



## **ESCUELA NORMAL NO. 4 DE NEZAHUALCÓYOTL**

### **INFORME DE PRACTICAS PROFESIONALES**

Ludic approach. An Intervention Proposal to promote Participation in the English Class.

#### **PARA OBTENER EL TÍTULO DE**

Licenciada en enseñanza y aprendizaje del Inglés en nivel secundaria.

#### **PRESENTA**

Cinthya Paola Calderon Gonzalez

#### **ASESOR DE TRABAJO DE INVESTIGACION**

Mtro. Gerardo Lopez.

Cd. Nezahualcoyotl, Estado de Mexico, Julio de 2021.

## Index

Introduction.....	4
Action plan.....	8
1.1 Description and focus of the problem.....	8
1.2 Action research questions.....	12
1.3 Statement of Purposes.....	12
1.3.1 Overall objective .....	13
1.3.2 Specific purposes.....	13
1.4 Diagnostic report.....	14
1.4.1 Educational context.....	14
1.4.2 External context .....	15
1.4.3 Socio-economic conditions .....	16
1.4.4 Socio-emotional aspects.....	16
1.4.5 Levels of literacy .....	17
1.4.6 Geographic location.....	18
1.5 Internal context.....	19
1.5.1 Levels of interaction .....	20
1.5.2 School culture .....	20
1.5.3 Physical infrastructure.....	21
1.5.4 Academic infrastructure .....	22
1.6 Group profile 1st A .....	22
1.6.1 Dimension of previous knowledge .....	23
1.6.2 Conceptual contents .....	23
1.6.3 Procedural contents .....	24
1.6.5 Attitudinal contents (Willingness to learn) .....	24
1.6.6 Learning styles and ways of perception .....	25
1.6.7 Description of the diagnosis.....	25
Action intervention strategies.....	26
2.1 Methodology.....	26
2.2 Theoretical foundation.....	31
2.3 Ludic Approach .....	34

2.4 Actions, procedures and strategies .....	39
2.4.2 <i>Description-analysis of the action plan execution process</i> .....	41
2.5 Learning units.....	43
2.5.1 <i>First unit</i> .....	43
2.5.2 <i>Second Unit</i> .....	46
2.5.3 <i>Unit third</i> .....	47
2.5.3 <i>Fourth Unit</i> .....	48
2.5.4 <i>Other ludic activities carried out</i> .....	48
Conclusions and analysis of the proposal	52
3.1 Answering research questions .....	55
3.2 Comparison between the groups and the study group.....	57
References	59
4.1 Appendix.....	63

## Introduction

This research work, entitled "Ludic approach. An Intervention Proposal to Promote participation in the English class" is derived from the graduation modality by report of professional practicum of the degree in teaching and learning of English in secondary education (Plan 2018).

This document explains and analyzes an intervention proposal to promote participation in the English class through the ludic approach, since during the process of professional practicum in the "Jose Maria Liceaga" secondary school with the study group 1st group " A", which is made up of 42 students, 25 women and 17 men, between 12 and 13 years of age, a problem could be identified during the first stage of observation which was the lack of participation and interaction between students and teacher, since at no time during the class was there interest in participating or interacting among the students and with the teacher, therefore, the educational environment was an environment without interaction where the students did not share answers, ideas, or arguments in the English language about the topics seen, that is, there was no oral production of interaction even if the teacher asked them to.

In this same, the research process has a main purpose, which is to reflect and analyze the teaching practice, identify an opportunity area, improve it after the intervention period, and collect the results that will be taken as a basis for the reflexive analysis of gets better. Therefore, the type of research is action research, a research method that helped the teacher in training to have a reflection that affects the improvement of the teacher's self-awareness within their own educational practice. Bartolomé (1986) Lomax (1990) cited by Mc Kernan (2008), defines action research as "an intervention in professional practice with the intention of causing improvement", that is, it is a reflection on the actions of human beings and the situations experienced by the teacher whose purpose is that the teacher knows in depth the problems, to be able to modify the practice promoting an improvement.

Therefore, this research arises from the interest of enriching the actions carried out in professional practicum, whose objective is to reflect on the educational practice and fields of knowledge of the teacher in training, in order to transform the teaching practice, with didactic and evaluation strategies. and thereby promote student learning and allow them to achieve the proposed skills.

On the other hand, this research is derived from a diagnosis, using different instruments, such as observation guide, interviews, surveys, examination of previous knowledge, test of perception channels, test of learning styles and detailed observation explained in the diary of the teacher. These instruments allowed the teacher in training to know in depth the characteristics of the study group, as well as the scenario in which these students find themselves (internal and external school context).

The aspects mentioned were very important, but it is also important to take into account the different plans and programs that govern education in Mexico, as well as to make a comparison between what they propose and the reality of education in Mexico. Within the national educational system, basic education is normally in constant change, these changes aim to improve the teaching and learning process and also offer a better education to Mexican students.

Due to structural changes are currently being made in the study plans and programs, with the aim of promoting comprehensive and quality education, at the entire basic level, that is, at the preschool, primary and secondary education levels. Therefore, every basic education teacher has a great responsibility and a great challenge to fulfill. Due to this, teachers have to follow or implement the changes according to the needs of the students, which is why the ludic approach was implemented and take English teaching out of the routine.

Within this research, the educational reform is taken into account, because it seeks to create a positive change, the agreements of the educational reform are also taken into account, since its main objective is that public, basic and upper secondary education in addition to being secular and free, it is of quality, equitable and inclusive. This means that the State must guarantee access to school for all

children and young people, and ensure that the education they receive provides them with meaningful, relevant and useful learning and knowledge, regardless of their socioeconomic level, ethnic origin or gender.

Although it is true, education is a human right, and it should be free, with the aim that children and young people can develop the knowledge, skills and values necessary to live with dignity and thus contribute positively to community life where they live and this is reaffirmed with article 3 of the political constitution, which mentions the following:

Toda persona tiene derecho a la educación. El Estado -Federación, Estados, Ciudad de México y Municipios- impartirá y garantizará la educación inicial, preescolar, primaria, secundaria, media superior y superior (...) La educación inicial es un derecho de la niñez y será responsabilidad del Estado concientizar sobre su importancia. Además de obligatoria, será universal, inclusiva, pública, gratuita y laica. (Constitución política, p.22)

Within this research, it is also important to highlight the pedagogical principles of the new educational model since they have a great impact on the educational process, and are guidelines for the implementation of the curriculum, the transformation of teaching practice, the achievement of learning and the improvement of the educational quality, which will allow the teacher to achieve his goal, due to the importance, were taken into account. The guidelines, in conclusion, seek an improvement in the educational process, therefore, it is of the utmost importance to implement the aforementioned guidelines, and propose an intention focused on the areas of opportunity of the group, as well as implement innovative improvement strategies, taking taking into account the situation of the group in general and of the students individually

In this same sense, it is also important to observe how the research process and the information collected could help the teacher in training to achieve an analytical vision of their own practice, to be able to reflect and if necessary make changes to create a positive change. , research helps us increase knowledge and draw conclusions about reality, phenomena and facts that we observe; It also helps

us to analyze the relationship established between the participants in the educational process and to make decisions in this regard.

Therefore, as a teacher in training, this intervention proposal made it possible to put theory into practice, gradually developing skills during the initial training course that will allow as a teacher to strengthen the theoretical and methodological knowledge of teaching practice, giving results to this document of the report of professional practices.

Finally, the content of this document contains a systematic structure where 4 sections are shown that are directed to an analysis document in order to develop and organize each of the strategies and activities that were implemented in the intervention of teaching practice. The first section is the action plan, a section in which the explanation and focus of the problem found is found, in this section it is argued how the problem was identified and explained in detail. Likewise, there is the proposal of the purposes, here a general purpose and three specific purposes are identified, according to the objectives to be achieved. Also, there is the theoretical review, that is, the theoretical foundation on the type of methodology of the present investigation and finally, the analysis of the diagnosis of the study group.

Section II identifies the actions, procedures and strategies that were defined and used to solve the problem detected and how the proposal will be applied, that is, what activities, characteristics, phases and strategies of the approach will be applied, how and in what way. What benefits student learning?

Section III Reflection and collection of evidence, observation, evaluation and follow-up: this section consists of the analysis, evaluation and reflection of each activity applied in the context in which the study is developed. Finally, section IV which are the bibliographical references and finally section V of evidence annexes.

The technical standard to carry out this work will be with the support of the APA Manual (Standard of the American Psychological Association, 2015) National Directorate of Libraries INACAP, seventh edition.

## **Action plan**

### **1.1 Description and focus of the problem**

Within the teaching work in the State of Mexico, different training fields are identified, and their purpose is to provide teachers and teachers in training with the aspects to obtain a quality teaching and learning process and within these training fields there are various competencies to achieve and are used as a guide in basic education.

In this same sense, these training fields have a very important role in teaching, and within the curriculum for basic secondary education of the degree in Teaching and Learning English 2018, since, as mentioned before, it has various aspects, such as the methodologies, the purposes to be achieved, and how to do it, it is estimated that all these aspects are taken into account by the teacher and also achieve a quality education.

Therefore, the study plan, "Allows teachers to orient their training towards a general or specific area of practical teaching, to know or deepen in various approaches, or in some particular aspect of the professional field of work, adapting accordingly. flexible way to their requirements and possibilities" (SEP, 2018). In other words, it serves as a guide, but it is also the best way to carry out educational practices, since the profiles of the students are taken into account within the plan.

On the other hand, it is also important to know in depth the profile of the group, such as attitudes, aptitudes, skills, learning styles, since as teachers we have to know the students and recognize their interests and areas of opportunity and in this way promote better teaching that is adapted to the needs of students.

Likewise, it is important to choose the type of tools that will be used in order to identify the aforementioned aspects. Therefore, at the beginning of the professional practices, observation periods were carried out, and the tools used were the teacher's diary and the observation script, this, in order to be able to know the way the group works. Subsequently, a diagnostic test was applied, Luchetti and Berlanda (1998) consider the diagnosis as "the process through which we know



the state or situation in which something or someone is, to intervene, if necessary, to bring it closer to the ideal" ( p.17). That is to say, it was carried out to know the previous knowledge, the willingness to learn and the test of learning styles and perception channels, with the same purpose, which was to know the profile of the students.

Therefore, these instruments made it possible to identify how willing students are to learn, what their prior knowledge was, and how they learn. But, the collection of information within the observation periods was of the utmost importance for this investigation, since through observation and diagnosis, it was observed that children have the ease of learning English and have a good vocabulary, grammatical structures, among others, but what was observed is that there was no participation or interaction in the classroom. Which is worrying, because participation is one of the most powerful educational tools we have because when a student participates they develop autonomy, improve reasoning, values are learned, the student is helped to have initiative, responsibility, and also, self-esteem improvement.

In this same sense, the observation period was of the utmost importance for the teacher in training, since areas that affect the teaching and learning process of English were identified, such as the lack of means, the lack of use of technological tools, the lack of interest in the students and the lack of interaction, but one of them was very predominant and it was the lack of participation as already mentioned, since the students did not participate or interact with the teacher or with each other. The problem was identified, when the teacher asked for their opinion, participation or asked randomly, most of the students were silent, about 2 students were sincere and said they did not know the answer, others simply did not respond, and only 2 of them participated correctly. This problem affects both the teacher and the student, since there is no quality interaction between them, reducing the probability of creating an active, motivated and fun environment where they can participate and interact in English with their teacher and the rest of the classmates in class. In this same sense, various studies and authors that address communication and interaction processes from the perspective of learning

communities, with a historical-cultural approach, implies understanding the construction of knowledge as a collective act.

The active participation is defined by (Bacon, 1999, p. 164) as; a set of interconnected reactions between the members who participate in a given educational context, in which human cognitive activity develops based on the elements that determine the nature of that educational context, achieving better learning. So, active participation is understood as a factor that facilitates teaching-learning processes, with an orientation towards the social construction of knowledge, improving the teaching and learning process.

Therefore, active participation is one in which the individual expresses his firm disposition, will and interest in the questions or tasks and awareness of believing, at least, that he knows what he wants, does and seeks. Then, the problem identified is the starting point to propose the ludic approach as an intervention proposal to promote participation.

This proposal can be carried out in a virtual environment, or in face-to-face mode, since the approach can work for both modalities, that is, it is a versatile proposal. It seeks to implement this proposal with the aim of improving participation in group 1st A, and creating an environment with active interaction that favors the development of their skills in a fun and meaningful way.

Since, some students have trouble learning a second language, and teachers have to look for different ways to improve the teaching of English. As mentioned by Willis, J. (2009), in his book *A framework for task-based learning*. "Many high school students who have studied the foreign language leaves school without being able to communicate in it "(p. 04).

Then, the ludic approach will allow to attract the attention and interest of the students and in this way encourage participation, interaction and motivation in online classes or in any modality. Since, the ludic approach is all those didactic, enjoyable and pleasant activities developed in a recreational environment and whose pedagogical impact promotes meaningful learning that is planned through play. Hence, a ludic proposal must incorporate didactic games, for example, puppets to narrate and dramatize stories, children's songs accompanied by

gestures and pantomime; in addition, coloring, gluing and crafts among other pedagogical experiences, which can be organized to guide the child to explore, investigate, discover, organize and know their environment through the use of EL.

According to Uberman (1998), ludic activities “motivate, entertain and teach the child to participate, discover and value the beauty of language as a means of communication” (p.20). Coinciding with Uberman, De Borja (1998), states that the game is not only a mere spontaneous activity, but that it is made available to the child so that objectives are met and all their potentialities are developed, since it allows the socialization of children. children in the school environment, favors meaningful learning, stimulates imagination, enhances logical thinking, promotes emotional learning, and fosters critical learning situations (p. 156).

Therefore, a ludic approach will allow the subjects to be taught in an innovative, fun and collaborative way, because it favors the integral development of children, not only in English learning but in other areas. And it is that learning through play as a learning approach is a variation of school linguistic routines that favors the motivation of the boy and girl towards learning and fosters an environment of fun and enjoyment, good for learning and the development of attitudes positive.

The ludic approach as a methodological strategy towards the use of English learning represents a pedagogical alternative to teach and learn English because it constitutes an essential element to promote the interaction, communication and cognitive development of the student and through play as a spontaneous, free, uninhibited activity and disinterested, the boy or girl expresses his concerns and learning, without barriers or inhibitions.

The importance of this approach can be highlighted, because through play as a playful activity, the student will use language in a meaningful way using her creative potential to sing, play, draw, color, dramatize and improvise in English. (Yañez 2012.p4). Consequently, the teacher in training will be able to sensitize students about the importance of learning and participation, through practical activities, participating in the different games of each activity, in a new interactive learning environment. In conclusion, the teacher in training will create fun games,

or ludic activities, where the students intervene more in the educational process, and thus promote participation in the English class. In other words, it seeks to encourage active participation in the English class, and create an active environment where the English language is the main communication.

## **1.2 Action research questions**

The following questions are expected to be answered at the end of the research process.

What impact does the ludic approach have on student participation and interaction?

How is learning enhanced by the ludic approach?

What is the perspective of the study group according to the proposed activities?

## **1.3 Statement of Purposes**

According to the results obtained from the analysis of the diagnostic and observation practicum, it was identified that the problem is the lack of participation, so it is suggested to give the students playful activities where cognitive abilities and skills are put into play to give way to the acquisition of English in an active and fun way.

Therefore, according to the problem mentioned, the objectives of the study facilitate the analysis and reflection on this problem, and also, these were developed through the analysis of the problem statement and considering the possible scope. In order to reflect on the improvement proposal and its impact on participation, it is necessary to consider the expected results, and also establish general and specific purposes, which will allow a self-reflection of educational practice, as part of the type of research, which is action research.

Therefore, a general objective and three specific objectives are proposed. According to Arias (2006) "the specific purpose of the investigation in direct correspondence with the formulation of the problem" (p. 45). This objective will meet the needs of the research and the results that are aspired to achieve. And, for

its achievement, specific objectives must be formulated, that identify those actions that the researcher will carry out to achieve these objectives.

### **1.3.1 Overall objective**

This project aims to provide the correct tools 1st A students, to encourage and increase active participation in the English class, through ludic activities. This will also serve as the basis for developing English language skills and consolidating their command of the language.

### **1.3.2 Specific purposes**

To Identify the impact that the playful approach has on students' attitudes.

To analyze the impact that the playful approach has on the participation of 1st grade students.

To demonstrate how playful activities impact the development, interaction, and participation of students.

