

**Ludic-Pedagogical Strategies Directly Influencing the English Language Learning Process
in Childhood.**

Luis Alberto Araújo Jácome

Icesi University

Master Program in the Teaching of English as a Foreign Language

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Abstract

This research project was set and developed in Institución Educativa Sucre in Ipiales, Nariño with 33 students from third grade from the afternoon shift. The main objective pretended to obtain was to demonstrate that students' English learning skills can be positively influenced through the use of ludic-pedagogical strategies inside the classroom. By using data collection tools such as interviews, questionnaires and direct observation strategies and the results showed that the use of such strategies has positive influence, if used correctly, on students' motivation and willingness to learn English.

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Introduction

The entire world has evolved more in the last decade than in the last forty years, nevertheless the educative process still remains the same as 200 years ago. We have not realized that even though every individual is unique and different, governments still use education models to educate everyone in the same way. Our educational systems remain on punishing errors in which students compete each other to get a grade, students who are not happy and feel demotivated with learning at school. This is the reason why this research tends to look for innovative strategies, not commonly kept in mind, but which could directly help strengthen the abilities to learn English as a foreign language in early stages of learning, highlighting that every student has his/her own abilities and interests to learn whatever they are learning.

Teaching English as a foreign language in Colombia is nowadays one of the most important aspects regarding the educational process and the changes to improve it that the Colombian government and the ministry of education want to bust.

Due to its importance not just for the academic formation but also as a way to connect with other cultures around the world, “The adoption of a common referent with other countries will allow Colombia to examine advances in relation to other nations and introduce international parameters at a local level” (MEN 2006a:57) cited in De Mejia (2011), nevertheless the specific process of teaching English to young learners requires more attention and emphasis. Even though significant progress has been made during the last few decades regarding the teaching of English in Colombian schools, there is still a huge need to make focus on what we are doing in the classrooms of primary school and even preschool ones, which is in fact, the fundamentals of the whole educational process so that we take advantage of those potentialities students in those

stages to offer to the process of acquiring a foreign language; in this respect, Stakanova and Tolstikhina (2014) assert that:

Young students at the beginner level are naturally curious about all new things. Their minds and memories are uncluttered; they have no fear of the unknown. If they wish to connect with their peers, they may still be able to use non-verbal means of communication. (p.5)

Among the factors which could directly influence this process, we could cite the conditions in which education takes place and the policies established in order to carry it out as some of the principal ones, Sánchez and Obando (2008) cited in Fandiño-Parra et al (2012), declared that

...que las dificultades que vive el PNB no se relacionan con una falta de interés o de nivel de lengua de los profesores colombianos sino con la necesidad de un mejoramiento de las condiciones en las que la enseñanza y el aprendizaje ocurren en Colombia, y la revisión profunda del currículo de primaria y bachillerato en los colegios públicos. (p.7)

To put it in another way, it is not just a matter of creating ambitious plans in order to obtain satisfying results in English proficiency, but it is a matter of paying attention to the core situation which could be related to the lack of the necessary conditions to carry out an effective process starting from the basis of the process, preschool and primary school.

It is fundamental that we revise some aspects regarding the first stages of learning so that we can comprehend why this is an important part on the process of learning a foreign language. According to Stakanova and Tolstikhina (2014), they mention that “primary school age is known to be favorable for learning a foreign language. Imitating, the abilities of a child, natural curiosity and need for new language contribute to overcome the challenges facing foreign language learning”. In other words, if we could enhance the conditions in which English is taught in our

primary and preschool-classrooms, we could prepare our students to face a more favorable process in the future.

Regarding our own context, there could be multiple factors which could influence positively or negatively the teaching/learning process of English as a foreign language in young learners, some of the main ones are:

- a) The time devoted for the English class, which scarcely helps to carry out a well-structured process, (1 hour of class per week).
- b) Lack of teachers' preparation on the specific subject; teachers in charge of teaching English to preschoolers most of the time do not speak English or know nothing about it.
- c) Materials and resources: as teachers are not prepared to teach this subject the materials and resources used in classes could not be the most appropriate to engage students' attention in the subject.
- d) Motivation: as all the previous factors make part of the foundations for a good teaching/learning process and as we can clearly observe that they are not well established, students' motivation could be affected.

This project presents a discussion to specifically know the difficulties in the teaching process and the necessities of students at early stages (third graders) from Institución Educativa Sucre, a public institution from Ipiales, Nariño. It is a challenge not only to know the reality of the teaching/learning process, but also a way to create innovative strategies in order to motivate students to learn English as a foreign language.

Justification

This research project will allow to raise awareness on teachers of the importance of searching and applying different ludic-pedagogical strategies according to the necessities, capabilities and the context in which we develop our profession, and in this way to be able to adapt them to the students' learning contexts taking into account different individual preferences. Besides, it will allow to analyze and apply new methodological procedures so that students can have a meaningful and integral learning. It is important to mention that ludic-pedagogical activities are educational activities that use play and games as a way to engage learners and facilitate learning. These activities are designed to be fun and enjoyable, while also having a clear educational purpose.

Ludic-pedagogical activities can take many forms, including board games, video games, role-playing games, simulations, puzzles, and more. They can be used in a variety of educational settings, from formal classrooms to informal learning environments.

The goal of ludic-pedagogical activities is to create a learning experience that is engaging and motivating for learners, while also promoting critical thinking, problem-solving, collaboration, communication, and other important skills. By integrating play and games into the learning process, educators can help students to develop a deeper understanding of academic concepts and to retain information more effectively.

