e., play allows people to interact regardless of their age, language or thought, so it follows that the game is a direct consequence of the process of socialization and human development.

Lightbown & Spada (2013) consider that from the school point of view, playful is revealed as a pedagogical and methodological tool through which the teaching-learning process is encouraged and increased. The playful activities constitutes an element through which educators are able to transfer knowledge with efficiency and quality and at the same time the games developed in the school stage notably increase the capacity for understanding and grasping new knowledge.

It is undeniable the role of different playful activities to be developed during the teaching-learning process, and even more in the school stage in which the concentration of children is in a stage of development so it is essential to ensure the capture of knowledge that first manages to attract the attention of children, a situation that is achieved feasible with the usage of playful activities. Finally, it should be noted that the playful is the universal teaching method used since the beginning of education to achieve the best results as soon as possible and serve as a basis for deepening new knowledge and strengthen skills in children that encourage them on the road to knowledge.

2.2.3 PLAYFUL ACTIVITIES AS A LEARNING STRATEGY IN THE CLASSROOM.

Maintaining the discipline and attention of children for a period of time ranging from 4 to 5 hours a day for 5 days a week is one of the main challenges for every educator, especially when children are in the school stage, in which discipline and concentration are skills and abilities to be developed (Brown & Lee, 2015). Such elements constitute the greatest risk to guarantee an effective teaching-learning process, a situation to be overcome only through the gradual usage of playful activities as a pedagogical and methodological tool that guarantees the educator an effective transfer of knowledge.

The usage of playful activities as a learning strategy in the classroom has revealed its effectiveness and efficiency since the beginning of educational development. It is unthinkable for any school educator to achieve an effective teaching-learning process in which children's participation is guaranteed without the usage of playful activities (Cowan, 2018). Controlled play, studied and previously evaluated by the educators, facilitates the children's learning, and at the same time captures their attention in order to achieve greater effectiveness in the educator's work and, at the same time, a better development of the children.

2.2.4 BENEFITS OF PLAYFUL ACTIVITIES.

The benefits of the usage of playful activities in the development of children are creativity, expression of emotions, cognitive, social and physical motor development.

According to (Rodríguez, 2018) the principal benefits are:

- **Promote creativity:** Playful activities provide the opportunity to awaken the interest of children and let their imaginations fly by creating fantastic and creative worlds where they can have fun. Children have the skills to explore, provide new solutions, share ... which allows them to get to know other people and themselves

- **Develop physical motor skills:** Physical activities are one of the main aspects in the development of active play. Helps children optimize balance, coordination, gross and fine motor skills

- **Playful activities help cognitive development:** From the birth of children to 3 or 5 years, the brain quickly absorbs knowledge and assimilates it at any time in your life, this means that it learns and understands what it is doing. At that age, they pay attention, assimilate, reason and practice and in this way develop cognitive skills individually and in groups.

2.2.5 PLAYFUL ACTIVITIES CLASSIFICATION.

Playful activities help the integral development of people in a more creative and dynamic way, allowing learning to be much easier and understandable.

The playful activities are classified in:

a) Playful activities without rules: Free playful activities allow the imagination, creativity of people without following an established pattern. These help to release worries and anxiety giving rise to freedom and independence.

b) Directed playful activities: This type of playful activities favor the use of various games or other activities that are motivating. They help direct learning with different activities to optimize entertainment and meet individual and group needs of individuals

c) Artistic playful activities: Artistic playful activities are an effective method that contains topics of art, dance, theater, dramatization, music. This type of activities helps the creativity, innovation, motivation and imagination of people.

d) Active playful activities. The materials are used in the correct way to achieve the established objectives and goals. One of the most used activities is music, the students have a more active and entertaining participation. Most of them use it to learn new languages or when concentrating to do some activity as it relaxes and releases tensions.

e) Passive playful activities: These types of activities are more relaxing and are activities that do not require physical effort. These can be like watching an educational program, playing video games. These activities promote intellectual development since it allows concentration, reasoning and at the same time imagination and motivation.

f) Cooperative playful activities: These types of activities allow the social development of students because they have to be an excellent team doing the activities for everything to be a success. For this to work, each one has a different role in the team, which everyone has to share experiences, socialize. With the help of these activities, the students can take the initiative and encourage the rest of the group. (Cîrceie, 2015)

2.2.6   EXAMPLES OF PLAYFUL ACTIVITIES.

Examples of playful activities include the following:

a) **Songs:** Songs are one of the best tools especially for learning English. In addition, it helps to develop their language skills, allows students to enjoy, express emotions, release worries, etc. Music has always been popular and with different genres, so if music is applied in education, there will be positive results because it encourages the exploration of the senses, the visual and auditory development of children and makes them happy. Song has benefits when learning English, these are some of the benefits;
- Improve pronunciation
- Increase vocabulary
- Reinforce grammatical structures
- Improve listening comprehension
- Practice reading with the text of the song.
- Improve and stimulate the emotions of happiness

b) **Videos**: Videos are one of the didactic means that, correctly used, serves to facilitate the transmission of knowledge to teachers and students for a better teaching and learning process. People can define an educational video as one that meets a previously formulated educational objective. The benefits of using videos in education are as follows:
- Improve understanding
- Develop interest, imagination, intuition etc...