## **1.4 Diagnostic report**

### **1.4. 1 Educational context**

“El contexto es un conjunto de factores tanto externos, como el medio físico y social donde se inserta la escuela, las características y demandas del ambiente socioeconómico de los educandos y sus familias, su radio de influencia y relación con otras instituciones, etc.” (Prieto Castillo, 1990:41). That is, it is the classroom environment, the school, the social context, the composition and the structure of the site that they attend on a daily basis to educate themselves, it is usually the most significant teaching context, since these factors have a positive impact or negative in students.

In this same sense, Pawson and Tilley mention according to educational research and social theory that, in education, generalizations do not work because the contexts, characteristics, socioeconomic aspects, geographic and ethnic context affect or favor what happens within schools and the results they can achieve, therefore, it is of utmost importance to observe, explore and study the educational panorama of our study groups, since the results of these are the product of dynamic interactions between actors (Teachers, managers, parents and students), cultural, social, institutional and political contexts, making it impossible to generalize the data (1997).

In the case of Arnaiz and Guirao, they mention out that the school context, social awareness, the educational panorama, the educational process and the collected analysis results constitute a very important part for the construction of a facilitating climate and also to be able to achieve a teaching process and meaningful learning (2016). And to get this to this, a process must be carried out, where first there is an exploration as already mentioned, and then an improvement planning taking into account the educational needs found.

In this same sense, it is also important to observe and detect the current situations in which the students and we as a teacher in training find themselves, for

example, the current pandemic that mainly negatively influences both, since for more than a year there was no Social interaction and now, a hybrid return is being tried, but this factor influences too much.

On the other hand, within the educational context there are different types of contexts, such as: Internal context, external context, social context, and family context. These contexts are equally important within teaching and for students, as each impacts differently. (See appendix no.1)

#### **1.4.2 External context**

Leandro Del Regno (2012) mentioned that the external context is what we know as “environment”, that is, everything that surrounds the organization or institution itself, in this case the school. This context is formed by the set of groups, actors and institutions with which the school maintains significant relationships, of any kind (p.81). Some examples of these groups are: communities, institutions, public services, businesses, literacy, economics, among others.

These aforementioned groups have a direct impact on the students and therefore on the school, and for this reason a good exploration and observation is needed, where it can be identified if they influence positively or negatively and from there start with some alternatives which allows us to carry out a better way our teaching and for this to be achieved, first, it is determined if an environment is conducive to the selection and execution of our strategies, second, imagine the potential scenarios and third, create action plans, either to reduce a negative impact or to deepen a favorable scenario.

To comply with what is stated in the previous paragraph, the environment is analyzed through a systematic process, in this case it is observation by means of observation instruments. And within this context, there are different variables such as: Socio-economic conditions, socio-emotional aspects, literacy levels, and geographic location. (See appendix no.2)

### **1.4.3 Socio-economic conditions**

In order to identify the different socioeconomic conditions in which the students find themselves, a generating question was asked "Tomorrow is going to bring me a very interesting magazine" due to the price of this magazine, most of the students when listening The price of this magazine which is \$ 140 Mexican pesos, they were amazed and 6 of them definitely told me that if they could bring an article from the internet, and the rest thought the same, except for a student who mentioned that they sold at home so I would go in the afternoon for her. This simple question gave me a lot of information, since I was able to identify that 99% of the students belong to a lower class, like most of the families in our community, since the community where the school is located belongs to the middle class and lower class. The social context also has a lot to do with it, as I have already mentioned, since it can also be taken as a point of reference. (See appendix no. 3)

### **1.4.4 Socio-emotional aspects**

The data collection in this section is very important, since it gives us an overview about the personality of the students and their non-cognitive abilities, and thus we can identify their behaviors, attitudes and personality traits with which they manage their emotions. Virginia Pardilla (2017) highlights that socio-emotional skills are a set of tools and skills that help us regularize our feelings and understand the emotions of others. They are a scale or internal balance that will allow us to develop healthy and positive relationships, understanding our own emotions and those of others, from empathy (p.5). This is why it has a lot of influence on the teaching and learning process since they lead us to make assertive decisions, which allow us to have a healthy social-emotional environment with the people around us, and in these times these aspects have been affected by the pandemic.

To identify different aspects related to the socio-emotional aspects that characterize the students, a survey was carried out. The first context was the family context, in terms of family function, 44% have family dysfunction at the household level, 41% have a functional family, 14% have moderate family dysfunction and 0% severe family dysfunction, 38% belong to the environment



agglutinated family, 20% with the related family, 8% is semi-related and 7% of the family is not related, this is due to communication between the members due to a diagnosis applied to the students. This context is the environment with which the child becomes familiar and permanently learns how to face the challenges of life, from communication, verbal language, body language, to the unconscious ways in which adults relate to each other. It is the first context in teaching that the child lives, it is his first stimulus towards learning, for this reason his study is important. (See appendix no. 4)

The other test of socio-emotional aspect was an emotional intelligence test, and this shows us that 70% of the students have the average level of emotional intelligence, that is, they are usually able to identify and control their emotions although in highly emotionally charged situations circumstances may end up overwhelming them. It also shows us that these students often correctly detect emotions in others before it is too late, allowing them to respond appropriately. However, there are certain people who find it difficult to identify their feelings and are surprised by their emotional reactions.

Regarding 30% of the students, they have a low level of intelligence, that is, it is difficult for them to express their emotions, as well as to understand the emotions of others, which can be observed in their personality.

This test is very important, and provides us with information about the students, since the benefits of correct emotional management are not only limited to social relationships and self-esteem. There are numerous scientific studies that have shown that its benefits extend to many other areas of life, such as: Less dependence on addictions, better immune system and general health, reduction of anxiety and stress, greater satisfaction with marriage, and greater charisma in your social and professional circle. (See appendix no.5)

#### **1.4.5 Levels of literacy**

In order to identify the different levels of literacy in the students' family environment, an interview was collected with the students, since it is a very small group, and I also did a semi-structured interview with the director, who is a native

of Nezahualcóyotl, and these results show that due to the area where the high school is located, 90% of the population belongs to the lower-middle class, for which only 20% of the parents have a bachelor's degree, while 50 % only finished high school and 30% only finished elementary school. These data are highly supportive since the educational level of the parents is considered a central component in the cultural capital of the students, since it determines the skills, values and knowledge of these with respect to formal education and their educational practices. in addition to increasing their verbal, cognitive and spatial skills.

#### **1.4.6 Geographic location**

In order to gather information on the main characteristics of the area where the “Jose Maria Liceaga” secondary school number 231 is located, an observation guide was designed and the results were as follows.

The secondary school is located in an urban area, since it offers a greater number of resources for the survival of people, that is, it has all public services, such as public transport, water, electricity, lighting, schools, markets, pharmacies, cinemas. , squares, supermarkets, churches, health centers, private clinics, and different businesses, it is characterized by being permanently inhabited by more than 2,000 inhabitants. (See appendix no.6)

Near the mentioned school, there are too many services. On the left side, there is a very large market, where you can find all kinds of business, which has a positive impact, since there are already people in the morning, and this can reduce a robbery or assault. On the right side there is a kindergarten, in front there is a private clinic, and a small market is held across the street from 6 am, this also helps make it an area frequented by people.

As for public transport, there are many types, as well as combis, buses, trucks, and motorcycle taxis that can serve the students, without having to walk too much, since these transports leave them at the corner of the school. In the back

there is a church and a dairy, which also have an influence because mothers are seen passing by very early.

One aspect that has a negative impact is that on the corner there is a place where there are “video games” which serves as a distraction for students at the time of dismissal, or at the time of entry in the afternoon shift. On the other hand, there are also aspects such as drug addiction, gang activity, lack of work, among others. (Risks and factors, see appendix. no.7)

The Official Secondary School No 0231 José Maria Liceaga is one of the 1107 schools in the town of Nezahualcoyotl, and it is a publicly controlled school. Google Maps (2021) mentions which is geographically located in Vergelito Street, Benito Juárez neighborhood (La aurora) cp 57000, State of Mexico. The school has 584 students, of which 324 are women and 260 are men, and it has 23 teachers. On business days, the school opens from 7:00 am to 11:30 am, this schedule was established for the hybrid back to school.

The study of the external context of the Jose Maria Liceaga Secondary School gave me very useful information, since I was able to identify the social context, which represents the characteristics, customs and moral bases that predominate around the school. The social context of the school significantly affects families and therefore the school, aspects such as poverty, discrimination, lack of opportunities, difficulties in accessing basic services, drug addiction, gang membership, among others, mark the trend of the school context, and this is a great challenge for teachers trying to transform society.

### **1.5 Internal context**

As I have already mentioned before, the school in which the observation process was carried out is located in the city of Nezahualcóyotl, in an urban school zone, but to study the internal context, an information script was also developed, with the Purpose of collecting information on the internal context where the students operate since not only the external context is important for the analysis. Since the internal context includes the elements, subsystems and conditions in which

organizational behavior unfolds and that has a decisive impact on the development of the school, and in the same way it seeks to identify aspects that impact the development of students.

### **1.5. 1 Levels of interaction**

In order to collect information on the characteristics of the level of social and professional interactions within the Jose Maria Liceaga 231 secondary school, an observation guide was designed and the results showed that the school principal is named Juan Carlos García Campos, the assistant principal Julieta Martinez, and they are the main ones in charge of the organization of the school.

### **1.5.2 School culture**

Escolano B. A. (2009) mentions that school culture is an important factor in the education, since generally refers to the beliefs, perceptions, relationships, attitudes, and written and unwritten rules that shape and influence every aspect of how a school functions, but the term also encompasses more concrete issues such as the physical and emotional safety of students, the orderliness of classrooms and public spaces, or the degree to which a school embraces and celebrates racial, ethnic, linguistic, or cultural diversity(p.218).

Taking this into account, in order to collect information on the characteristics of the school culture within secondary school, a semi-structured interview with teachers and principals was designed, and the results show that regarding fundamental beliefs and assumptions, one of the ideological foundations that the school considers is that "all students are unique, so each one should be given a personalized education workshops"

Regarding shared values, the results show us that students are characterized by empathetic, respectful and even loving feelings. On the other hand, the rules that govern secondary school are very exact and must be respected, such as the complete uniform, the haircut, the use of a tie, clean black shoes, being punctual and for example, in these classes is mandatory take the cleaning kit. On the other hand, patterns and behaviors, family talks, psychology and family workshops are held once a month for a better family coexistence.

And finally, in customs matters, they have a custom every Monday to pay tribute. Also every day of the dead they make offerings and the students dress up, and so on during all the holidays of the year, whether virtual or in person.

### **1.5.3 Physical infrastructure**

In order to collect information on the facilities and buildings of the secondary school, an observation guide was designed and the results were as follows: The secondary school is a school that has all public services, such as water, electricity, internet and it has a very good infrastructure so as not to put students at risk in case of earthquakes.

The school has 4 classrooms for first grade, 4 classrooms for second grade, and 4 classrooms for third grade. These rooms have a high quality infrastructure, since all the chairs, desks, blackboard, windows and doors are in perfect condition.

In the case of the windows, they are very wide, and this allows a cool environment, which also favors students, since the lack of air can damage the oxygenation of the brain, producing sleep and fatigue in the students, and above all they are very useful, now that students must always wear the mask.

As for the doors, they are very wide in the same way, which allows a good evacuation in any emergency and thus there are 3 stairs, on the banks and in the middle, this with the same purpose. The school also has rooms in the Administrative area, where the address, the subdirector, the counselors 'cubicles, and the teachers' room are located, in the same way they are in perfect condition.

On the other hand, a factor that impacted me is that all classrooms have a large plasma screen, in which the teachers can project videos, slides or audios, in order to improve the classes, this is how he the director mentions.

On the other hand, the school has a dome that favors physical education classes and workshops, and even breaks, since students are seen passing by, there are also many benches and tables where students can sit down to eat from quiet way.

Finally, the Jose Maria Liceaga secondary school has two large gates and a parking lot, which has a place quite apart from the courtyard, and this favors the interaction of students during recess, since in the courtyard they can carry out different activities. This information were collected through a guidelines. (See appendix no. 8)

#### **1.5.4 Academic infrastructure**

In order to collect information on the number of staff members participating in the teaching process within the Jose Maria Liceaga secondary School, an observation guide and some interviews were designed, and the results were as follows:

The secondary school has 23 teachers and 2 directors. The teaching staff of the English subject is made up of two teachers. They also have teachers of cultural activities, such as dance and crafts. The director within the interview, mentions that all the teaching staff is trained to teach their subjects, and in the case of English teachers every 5 years they must renew their certification. It is also mentioned that teachers are constantly taking courses for an important job teacher. (See appendix no. 9)

#### **1.6 Group profile 1st A**

The study group chosen, where the problem was identified was 1st A, a group that is made up of 45 students, 28 women and 17 men, the students are 12-13 years old, according to Piaget's stages (1995) , they belong to to the 4th period of formal operations, and they are in the early adolescence stage. The group belongs to the morning shift and their way of working is hybrid, more than 80% of the students work in person, while the rest virtually. (See appendix 10)

Before applying the diagnosis, a little more was indicated about its dimensions, and for this, what is mentioned was taken as a reference, the dimensions of the diagnosis are 3. (See appendix 11); previous knowledge, willingness to turn on, and evolutionary development. According to this, a diagnosis

was applied that provides real and relevant information to know the current state of the study group. And the results were the following:

### **1.6.1 Dimension of previous knowledge**

According to Luchetti and Berlanda (1998) they point out that the first dimension of the diagnosis is prior knowledge. Previous knowledge belongs to three areas: conceptual, procedural and attitudinal. The conceptual are the set of information that characterizes a discipline or field of knowledge. As for the procedural, they are "a set of ordered actions, aimed at achieving an objective", which increase the student's ability to act, for example: define, hypothesize, order, evaluate, solve problems, and so on.

And finally, the attitudinal ones, are the attitudes, values and norms. "Values are the basis for promoting certain attitudes, that is, a broader concept, so that a certain value can generate a more specific set of attitudes, which would be a concrete way of reacting to it. At the same time, values are instrumentalize in norms that will determine behavior patterns on how something should be done and what behavior should be followed (p. 39)

### **1.6.2 Conceptual contents**

In order to collect information about the conceptual contents of the students of group 1<sup>st</sup> A of the Jose Maria Liceaga secondary school, I made a small questionnaire of 7 questions, based on level A1, the items are to fill in the blanks and describe an image, leaving still the option questions, this in order to collect accurate information instrument and the results were the following:

The results of the applied questionnaire show us that 45% of the students have prior knowledge about the topics "Verb to be, months, emotions, present simple, climate and past simple" but 40% of the students did not get the answers right, while 15% of the students did not answer the questions. With these results, I can identify that support is required, since less than half are at the corresponding grade level, and this is also due to many factors, such as, for example, that the majority never had English classes in elementary school. (See appendix no. 12)

### **1.6.3 Procedural contents**

Luchetti and Berlanda (1998) indicate that “to improve this aspect of the diagnosis, it is usually important to remember the evolutionary stages or also known as cognitive stages: sensorimotor (0-2 years), intuitive or preoperative (2-7 years age), specific operation (7-11 years), formal operation (11-15 years)”(p.24).

In the procedural part, it was identified that the students are in a range of 12 to 14 years of age, which allows us to know that they are in the evolutionary stage of formal operations corresponding to the age range of 11 to 15 years, according to Gian Piaget, so I applied a mathematical puzzle, where the students had to explain how they arrived at that result, so 30% of the students did basic operations on a sheet and 70% only analyzed the figures and reflecting they arrived at the resulted. (See appendix no.13)

### **1.6.5 Attitudinal contents (Willingness to learn)**

This is the case of Luchetti and Berlanda (1998) who point out: It depends on two aspects: I want to learn and confidence to learn. These examples are a necessary and sufficient condition.

For example: if the student wants to learn a certain content but does not have the confidence to learn it (a necessary but not sufficient condition), she surely will not learn it. On the contrary, if you feel capable of learning a certain subject, but you are not interested, you will not learn it either.

Therefore, the results of the willingness to learn test were answered by a question "At what point in your life do you use English?" It shows us that 50% of the students use English in their daily life, as well as in video games, music, series, or set their cell phone to the English language, this shows us that this percentage of students has the willingness to learn, while the rest do not want to learn, since they do not take the language into account, here the area of opportunity is identified, the activities could be designed according to ways that attract the student's attention and make learning more meaningful. (See appendix no.14)



### **1.6.6 Learning styles and ways of perception**

In the case of parenting styles and ways of perception, the head teacher shared the results of her diagnoses with me, which she performed using the VARK and KOLB tests (see appendix no.15). The results obtained were that the majority of the group is in the kinesthetic and visual perception channel, and in terms of intelligence, they are in spatial intelligence. According to these results, the creation of materials and classes adjusted to these results is sought.