As a teacher from Institución Educativa Sucre, I consider this work developed with students from third grade is worth it since the research to be made can help identify aspects in the English language teaching process and strategies used in order to adjust them so that students' learning process improves as well. Moreover, it will help to break the traditional paradigms in

our teaching practices and then improve our strategies so that teachers can feel motivated inside the classrooms, too, and then, the results can be positive in secondary school as well.

Objectives and research question

Research Question:

Given that the preschool and primary school stages of learning are considered foundational to the entire educational process and that the effects of instructional practices implemented during this term can be observed in later secondary school levels, it is essential to investigate how pedagogical strategies can positively impact student learning, taking into account their interests and current educational background. Therefore, this research aims to explore the effectiveness of ludic-pedagogical strategies in the English language learning process at the early stages of education. The research question is as follows: how can ludic-pedagogical strategies be employed in the classroom to enhance the process of English language acquisition at an early stage of education?

General Objective

To analyze that students' English learning skills can be positively influenced through the use of ludic-pedagogical strategies inside the classroom in third graders from Institución Educativa Sucre in Ipiales, Nariño, by using data collection tools such as interviews, questionnaires and direct observation strategies.

Specific objectives

To establish innovative strategies inside the classroom in order to foster students' motivation towards the learning of English as a foreign language.

To identify to what extent the implementation of ludic-pedagogical strategies impacts third- graders.

Theoretical framework

For this project the principal aspects I will revise are: first, as a way to make a general overview I will make a brief analysis of the Colombian context for teaching English as well as some aspects related to the context for teaching English in our specific context and school, I will also take a look at the teaching context where we are experiencing our practices based on the work of Le Gal (2018), and De Mejia (2011). The second aspect to bear in mind is the resources and materials we use to make our classes more meaningful and enjoyable. Then, a discussion about the available resources and materials used (i.e books, recordings, songs, posters, flashcards and so on), which could be of a great help but which are scarce in our institution, and how to use them inside the classrooms is done regarding Harmer (2007) and Tomlinson (2012); resources and activities which teachers could use as a way to make their teaching experiences more dynamic are also regarded as part of this discussion taking Herazo's work (2010) as a reference. Consequently, if we want to refer to the progress that the teaching of English in Colombia and in our own context has experienced lately, we must know about the previous knowledge students have in their English class so that a comparison can be made between the way the normally receive their lessons with the new proposals. Finally, I will refer to the work of Gardner (1983) in which he states his theory of the multiple intelligences MIT which to some extent can define the way how we learn different things.

The English language teaching context in Colombia

Before studying the different implications and actors involved in this teaching and learning process of English, it is fundamental to mention the different characteristics and particularities that teaching in the Colombian context imply, this because our country and the institutions are quite different in several aspects to those by which some of the policies for the

teaching of English were created not even bearing in mind rural areas in which the educative process is completely different from the one developed in the urban areas, (Holguín & Morales, 2016). Supporting the previous ideas, Cárdenas (2006) as cited by De Mejia (2011) makes a clear contrast between what the Colombian conditions are, specifically regarding infrastructure of the educational institutions, curriculum organization and the use of foreign languages in different contexts, the adoption of certain guidelines which are taken from countries which do not have the same necessities and particularities as Colombia does and the gap difference between public schools and private ones, (Gonzales, 2012; Holguín & Morales, 2016). To confirm this, Holguin and Morales (2016: p,213) also express that “Isolation, cultural adaptation, misconceptions that rural families have about education, motivation, infrastructure, and violence are some of the shortcomings which inhibit English teachers from working in rural areas”. Clearly, all of the previously expressed ideas are variables which needed to be considered when policy makers decided what the most adequate guidelines for teaching English in Colombia were not just paying attention to the principal cities but also small rural areas of the country. The assumption that the adaption of a set of guidelines which could have worked in a different country and might work in Colombia was mistakenly assumed as every country has their own unique conditions and needs which cannot be solved bringing foreign ideas to be adapted.

Teaching the different abilities in the Colombian context.

On the same way, regarding the Colombian teaching context, one of the most challenging tasks to face when teaching a language, any language, in my opinion, is to make students produce oral interaction and written production. When learning a foreign language, I consider that speaking is an innate property each human being possesses but not all of us are able to express in the same way, and what teachers must do is to try to enhance this property to be

successful when making students speak, (Adams, 2018). Most of the time students feel threatened or discouraged when developing these kind of tasks and for this reason it is necessary to find adequate strategies with which they feel comfortable enough to start creating a certain kind of target language production. Whatever strategies we use, they should tend to make students engaged towards the use of the L2 in the most natural way as possible making use of the correct tools and resources we have at hand, “Today, more and more attention is given to communicative approaches in EL teaching. With the emergence of universal education, and the extremely rapid development of ICT” (Stakanova & Tolstikhina, 2014; p, 458). As teachers, we need to be eager and flexible to adapt ourselves to the new conditions education every day offers and its constant challenges it has, so if we want to connect to those students’ needs to learn the different abilities in a foreign language it would be ideal that we use different activities and methods and not only those related to reading and writing or just completing a set of exercises. The theory of multiple intelligences offers a wide variety of strategies depending on the students which can make the whole educational process change in benefit of the students, (Ahmed & Gasm, 2012), even though it is not an easy job, we should start by analyzing, selecting and trying activities in our classrooms which allow students to feel that they have the opportunity to find their most appropriate way of learning.