- Promote motivation
- Innovate learning so that it is meaningful.
- Capture the attention of students.

c) **Games**: Games used for educational purposes are an excellent tool to use in the classroom where students need to learn easily and creatively. The game helps develop language skills such as cognitive, physical motor and social development of students because students interact with their peers, work in teams, are more sociable and learn to solve problems to find a solution. The benefits of video games include the development of cognitive skills such as attention, creativity, reasoning, memory, learning languages, strengthening teamwork, and gaining self-confidence, imagining and exploring the environment and reality, and accepting new challenges. Video games facilitate the learning of creative educational content.

d) **Flash cards:** It is a learning technique that facilitates the memorization of content seen in class or to learn vocabulary. Flash cards contain words, images, numbers, symbols on one side or both and are effective because they are used through questions and answers. (THOMSEN, 2020)

2.2.7 GAMIFICATION

Gamification is a process where techniques are carried out to convert a classwork in an attractive, dynamic and attractive way to the student Subandowo (2017). In addition, gamification is considered a technique that is based on the elements that make games attractive and allow users to get involved in an environment where learning becomes fun. Similarly, for Swan (2017) gamification is the adhesion of elements and techniques typical of the development of games to contexts that are not designed to be playful. The gamification is established as a methodological strategy that allows the student to learn in a playful environment that promotes motivation, involvement and fun. The design of the environment must allow the student to feel involved, to make decisions, to assume new challenges, to be recognized for his achievements, while he achieves the objectives of the learning process (Harmer, 2015).

For this reason, whoever designs the environment, must consider the aspects and themes of the curriculum that allow it to be varied, complying with the characteristics mentioned above. All this, with the purpose of getting the student involved in a social environment, where their peers and the predisposition for the game have an important role.

Lightbown & Spada (2013), the results of this study indicate that technology is important when designing activities based on gamma strategies because it allows the use of digital resources that support the learning process and that awaken students' interest. They also explain that teachers must work in a gamma environment structured by levels of learning, starting from the simple to the complex. To achieve this, it is necessary that teachers

analyze the context of their class, so that they can build a gamma environment based on the learning needs that their students demand.

It is important to consider that teaching processes based on gambling strategies trap the senses of those who participate and involve them in a direct relationship, with an experience of experiential knowledge construction, which is emotionally productive. Larsen & Celce (2015) mention that there are affective emotional factors that can be stimulated through gamification. Among the most relevant factors, we can mention:

1. Positive interdependence;
2. Experiential learning;
3. Creation of a player;
4. Competition;
5. Autonomy; and,
6. Tolerance to error.

Positive interdependence refers to the use of challenges and the experience of learning through cooperation and/or participation Swan & Smith, Learner (2016) is related to experiential learning, which according to Celce, Brinton, Goodwin, & Griner (2010) the "Learning by Doing" approach allows the learner to become involved in solving real-life problems in order to build new knowledge. Additionally, in a gamma context, the classification of the player according to his or her profile, personality and behavior must be considered.

2.2.8 COMPONENTS

The components are the tools and resources that are used to elaborate the activities that are developed in the practice of gamification. The following figure shows gamification's pyramid elements:

Folse (2016) explains that gamification occurs when you consider elements, mechanics and dynamics of the game as shown in the table below:

Achievements:

In gamification, achievement is a key element through which the desire, interest and motivation of the student is guaranteed. It should be considered that achievements are reached through the fulfillment of goals in which systematic learning is achieved at the same time that the ability to play is combined (Swan, 2017). It is important to emphasize that only the player will be able to achieve new achievements from the development of skills and abilities that are linked to specific knowledge derived from the educational activity that is desired to develop.

Points:

Points provide feedback to players to improve their skills and encourage them to continue. Five types of point systems are considered: Experience points: allow tracking the player's experience (Harmer, 2015).

Redeemable points:

Points that can be exchanged for certain activities. Reputation: are those that give the participant a status within the game. Ability: allows demonstrating that the player has developed ability in a specific area.

Ranking:

Creating a ranking of scores might seem to promote competitiveness among our students, but that would rather be determined by the context and the way each teacher brings it to the classroom (Lightbown & Spada, 2013). Beyond this controversy, most of our students like the rankings; they are used to them in the video game or board game environments in which they move (Cowan, 2018).

Levels:

The levels are necessary in a gamma environment because they represent structured hierarchies of progress according to the contents that you want to teach, and can be ordered from the easiest to the most difficult (Swan, 2017). They produce positive perceptions of progress, emotions of recognition as they pass each level. In addition, they awaken the interest of the participants to discover new levels that provide access to new content.

CHAPTER III

3. METHODOLOGICAL FRAMEWORK

3.1 RESEARCH DESIGN

The research design was qualitative because it studies, analyzes and collects data on previously observed activities, opinions and reasons to later understand. In addition, the reasons for the usage of playful activities when teaching English was explained, based on information collected from the teacher. (Palmer & Bolderston, 2006).

3.2 METHODS OF RESEARCH

Ethnographic method: It is a type of qualitative research that involves immersing yourself in a specific society or community to closely observe people's behavior, understand their way of life, and describe what they say and do during a period of time (Caulfield, 2020). This qualitative methodology was chosen to understand and describe classroom practice, that is, what teachers and students do specifically in the classroom context because this is where the teaching-learning process of the English language takes place. In addition, the ethnographic method analyzed through observation, the individual and group behavior of students and teacher. The research was carried out in Quinto Año de Educación General Básica "C" in Unidad Educativa "San Felipe Neri" because in this institution there is the usage of playful activities when teaching English as a foreign language.