These aspects were also taken in terms of deciding the improvement proposal, since as mentioned it is the ludic approach. Which could favor the learning style and the perception channels of the students. (See appendix no.16)

### **1.6.7 Description of the diagnosis**

According to all the information collected, it can be recovered that the lack of participation in the study group is a great area of opportunity that can allow the teacher a proposal for improvement with adjustments to provide a better educational process. It was possible to identify that the causes that originate the problem is the use of innovative strategies or outside of conventional education, since the method or the way of working is not working in all its splendor, because as already mentioned the classes are routine, and it is an environment where students are not motivated to interact or participate.

The problem affects both the teacher and the students since, if there is no participation between students and teacher, the possibility of creating meaningful learning and an affective environment is lost, factors of the utmost importance in teaching. Therefore, participation is an impetus for transformation. Thanks to it, respect, a feeling of belonging to a group, and autonomy, among others, are fostered. It is one of the most powerful educational tools that we have because when a student participates, they develop autonomy, improve reasoning, learn values, help the student to have initiative, responsibility, and even improve self-esteem. It is such a powerful tool that I believe that we cannot deprive any student of it, so it is very important that all students can have opportunities to participate.

In this same sense, it is proposed to use the ludic approach, as a proposal to promote participation, this proposal consists of creating fun activities, where

students feel motivated to participate and also create an affective environment, making the student feel self-confident.

## **Action intervention strategies**

### **2.1 Methodology**

This action plan, as already mentioned, is based on the interactive strategy of the game as playful learning to estimate the development of skills (general and/or specific), in this case, it is the participation and interaction in the area of English with secondary school students, will be carried out in group 1st A, study group where the problem was identified. The research seeks to identify the impact of the playful approach within the interaction, attitudes, participation and development of the students. Therefore, it seeks to implement games, recreational activities to promote participation, and also an improvement in the teaching and learning of English and continue to make qualitative observation records.

In this same sense, with the purpose of writing everything that happened during the classes, and their moments such as beginning, development, and closing, also the attitudes of the students, their expressions, their answers and their disposition to work, participate and interact, the teacher's diary was used to collect all the relevant information that had a positive or negative impact on the teaching and learning process.

According to Zabalza (2004) the diary constitutes a valuable instrument for the diagnosis of professional development, since it allows the expression of the experiences and reflections of the teaching staff about their performance in the exercise of teaching. In this sense, Zabalza (2004) states the following: "The diaries constitute narratives made by teachers (both active and in training) [...] the spatial framework of the information collected is usually the scope of the class or classroom, but nothing prevents other areas of teaching activity from being equally reflected in the diary" (2004: 16).

Therefore, it is considered that with the diary as an instrument for diagnosing and promoting the writing of professional development, it is possible to explore indicators of teacher development, which become much more evident when the diary is worked with an open and systematic character, that is, when the teacher freely expresses his impressions, ideas, experiences, during his intervention period. In this same sense, the diary as an instrument for collecting evidence and continuous self-observation of the teaching practice makes it possible to know the reasons that guide the same practice, and the teacher can identify all the actions or conflicts in the performance, how he experiences them and solves them.

On the other hand, according to Porlan (1987), the diary is "a tool for significant and experiential reflection by teachers", a basic instrument for research in the classroom, since it can be adapted, due to its personal nature, to all kinds of circumstances, that is, it can be implemented in an open way in the teaching and learning process.

Finally, Latorre (1996) points out that the diary is "a training instrument, which facilitates involvement and develops research introspection, which develops observation and self-observation by collecting observations of various kinds". Therefore, through the teacher's diary, the teacher can collect each and every one of the actions and in the same way can self-observe and self-evaluate, achieving an improvement in teaching practice.

According to the above, critical reflection on professional performance is also one of the essential indicators of professional development and of the teacher's diary. Through the diary it is possible to verify how the process of reflection on performance occurs and how it evolves. In this sense, through the reflection of the diary in the research, it can be verified that deep reflection is not only an assessment and self-assessment of professional performance, but also in the development of strategies and projects aimed at professional self-improvement and the improvement of teaching practice.

Therefore, the diary is a very important tool to collect truthful and important information within our practice, because within the diary there is information and

important fragments that show us what really happened during the intervention period, to later reflect , self-observe and improve teaching practice.

On the other hand, students were evaluated through formative assessment. According to (SEP, 2013) the formative evaluation guides, based on the progress and difficulties of the students during the learning process, the decisions on the teaching strategy and the necessary adjustments in it in order to achieve the learning goals.

From this perspective, the 2011 Basic Education plan, defines formative assessment as “the process that allows obtaining evidence, making judgments and providing feedback on the learning achievements of students throughout their training. (SEP, 2011).

Therefore, this formative approach enriches the contributions of the educational evaluation by indicating that the center of the evaluation is the learning and not the students, the performance is evaluated and not the person and with this the evaluation ceases to be a measure of sanction. In understanding the formative approach to evaluation proposed by the 2011 Study Plan, it is necessary to consider the following aspects: That in practice concepts such as measurement, qualification, estimation or accreditation tend to be confused with some ease, that evaluation, by being a process that seeks information to make decisions, demands the use of techniques and instruments to collect qualitative and quantitative information in order to obtain evidence and monitor student learning throughout their training in Basic Education.

Finally, the type of research used was action research, as already mentioned, since this type of research allows the teacher to reflect critically and improve teaching practice. Elliott points out that action research is a reflection on human actions and social situations experienced by teachers that aims to broaden teachers' understanding (diagnosis) of their practical problems. The actions are aimed at modifying the situation once a deeper understanding of the problems is achieved.

In this same sense, Kemmis (1984) mentions that action research is not only constituted as a practical and moral science, but also as a critical science. For this

author, action research is a form of self-reflective inquiry carried out by those who participate (teachers, students, or management) to improve their own social or educational practices.

On the other hand, Latorre (2003) mentions that action research is seen as a practical inquiry carried out by teachers, collaboratively, in order to improve their educational practice through cycles of action and reflection. (p. 24). Therefore, thanks to the 5 stages of this type of research, it is possible to reach a critical reflection and seek and implement an improvement.

According to these stages, it was possible to observe and reflect on professional practice, on the strengths and weaknesses and barriers that arose, in order to provide quality education to students at all times and in any field

Therefore, action research is the type of research of this document, since it has the purposes of improving practice, improving understanding of practice and improving the situation in which practice takes place, through reflection. (Kemmis and McTaggart, 1988 cited in Valenzuela & Flores, 2011). (see appendix no. 17)

On the other hand, Elliott, the main representative of action research from an interpretive approach, defines action research in 1993 as a study of a social situation in order to improve the quality of action within it. He understands it as a reflection on human actions and social situations experienced by teachers that aims to broaden teachers' understanding (diagnosis) of their practical problems. The actions are aimed at modifying the situation once a deeper understanding of the problems is achieved. That's way, this type of research has been chosen, since the purpose is to achieve meaningful learning in English classes as a challenge the development of general skills of interaction, disposition and participation, as well as teamwork and for this , it was established that interactive game strategies (ludic learning) were the most suitable for this purpose, so, through action research, the practice will be self-reflected.

In this same sense, when carrying out an action research, it is sought that the problems that are evidenced, a proposal is implemented, and self-reflection is made in order to improve the educational practice. For these reasons, Action

Research is a methodological process of great importance in this investigation since it allows us to implement methods and analyze them.

Kemmis (1984) mentions that action research is not only constituted as a practical and moral science, but also as a critical science. For this author, action research is a form of self-reflective inquiry carried out by those who participate (teachers, students, or management) to improve their own social or educational practices.

On the other hand, Latorre (2003) mentions that action research is seen as a practical inquiry carried out by teachers, collaboratively, in order to improve their educational practice through cycles of action and reflection. (p. 24). Therefore, thanks to the 5 stages of this type of research, it is possible to reach a critical reflection and seek and implement an improvement.

According to these stages, it was possible to observe and reflect on professional practice, on the strengths and weaknesses and barriers that arose, in order to provide quality education to students at all times and in any field.

In general terms, it is expected that through the results obtained in this project, the teaching of English will be optimized under the playful approach and meaningful learning will be achieved. Regarding data collection, different tools were used that made it easier for the teacher in training to clearly see the context, the school culture and the characteristics of the students. therefore, the instruments used were observation guides, field diary and semi-structured interviews. In this, the research will be carried out under the action research method and will use qualitative and quantitative data collection techniques with the scheme of moderate observation of participation, and some surveys. (see appendix no.18)

On the other hand, the paradigm under which this research is focused is mainly qualitative, since most of the data obtained were recorded from observation, since Taylor and Bogdan (1987) define it as a way of facing the empirical world. point out that in its broadest sense it is research that produces descriptive data: people's words, spoken or written, and observable behavior. From the point of view of these authors, qualitative research studies different objects to understand the

social life of the subject through the meanings developed by it. But, it is also quantitative in the initial stage of the diagnosis, since research under the quantitative approach deals with phenomena that can be measured (that is, that can be assigned a number, through the use of statistical techniques to analysis of the data collected, its most important purpose lies in basing its conclusions on the rigorous use of metrics or quantification (Kerlinger, 1975).

Therefore, in this action plan, it uses methodological designs that can combine qualitative and quantitative procedures. This methodology allows explaining in detail the interactions that occurred during the execution of the playful activities.

## **2.2 Theoretical foundation**

The acquisition of a second language is a complex process in which multiple cognitive and affective variables of the individual intervene, as well as factors of the sociocultural and educational context, such as the curriculum, the methodology used and the training and updating of the teacher. Therefore, to understand how the child learns English, it is necessary to analyze the theoretical foundations that explain the process of learning or acquiring a second language (L2) and how this process is related to the mother tongue. In this regard, Krashen (1981) differentiates between the terms acquisition and learning in relation to SL. According to Krashen, language acquisition occurs naturally and unconsciously in the form of comprehensible input, which is processed and internalized, while learning involves consciously learning the rules of the language. This distinction has been questioned because it is complex to differentiate both terms, which are part of a continuous process between the unconscious and the conscious (Richard-Amato 1996).

That is, the terms learn and acquire interchangeably due to that L2 can be acquired through playful activities in an inductive and natural way that also involves learning processes. It is important to note, however, that the contributions of Krashen and Terrel (1983) regarding the natural approach to language are relevant

to the process of acquiring FL in children and support the Total Physical Response (TPR) method proposed by Asher (1976). According to Krashen and Terrel (1983), the child acquires a language in three stages: Pre-production. In this early stage the child

develops the ability to listen and understand language through gestures and actions, is a period characterized by silence.

Early Production: Begins to produce one or two words or phrases. It is recommended to focus on the meaning, ignoring grammatical errors. Extended Speech. In this period, the child is already able to produce complete sentences and participate in conversations and thus interact. Another relevant theoretical aspect is the controversy about the optimal age to learn a second language. The discussion about the best age to learn a second language has been a highly influential element in studies related to this social phenomenon.

In this regard, the theory of the Critical Period of the linguist and neurologist Eric H. Lenneberg (1967) has marked the research carried out on age as a determining factor in learning SL. According to this linguist, the individual has more capacity to learn language during childhood, and this learning becomes difficult when puberty is reached, it is important to highlight that students are between 12 and 13 years old, and are in early puberty. The central argument of Lenneberg's studies is based on the hypothesis that during early and late childhood (0-7) years, children are flexible in learning any linguistic content. That is, the younger the age, the greater the chances of acquiring the foreign language, particularly the pronunciation and fluency of a native (Roche 1990, Piñango 1993, De Olmos 1996, Kang 2006).

On the other hand, from the point of view of cognitive psychology, Ausubel (1986) explains that there are differences between the cognitive abilities of children and adults in relation to cognition and affectivity, such as motivation, creativity, spontaneity and flexibility that characterize children and that differ greatly from adults. From the previous approaches, it differs that age is a factor that affects the learning of English as FL, particularly in the acquisition of pronunciation and participation, since they do not feel safe when producing. That's why, the learning



of FL must start from the previous knowledge and the schemes of the mother tongue, since the representations developed in previous learning and previous experiences constitute the scaffolding to build, through FL, new mental schemes or extend the already existing ones.

In this same sense, the cognitive, affective, motor and sociocultural characteristics that, according to some researchers (Piaget 1976, Goodman 1989, Brown 1994, De Olmos 1996, Berko and Bernstein 1999), favor the learning of a foreign language during childhood : Cognitive, since they involve mental processes. Affective, since they involve emotional states, they include the capacity for risk, intrinsic and extrinsic motivation, free and uninhibited participation, interest and curiosity, spontaneity to pronounce and write, self-esteem, teacher affection. Motor, refer to body movements, such as gross motor skills, fine motor skills, ease in solving problems with one's own body, body language. d) Sociocultural, they involve the language-culture connection, among them, the facility to develop group interactions, interest in knowing the culture of the speakers of the foreign language, the wide dissemination of songs, games and information in the social media in the English language.

These bio-psychosocial characteristics favor the learning of FL before puberty, giving theoretical support to the argument that it is important to consider the incorporation of English in the curriculum from Primary Education, and that this stage the students have an A2 level, but it is known that it is almost impossible for students to enter high school with this level of English.

As for the methods that have been used for about four decades in the teaching and learning processes of English until the 1980s, behaviorism was used as psycholinguistic theories to support the methodology of teaching English, with emphasis on the knowledge of normative and descriptive grammar. This trend was replaced in the late 1980s by the communicative approach since then in basic education programs. Although this approach is focused on communication and social interaction through FL, educational practice shows that most teachers teach the language in a traditional way, generally using the textbook as the only teaching resource and with a predominance of the translation grammar method. , as was

observed during the first practice period, that the students worked in this way with the head teacher, and for this reason, they had no motivation, much less interest in participating, it is important to mention that they also felt attacked by answering incorrectly. Therefore, the teacher must consider the bio-psychosocial needs and characteristics of their students when choosing the appropriate methodology.

Therefore, in the case of the 1st grade students, the use of a game-based approach as a learning strategy was considered. It is for this reason that the pedagogical principles of the ludic approach are explained below as the most suitable for teaching the language in a functional and meaningful way so that contact with English is motivating and natural and arouses in the student curiosity and availability for learning. construction, assimilation and acquisition of new knowledge in FL and that it produces participation, whether individual, in pairs or in a team.

### **2.3 Ludic Approach**

Ludic is defined as of, relating to, or characterized by play according to the Oxford Dictionary, ludic shows a tendency to play and have fun and is “spontaneous”. Dearden (1967, p. 59) defines play as “a non-serious and self-contained activity which we engage in just for the satisfaction involved in it. As stated by Bernardo (2009, p. 60) “ludic is everything that allows the construction of knowledge in a more free and spontaneous way”. The ludic element adds feelings of joy, satisfaction and enthusiasm, enabling at the same time knowledge and understanding of the world.

Therefore, ludicity is of great value to the learning process since it is rich in meaning (Bernardo, 2009). A ludic activity involves children in a way that fosters their creative imagination and enables indirect learning, for students are not focussing on the language but using it for real (Halliwell, 1992). Following Halliwell’s (1992) suggestions, a ludic activity allows children’s creative use of limited language resources, promotes indirect learning and makes the most of the children’s need to play and develop participation and interaction.

The ludic approach is identified with ludo, which means action that produces fun, pleasure and joy, and any action that is identified with recreation and with a series of cultural expressions such as theater, dance, music, sports competitions, children's games, etc. games of chance, popular festivals, recreation activities, painting, narrative, poetry, among others. Playful activity is present in all areas of life of human beings, allowing them to learn and interact with the world and things, recognize and recreate their world.

In this, play is understood as a dimension of the development of individuals, being a constitutive part of the sense of being human. The concept of ludic refers to the need of the human being, to communicate, to feel, to express himself and to produce in human beings a series of emotions oriented towards entertainment, fun, relaxation, and learning that lead us to enjoy, laugh, scream and even cry in a true source of emotions. For this reason, play encourages psychosocial development, meaningful learning, the formation of personality, evidences values, can be oriented to the acquisition of knowledge, enclosing a wide range of activities where pleasure, joy, creativity and knowledge interact.

That's why, consider that play should be taken into account mainly in school spaces because it is rich in environments that facilitate experiences that through games, you obtain positive and learning experiences. In this sense, authors such as Jiménez (2002) regarding the importance of playfulness and its proactive role in the classroom, consider that: Playfulness is rather a condition, a predisposition of being against life, against everyday life. It is a way of being in life and of relating to it in those everyday spaces in which enjoyment occurs, enjoyment, accompanied by the relaxation produced by symbolic and imaginary activities with the game, and with these, an environment of interaction can be generated. and participation, where students feel confident to participate and share their learning.