Activities to make students interact

Sometimes, we as teachers do not have a clear idea of what activities are the most appropriate in order to make students interact inside the classroom and we just rely on the basic production or even repetition of given utterances, but we miss one of the most important aspects which is peer interaction (Adams, 2018). Most of the time students feel threatened when they are asked to speak aloud or to produce any kind of oral production without realizing that this could

be avoided with student-student interaction so they can consolidate what they have learnt and at the same time learn by their mistakes. Herazo, (2010) also describes the way in which teachers have created a misconception on the use of what we consider to be communicative activities and the way we put them into practice in the classrooms. Unfortunately, we have got stuck on the point where we consider that giving students a set of phrases in order to be repeated by the students in front of a class is what a communicative activity is about without regarding that communication is a natural process in which students express themselves according to their domain of language. Gardner (1983) as cited in Ahmed & Gasm (2012) gives clear hints on how we can work inside the classrooms making the educative process an integration of all of the natural talents students have in order to get a more diverse range of activities and strategies to get a better a more adequate style for carrying out the teaching/learning process; teachers can design activities that appeal to different types of intelligences, such as incorporating music and movement into lessons to engage bodily-kinesthetic learners, or using visual aids to help visual-spatial learners. Additionally, teachers can encourage students to identify their own preferred learning styles and use this knowledge to tailor their own learning strategies. Overall, the theory of multiple intelligences provides a framework for creating a more inclusive and effective learning environment that meets the needs of all students.

The use of the L1 inside the English language class

Most of the times it is considered that in the process of teaching a person to speak a second or foreign language, in our particular case English, the mother tongue could be considered a barrier for them to be able to produce comprehensible output in the target language but we do not take into consideration the pedagogical implications it should bring to the benefit of learning to speak a foreign language, (Cook, 2001; Ortega, 2019; Cook 2016). The

connections made between the first language and the target language should always be welcomed during the lessons as they help learners to better understand the concepts which in fact have not been understood using the L2 isolate.

The teachers' role

It is undoubtedly that the teachers' role in the teaching learning process is imperative but the idea of being the central part of class has already changed. Nowadays teachers are considered to be monitors of the students' language use and models of tasks performance, (Adams, 2018). So, as monitors of the language use inside the classroom, it is understandable that the use of L1 should be considered inside the English classes, but how much of it should be devoted? Are we using too much or too little considering our contexts? (Kerr 2019). Most of the times, despite the efforts made by teachers to create a good environment in which the conditions to create a quasi-real foreign language class are adequate, the use of the L1 is necessary depending on the level and the needs of students to develop the assigned tasks. "Another issue related to this is the ideas families have about the education of their children. Some families do not see the relevance of learning more than basic reading, writing and Math" (Holguín & Morales, 2016; p: 213). In the public sector, there is still a tendency to consider that learning a foreign language is not an important issue and so the results of those beliefs can be reflected in the traditional way of teaching English in Colombian schools, where there is not a good balance between the use of the L1 and the L2. How much should teachers speak the L1 and how much should teachers allow their students to use it? Kerr, (2019).

Materials and resources

Materials and resources are other important aspects which always have to be considered when referring to foreign language teaching and learning. It is thought that when we talk about

materials for EFL in the Colombian context we were just talking about books which some schools can have and use as a guide for their classes, but it implies more than that.

Materials development refers to all the processes made use of by practitioners who produce and/or use materials for language learning.

It made the important point that good teachers are always adapting the materials they are using to the context in which they are using them in order to achieve the optimal congruence between materials, methodology, learners, objectives, the target language and the teacher's personality and teaching style" (Tomlinson, 2012, p.9)

Despite the fact that most of our Colombian public schools may suffer from a highly reduced quantity of the required materials, it would be ideal that we as teachers could be creative enough to create positive environments and ludic-pedagogical materials with the resources we have at hand. If we could do so, our students could realize that they are experiencing better practices in their classrooms as well.

Important contributions to take into consideration within the implementation of different learning strategies.

Theory of Multiple Intelligences

The multiple intelligences theory (MI) was developed by Gardner (1983) in "Frames of the Mind: The Theory of the Multiple Intelligences". MI theory postulates that a unique concept of intelligence is unable to assess the strengths and weaknesses of an individual which gives framework to the two major claims: first, all the individuals possess all the intelligences postulated in the theory to some level and second, as we all have different physical traits, personality types and levels of temperament, we also display different profiles of multiple intelligences (Gardner, 1983). Regarding our jobs as teachers, the MI theory helps us to better

understand and carry out the teaching process. Most of the times, as it is the case in a huge part of the Colombian public schools and some private ones, when we teach English we tend to enclose the students into just one big group of people with no differences at all, without realizing that they are totally different worlds and that each one of those persons have different ways of learning and their needs to learn vary as well. Unfortunately, this way of conveying our English classes has turned them to be something boring for learners making them feel demotivated from very early stages of the educational process showing little or no interest on the L2 development and neither on the tasks.

It would be ideal that once we have a clear concept of the MI theory and the different intelligences postulated, we could adequate our classrooms so that the students feel their needs and ways of learning are being taken into account. There is evidence confirming that schools where multiple intelligences theory is applied are effective (Gardner, 2006), and with the understanding of the theory teachers can better understand the learners. They can allow students to discover their strengths, learn in many ways, and can help students to be in control of their learning (Guignon, 1998, as cited in Ahmed & Gasm, 2012). As it is the objective of this research, we could take the theory of multiple intelligences an important tool towards the improvement of the ludic-pedagogical strategies used to make the English classes more meaningful for students.