3.3 TYPE OF RESEARCH

Qualitative: It has an interpretive and naturalistic approach to the subject to be investigated. It means that the researcher studies, analyzes and understands the research problem in its natural environment, trying to make sense of it to interpret it in terms that people contribute (Bhandari, 2020). It was used because the research problem is based on the interpretation of the activities to be studied in their natural environment. The researcher collected real information about the usage of playful activities when teaching English as a foreign language with teachers and students of Quinto Año de Educación General Básica "C" at Unidad Educativa "San Felipe Neri". The interpretations and conclusions were established from a direct observation and open questions for analysis.

3.4 LEVEL OF RESEARCH

Descriptive: This allows to describe the characteristics of a phenomenon or population studied. Its objective only focuses on describing the research topic without focusing on the "why" things happen in a certain population. (Nassaji, 2015). This allowed analysis of the object of study in research, which requires data collection through the use of research instruments or other sources in order to fully understand the research problem. It was used because it allowed to show a description about how the usage of playful activities was developed when teaching English as a foreign language in Quinto Año de Educación General Básica "C" at Unidad Educativa "San Felipe Neri".

3.5 POPULATION AND SAMPLE

Population: The research was achieved at Unidad Educativa "San Felipe Neri", located in the city of Riobamba, Chimborazo province with teacher and students of Quinto Año de Educación General Básica "C", constituted by 35 students and a teacher. The population is small so it was considered as the total population and it was not necessary to take a sample.

3.6 TECHNIQUES AND INSTRUMENTS FOR COLLECTING DATA

Technique:

Observation technique: It was used in qualitative research which allows the observation and description of the characteristics of the behavior of the research problem in a certain natural context. This allowed us to collect information that was important for analysis and interpretation. The observation technique was used because it allows the researcher to observe how the usage of playful activities was when teaching English language with a teacher and students from Quinto Año de Educación General Básica "C" in Unidad Educativa "San Felipe Neri".

Interview technique: It is used in qualitative research and its main objective is to obtain information about experiences, opinions, thoughts between two people who interact on the research topic (Folgueiras, 2016). This technique was applied to obtain information from the teacher's point of view at Quinto Año de Educación General Básica "C" in Unidad Educativa "San Felipe Neri", to know how the playful activities were used when teaching English into the classroom

Instrument:

Observation guide: It was used as an instrument in qualitative research to obtain information about the research problem. In addition, it was designed with items from the theoretical framework that was guided the researcher to have a clear idea of what it was

going to observe in Quinto Año de Educación General Básica "C" in Unidad Educativa "San Felipe Neri". The observation guide was helped the researcher to know how the usage of playful activities is when teaching English as a foreign language.

Interview: It was used as instrument in qualitative research between two people with the purpose of obtaining information from the interviewee about the research topic in their natural environment by providing information such as experiences, opinions, thoughts, criteria in his own words. This instrument allowed the researcher to know the reasons of the teacher of Quinto Año de Educación General Básica "C" in Unidad Educativa "San Felipe Neri", about the usage of playful activities when teaching English as a foreign language.

3.7 PROCEDURE

The process applied in this research was divided in 3 steps: Field of work, data collection and analysis of the information. Field of work: the area of this research is the English methodology, it is oriented in the definition, activities, use, procedure, benefits of playful activities. Data collection: the population was selected to meet the objective set to analyze how the usage of playful activities is when teaching English as a foreign language in the case of Quinto Año de Educación General Básica "C" at Unidad Educativa "San Felipe Neri". The field of work and data collection was developed using the observation and interview techniques which has as an instrument the observation guide and interview. Analysis of the information: the information collected was analyzed and interpreted to know the results about the usage of playful activities.

3.8 WORK FIELD

The process of this researching began with the corresponding permissions by the authorities from Unidad Educativa "San Felipe Neri" and the Universidad Nacional de Chimborazo to apply the researching instruments during the academic period September 2021- February 2022. The observation guide was used during the English online classes where the teacher and the students were working. In addition, it was based on the general objective which analyzed how the usage of playful activities is when teaching English as a foreign language in the case of Quinto Año de Educación General Básica "C" at Unidad Educativa "San Felipe Neri".

CHAPTER IV

4. RESULTS AND DISCUSSION

Coordinación Básica Elemental of the Unidad Educativa "San Felipe Neri" approved the application of the Observation of the activities developed in the English class by the students of Quinto Año de Educación General Básica "C" which is divided into 2 groups: Group 1 constituted by 18 and Group 2 constituted by 17 students and the interview with Mr. Patricio Castillo, teacher of the grade.

4.1 INTERVIEW

This interview was developed by Zoom meeting with the English teacher of the class Mr. Patricio Castillo. A questionnaire with eight items was applied.

The main objective was to analyze about how the teacher uses Playful Activities when teaching English as a Foreign Language: the case of Quinto Año de Educación General Básica "C" at Unidad Educativa San Felipe Neri, in the city of Riobamba, Chimborazo Province, in the academic period September 2021 – February 2022.