Ludic is a way of living everyday life, that is, feeling pleasure and valuing what happens, perceiving it as an act of physical, spiritual or mental satisfaction. Playful activity promotes the development of skills, relationships and a sense of humor in people, factors that lead to generating an affective and interactive environment.

Due to the above, playfulness goes hand in hand with learning, to which Nuñez (2002) considers that: Playfulness well applied and will have a concrete and positive meaning for the improvement of learning in terms of qualification, participation, interaction, critical training, values, relationship and connection with others achieving interaction and active participation in students. That's why, the teacher in training presents the playful proposal as a way of teaching content, the student is the one who plays and participates, appropriating school content through a learning process. This learning is not simply spontaneous, it is the product of systematic and intentional teaching, being called school learning.

On the other hand, the game is an activity that is used for the fun and enjoyment of the participants, on many occasions, even as an educational tool. Insofar as it helps to know reality, it allows the child to assert himself, it favors the socializing process, it fulfills an integrating and rehabilitating function, it has rules that the players must accept and it is carried out in any environment.

From this perspective, all playful activity requires three essential conditions to develop: satisfaction, security and freedom. Satisfaction of vital needs, affective security, freedom as Sheines (1981) points out.

On the other hand, Maria Montessori mentions the importance of play as a learning strategy and mentions that teaching materials, furniture appropriate to the size of children is extremely important. She mentions that the brain develops with stimulation, and the game provides part of that stimulation. Some neuroscientists suggest that play might aid the important process of brain synapse pruning during childhood (Pellis, 2006). Through play, children experiment safely as they learn about their environment, try out new behaviors, solve problems and adapt to new situations, and interact with their peers.

In this same sense, it is highlighted that through the game the foundations of learning and the senses of trust, security and friendship in the child's environment are developed. The game is fun and can be played alone or in a group, it serves to practice the skills learned. For Montessori learning is internally reinforced through the repetition of an activity and internally the child receives the feeling of success, and the materials are multi-sensory for physical examination.

On the other hand, Ludic is defined as of, relating to, or characterized by play according to the Oxford Dictionary, ludic shows a tendency to play and have fun and is "spontaneous". Dearden (1967, p. 59) defines play as a non-serious and self-contained activity which we engage in just for the satisfaction involved in it. As stated by Bernardo (2009, p. 60) "ludic is everything that allows the construction of knowledge in a more free and spontaneous way". The ludic element adds feelings of joy, satisfaction and enthusiasm, enabling at the same time knowledge and understanding of the world.

Therefore, ludicity is of great value to the learning process since it is rich in meaning (Bernardo, 2009). A ludic activity involves children in a way that fosters their creative imagination and enables indirect learning, for students are not focussing on the language but using it for real (Halliwell, 1992). Following Halliwell's (1992) suggestions, a ludic activity allows children's creative use of limited language resources, promotes indirect learning and makes the most of the children's need to play and have fun. Thus, this is what I have taken from what the above mentioned authors have said about a ludic activity: gives students opportunities to practise the language in a more relaxed and enjoyable way, it allows for children's creative use of limited language resources , it promotes indirect learning, makes the most of the children's need to play and have fun, is spontaneous, is mentally and emotionally stimulating, is associated with a feeling of joy, is a more natural way to learn, and the most important for this research is that though this approach a interactive enviroment is developed.

As for the proposal, as already mentioned, the playful approach was chosen. The playful approach is all those didactic, entertaining and pleasant activities developed in a recreational environment and whose pedagogical impact promotes significant learning that is planned through the game. That is, one playful proposal should incorporate educational games, puppets to narrate and dramatize stories, children's songs accompanied by gestures and pantomime; In addition, coloring, gluing and crafts among other educational experiences.

According to Uberman (1998), recreational activities "motivate, entertain and teach the child to discover and value the beauty of language as a means of

communication" (p.20). Coinciding with Uberman, De Borja (1998), states that the game is not only a mere spontaneous activity, but is made available to the child so that some objectives are met and they develop all their abilities, potentialities since it allows the socialization of children in the school environment, promotes learning meaningful, stimulates the imagination, enhances logical thinking, promotes emotional learning, and fosters learning situations with a critical sense (p.156).

For the reasons mentioned, Uberman and De Borja emphasize that the school should incorporate this practice that favors the comprehensive development of children, not only in LA but in other areas. And it is that learning through play as a learning approach, is a variation of the school linguistic routines that favors the motivation of the boy and girl towards learning and fosters an environment of fun and pleasure, ideal for learning and the development of positive attitudes, and in this way an active participation is also achieved.

Consequently, the game represents a pedagogical alternative to teach and learn English because it is an essential element to promote interaction, communication and cognitive development of the student. Through the game as a spontaneous, free, uninhibited and disinterested activity, the student expresses his concerns and learning, without barriers or inhibitions, so, through the game as a playful activity, the student uses language in a meaningful way using his creative potential to sing, play, draw, colour, dramatize and improvise in English.

Therefore, the game has an educational potential as learning experience, in which children act in an integral way through activities that revolve around the development of knowing, doing, being, and living together.

On the other hand, Lev Vygotsky's Sociocultural theory focuses on the importance of the social environment of individuals, as well as language and collaboration for the acquisition and transmission of culture. Likewise, one of its most important precepts is the zone of proximal development, understood as the distance between the actual level of development, determined by the ability to independently solve a problem, and the level of potential development, determined through the guidance of an adult or in collaboration with a more capable partner

and in his work lies in the fact that the development of human beings can only be explained in terms of social interaction.

Vygotsky affirms that the game is a substitution process; it is the imaginary, illusory realization of unrealizable desires and that represents a specifically human form of consciousness activity; he believes that in the game the child creates a fictitious situation and a structure, in which the semantic aspect, the meaning of the word, the meaning of the object is dominant, determines his behavior; and he points out that child it symbolizes in the game, but desires, satisfies desire, makes the fundamental categories of reality pass through emotion and maintains that an essential character of the game it is the rule, transformed into affection. (Morrison, 2005, 100).

In his opinion, the game favors the creation of a zone of proximal development, what the child can do without help and what he can do under the guidance of an adult or in interaction with his peers.

Finally, there are various investigations completed with a positive impact on active participation, since the game allows changes in the students' way of thinking, for example, in disposition and attitudes, and in addition the game favors friendly behaviors, and ground to teamwork.

#### **2.4 Actions, procedures and strategies**

The project that will be implemented with the 1st grade students is called a Ludic approach. An intervention proposal to promote participation in the English class. For this reason, all the activities and strategies that will be implemented will be based on the principles of the Ludic approach and gamification. In addition, through recreational activities, emotional, psychological, physical and motor, cognitive and social levels are improved. Therefore, it is a useful tool in the classroom, because children are more likely to acquire knowledge if they do so while playing. In this same sense, the ludic approach promotes the development of creativity, learning to relate to others, knowing the environment and interacting with it.

They gain self-confidence, improve language management, but there is also a variety of activities and material that focus mainly on the development of participation and interaction, said material and strategies will be carried out.

Therefore, for the playful component to have positive effects and be as expected in the educational process, it is required that a playful strategy be implemented, which is conceived as a "participatory teaching methodology driven by creative and pedagogically consistent use, of techniques, exercises and didactic games, created specifically to generate significant learning, both in terms of knowledge, social skills or competencies, and the most relevant for the research is to promote participation.

The recreational activities can be physical, mental, balance, dexterity exercises, training the student in their motor and intellectual capacities. Through the playful activity, the change in the behavior of the students is achieved and, therefore, the acquisition of new learning in different ways of conceiving, taking into account the theory of multiple intelligences that Gardner has postulated, where he affirms that the individual has different ways of perceiving information from the environment: Kinesthetic, musical, logical-mathematical, spatial, linguistic, interpersonal, visual-spatial, among others. Thus, according to the playful activity, skills and abilities that characterize each of the individuals can be enhanced, making them suitable for certain activities and in this way. achieve active participation.

On the other hand, within ludic there are different techniques, such as: Constructive Games, Argument Games, Outdoor Games, Didactic Games, Intellectual Games.

Due to its content, its rules and methods to be used for its development, they are often elaborated by teachers for instructional purposes, they are not called games, but playful classes, that is, a special form of the teaching process, carried out through the game method, these games are mainly used in the classroom with children, for example, puzzles, memory games, etc.



### **2.4.1 Characteristics of the Ludic techniques**

Gonzalez (1993) also mentions that when a student uses a strategy he is capable of adapting its behavior, we refer to what he thinks and does in the orders that are made to him, for which we must take into account. (p.13)

Consciously reflect on the purpose or objective of the task. Plan what you are going to do and how you are going to do it. Carry out the assigned task or activity. Evaluate your performance. Accumulate knowledge about in which situations you can use that strategy again.

### **Classification of learning strategies in the academic field**

The first serves to promote participation and interaction, the second and the third serve as support to maintain order and achieve a good development of the activity. And the last one is the evaluation strategy, where the teacher in training can self-reflect on her educational practice. (Aucouturier, 2003).

Support strategy – establish and maintain motivation through didactic and fun activities, in order to arouse student interest in participating.

Consciously reflect on the purpose or objective of the task.

Plan what you are going to do and how you are going to do it.

Evaluate your performance.

To carry out the learning units through the playful approach, the aforementioned strategies were taken into account.

### **2.4.2 Description-analysis of the action plan execution process**

The activities carried out during this process were planned according to the previously analyzed diagnostic report, since this report allowed me to identify the main characteristics of my group, such as areas of opportunity, group competencies, learning styles, perception channels, and willingness to learn. But during the professional practices and as time progresses, the observation does not end day after day, different areas of opportunity can be identified and this is where new activities are developed in accordance with the proposed strategies.

In this same sense, during this period of intervention there have been different changes in schedules, work modalities, teachers, students, among

others, since, as mentioned, this research began being written when working remotely. Therefore, carrying out this process has been a great challenge, where the teacher in training has to implement different adaptations, but never leaving aside the approach and the research problem.

As for my study group, as has already been mentioned, it is group 1st A, a group belonging to the morning shift, the group is made up of 45 students, 28 women and 17 men, they are between 12 and 13 years old and according to Piaget's stages, they are in the formal operations stage. According to their age, they are in the early adolescence, this and the other factors mentioned were taken into account at all times for the development of activities, strategies, methods and approaches. It should be noted that since the end of february the group has fully incorporated the face-to-face modality, a factor that had a positive impact, since the activities were carried out by the entire group, at the same time, and in the same way.

Regarding the work with the study group, the activities carried out had a positive impact and a change is reflected according to the problem. But, sometimes, there are also activities that do not favor the problem, but unconsciously I can observe that they can impact other areas, as mentioned, the present investigation has the purpose of improving participation and interaction in the English class, but the activities also take into account the four English skills, and sometimes there may not be much participation, but it can be seen that the students comply with the activities and reinforce the English language skills.

In this same sense, the activities that have had a positive impact on the improvement of participation and interaction, have helped the group feel more secure and motivated to participate, to speak, to read instructions, to play, to share answers, to work as a team and to improve the willingness to learn. According to Borja (1998) it is mentioned that the game is not only a mere spontaneous activity, but that it is made available to the child so that some objectives are met and they develop all their potentialities since it allows the socialization of children in the school environment favors meaningful learning, stimulates the imagination, enhances logical thinking, promotes emotional

learning, and fosters learning situations with a critical sense (p. 156). According to the above, during this period it has been possible to confirm, since the 1st A group both girls and boys are extremely interested in interacting and participating using the English language, later each activity will be written in detail.

On the other hand, from the beginning it is mentioned that the students have sufficient vocabulary and the ability to learn English and were really interested in practicing it, but due to different circumstances they felt afraid, insecure or discouraged from participating or interacting with their classmates since the willingness to learn was always very high and during this period it has increased, so this impacts interaction and participation, aspects that were an area of opportunity within the group.

On the other hand, it is also important to mention that it was intended to improve the affective filter of the group since, as mentioned, the students felt insecure or afraid of being corrected in a somewhat derogatory way, this factor is of great importance to me to create an affective environment where students feel free, safe and confident to share their answers or interact at all times in class.

In this way, a great exponent who talks about the affective filter and how it impacts the learning process is Stephen Krashen, who mentions that the emotional state of students and their attitudes impact as a filter that allows the necessary information to develop understanding and acquisition, or on the other hand, if there is no affective filter, it can prevent or block the information necessary for the acquisition of language and the interaction between themselves. According to this, the greater the affective filter reflected in a higher level of insecurity and low participation, the greater the chances that the student will fail in the learning process. On the contrary, a high affective filter will allow better levels of acquisition and learning of a second language (English).

## **2.5 Learning units**

### **2.5.1 First unit**

First Unit Public services (Remote and face-to-face mode).

Expected Learning: Identify public services and review service dialogs.

Social learning environment: Family and communicative environment.

Communicative task: Exchange of ideas about public services.

Subject: Public services.

Analysis: This first activity was carried out in the 1st A group, (Study Group). To begin with, the first class of intervention was in remote mode, the group as a whole worked in this way, in this first class the playful approach was implemented, that is, the activity was playful with the purpose of improving participation and interaction. at first. This activity was related to the topic of public services, according to key learning mentions that in this unit the student must be able to identify public services and understand dialogues about them.

The organization of the classes was three classes per week, but, there was a detail, the classes only lasted 35 minutes, a factor that prevented a very complete class, but in the planning the time and the activity were written. Firstly, it began with vocabulary on the subject, I used quite a few flashcards and projected a map where all the services were seen, later we watched a video about these services and played according to the video, the video contained questions such as Where is the store? There's a bakery? In front of the hospital is the parking lot? These questions were asked randomly and the video was projected again, I could see that the students were interested in answering and in fact they competed to answer first and sometimes participated without them giving the word, I liked this aspect a lot since I saw that with a change of routine the students responded in the best way.

Later, we saw some prepositions and this is exemplified with a stuffed animal in a box, remembering that puppets or toys are also based on the playful approach. The students seemed to understand as it exemplified each preposition. The second class of the week to begin with, we reviewed vocabulary and prepositions. I placed the stuffed animal in different places and they answered "The bear is next to the box" depending on the preposition and we worked on different worksheets during two classes.

Finally, we played an online game on a page called wordwall, I made this

material and projected it as I changed the question they answered, right here I noticed that the students were really interested in participating and interacting with each other in case they was not the answer or asked to mention a name if they needed help.

During the next class of this unit, we were able to work in person, we worked as a team. Paste 3 maps on the board and in the form of flashcards there were many public services (Hospital, store, bakery, pharmacy, beauty, etc). I gave each team a series of statements, for example: "The bakery is in front of the hospital" so they must paste the images in the respective places, the team that finished first won.

The students ran from one place to another, asking each other questions, correcting each other and helping each other, within this activity

Subsequently, they used several listenings about people talking to ask for a service and they worked on different expressions. To finish the final product, the students tried to recreate a dialogue and express it orally. For this moment, the students were sure and confident to participate in front of the group.

Theories related to the proposal: The task is linked to different theories, the first is the sociocultural theory because they worked in teams to carry out the task, share information and complete it. It is also related to their context, that is, they used prior information and then followed different instructions from constructivism and cognitive theories.

Results and difficulties: This activity was carried out in a very fun and dynamic way, the students were interested in participating in all the activities, they delivered the final product on time, and they worked in teams and when reproducing orally they showed some pronunciation errors, but in general it was a great job, and the students felt comfortable and safe to participate. (See appendix no.19)

### **2.5.2 Second Unit**

Body System (Face to face modality)

Expected learning: write notes on diagrams of body systems

Social practice of the language: academic and educational environment

Learning Objective: Write and understand information about diagrams of body systems.

Topic: Systems of the human body.

Analysis: Within this learning unit, the activities carried out were developed in a main way since the entire group worked in person. The first class worked with a poster of a human body and its organs, starting by pointing out the organs and asking them to repeat the vocabulary. I also gave them a worksheet just like the poster so that they would eventually put the correct names on each organ. Later we worked on another worksheet where they now drew each organ with the correct name.

During the following classes, they were shown posters of each System of the human apparatus (Digestive, nervous and respiratory) together with these flashcards, explaining the functions of each one and where each organ belonged. The first playful activity was when I placed the organs in flashcars on a chair and 3 posters of the body systems, each team had to take the corresponding organs, in this activity again I was able to raise the interaction and interest in participating, during the following Work classes follow with worksheets, videos and listenings on the functions of each. As a final product, I asked them to choose a System, and to make a scheme in the most creative way using the material they wanted, some used plasticine, diamond, foam, cutouts, colors, among others. Once they had their schematic, they had to place their organs and at least 4 functions. Each student came forward to say the name of the System, its organs and their functions.