Montessori Method

The expert on teaching children Maria Montessori founded a method in which education and learning could take place when the necessary conditions are established for children to develop and express themselves in environments in which they are able to perform daily

activities and class activities in a natural way through the use of ludic activities such as rods, spindle boxes sandpaper and so on. According to this, Lestari (2020) expressed that:

“Variations in the concept of Montessori classrooms are also very diverse implementation, making the Montessori game tool very flexible. Allowed with the availability of all types of Montessori game tools that tend to be commercial, or it could also be the availability of materials that exist in nature, meaning that it makes itself, no problem while the concept is the same”

Similarly, and equally important Montessori (1982) asserted that “El ambiente recoge las energías, porque ofrece los medios necesarios para el desarrollo de la actividad derivada de los seres. Pero el adulto forma parte del ambiente; el adulto debe adaptarse a las necesidades del niño...” that is to say, it is not just only that we create the necessary environment for the learning process but we have to adapt ourselves to that environment and most important of all we have to adapt to the children’s necessities and not the opposite.

Jean Piaget’s theory of cognitive development.

Regarding the way students learn it is important to make an analysis to what Piaget proposes as children develop their learning process in order to take this as a beneficial model to follow inside our classrooms. Piaget as cited in Huitt and Hummel (2003) suggests that teachers might make the learning process somewhat different and more adequate for children’s stage of learning if we based our teaching practices on real life and meaningful strategies so that we could challenge children’s thinking abilities to their extent: “It is also recommended that teachers use a variety of concrete experiences to help the child learn (e.g. use of manipulatives, working in groups to get experience seeing another’s perspective, field trips, etc) (Huitt and Hummer, 2003). In this way, and as it is the purpose of this research project, the idea is that teachers could create

and make use a variety of ludic-pedagogical strategies according to their needs and with the materials available to show that through the use of these strategies, learners could be more engaged and the learning process could occur in an enjoyable and motivating way.

Methods

This study will follow a qualitative model intended to demonstrate to what extent the use of innovative ludic-pedagogical strategies might influence students' skills on their English language learning process. Interventions and direct observations were made in order to collect data directly from the classroom using a variety of activities during the English classes. Interviews were used as well with the primary goal of revealing to what extent the strategies applied by the English teacher were relevant for the students or not.

Socio-academic context

This study took place at Institución Educativa Sucre, which is a public high school located in Ipiales, Nariño. This is a well-recognized school due to the good results obtained in state tests. It welcomes students from the rural and urban areas of the city as well as other near municipalities in the zone. There are around two thousand students from preschool, primary and secondary sections divided in two shifts. Inside the classrooms, which is set as a traditional classroom with individual desks organized in rows, there is an average of 32 students per class and most of them belong to a mid-low socio-economical stratus whose parents mainly work on economic sectors such as agriculture, farming, construction, domestic employees among others. The need to have an economic stability has resulted in both parents working and then children being, most of the times, left alone without a parental supervision or support in their academic process. Lately, students have shown to have difficulties with the consumption of alcohol and drugs, factors which have led them to experience academic and behavioral problems at school

mainly reflected on their development and results in the different subjects. Besides, it has been evident that after the pandemic situation experienced world-wide, students' emotional aspects were affected negatively with an increased number of students suffering from depression, anxiety, emotional instability, overprotection and a general demotivation including the academic aspects. Unfortunately, and in spite of being one of the most recognized schools in the city for its academic results, the methodology commonly used in the classrooms by most of the teachers is based on traditional foundations.

Participants

The sampling procedure used by the researcher was convenience sampling. The participants were selected were those at the researcher's school with the most convenient schedule and willingness to work with. Participants included 33 primary school students. The participants were also selected because they all belong to the same group in which they can interact all along their school journey.

The selected group for this specific research is the third grade from Institución Educativa Sucre in the afternoon shift. As it was previously mentioned, most of the students belong to a mid-low socio-economic stratum. Third grade has 16 male students and 17 female students aged between 8 and 10 years old.

Research Design

In my study, I will employ an action research approach to examine how ludic-pedagogical strategies enhance students' motivation in Institucion Educativa Sucre. Action research is a participatory methodology that involves active engagement in the research process to bring about positive change within a specific context (Stringer, 2014). By adopting this approach, I aim to collaboratively work with the teachers and students at Institucion Educativa

Sucre to identify and implement ludic-pedagogical strategies that can foster motivation among students from third grade. The use of ludic-pedagogical strategies, which integrate playfulness and educational activities, has been shown to positively impact students' engagement and motivation in the classroom (Eggleston, Miller, & McDaniel, 2020). By utilizing an action research framework, I will have the opportunity to actively involve the teachers and students in the process of developing and implementing these strategies, ensuring their relevance and effectiveness within the specific context of Institucion Educativa Sucre. Through continuous cycles of planning, action, reflection, and adaptation, this approach will enable me to gather rich and context-specific data on the impact of ludic-pedagogical strategies on students' motivation, contributing to both academic scholarship and the improvement of educational practices at the institution.

Methodology

In order to achieve the principal objective of investigating how ludic-pedagogical strategies enhance students' motivation in Institucion Educativa Sucre, a series of sequential steps were followed. Firstly, an initial diagnosis was conducted to gather information about students' perceptions and experiences in their current English classes. This step helps in understanding the existing situation and identifying potential areas for improvement. Secondly, class observations were conducted to gain insights into how English classes are conducted in the school. This step allows for a comprehensive understanding of the teaching methods and strategies currently employed.

Based on the initial diagnosis and class observations, a class plan was developed to address the specific needs and preferences of the students. This step ensures that the ludic-pedagogical strategies implemented are tailored to the students' requirements, maximizing their

effectiveness in enhancing motivation. Additionally, data was collected during this phase to gather evidence on the impact of the implemented strategies.