The following are the results obtained through the application of the questionnaire.

1. Why is it important to use songs in English during class?

The use of songs in class helps students to feel motivated and be able to work with fun and happiness. Students learn while they are listening.

Analysis of question 1.

According to the author Cuestas (2006) who mentions that the use of songs in English in class promotes motivation, participation, cooperation, relaxation and self-confidence. Students feel free because while they are in English classes they listen to their favorite music because they love the lyrics, the group or band, the melody and the genre. This helps reduce anxiety factors, worry and lack of confidence because it is a foreign language and they do not practice it perfectly or always. In addition, the use of songs promotes the ability to speak because they sing while listening to the songs and that improves pronunciation.

2. **Why are videos in English used? What is the objective?**

Videos used in English classes help students to concentrate and pay attention to details, they are catching the real English through videos. The objective of the videos used in class is to develop a clear understanding of the language.

Analysis of question 2.

The use of videos in English class has benefits because students can feel real English through native speakers such as children, teenagers and adults explaining interesting and motivating topics. In general, children are very curious, restless but at the same time they concentrate and pay attention to all the details when they watch a video because it gives them strong visual dreams such as design, creativity, theme, examples and phrases in real life. English is not just another subject at school, but it is a language that is spoken all over the world, that is why the use of videos helps children develop their listening skills, learn about the culture of other countries and learn to put into practice, what they see and hear. The teacher should ensure that when the videos are used in class, the students have understood the content of the videos using guiding questions that allow them to express their opinions about the video even though it is difficult to understand the language in its entirety. (Roslaniec, 2018)

3. Why is it necessary to work in cooperative groups?

It helps to mix abilities where each kind of student has; for example, strong students will cooperate and support the weak students, and each one in each group will learn in a better way.

Analysis of question 3.

Cooperative groups are characterized by helping to develop and mix interpersonal skills, share strengths, weaknesses, knowledge and learn to resolve conflicts, etc. Working in cooperative groups is essential because students are individually responsible for their work and cooperative work. It is also evaluated and this makes learning more fun, dynamic and effective, it allows them to share their own ideas and see problems from different perspectives and know how to solve them in group. This type of work is adaptable in classes with a small or large number of students, they apply work strategies and techniques to achieve meaningful learning. Working in a group allows a more in-depth analysis of the topic compared to work individually. In addition, this provides the opportunity to learn from each of the group members and obtain benefits such as improving understanding, analyzing, discussing, exploring, experimenting, getting questions and answers, and consolidating information as a group. (Brame , J, & Biel, 2015)

4. Why are students assigned different roles during class?

Each student is able to control a group, so that it is necessary to assign them roles because it helps to organize better the cooperative work.

Analysis of question 4.

When working in cooperative groups, it is necessary that the assignment of roles will be applied to each of the students to make the work structure effective. The distribution of

responsibilities within the group members helps everyone to participate and, as students practice roles, different skills are developed and put into practice so the work will not only be in charge of 1 student. It is important that the functions of the roles are explained before carrying out cooperative work, in this way the students will have expectations of the role they will play when working. In addition, the role that each student performs and what way and how they are performing each role must be evaluated and if feedback is necessary for more information by the teacher. These roles can be: facilitator, recorder, presenter, time keeper, coordinator, errand monitor etc. (Constantine, 2014).

5. What is the importance of using flash cards?

With the use of flashcards, we motivate students to concentrate and recognize vocabulary, they will identify words through pictures.

Analysis of question 5.

According to (Harisanty et al, 2020) flashcards are cards that contain information such as images, words, numbers, symbols, questions, answers, and so on. These are used because they benefit students to enrich the vocabulary of various topics that are interesting, sharing information and fostering communication skills. The repetitive use of flashcards encourages students to use terms learned in school in their daily life, for example definitions, short sentences, identifying meanings through drawings, etc. In addition, the focus of the flashcards is to improve their comprehension, communication, skills development such as critical thinking, listening, speaking, reading and writing and in this way they are learning in a creative and dynamic way so that their self-confidence is strengthened.

6. Why is it important to play games in English in class?

Gamification nowadays is so useful in a class; it helps students to entertain and also concentrate during the whole class, involving them in a funny environment.

Analysis of question 6.

Gamification is a learning technique that takes game methods to the field of education in order to have better results, whether it is to understand and know the content, improve skills, reward their actions, etc. Games designed for learning increase and maintain levels of motivation, energy, commitment and knowledge. Game-based learning involves students in an active-critical way, so the best games involve the whole class to participate and explore new sensations and experiences in learning environments. Digital gaming platforms are designed for all ages, such as word games, role-playing games, etc. The benefits of using games based on diverse learning are: promoting motivation and improving students' skills as well as developing reflective critical thinking, autonomy, confidence and problem solving autonomously and in a group in a fun environment. (Maloney, 2019).

7. Do you reward your students for their achievements? How do you reward them? Why?

Of course, my students in each class feel motivated because they know if they do a good job or react so well, they will receive good stimuli such as Great! Fantastic! or you win Extra Point!

Analysis of question 7.