Theories related to the proposal: In this case, at the time of creating their own statements about the functions, it is related to the theory of constructivism because they wrote their own sentences, which is related to an active participation of the students in the learning process, finally It is linked to the tools to build and appropriate the knowledge that was given to them.

Results and difficulties: This activity was one of the most successful, since in addition to increasing participation, motivation, creativity and interaction, listening and writing skills were significantly reinforced, as well as pronunciation. Expected learning: Express likes and dislikes in writing and orally. (see appendix no. 20)

### **2.5.3 Unit third**

Social practice of the language: Family and community environment.

Communicative task: Communicative expression.

Topic: Express likes and dislikes.

Analysis: To start this class, ask with a question What do I like? I began by expressing my tastes to my students, for example: I am Cinthya and I like to dance, I like to eat hamburgers, but I don't like to drive, I don't like to eat broccoli. And immediately he asked someone what about you? As my expressions are written on the blackboard, the students responded according to the expressions and only changed a few words. That first class we worked on a worksheet with 2 boxes titled I like and I don't like where they had to cut out the images and Paste them according to your likes and dislikes.

During the following classes we listen to several dialogues between 2 people commenting on their likes and dislikes and we discuss among ourselves the respeustas.

The ludic activity that it carried out during this unit was a roulette with different activities and their respective expressions. The students turned the roulette and depending on the activity that came out, they responded, for example: In like to eat chocolate, I don't like to wash my cloth. The students were excited to participate and wait their turn. Here I could see that speaking and pronunciation were also reinforced.

Results and difficulties: During this task there was a lot of interaction between them when it came to sharing their likes and dislikes and when playing with roulette. Only there was a small problem and it was that some of the classmates made fun of the musical tastes of the girls and that created a small

discussion. But stop the activity for a moment and we chat to solve the problem. Regarding the result, consider that it was very good and was able to reinforce the 4 skills of the English language. (Appendix no.21)

### **2.5.3 Fourth Unit**

Use a dictionary

Expected learning: Select and review bilingual dictionary. write instructions

Social practice of the language: Follow-up instructions.

Learning Objective: Write instructions.

Social learning environment: Academic and educational environment.

Communicative task: Write instructions to use a dictionary.

Topic: Using a dictionary

Analysis: The playful activity that she carried out with this topic was first to make a sandwich so that the student could relate more to the topic of imperatives, I gave them the instructions in disorder and they told me to follow up to do it while I drew on the blackboard . The next thing was a hot dog and a coffee with milk, but now they went to the front and played with the ingredients while I mentioned the instructions.

Theories related to the proposal: This is strongly related to sociocultural theory because it required interaction between students, using language as a tool to communicate the task.

Results and difficulties: When the students showed their instructions they had to reproduce it orally, some of the difficulties were that they used more time than expected but despite the fact that they achieved the objective, there were pronunciation errors and there was not much participation or interaction. (Appendix no. 22)

### **2.5.4 Other ludic activities carried out**

Board Race



Board Race is a fun game used to review vocabulary, to review vocabulary. It can also be used at the beginning of class to get students activated. It's a great way to test to students already know about vocabulary seen or about to be taught.

We played by dividing the class into two teams and giving each team a colored marker. I draw a line in the middle of the board and wrote a topic at the top. Next, students wrote as many words as necessary related to the topic in the form of a relay race. Each team earns one point for each correct word Illegible or misspelled words are not counted, this activity was used in the revision of grammar and vocabulary, with the purpose that the students participate and generate a slight competition. (See appendix no.24)

#### Simon says

This is a game that could spark motivation and interest. It also includes Listening Comprehension; participation, vocabulary; And it can be used as a kind of warming. The game begins with standing in front of the class (the teacher in training is Simon during this game). It consists of doing an action and saying Simon says [action]. Students must copy what you do. This is repeated by choosing different actions: Then an action is done, but this time only the action is said and "Simon says" is omitted. Whoever does the action this time is out and must sit down. The winner is the last student standing. This gamas was very fun for students and they were interested to paritcipate and listen carefully. (See appendix no.25)

#### Word race

This is a game to encourage teamwork and bring a sense of competence to the classroom. It is perfect for practicing verb tenses, word order, reading and writing skills, and grammar. In this game several sentences are written, using different colors for each sentence. sentences are shortened to have a handful of words. each sentence is placed in hats, mugs, or whatever objects you can find, keeping each one separate. My class was divided into teams of 4. The teams write their

sentences in the correct order. The winning team was the first team to have all the phrases ordered correctly.

### Pictionary

This is another game that helped students practice their vocabulary and assesses if they are remembering the words I had been teaching them.

Before class begins, a lot of words were prepared and put in a bag. I divided the class into teams of 2 and draw a line in the middle of the board. I gave a pen to one member of each team and asked them to choose a word from the bag. Students should draw the word as a drawing on the board and encourage their team to guess the word.

The first team to shout the correct answer gets a point. And the student who had finished drawing nominated another person to draw for the team.

### The mime

Mimicry was an excellent way for my students to practice verb tenses. This game works with any age group. Before class, some actions are written, such as washing dishes, and placed in a bag. The class was divided into two teams. Bring one student from each team to the front of the class and one of them picks a share from the bag. Both students are asked to imitate the action to their team. The first team who told me the correct answer won one point.

### Heated seat

Hot Seat allows students to develop their vocabulary and encourages competition in the classroom. They can also practice their speaking and listening skills and can be used for any level of learning. Consists of dividing 2 teams, so I choosed a person from each team to sit in the Hot Seat, facing the classroom with the blackboard behind them. One of the members of the student's team in the hot seat should help the student guess the word by describing it. They have a limited time and cannot say, spell, or draw the word. The students were very excited and wanted to participate, in fact, they raised their hands to win.

Where should I go?

This game was used to test prepositions of movement and was played after a short lesson. Students worked in pairs and one student in each pair was blindfolded, the blindfolded student was to be guided through the maze. for his partner. Students must use instructions such as step, go under, to the side, in front, up and down to get their partner to the end of the maze.

With all the games mentioned, we sought to promote participation and interaction, and it was achieved in a fun way, since at all times the students had an interest in participating and being part of the games, highlighting that each game had a grammatical theme as its purpose. unconsciously.

## **Conclusions and analysis of the proposal**

Once the proposal is made, it is possible to answer the research questions, which is why the students were evaluated through a test to see their progress in each of the skills, and they were also asked about the classes to see what they think. of the activities, if they think they improve and also if they had problems attending classes (see appendix no. 28).

Below is an analysis of the activities carried out, mentioning the difficulties as well as some things that could be changed during the process.

The first public service activity consisted of 2 stages, the first was through a video and a map, after evoking the proper vocabulary, I asked Is there a bakery? Is there a gas station? Yes or no? They responded according to the video, I consider that projecting the video was very helpful and made them interested in the topic, the second activity with this topic was the map that was pasted on the blackboard and they had to place the service correctly, they son through team competition. I was able to observe that the children were very amused, and they liked competing, since they are motivated. As a first activity, there were several students who did not run to put the service, but shortly after with the other activities, they managed to be more participatory.

In the second task called the human body system, I used different flashcards of the body systems, and a poster of the human respiratory and digestive system, since I focused on these two. Within this topic, I carried out the activity of placing the organs correctly on the poster of the human system, suddenly there were some confusions between systems, but the students came back and changed the organ with the help of their students. The room was divided into 2 teams, and one team won because it completed all the organs correctly in the respiratory system, apart from participating in this activity, the students were able to improve the pronunciation of the organs and were able to structure sentences in the present tense simple through the functions of each system. The playful activity was very useful, and it was verified that there are moments in which the students forget that they are learning.

The children enjoyed the activities, and they are not only motivating and fun, but they were also able to provide excellent practice in improving pronunciation, grammar and thus all four language skills. The games helped me to make the children feel safe and confident. But in order to fully exploit games, carefully consider both the language learning benefits they can bring, as well as any other educational or conceptual benefits. We, as teachers, have to be aware of the variety of elements of language and the work of the different skills that different games can promote.

In the third task within this activity, a competition is developed, so in this way the students were very interested in competing since the games focused on precision are also called language control games. These types of games aim to practice new elements of language and develop accuracy, often through the use of language fragments that are memorized with constant repetition in order to provide useful pronunciation, vocabulary and grammar practice, and In this way, the students achieved learning in a fun way. The goal of this activity was to score more points than the others and there was often a clear winner. This kind of game can work in comprehension as well as in production. And the alu does not get used to hearing or reading the words or sentence structures over and over again. Some are also very good for training children's memory.

The language of this game was controlled, rehearsed and contextualized so that children are not just repeating the language like a parrot without understanding what it really means. Once the principle of the game was understood. These fluency-focused games are also called communication control games. These types of games change from language control to communication control. It was possible to demand in the development of fluency and collaboration with others. Before beginning, pre-teach the language used by moderating key vocabulary or sentence patterns and rehearsing before students play on their own. However, whatever type of game it is, the games need to be integrated with the other language-specific work that is taking place in class. We, as teachers, must be able to describe and classify the different types of language practice that a specific game can offer us.

The application of these activities allowed the teacher in training to assess their impact as a pedagogical innovation that promotes the learning of English in secondary school children. Some of the results evidenced the familiarization of students with the foreign language, the development of oral comprehension as well as pronunciation, development of creativity and imagination, to express themselves in English through drawings, skits, stories, songs and short presentations.

Attitudinally, the children were able to recognize the importance of developing skills for group and collaborative work. Given the recreational and uninhibited nature of the recreational activities, the children were interested and receptive to participating. During their development, which allowed the significant learning of the contents foreseen in the learning unit, and in this way it was possible to have a comfortable and interactive climate.

In conclusion, it can be said that the teacher in training has to take into account the level of knowledge of the students, their age, their interests and needs, and the school context when planning recreational activities. It is important that students know the pedagogical usefulness of the game in formal communicative situations so that it really constitutes significant learning and thus avoids the feeling of wasting time that is generated on occasions in class. My own teaching experience has shown me that while students are playing a game, they are often encouraged to participate.

### 3.1 Answering research questions

Once the proposal was made, it is possible to answer the research questions, which is why the students were evaluated through a test to see their progress on how they feel when participating or if they are interested. For doing so, they were asked about the classes to see what they think of the activities, if they think they improve and also if they had problems attending classes.

What impact does the playful approach have on student participation and interaction?

According to the way of working of the study group, it was observed that the playful approach has a positive impact within the classroom, since through this approach different activities could be carried out where the students were actively involved, they really they enjoyed playing, participating, responding, interacting, and sharing responses with their peers and teachers. On the other hand, it was also observed that not only the two main aspects of the research are improved, since the 4 skills were also reinforced through the activities, either by reading instructions, listening to the vocabulary, learning or saying the words to play, All these actions reinforced the skills of the English language, since to participate in the playful activities in one way or another they had to know the content seen. I also noticed that students felt excited and safe when sharing answers or playing games. On the other hand, the delivery of final products was in a timely manner, although some students did not finish the products due to absences, but they were given the necessary material to complete it.

In this same sense, an interview was conducted with the students and most of the answers mention that they found what they learned during the classes interesting, very fun and very dynamic, as well as the way in which the tasks were carried out, they also reported that the classes were well explained, as well as the material provided, since according to their answers, it helped them to have a better understanding of the topics, the classes carried out through this approach helped them to understand what was seen in class , because it was more enjoyable and interesting.

Juan 1st A, mentions that: The classes with the English teacher are very cool, the teacher always explains very well and gives us printed material and I like that. It's also very cool as we play in some classes but above all I think I learned a lot through this. (2022)

How is learning enhanced by the ludic approach?

Regarding the progress shown by the students, it can be seen that they significantly improved in the different four skills according to the test results, it is observed that they improved in their pronunciation, they showed more vocabulary acquisition according to the topics seen in class, in the same way it can be seen that they managed to express complete ideas, as well as a better pronunciation in most of the students, it was also observed that they understood what was asked of them as well as the precision to answer. Therefore, it can be seen that apart from improving interaction in the classroom, there was much more significant language learning.

As for the students who obtained lower levels, vocabulary acquisition was observed; however, they require more support in expressing complete ideas. But, they always had the security and the motivation to participate.

What is the perspective of the study group according to the proposed activities?

According to the answers of the students, they consider that they have improved their pronunciation, they have acquired more vocabulary and understand the meaning of many more words and now they even want to study English.

As for the competencies during the proposal made, those developed were recreational activities, dynamic activities, the application of linguistic and communicative skills in different contexts, autonomous learning and the initiative to self-regulate and strengthen their personal development through the affective filter. Design didactic plans, applying pedagogical and disciplinary knowledge to respond to the needs of the student. The teacher in training, carried out different activities to



improve student learning as well as collaborate with the school in different processes that required support, speaking of motivation.

They mention that their skills have improved since the teacher influenced their learning process, as well as always asking them if they had doubts about the topics and always explaining them. The activities were interactive and they liked that a lot.

Lupe, 1st A: I liked my classes with teacher Cinthya a lot, relatively they were a lot of fun and I was never bored, before she came the class made me sleepy and I was afraid to speak because my pronunciation is not good, but now I like it and I try harder.

### **3.2 Comparison between the groups and the study group**

When making a comparison between the study group and the other groups, it was shown that according to their results, the proposal to improve participation and interaction through the playful approach promoted the improvement of their precision when speaking, thus increasing their vocabulary, showed self-correction, motivation, and self-confidence. On the other hand, improvement in listening comprehension, reading and writing was also promoted. The group with the greatest progress was the 1st A study group due to the different process that was worked with them, but the other groups obtained good results in the same way.

At the beginning of the school year, the teacher in training applied different strategies to collect prior information, and was able to observe that the students had the vocabulary and the willingness to learn, aspects that are of the utmost importance when studying a second language. but note the lack of interaction and participation as they did not feel safe or motivated to do so.

The teacher in training analyzed this situation and actions were carried out, so it was used to apply the strategies in another way where the students were more motivated to participate, being better for the students in their learning, thus making them participate and feel comfortable during the course. the classes. Although some tasks were not completed successfully at all, the purposes of the

proposal were successfully fulfilled as further student learning was promoted, attention was paid to the needs of the students and according to the context of the students as well as their opinions and tastes.

## References

- Arias, Phidias (2006). *The research project: Introduction to scientific methodology*. (5<sup>o</sup>. ed.) Caracas - Venezuela: Episteme.
- Arnaiz, P y López, R. (2016). Análisis del contexto escolar en la etapa de Educación Infantil para el desarrollo de una educación inclusiva. *ENSAYOS, Revista de la Facultad de Educación de Albacete*, 31(2), 41-56
- Aucouturier, L. Y. (2003). *La Educacion Psicomotora*.
- Bacon, D.; Stewart, K.; Silver, W. (1999). Lessons from the best and worst student team experiences: how a teacher can make a difference. *Journal of Management Education*, Vol. 23, pp. 467–488
- Bartomone y Lomax (1990). Investigación acción participativa, crítica y transformadora. Un proceso permanente de transformación. *Integra Educativa* III (2). Recuperado en [iicab.org.bo/imágenes/docpics/doculineas/integras/RevistaIntegra8.pdf](http://iicab.org.bo/imágenes/docpics/doculineas/integras/RevistaIntegra8.pdf)
- Constitución política de los Estados Unidos Mexicanos, editorial Mc Graw Hill, México, 2004.
- Bernardo, V.B.C. (2009). *The playful in the classroom: (unpublished master's thesis)*. University gives
- Dearden, R.F. (1967). The Concept of Play. In Peters, R.S. (Ed), *The Concept of Education*. (pp.51-63). London: Routledge & Kegan Paul.
- Dawson, R., & Tilley, N. (1997). An introduction to scientific realist evaluation. In E. Chelimsky & UNESCO, 2015, *Replantear la educación. ¿Hacia un bien común mundial?*, <http://unesdoc.unesco.org/images/0023/002326/232697s.pdf> W. R. Shadish (Eds.), *Evaluation for the 21st century: A handbook* (pp. 405–418). Sage Publications, Inc. <https://doi.org/10.4135/9781483348896.n29>

- De Borja M. 1998. El juego infantil. Barcelona, España: Aikos-Taus
- Del Regno, L. (2012). *La importancia del análisis del contexto* (2.<sup>a</sup> ed., Vol. 3). Petrotecnia. <http://www.petrotecnia.com.ar/febrero12/sin/LaImportancia.pdf>
- Escolano B. A., "Las culturas escolares del siglo XX. Encuentros y desencuentros", *Revista de Educación*, número extraordinario, 2000, pp. 201-218.
- González, C. &. (1993). La Ludica en Factores y Actividades que Enriquecen el Proceso Educativo (Pág. 234). Barcelona.
- Halliwell, S. (1992). *Teaching English in the Primary Classroom*. London: Longman.
- James. (1998). The Relation of School Structure and Social Environment to Parent Involvement in Elementary Schools. *The Elementary School Journal* 99(1): 53-80
- James. (1998). The Relation of School Structure and Social Environment to Parent Involvement in Elementary Schools. *The Elementary School Journal* 99(1): 53-80
- Jiménez, B. (2002) *Lúdica y recreación*. Colombia: Magisterio.
- Jomtien.(1990) "Declaración Mundial sobre educación para todos "Satisfacción de las necesidades básicas de aprendizaje" Tailandia.
- Kemmis, S. y McTaggart, R. (1988). *Cómo planificar la investigación-acción*. Barcelona: Laertes.
- KERLING ER, F.N., (1975). *Investigación del comportamiento: técnicas y metodología*. México, D.F.: Nueva Editorial Interamericana. Actualmente se publica por McGraw—Hill Interamericana.
- L. Luchetti, E., & G. Berlanda, O. (1998). *El diagnostico en el aula*. Buenos Aires: Magisterio del Rio de la Plata.