The fourth point involves the implementation of classes in which ludic-pedagogical materials serve as the primary teaching materials. These classes are conducted while closely observing and documenting the students' responses and engagement levels. This step enables a detailed examination of how ludic-pedagogical strategies affect students' motivation and provides valuable insights for further improvement.

After the completion of the intervention, a final diagnosis is developed, which integrates the findings from the initial diagnosis, class observations, and data collected during the intervention phase. This final diagnosis consolidates the overall understanding of the effects of ludic-pedagogical strategies on students' motivation.

Lastly, the data obtained throughout the research process is analyzed to draw final conclusions. This analysis involves synthesizing the information collected, identifying patterns, and examining the relationship between ludic-pedagogical strategies and students' motivation. These conclusions serve as the foundation for recommendations and future directions in enhancing English language teaching practices at Institución Educativa Sucre, promoting a more motivating and engaging learning environment for the students.

Procedure

The research was done with students from grade 3rd-2 from Institución Educativa Sucre in the afternoon shift. The research was developed during the first school term of the year for about seven weeks. As the first step is stated, the researcher presented the students a questionnaire to make an initial diagnosis about their current English classes. The researcher showed himself in front of the students with great confidence starting with a song to make his

presentation and then continued asking them to answer some questions related to their English classes. The students showed motivated and willing to participate with the activity. The teacher explained the questionnaire in Spanish but sometimes changing to English in order to see if students were paying attention or not. Once the explanations were given, students had some time to answer the questions and the researcher walked around the classroom monitoring the activity. Finally, when they finished answering the questions, the questionnaire was collected, and the activity was closed with a chant.

As the second part of the procedure, there was a class observation in order to realize how English classes were conducted and it was carried out in the classroom where 3rd graders normally take their classes. It is important to highlight that the teacher of English observed, did not have idea but he did not oppose to be observed. The observation took around 55 minutes which is the average time of class. The details observed were written in a blank paper and there was also a check list of questions to be selected.

Then, the intervention process was carried out with the students, this time in a different setting and using different ludic-pedagogical strategies such as board games, memory games and online activities and didactic material such as flashcards in order to observe how they reacted to this way of learning English.

After this, there was a kind of interview with a sample of students who gave their own insights about what they could perceive during the time of the intervention and what their opinions about those classes were.

Analysis

Once the information was gathered, the next step consisted in organizing the students' answers from the questionnaire to be put into graphic bars so the most relevant findings

regarding students' perceptions about the English class and teacher, methodology and materials could be highlighted and analyzed.

Instruments

Chart 1

Instruments

TOOLS	DEFINITION
1. Questionnaires	Questionnaires is a powerful tool for collecting data which allows the researcher to get the information directly from the interviewee. It also permits to systematize such information so that it can be organized for a better understanding and analysis. Malhotra said, "A questionnaire is a formalized set of questions for obtaining information from respondents. The overriding objective is to translate the researcher's information needs into a set of specific questions that respondents are willing and able to answer". (2006). Said so, and as one of the first steps, it was important for the sake of the research to ask students to give their personal perspectives about their English classes before the intervention could be done; in this way, an analysis could be done before and after this process to draw some conclusions.
2. Class Observation	Taking into account that observation is one of the principal acts human beings develop in a natural way, it is also a powerful tool when we refer to know what is happening inside the classroom with the students but also with the teacher; this class observation has the purpose of observing the behaviors and development of the participants, Torsh, (2019) expresses: "A classroom observation is an act of watching a teacher's performance in their classroom or learning environment. Classroom observations are a quantitative way of recording and measuring teacher behavior and mastery by systematically watching and recording them in action". Observing the insights of a class requires the observer to be aware of most of the details in order to make a deep analysis of the findings obtained. It could be used to gather information so that changes can be done regarding methods or teaching strategies.
3. Focus group	With this method of collecting data, the principal objective is to obtain the students' proper thoughts about how they felt and what they could experience during the interventions carried out inside the classroom, their opinions about the materials and activities, their perceptions about their English classes and the ones taken during the intervention and then some relevant conclusions could be drawn.
4. Checklist	A checklist is a type of informational job aid used to reduce failure by compensating for potential limits of human memory and attention. It helps ensure consistency and completeness in carrying out a task. A basic example is a 'to-do list'. A more advanced checklist layout tasks to be done

	according to time of day or other factors. The checklist consists of a list of items with a place to check or mark yes or no. The checklist will help determine what students perceive about the English class, how they feel doing the activities, and how they see their performance in the class. For the teacher, this checklist provided her data related to students' performance to contrast with the methodology applied in order to check the research question proposed.
5. Lesson plan	This tool used for this research serves the teachers as a guide that he uses every day to determine what the students will learn, how the lesson will be taught as well as how learning will be evaluated. Lesson plans enable teachers to function more effectively in the classroom by giving a detailed outline that they adhere to during each class. This helps to make sure that every moment spent in class is used to teach meaningful concepts and have worthwhile discussions rather than figuring out what you are supposed to do as time goes on.
6. Self-evaluation	Another important source for collecting quantitative data for this research was a self-evaluation activity. It is considered to be meaningful because when you self-assess, you become an active participant in your own evaluation. Your involvement enables you to honestly assess your strengths and also areas you need to improve. You then can participate more constructively in the evaluation with your teacher and classmates. Self-evaluation also serves to increase commitment to goal setting/achievement, competency development, and career planning.