Motivating students to participate in English classes is difficult because they feel that they will never be able to understand and learn a new language. For this reason, rewards are used in English classes to motivate, stimulate learning, participation and encourage good behavior. Students are so motivated when they successfully complete a task as they receive encouragement or incentives such as "Good job" "You are very smart" and success makes them happy and each success makes them proud and they develop self-confidence that they can do many things and meet the objectives of the class. In addition, the rewards encourage them to improve in the learning results and that is why the participation is noticeable for the most part. (Ching, 2012)

8. Do you think that students can learn and understand English lesson when you teach it with playful activities? Why or why not?

Sure, because they are kids, they hope the teacher would be one friend of them, where his/her classes are fun and not boring like past times. The modern teacher must know that students are the main part of the teaching-learning process and for this, it must know the reality, students learn better through fun activities.

Analysis of question 8.

Students learn more when the teacher uses playful activities, that is why the work environment is better and they can share their knowledge with other classmates and practice the use of new words, experiences, sensations, etc. Active learning means involving all students in the teaching and learning process which is why an environment is needed where most of the children's attention and interest can be achieved. These activities can be: Songs, videos, games, creation of groups and cooperative roles, etc. Some of the benefits of using playful activities in the classroom are: Encourage learning through play, creativity, imagination, develop cognitive and social skills. (Villarroel , 2015)

4.2 GENERAL OBSERVATION AND GUIDE DESCRIPTION

This guide was applied to the students of Quinto Año de Educación General Básica "C" during the academic period September 2021 – February 2022, with the aim of observing the playful activities applied by the English teacher in the English teaching-learning process. Three

aspects of the observation results were highlighted: motivation, the usage of playful activities and the positive attitude of the teacher.

TABLE 1. GENERAL OBSERVATION AND GUIDE DESCRIPTION

ITEMS	ALWAYS	OFTEN	SELDOM	NEVER	OBSERVATION
The teacher chooses and uses appropriate songs to motivate students during English class		X			DAY 1/ GROUP 1. RESULT: Teacher doesn't use music DAY 2 / GROUP 2. RESULT: Teacher uses pop music to motivate and encourage the students DAY 3/ GROUP 2. RESULT: Teacher uses romantic songs and students sing the lyrics DAY 4/ GROUP 2. RESULT: Teacher doesn't use the music DAY 5 and 6/ GROUP 1. RESULT: The teacher uses pop music. He chooses a student and asks the name her favorite song. They are motivated and sing
The teacher shows videos to students for understanding the English topic and improve language skills		X			DAY 1/ GROUP 1. RESULT: The teacher uses and shows a video about Halloween. The video is called "The skeleton dance". The teacher gives instructions to the students. He first watches the video, then he listens, identifies and repeats the actions and finally the students have to dance with the teacher. They laugh and feel enthusiastic DAY 2 to 4/ GROUP 2. RESULT: Teacher doesn't use the videos The teacher uses and shows a video of the parts of the body. Students should follow the teacher's instructions: Watch and listen. Then identify the parts of the body and finally dance with the teacher doing mimics DAY 6/ GROUP 1. RESULT: Teacher doesn't use the videos

The teacher assigns each student different roles.	X				PRAYER: The teacher assigns the role of the speaker to any student every day. The speaker reads the prayer to the Sorrowful Mother and the rest of the students follow along and read. In this way they improve the pronunciation because the teacher guides them. DAY 1/ GROUP 1. RESULTS. The teacher assigns different roles in the groups: Coordinator: The student organizes the work and promote participation. Directs the activities in the group, makes everyone participate in an orderly manner. Public Relations: The student looks for information outside the group. He or she communicates with the teacher and asks other groups for help. Maintenance: Student ensures proper work. He or she takes care of the work tools they need. Student verify that there is a calm and adequate work environment. Supervisor: Student supervises that the team fulfills the proposed task and verifies the time. DAY 2 to 4/ GROUP 2. RESULT. The teacher assigns different roles in the groups: Coordinator, Public relations, Maintenance, Supervisor DAY 5 to 6/ GROUP 1. RESULT. The teacher assigns different roles in the groups: Coordinator, Public relations, Maintenance, Supervisor
The teacher makes cooperative groups to motivate students.		X			DAY 1/ GROUP 1. RESULT. Teacher makes groups of 4 or 5 students and each of them have roles. DAY 2 to 4/ GROUP 2. RESULT. The teacher makes groups of 4 or 5 students and each one assigns him a different role that he plays.

					He makes sure that the work is distributed and that everyone cooperates DAY 5/ GROUP 1. RESULT. The teacher makes groups of 4 or 5 students and each one assigns him a different role that he plays. He makes sure that the work is distributed and that everyone cooperates. Students converse and ask questions to find the correct answers. DAY 6/ GROUP 1. RESULT. The teacher doesn't make the cooperative groups
The teacher uses flash cards to engagement and attract students 'attention		X			DAY 1/ GROUP 1. RESULT. The teacher uses flashcards with different pictures to match the vocabulary about sports learned in the unit. DAY 2/ GROUP 2. RESULT. The teacher uses pictures related to sports with the words on the back and explains. The teacher gives the participants to guess the correct answer for the picture. DAY 3 and 4/ GROUP 2. RESULT. Teacher doesn't use the flashcards DAY 5/ GROUP 1. RESULT. Teacher uses pictures related to the story DAY 6/ GROUP 1. RESULT. The teacher does not use flashcards, only worksheets with different types of dynamics, for example, guessing through questions that the people you see are asking. Make correct sentences. Practice a tongue twister
The teacher uses different games to		X			DAY 1/ GROUP 1. RESULT. Teacher shares and shows a story of what happens at school. He first reads the conversation with gestures and tones of voice. He then asks the students to read and make gestures.