MENCHÉN, Francisco. El tutor. Dimensión histórica, social y educativa. 1er ed. Madrid: Editorial CCS.1999, 1 - 152 p. ISBN 9788483162323.

Motta, C. (2004) *Fundamentos de la educación*. Colombia: Cerlibre.

Nuño Mayer, A. (s. f.). *Aprendizajes Clave* (2.ª ed., Vol. 2).

[https://www.planyprogramasdestudio.sep.gob.mx/descargables/APRENDIZAJES\\_CLAVE\\_PARA\\_LA\\_EDUCACION\\_INTEGRAL.pdf](https://www.planyprogramasdestudio.sep.gob.mx/descargables/APRENDIZAJES_CLAVE_PARA_LA_EDUCACION_INTEGRAL.pdf)

PAREDES, Jesús. El deporte como juego: un análisis cultural. Tesis doctoral para Doctor en Ciencias del Deporte. Alicante: Universidad de Alicante. Departamento de Humanidades Contemporáneas, 2002. 109-330 p.

Piaget (1995) *Psicología del niño*. Morata. Madrid. (1995). *Psicología y epistemología*. Editorial

PIAGET, J., (1961) *La formación del símbolo en el niño*. México: F.C.E. pág.205.

Prieto, Castillo D. (1990). *Diagnóstico de comunicación social*. Quito.

ROJAS, Ricardo, & SEBASTIÁN, Christian. Piaget, Vigotsky y Maturana. *Constructivismo a tres voces*. 1er ed. Buenos Aires: Aique Grupo Editor S.A. 2008, 1-120 p. ISBN 9789507017766

Sheines (1981) citada en Malajovic (2000). *Recorridos didácticos en la educación inicial*. Buenos Aires: Editorial Paidós.

Taylor, S. y Bogdan, R. (1987) *Introducción a los métodos cualitativos de investigación: la búsqueda de significados*. Barcelona: Paidós.

Uberman A. 1998. Using games. *English Teaching Forum*, 36(1), 26.

Yáñez. (2012 ). *La inteligencia lúdica: juegos y neropedagogía en tiempos de transformación*. Editorial Magisterio.

Waichman, A. (2000) *Herramientas de pensamiento*. España: Siglo XXI.

Weitzman, J. D. (1999). Estrategias Metodológicas. Obtenido de <http://educra.cl/medios-audiovisuales-2/>: <http://educra.cl/mediosaudiovisuales-2/>

Willis, D. and Willis, J. 2009. Doing Task-based Teaching. Oxford University Press

### 4.1 Appendix

#### Appendix no.1

ELEMENT	OBSERVATION
<i>Infrastructure</i>	The school has a high quality infrastructure, since it has all the services. The infrastructure is also wellstructured due to earthquakes, so it has all risk measurements.
<i>Socials</i>	The school is located in an urban area, lighted and with very low risks of crime, since it is also a school area and around it there are many public services such as church, markets, clinics, banks, among others, which favors an area busy and safe for students. Security inside and outside the school is considered good, as patrols pass from time to time around the area..
<i>Economics</i>	As for the economy, most of the students live very close to here, this area is considered with the job market, and it is also important to emphasize that school is a bit expensive.

#### Appendix no.2

**Escuela Normal No. 4 de Nezahualcóyotl**  
 Bachelor Degree in English teaching and learning in Secondary Education  
 Course: Professional Practicum and School life  
 Student: Vascoit Romero Miriam Lizeth  
 Assignment: External school context

---

**ESCUELA NORMAL NO. 4 DE NEZAHUALCÓYOTL**  
 Plan de Trabajo  
 Guion de observación

Escuela Secundaria \_\_\_\_\_  
 Titular de Inglés: \_\_\_\_\_  
 Docente en formación: \_\_\_\_\_  
 Grupos: \_\_\_\_\_  
 Periodo de prácticas: \_\_\_\_\_

Escuela normal no. 4 de Nezahualcóyotl  
 Licenciatura en enseñanza y aprendizaje del inglés en educación secundaria

III. Cronograma de Actividades

Hora	Lunes	Martes	Miércoles	Jueves	Viernes
7:30-9:50					
7:50-9:40					
8:40-9:30					
9:30-10:20					
<b>R E C E S A</b>					
10:40-11:30					
11:30-12:20					
12:20-13:10					

2

Escuela normal no. 4 de Nezahualcóyotl  
 Licenciatura en enseñanza y aprendizaje del inglés en educación secundaria

IV. Guion de Observación  
 Jornada de Prácticas  
 Curso: Estrategias de trabajo docente

**Parte I. Datos Generales**

Nombre de la escuela: \_\_\_\_\_  
 Dirección de la escuela: \_\_\_\_\_  
 Turno: \_\_\_\_\_  
 CCT: \_\_\_\_\_  
 Zona Escolar: \_\_\_\_\_  
 Domicilio: \_\_\_\_\_  
 Teléfono: \_\_\_\_\_  
 Correo Electrónico: \_\_\_\_\_

**Parte II. Contexto Externo**

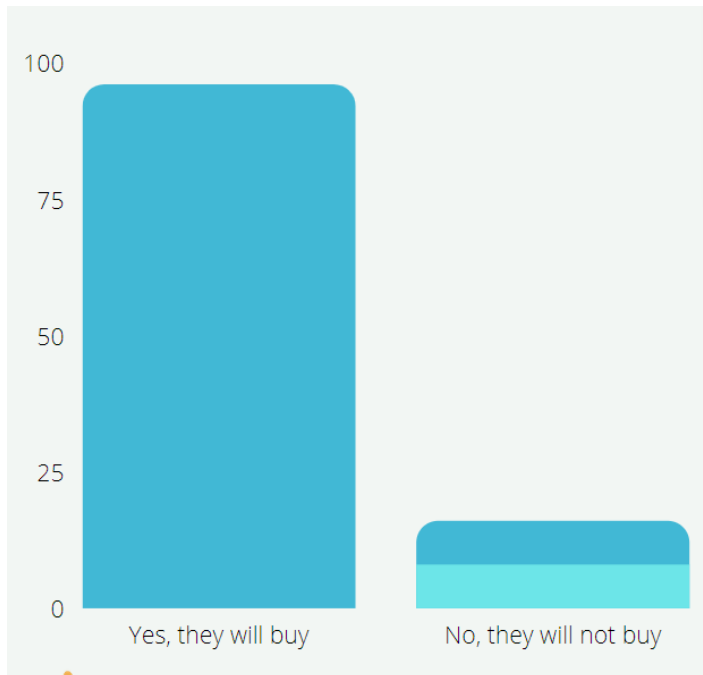
Comunidad:	Vías de Transporte:	Comercio:	Religión:

3

Escuela normal no. 4 de Nezahualcóyotl  
 Licenciatura en enseñanza y aprendizaje del inglés en educación secundaria

Lugares alejados:	Seguridad:	Ambiente Socioeconómico:

## Appendix no. 3

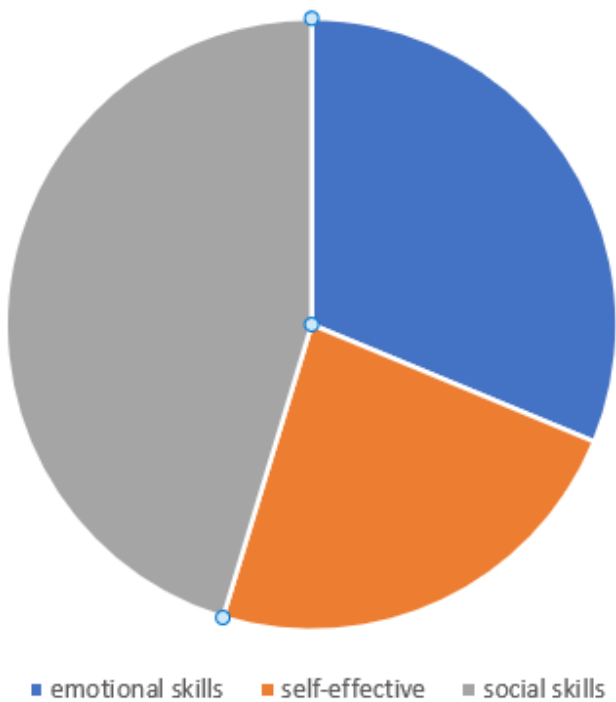


## Appendix no. 4

Ítem
1- Trabajo concentrado en una tarea hasta completarla.
*2- Tengo dificultades para expresar lo que siento.
3- Suelo sentirme feliz.
*4- Suelo hacer cosa sin pensar en las consecuencias.
5- Siento que soy capaz de relacionarme con adultos.
*6- Siento que mi rendimiento escolar no es bueno.
*7- Soy una persona poco sociable.
*8- Prefiero estar solo en lugar de con otras personas.
9- No tengo problemas para relacionarme con las personas de mi edad.
10- Mis compañeros me consideran como una persona a la que es importante invitar.
*11- Me resulta difícil encontrar la solución a los problemas que se me presentan.
*12- Me resulta difícil decir lo que pienso.
*13- Me he dado cuenta de que tengo dificultades para expresarme o hablar en público.
14- Me gusta participar en actividades como fiestas y reuniones de amigos y compañeros.
15- Me gusta intentar varias veces cuando algo no me resulta.
*16- Me cuesta acostumbrarme a los lugares nuevos para mí.
17- Algo que me gusta hacer es ayudar a otras personas cuando lo necesitan.
18- Me considero una persona alegre.
19- Siento que las cosas que me propongo me resultan bien gracias a mis capacidades.
*20- Me resulta difícil comprender a las personas y ponerme en su lugar.
21- No siento vergüenza cuando tengo que hablar con gente de mi edad.
22- Cuando tengo un problema soy capaz de ver más de una solución.
*23- Cuando las cosas no salen como espero, dejo de intentarlo.
24- Cuando hago algo incorrecto me hago responsable de las consecuencias.
25- Creo que soy una persona valiosa.
*26- Creo que las personas que me conocen no me aprecian demasiado.
*27- Creo que no soy capaz de entender las cosas que siento.

## Appendix no.5

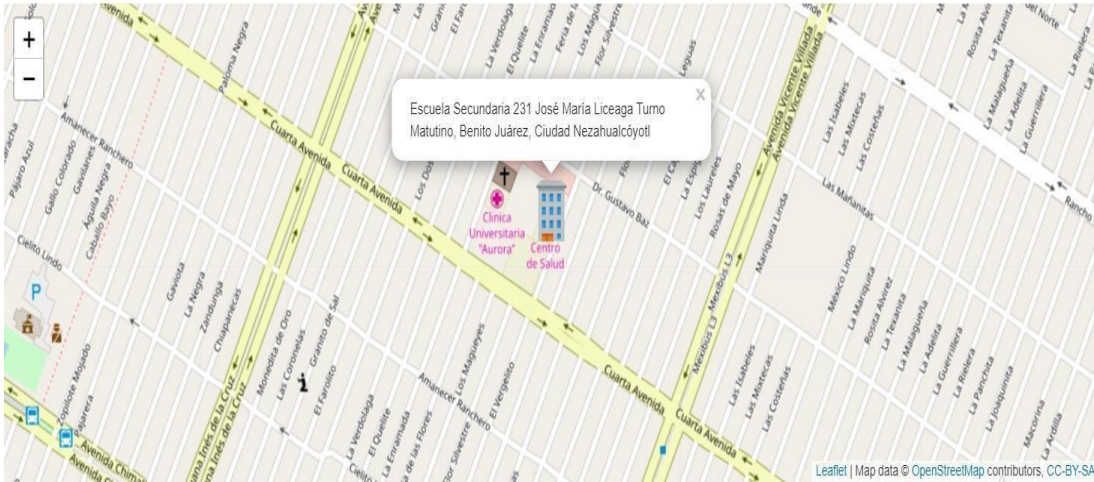




Appendix no.6

<b>Risk factor's</b>	The school is not located in a marginal or delinquent area. But sometimes of the year there have been robberies or robberies. It is highlighted that the avenues between which it is located are very busy and the transit of students through these streets to reach the school puts their physical integrity at risk.
<b>Social and economic factors</b>	The school is located in the medium to high economic level, this tends to generate some prevention actions in the social sphere outside the school, since parents tend to protect their children by taking them to school and picking them up.

Appendix no.7



## Appendix no.8

Instalación/Recurso	Sí	No	Observaciones
Light	X		The school has electricity in all the buildings, in the bathrooms, and in the cooperative. No area has a lack of light, the lighting is white.
Water	X		Throughout the school, especially in the sinks and bathrooms, there is water, it also has water in a tank for cleaning
Cooperative / Cafeteria	X		The school drainage works completely.
Water	X		55-56-98-65-25 and 55-54-78-88-32
Sewer system	X		The internet modem is located at the school address, but only teachers have Access.
Telephone	X		The school has 4 bathrooms, 2 for women and 2 for men. The bathrooms have all the necessary services.
Internet	X		The café is very big and there are many types of food.
Bathrooms	X		
Coops/Cafeteria	X		

Entrance staff	X		At the entrance there is a lady in charge of the door, which allows the entrance. But at 7 in the morning the guidance counselors join their students.
Green areas	X		The school has many planters, trees, and plants throughout the school.
Patios	X		The school has a main patio and a backyard, besides they have an exclusive parking lot.
Sports fields	X		The school has 2 courts, one for basketball and the other for volleyball.
Ceiling arch	X		There is also a ceiling where the tribute is made
Dining Room / Palapas	X		The school has many palapas around the school so that students can have breakfast.
library	X		There is a large library with many books, and teachers can loan them to students.
Computer lab	X		There is also a computer lab with 50 computers.
Science laboratories	X		There is a science lab, with everything you need.
Multimedia room	X		There is also a multi-media lounge, with a projector.
Audience	X		There is an auditorium for 100 students.

## Appendix. no 9

<b><i>Directors-teachers and support staff</i></b>	They are related in a collaborative and respectful manner, each one fulfils their administrative or formative function as appropriate and they perform a coordinated work to meet school expectations.
<b><i>Teachers-Teachers</i></b>	They relate in a respectful, cordial and collaborative manner and share their experiences in relation to students school demands and strategies to improve .
<b><i>Teachers. Students</i></b>	The students respect the teachers in general however this behaviour is regulated according to the teacher and the interaction that has been established with them from the beginning that is students tend to show more respect for some teachers than others according to their demands, forms of evaluation, appreciation for the teacher, their teaching strategies and by their attitudes and responses to the actions of students.