Results and discussion

During the intervention, the tools for collecting data used were a questionnaire, class observation, interviews, students' self-evaluation, and a focus group. The analysis made from the information obtained will be fundamental to answer the research questions of this project: how can ludic-pedagogical strategies be used to influence the process of learning English at very early stages?

Data instrument: Questionnaire.

The first instrument used was the questionnaire which was presented to 33 students from 3rd grade. It consisted of 10 open-ended questions and closed questions as well, all of them related to their perceptions about English class, the materials used by the teacher and the teacher itself.

Chart 2*Questionnaire*

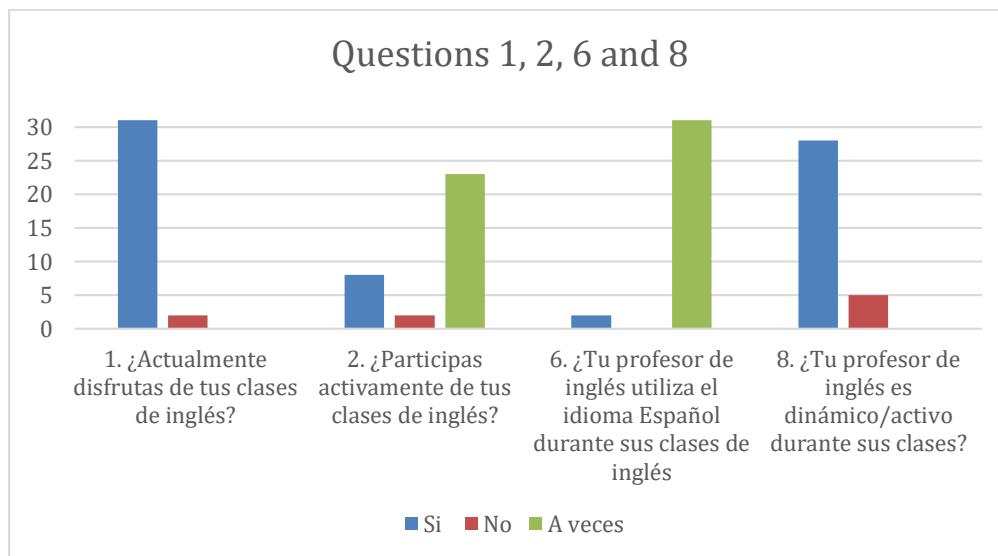
Question	Si	No	Algunas veces	
1. ¿Actualmente disfrutas de tus clases de inglés?	31	2	0	
2. ¿Participas activamente de tus clases de inglés?	8	2	23	
6. ¿Tu profesor de inglés utiliza el idioma español durante sus clases de inglés?	2	0	31	
8. ¿Tu profesor de inglés es dinámico/activo durante sus clases?	28	5	0	
Question	Hablar	Escuchar	Leer	Escribir

3. ¿Qué es lo que más disfrutas de tus clases de inglés?	3	24	3	3
Question	No le dedico tiempo	10 a 20 minutos	30 minutos o más	
4. ¿Cuánto tiempo le dedicas al aprendizaje del idioma inglés en tu casa?	9	15	9	
Question	Individuales		En grupo	
5. ¿En la clase de inglés prefieres actividades...?	5		28	
Question	Divertidas	Aburridas	Normales	
7. Consideras que tus clases de inglés son...	18	5	10	

For questions # 9 and # 10, which were open-ended questions, students evidenced that the resources the teacher frequently uses the most during his lessons are the markers and the whiteboard and sometimes a T.V set. Consequently, students wrote that what they would enjoy during their English lessons are the dynamic activities like games and singing songs in English.