motivate students to learn easily					DAY 2/ GROUP 2. RESULT. The teacher uses an activity called: Do you like sports? and all students participate or say their favorite sports and why DAY 3/ GROUP 2. RESULT. The teacher uses the crossword and guides the students through guiding questions. Students must find the answer and say it. Whoever says it first wins extra point. DAY 4/ GROUP 2. RESULT. Teacher doesn't use the games DAY 5 and 6/ GROUP 1. RESULT. Teacher doesn't use the games only the worksheets to reinforce the content of the unit.
The teacher rewards his students for their achievements	X				DAY 1/ GROUP 1. RESULT. Teacher gives the students 1 extra point if the student answers correctly the activities or the questions that the teacher asks DAY 2 to 4/ GROUP 2. RESULT. Teacher only congratulates with words "Good job", "Congratulations", "You can do it", "You are intelligent my little kids". DAY 5 and 6/ GROUP 1. RESULT. Teacher only congratulates with words "Good job", "Congratulations", "You can do it", "You are intelligent my little kids". In addition teacher gives 1 extra point to the group that is first.
Students can learn and understand easily when playful activities are used.	X				DAY 1/ GROUP 1. Students are highly motivated when they work in groups, or when the teacher plays a favorite song for them. They learn to improve their pronunciation and if they cannot, the teacher helps them DAY 2 to 4/ GROUP 2. RESULT. The students try to say the answers in English and the teacher is motivated to teach the students. If students have questions about an activity, they ask them and the teacher always answers them with a smile. Students love

					English because they mention that when they travel to the United States they greet the natives "Hi, how are you?" And it's impressive that they have that attitude.
					DAY 5 and 6/ GROUP 1. RESULT. Students are motivated that this type of activity reduces worries and stress due to the pandemic

Done by: Jenny García

The results of the observation indicate that there is motivation in the students when the English teacher uses playful activities. Motivation is an internal state that is activated, driven and directed to achieve goals and purposes. The interest that exists to learn and discover new things encourages student to take actions, when the purposes are fulfilled, there is satisfaction and joy. There are two types of motivation: intrinsic and extrinsic. Intrinsic motivation is one in which the student wishes to perform actions of their own free will without being forced to do so by another person and can be identified as curiosity that satisfies a desire, interest in playful activities that promote a work environment and performance, matching the behavior according to the demands of the situation. Extrinsic motivation is defined as the need to perform tasks because an external person orders it. However, in applied observation, most of the time an intrinsic motivation was observed because most of the students looked happy, active, energetic, participatory with the activities. Despite their young age, they love it when the teacher tells them how to say some words in English so they can put them into practice. They developed individual and group activities where each student played the role of her. It was observed that each student shared ideas and helped each other to have good group work. It is important to encourage motivation in students because in this way English, which is the foreign language, will not be seen in a boring way where students feel stressed, discouraged, but as an opportunity to learn another language, culture, etc., and put it into practice in their lives. (Carrillo, Padilla , Rosero , & Villagómez, 2009)

It is important to note that the use of playful activities was positive during English classes because this type of activity allows students to develop cognitive, social, emotional skills as well as the development of language skills: listening, speaking, reading and writing. The work environment was moving because all the students wanted to participate in the development of the activities, be it with games, cooperative groups, work for rewards, etc. For example, it was observed that when carrying out individual activities, the teacher shared a diversity of music such as pop, romantic music, etc. and the students sang and were very happy. In addition, at the time of sharing videos, the teacher gave them instructions and the students were waiting for what they had to do and then their happy face was noticed when dancing and repeating the actions shown in the video. Then it was possible to highlight that with the use of playful activities, there is a greater impact on the English teaching learning process as a foreign language because they capture the interest and attention of students and motivate them to be creative and explore new ways of learning, not like the traditional school, but through the usage of playful activities there is meaningful learning where the student can demonstrate that he knows through reflection and implementation. (Whitton, 2018)

The attitude of the teacher is essential in English classes to be able to interact with all the students in the class, show positive behavior, put values into practice, be willing to share responsibilities and knowledge, show interest and appreciation through a smile increases the motivation and student achievement. Teachers become role models for students through their behavior. These types of activities help foster good teacher-student relationships and vice versa and also provide meaningful learning in a comfortable

environment. The enthusiastic teacher gives students confidence and that is why students are motivated to learn in such a fun and spontaneous way. The teacher must be a guide, who accompanies the students in the teaching and learning process with a positive attitude, therefore the teacher does not use traditional methodologies which produce disinterest and boring in students. Similarly, students show a positive attitude towards learning. They show interest when the teacher explains the class but it is important to mention that this depends on whether the activities are creative and methodology used by the teacher is update. (Uluga, Seray, & Eryilmaz, 2011)

CHAPTER V

5. CONCLUSIONS AND RECOMMENDATIONS

5.1 CONCLUSIONS

Different playful activities were known by students and these motivate them to help when teaching English as a foreign language, such as the use of songs, videos, cooperative groups, roles, games, etc. The students learned more during the application of playful activities about the language and how to put it into practice in real life.