## Appendix no. 10

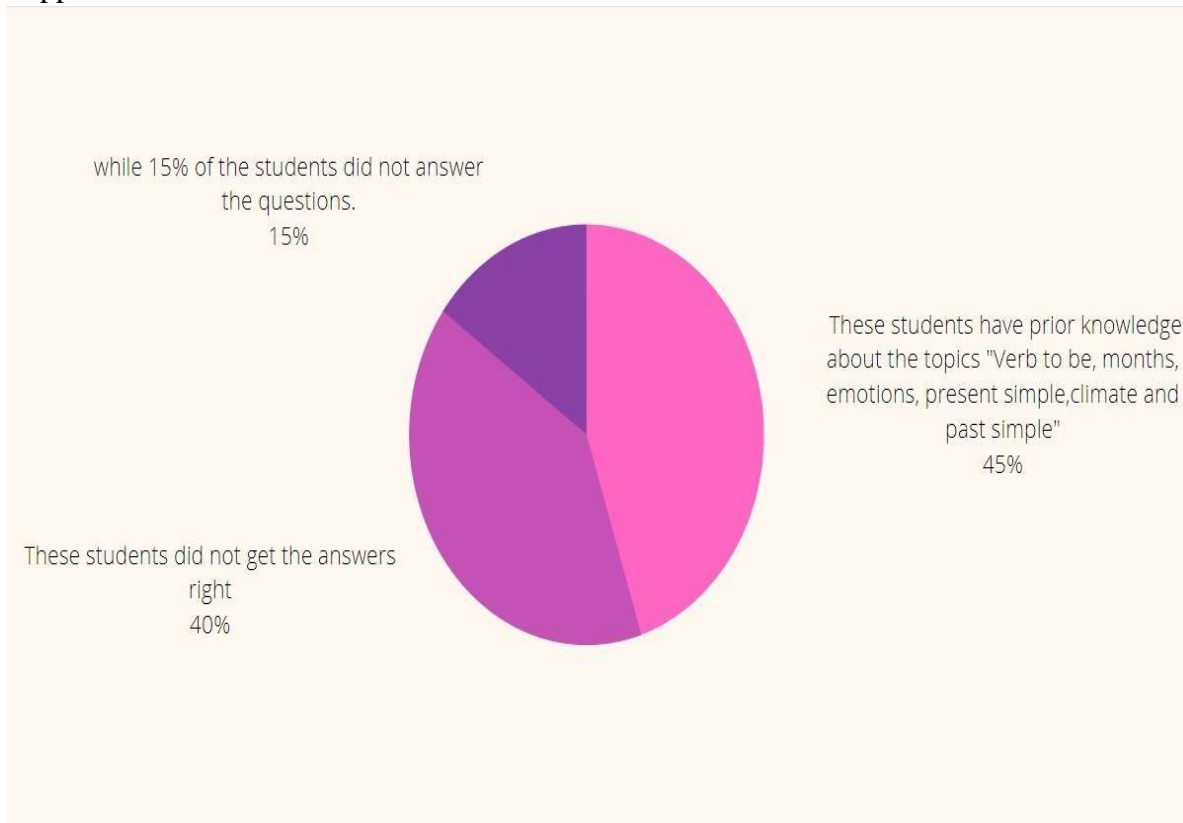


## Appendix no. 11

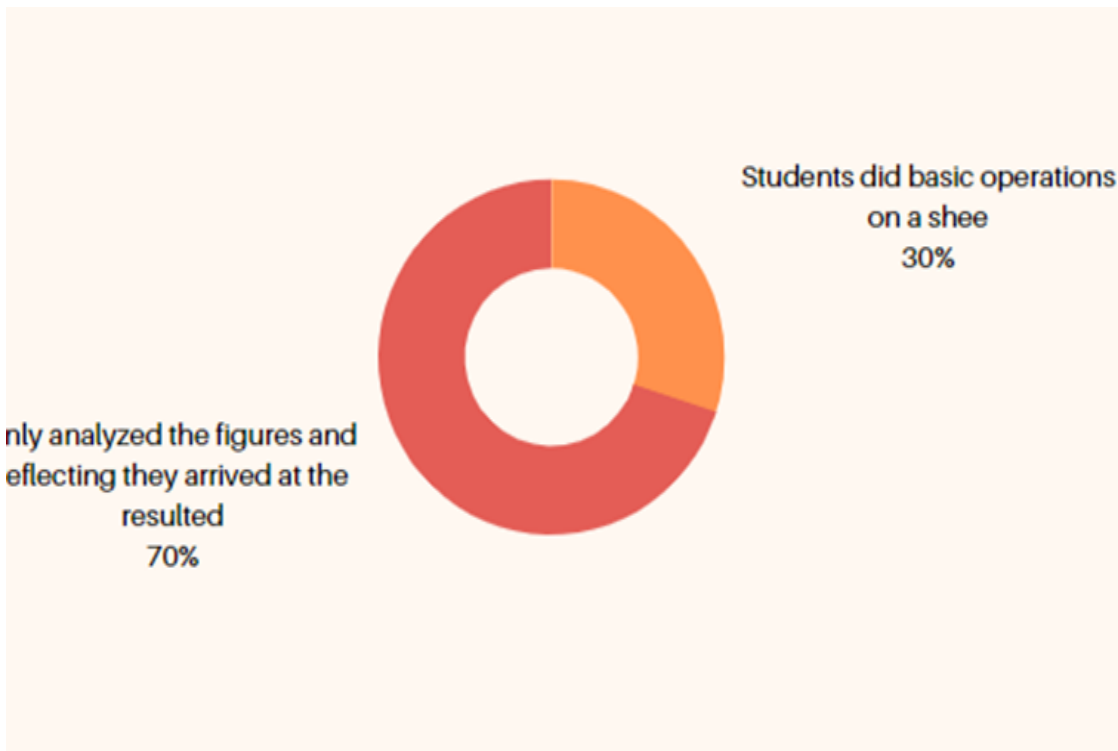
A) Organización escolar.

No. de Maestros:	23	No. de Edificios:	4
Directivos:	3	No. de grupos:	12
Orientadores/Prefectos:	8	No. de Alumnos por salón (aprox.):	40-45
No. Total de Alumnos:	524	Personal Administrativo:	3
No. de salones:	16	Personal externo:	4

## Appendix. no 12



## Appendix no. 13



### Appendix 13.1

**Description**

When you have finished solving the mathematical reasoning problem, write step by step how you arrived at the result.

**Instrument**

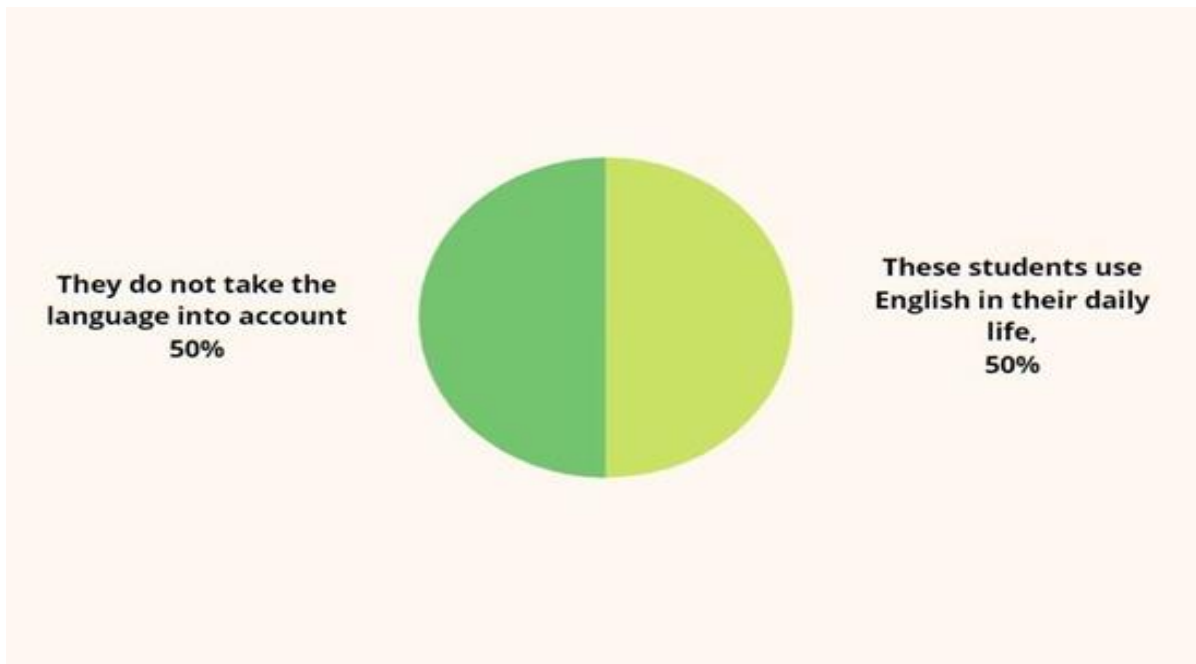
5. Calcula el número de cubos que tiene cada figura y ordena los resultados de menor a mayor. Si cada cubito representa  $2\text{ m}^3$ , ¿cuál es el volumen de cada figura?



**LISTA DE COTEJO PARA EVALUAR CONOCIMIENTOS PROCEDIMENTALES**

N.L.	Nombre del alumno	¿Utiliza un método para resolverlo?		¿Hace uso del pensamiento abstracto?		¿Contempla la realidad para llevar a cabo la solución?		¿Maneja varias posibilidades de solución?		¿Formula una hipótesis y la expone de manera clara?	
		Si	No	Si	No	Si	No	Si	No	Si	No
1											
2											
3											
4											

### Appendix no. 14



Appendix no.14.1

	SI	NO
Habitualmente te distraes durante las clases.		
La mayor parte de las veces, cuando cometes errores o tienes dificultades, interrumpes la tarea.		
Aprendes principalmente para evitar una mala nota.		
Siempre haces las tareas propuestas.		
Constantemente te esfuerzas por mejorar.		
Preferentemente te gusta trabajar en grupo.		
Generalmente te interesa saber CÓMO aprender.		

Appendix no. 15

## CANALES DE PERCEPCIÓN

Nombre del alumno \_\_\_\_\_ Grado \_\_\_\_\_  
Grupo \_\_\_\_\_

Instrucciones: Subraya la respuesta que más se asemeje a tu forma de actuar.

1. Cuando estás en clase y el profesor/a explica algo que está escrito en el pizarrón o en tu libro, te es más fácil seguir las explicaciones:
  - a) Escuchando al profesor (a)
  - b) Leyendo el libro o el pizarrón
  - c) Te aburres y esperas que te den algo que hacer
  
2. Cuando estás en clase:
  - a) Te distraen los ruidos y la conversación de los demás.
  - b) Te distrae el movimiento de los demás o sientes que no puedes estar quieto (a)
  - c) Te distraes si las explicaciones son largas y no tienen imágenes
  
3. Cuándo te dan instrucciones:
  - a) Te pones en movimiento antes de que acaben de hablar y explicar lo que tienes que hacer
  - b) Te cuesta recordar las instrucciones orales pero no hay problema si te las dan por escrito
  - c) Recuerdas con facilidad las palabras exactas que te dijeron
  
4. Cuándo tienes que aprender algo de memoria:
  - a) Memorizas lo que ves y recuerdas la imagen (por ejemplo, la página del libro)
  - b) Memorizas mejor si recuerdas rítmicamente en voz alta y recuerdas paso a paso
  - c) Memorizas a base de pasear y mirar por la habitación y recuerdas mejor una idea general que los detalles.
  
5. En la clase lo que más te gusta es que:
  - a) Se organicen debates y que haya diálogo



- b) Se organicen actividades en las que los alumnos hagan cosas y puedan moverse
- c) Te den material escrito que incluya fotos, ilustraciones y diagramas.
6. Marca las dos frases con las que te identifiques más:
- a) Mientras escuchas al profesor (a) te gusta hacer garabatos en un papel
- b) Eres emocional e intuitivo, muchas veces te gusta o disgusta la gente sin saber bien por qué.
- c) Te gusta tocar las cosas y tiendes mucho a acercarte a las personas cuando hablas con ellas.
- d) Tus cuadernos y libretas están bien ordenados y presentados, te molestan los tachones y las correcciones.
- e) Prefieres escuchar chistes que leer historietas o cómics
- f) Sueles hablar contigo mismo cuando estás haciendo algún trabajo.

## Appendix no. 15.1

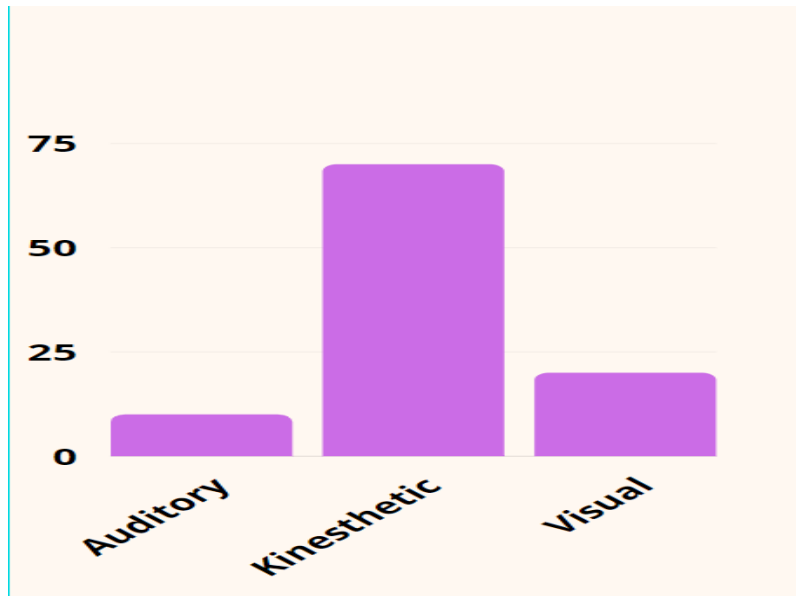
**TEST DE ESTILOS DE APRENDIZAJE**  
**DAVID KOLB**

Nombre del alumno: \_\_\_\_\_

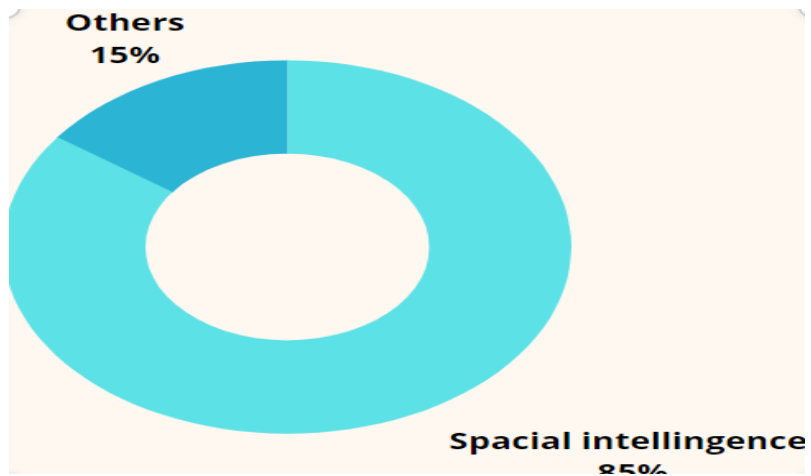
**Instrucciones:** A continuación, se presenta un inventario compuesto por nueve filas (horizontales), identificadas por las letras "A" hasta la "I". Cada fila es un conjunto de cuatro situaciones de aprendizaje. Deberás asignar un puntaje de 1 a 4 para cada una de las situaciones de una fila determinada.  
Coloca 4 puntos a la situación que te reporte más beneficios cuando aprendes, y asigna los puntajes "3", "2" y "1" a las restantes situaciones expuestas en la fila, en función de la efectividad que tienen éstas en tu forma de aprender. **Ojo,** No se puede repetir un puntaje dentro de una fila.