Graphic 1

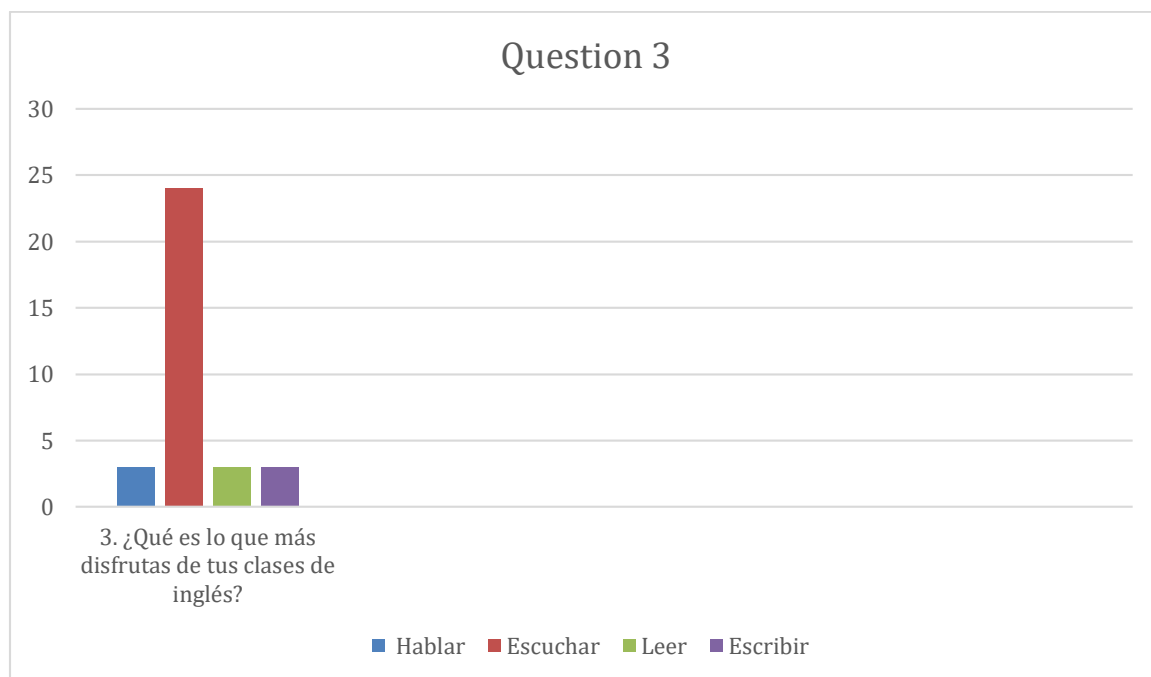
Questionnaire questions 1, 2, 6 and 8



On this questionnaire, which was taken as a diagnosis, questions # 1 and # 2 are related to the students' active participation and the motivation they show towards the English class; according to the results, currently, most of the students feel comfortable with their English classes and it could be linked to the results obtained in question # 8 in which they show their English teacher is a dynamic and active person; however, their answers related to participation during the English class do not have a positive result, most of them accepting they do not have an active role. Regarding question # 6, it is evident the use of the L1 during the English class, which to some extent is considered to have a positive meaning, nevertheless, later on, during the class observation dynamic, we will see that the use of the L1 by the teacher prevails during the English class.

Graphic 2

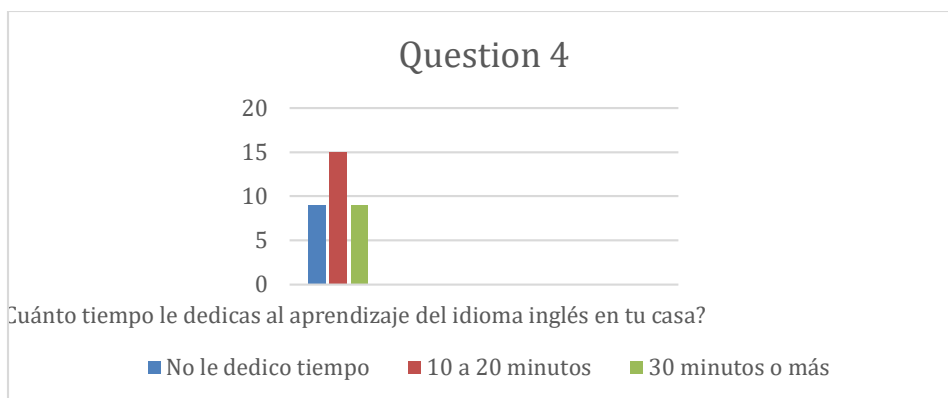
Questionnaire question 3



Among the options listed for question # 3, the biggest part of the students answered that what they most enjoyed from the English class was the listening activities, maybe due to the time of exposure they have during their lessons. These results may be worrying since students at this level are active participants who, under normal conditions, enjoy working on activities which involve the other skills mentioned here.

Graphic 3

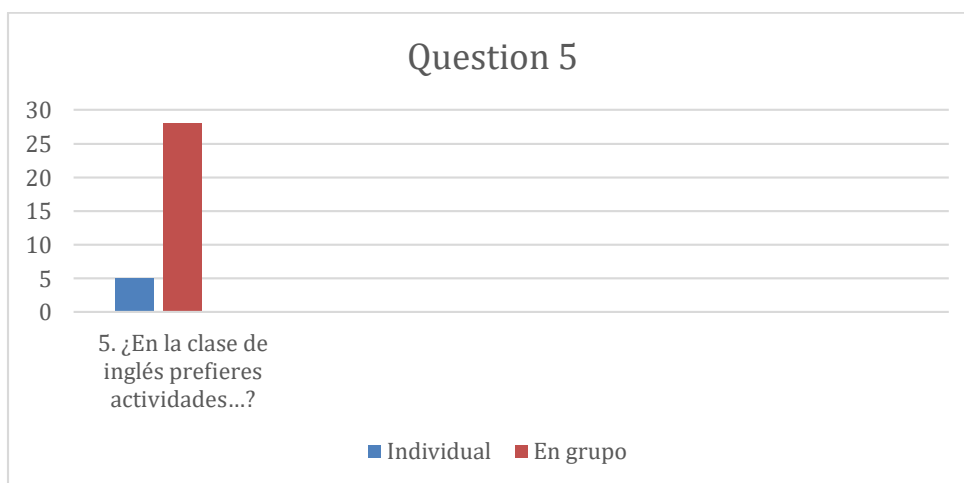
Questionnaire question 4



Question # 4 is related to the time they spend to learn English at home, almost half of the students showed that they dedicate between 10 to 20 minutes which could be said it is little time and the rest they divided 9 answers for not taking time at all, which is even more worrying, and the other 9 for taking more than 30 minutes meaning that they take a meaningful time for start practicing English at home.