The English classes where playful activities were applied, gave positive results, such as fostering motivation in students and increasing their knowledge of English. The active participation of students is also carried out during the teaching-learning process of English.

The usage of playful activities during English classes encourages the active participation of students where they develop language skills: listening, speaking, reading and writing. In addition, these activities allow them to improve the cognitive, social, emotional and physical-motor development of the students.

5.2   RECOMMENDATIONS

The playful activities must be investigated, known and applied in a wide way by the teachers in order to keep the student motivated and eager to learn English, due to COVID-19 pandemic many different kinds playful activities have been created to reinforce online classes. In addition, the usage of playful activities facilitate English teaching learning process and make it more attractive for children when learning a foreign language.

Educational institutions must implement seminars or courses for teachers giving advice on different playful activities that they can apply during classes. It should be important that the activities that are applied are according to the level, age and interests of the students so that the learning of English is more effective.

Make teachers aware that the usage of playful activities have many benefits when children learn a new language. That is why it is vitally important that they apply themselves to develop the skills and that they get to know other cultures.

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APPENDIX AND ANNEXES.

INTERVIEW.

UNIVERSIDAD NACIONAL DE CHIMBORAZO
FACULTAD DE CIENCIAS DE LA EDUCACIÓN, HUMANAS Y TECNOLOGÍAS
CARRERA DE IDIOMAS
TEACHER'S INTERVIEW

OBJECTIVE.-
To know the playful activities used by English teacher to motivate students in Quinto Año de Educación General Básica "C" in Unidad Educativa "San Felipe Neri".

Name:
Date:
1. Why is it important to use songs in English during class?
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2. Why are videos in English used? What is the objective?
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3. Why is it necessary to work in cooperative groups?
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4. Why are students assigned different roles during class?
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5. What is the importance of using flash cards?
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6. Why is it important to play games in English in class?

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7. Do you reward your students for their achievements? How do you reward them? Why?

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9. Do you think that students can learn and understand English lesson when you teach it with playful activities? Why or why not?

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OBSERVATION GUIDE

UNIVERSIDAD NACIONAL DE CHIMBORAZO
FACULTAD DE CIENCIAS DE LA EDUCACIÓN, HUMANAS Y TECNOLOGÍAS
CARRERA DE IDIOMAS
OBSERVATION GUIDE

OBJECTIVE:

To observe playful activities applied by teacher during English teaching learning process in Quinto Año de Educación General Básica "C" in Unidad Educativa "San Felipe Neri".

ITEMS	ALWAYS	OFTEN	SELDOM	NEVER	OBSERVATION
The teacher chooses and uses appropriate songs to motivate students during English class					
The teacher shows videos to students for understanding the English topic and improve language skills					

The teacher assigns each student different roles.				
The teacher makes cooperative groups to motivate students.				
The teacher uses flash cards to engagement and attract students 'attention				
The teacher uses different games to motivate students to learn easily				
The teacher rewards his students for their achievements				
Students can learn and understand easily when playful activities are used.				

Screenshots: English classes given on the Zoom platform.