Quando aprendo	Prefiero valerme de mis sensaciones y pensamientos <input type="text"/>	Prefiero mirar y atender <input type="text"/>	Prefiero pensar en las ideas <input type="text"/>	Prefiero hacer las cosas <input type="text"/>
Aprendo mejor cuando	Confío en mis corazonadas y sentimientos <input type="text"/>	Atiendo y observo cuidadosamente <input type="text"/>	Confío en mis pensamientos lógicos <input type="text"/>	Trabajo duramente ara que las cosas queden realizadas <input type="text"/>
Quando estoy aprendiendo	Tengo sentimientos y reacciones fuertes <input type="text"/>	Soy reservado y tranquilo <input type="text"/>	Busco razonar sobre las cosas que están sucediendo <input type="text"/>	Me siento responsable de las cosas <input type="text"/>
Aprendo a través de	Sentimientos <input type="text"/>	Observaciones <input type="text"/>	Razonamientos <input type="text"/>	Acciones <input type="text"/>
Quando aprendo	Estoy abierto a nuevas Experiencias <input type="text"/>	Tomo en cuenta todos los aspectos relacionados <input type="text"/>	Prefiero analizar las cosas dividiéndolas en sus partes componentes <input type="text"/>	Prefiero hacer las cosas directamente <input type="text"/>
Quando estoy aprendiendo	Soy una persona intuitiva <input type="text"/>	Soy una persona observadora <input type="text"/>	Soy una persona lógica <input type="text"/>	Soy una persona Activa <input type="text"/>
Aprendo a través de	Las relaciones con mis Compañeros <input type="text"/>	La observación <input type="text"/>	Teorías racionales <input type="text"/>	La práctica de los temas tratados <input type="text"/>

## Appendix no. 16

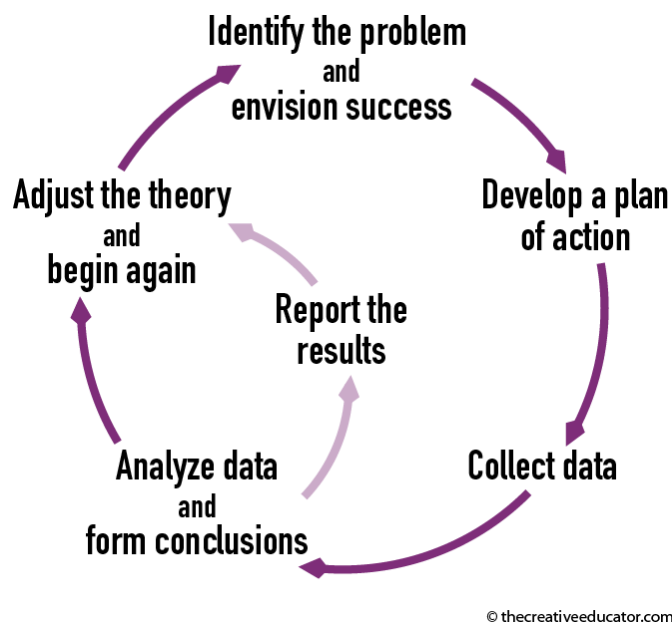


Channels perception



Learning styles

Appendix no.17



Appendix no.18

**Escuela Secundaria "Joss María Liceaga" Nezahualcoyotl , Edo. de México**

**Entrevista semiestructurada para el docente titular del curso.**

- Saludos formales y presentación de los estudiantes (Dependiendo de la decisión del profesor a cargo)
1. ¿Cuántas veces a la semana tiene interacción con los alumnos y qué plataformas está utilizando para impartir sus clases?
  2. ¿Cuál es la dinámica de trabajo en clase y de qué manera realizan la entrega de actividades?
  3. ¿Qué elementos, estrategias o metodologías tomó en cuenta para la construcción de su planeación en esta modalidad?

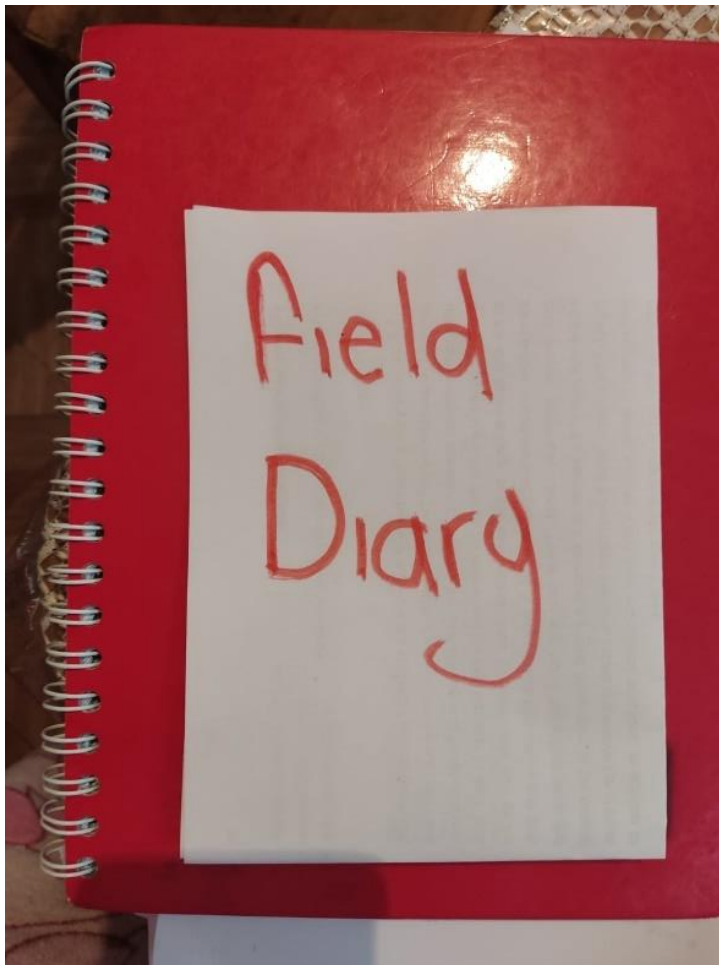
4. ¿Usted se apoya del programa “Aprende en casa” para reforzar sus clases?, ¿Qué opina de este?
5. ¿Cuántos alumnos se integran a la reunión virtual y cuáles son los condicionamientos a cumplir tanto del alumnado como del docente?
6. En su clase, ¿existe algún alumno que tenga problemas de aprendizaje o alguna discapacidad? De ser así, ¿qué estrategias usa para incluirlo a sus clases?
7. ¿Cómo ha sido la colaboración por parte de los padres de familia para el proceso de enseñanza-aprendizaje?
8. ¿Ha tenido alumnos que enfrentan problemas de rezago al no contar con algún recurso tecnológico? De ser así, ¿Cómo se atienden a estos estudiantes?
9. ¿Cuál es la forma de evaluación para los alumnos regulares?
10. ¿Qué pasa con los alumnos que no se han conectado en ninguna ocasión a las clases? ¿Cuál es el proceso de evaluación en estos casos?
11. ¿Qué actitud mantienen los alumnos ante el aprendizaje de una segunda lengua?
12. ¿Cuáles son los estilos y canales de aprendizaje que predominan en los estudiantes?
13. ¿Cuáles son las habilidades del idioma que se considera los estudiantes deben reforzar?

14. Desde su punto de vista, ¿Cuáles son las ventajas y desventajas de trabajar en esta nueva modalidad?

15. ¿Se encuentran trabajando con algún libro de texto? ¿Cómo ha sido la experiencia y el avance al trabajar con el mismo?

- Agradecimiento y despedida

Appendix no. 18.1



## Appendix no. 19

<https://wordwall.net/es/resource/22236615>

0:12

COMMUNITY SERVICES

por Calderoncinthya

+ Agregar etiquetas

Editar contenido... Asignar tarea Incluir Más

scribe aquí para buscar

16°C Muy soleado

Cambiar plantilla

INTERACTIVOS

- Questionario
- Juego de concurso
- Abre la caja
- Persecución en laberinto
- Rueda del azar
- Mostrar todo

0:01

Prepositions of place

por Calderoncinthya

+ Agregar etiquetas

Editar contenido... Asignar tarea Incluir Más

scribe aquí para buscar

16°C Muy soleado

Cambiar plantilla

INTERACTIVOS

- Questionario
- Juego de concurso
- Abre la caja
- Persecución en laberinto
- Rueda del azar
- Mostrar todo

0:02

Prepositions of place

Gírala

Compartir

Cambiar plantilla

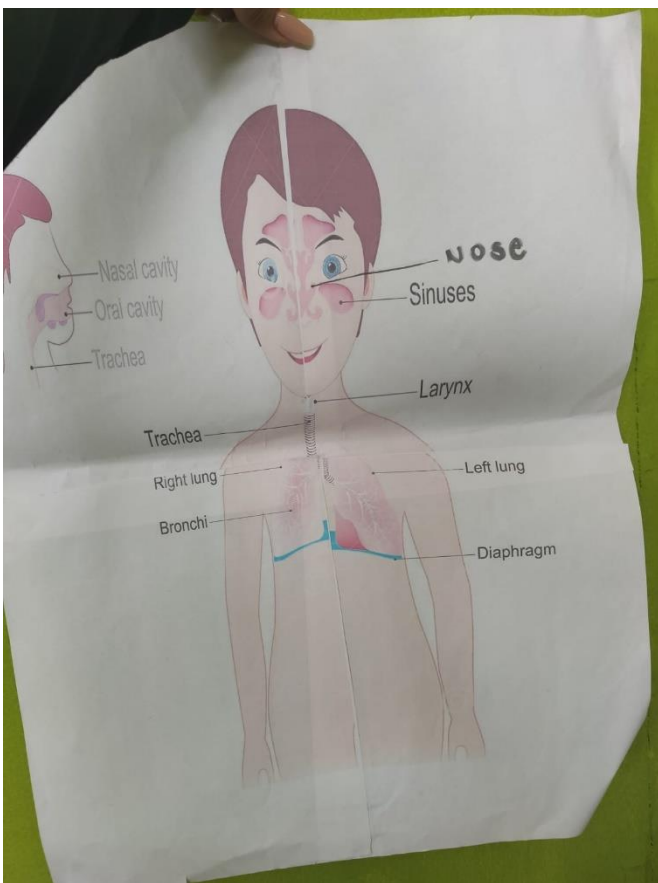
INTERACTIVOS

- Questionario
- Juego de concurso
- Abre la caja
- Persecución en laberinto
- Rueda del azar
- Mostrar todo

<https://wordwall.net/es/resource/23090480>



Appendix. no. 20



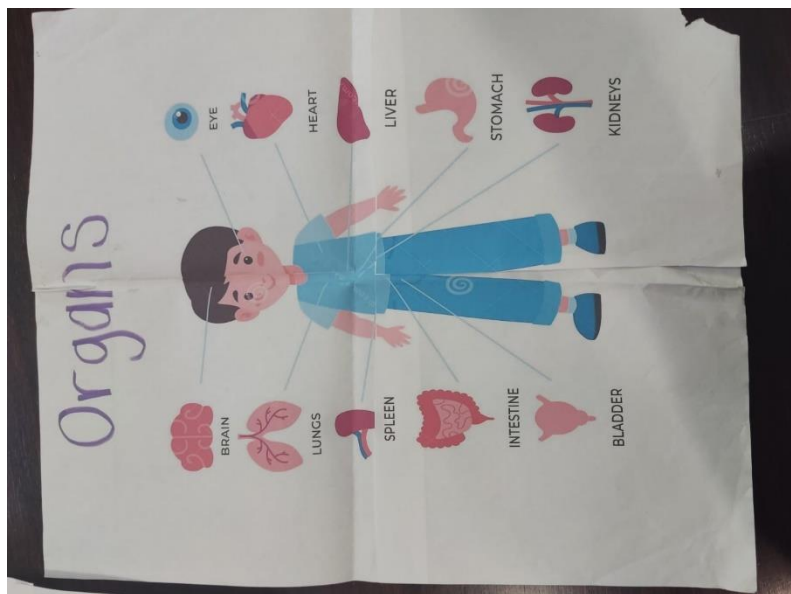
My Body Systems

### BODY SYSTEMS

	EXCRETORY SYSTEM	FOOD
	CIRCULATORY SYSTEM	BREATHE
	RESPIRATORY SYSTEM	BABIES
	REPRODUCTIVE SYSTEM	BLOOD
	DIGESTIVE SYSTEM	URINE

7/11

Appendix no.21

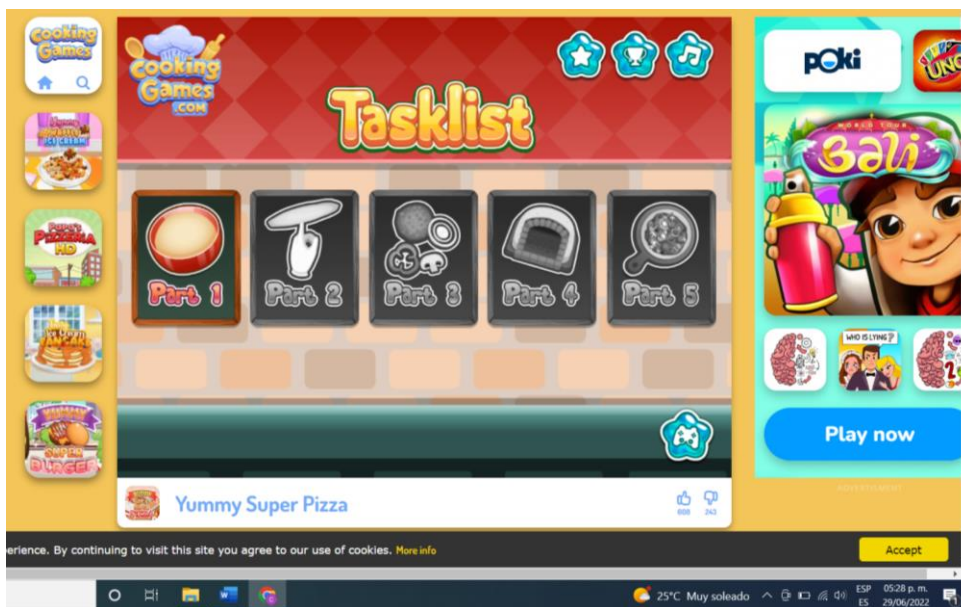


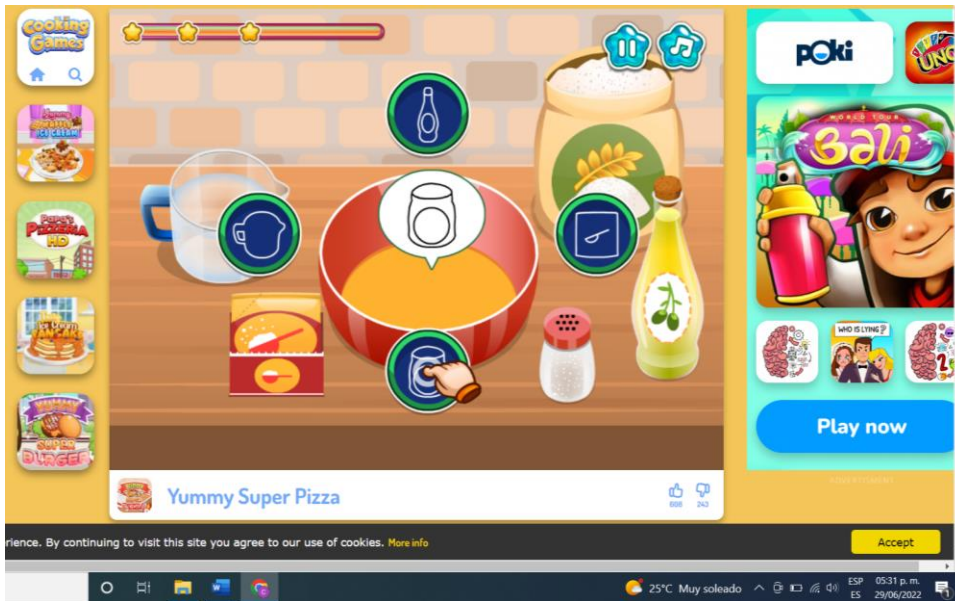
- I don't like swimming.
- I don't like boardgames.
- I like boardgames.
- I like painting.
- I don't like running.
- I like stickers.
- I don't like video games.





Appendix no. 22





Appendix no.23

**Other ludic activities carried out**

Appendix no. 24



## Appendix no.28

# FINAL EXAM

¿Que opinas sobre la clase de ingles?


¿Te agrada la forma de trabajo de la maestra?

Define en 3 palabras la clase de ingles.

¿Te sientes comodo y seguro para participar respondiendo ante las actividades?

## QUESTION ONE

**Exercise II. Drag the picture then drop it in the box with the right description.**




No.	Description	Picture
1.	children come to school to learn	
2.	a bank looks after people's money and lends money to people	
3.	a shop in which medicines are prepared and sold	
4.	a place for religious activities	
5.	a place where people who are ill are taken care of by doctors and nurses	

## QUESTION TWO

### DIGESTIVE SYSTEM

1. Label the digestive system parts.

Small intestine	Large intestine	Mouth	Oesophagus
Stomach	Anus	Liver	Pancreas



2. Complete the sentences with the words given.

- The \_\_\_\_\_ is a long tube that pushes the food into the stomach.
- The \_\_\_\_\_ is where the digestive process starts.
- The \_\_\_\_\_ is like a mixer and it breaks food down into very small pieces.
- The \_\_\_\_\_ produce juices that help to transform food into nutrients in the small intestine.
- The \_\_\_\_\_ separates the nutrients from the waste.

## QUESTION THREE

**Write 3 things you like and 3 things you don't like**

- 1.
- 2.
- 3.

- 1.
- 2.
- 3.

## QUESTION FOUR

**C. Write the instructions on how to do something. Write minimum 5 imperative sentences.**

"How to \_\_\_\_\_"

First, \_\_\_\_\_

Next, \_\_\_\_\_

Then, \_\_\_\_\_

After that, \_\_\_\_\_

Finally, \_\_\_\_\_

## QUESTION FIVE

1. She \_\_\_\_\_  
a very nice person and I like her.
2. \_\_\_ you at home yesterday?
3. I \_\_\_ not ready.
4. \_\_\_ the book here?
5. My dog \_\_\_ is dangerous.  
The floor \_\_\_ clean yesterday