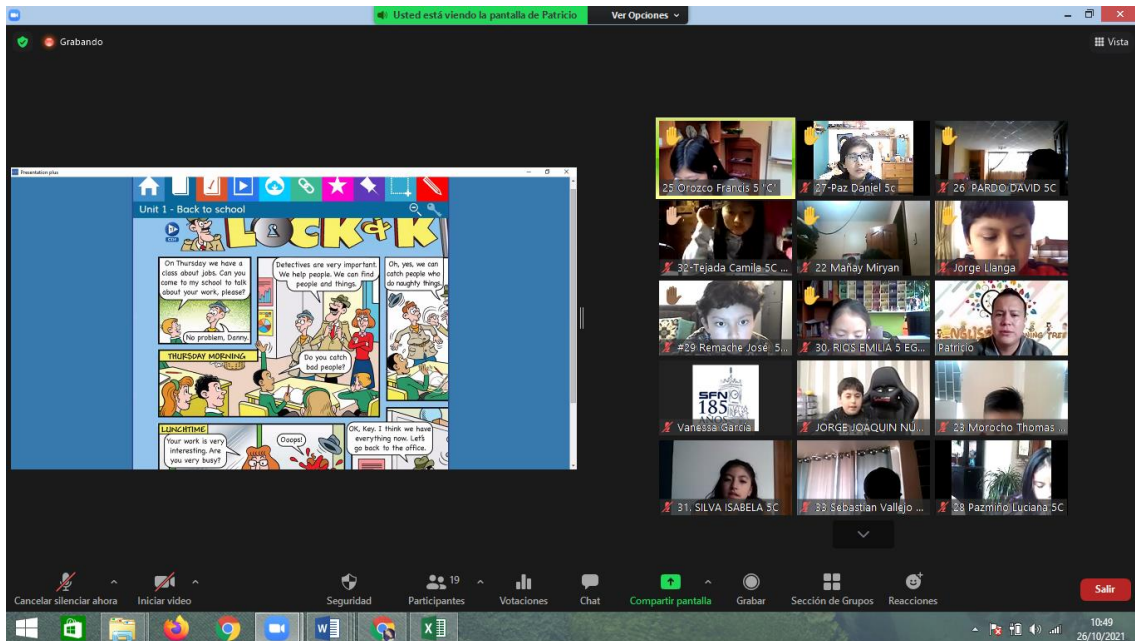**IMAGE 1. PLAYFUL ACTIVITY - STORIES**
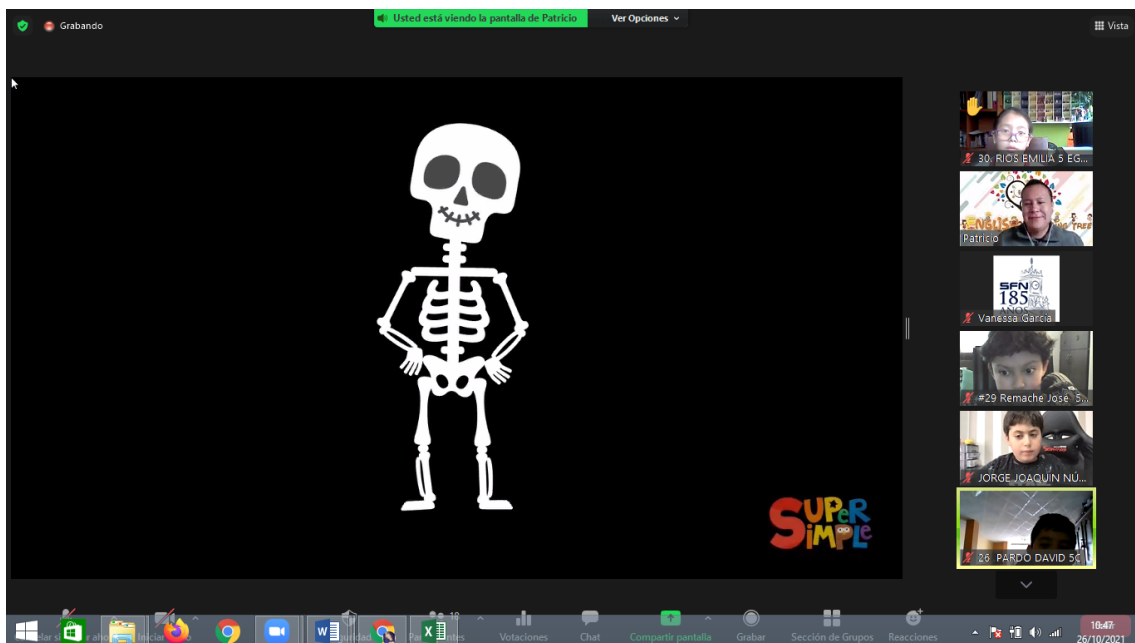

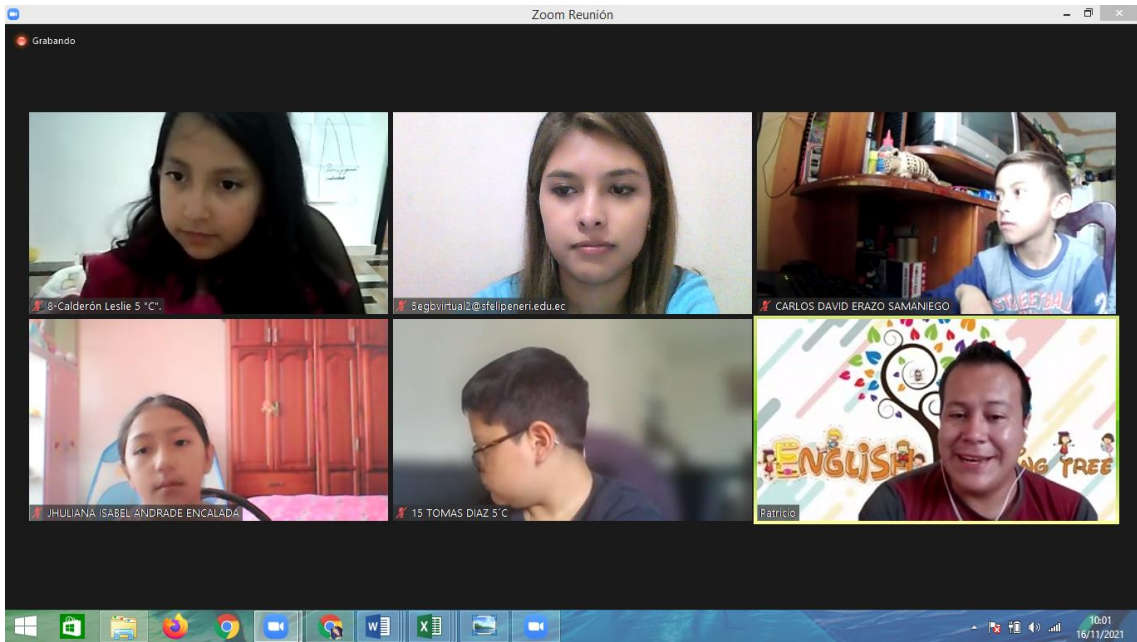**IMAGE 2. PLAYFUL ACTIVITY - MUSIC**

IMAGE 3. PLAYFUL ACTIVITY – COOPERATIVE GROUPS AND ROLES

IMAGE 4. PLAYFUL ACTIVITY - VIDEOS