Graphic 4

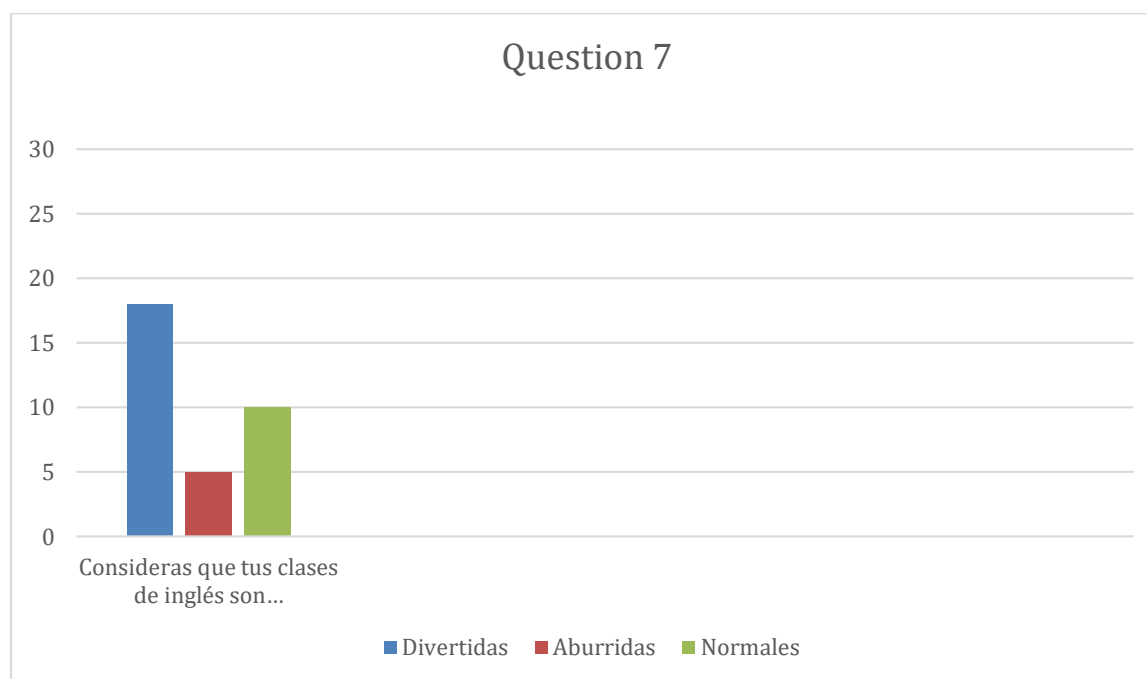
Questionnaire: question 5



In question # 5, it's clear that most students prefer activities done in groups and this may occur considering the age of the students and the joy they may feel doing activities which require a group work.

Graphic 5

Questionnaire: question 7



For question # 7, and regarding some of the previous questions, most of the students still considered their classes to be funny.

At the end of the questionnaire activity, some students in an informal way expressed that they would like to speak and write English during their English classes and that they would feel happier if they worked on different kind of activities. From a personal point of view, I would say that even though it is evident that students manifested they feel at ease during their English classes, abilities such as writing and speaking are some of the weaknesses on these specific current context, and some of the things students miss the most due to the short active participation students have in their classes, students must be active agents of the learning process and more pedagogical activities concerning the different abilities are required by the students for them to be more engaged and the learning process to be more meaningful.

Data instrument: Class observation.

During the first second of intervention, and on the day the observation took place, the researcher presented himself in the classroom and asked the teacher a polite permission to make the class observation, which was not a problem for the observed teacher. The researcher greeted the students and took a seat without interfering the normal process to start the observation. The first aspects observed were related to the classroom settings; the size of the classroom just fits with the number of students (33) and the space between the traditional rows of desks is to just enough to be able to walk through. The desks are organized in rows which “helps” to keep the students organized, the classroom is kind of clean and the lightning and temperature did not interfere with the normal pace of the class as it can be seen in *picture 1*.



Picture 1. *Students' classroom set in traditional rows*

Regarding the teacher's behavior, the starting of the class was a little messy and confusing, the students were walking around and in order to get students' attention the teacher called them just by saying “Niños...niños...”. From the very beginning, the teacher used his

mother language to talk to the students and explain the class, even more, there was not a greeting in English. The class started straight away, without a warming-up activity or without recalling the previous knowledge; The principal part of the class was based on working on the students' book. All the instructions of the activity were given in Spanish and while the students were developing the activity, the teacher proceeded to check the homework students were supposed to do from the previous class.

It was not observed the teacher's monitoring of the class, just a revision of the previous activity. The correction of the activity is just based on saying "it's ok" or "it's incorrect"; while the teacher was doing this, some students walked around doing different activities. It was clearly evidenced that there was not positive feedback on error correction, instead there were expressions like "no han entedido nada" or "we have problems".

Neither the objective nor the direction of the class was clear, it was only focused on doing and activity and the use of the L1 prevailed to this point and motivation was not fostered by the teacher.

At some point of the class, the teacher tried to get the students attention back nevertheless this is due to the lack of understanding of the activity. The teacher tried to adjust the class explaining the previous topic again having as main tools his markers and the whiteboard and the explanation was conducted completely in Spanish.

However, the students seemed willing to continue working and cooperate in the class. Most of the time, the students just participated when the teacher asked them so and it is not an active participation.

There was a listening activity for which the teacher used a tablet to play a recording but unfortunately the sound was too low for students to be able to understand clearly. The teacher

invited the students to sing a chant from the recording, but it seemed that students did not know the song well and so the participation on this activity was not good enough.

Now, as the next step there was a reading activity which consisted of the teacher reading and the students repeating what was on the book; from the observed students' behaviors (some students looking up the ceiling, some students playing with their pencils...), most of the students repeated without taking into account what they were saying.

The observation ended when it was almost time to finish the class with praising the teacher and the student for the time allowed to make this activity.

Intervention:

For the sake of this direct process with the students, the intervention was developed in different times and in a different setting to the normal one in which students take their daily classes. It was the English classroom in the secondary school section from Institución Educativa Sucre and the main objective was to find out how ludic-pedagogical strategies can be used to strengthen the process of learning English at very early stages. The idea of changing the classroom was principally that, to make the students feel they can change their environment while they are learning so learning takes a different style and while they do that they could distress as well from the routine they have in their school journey. And also, because in this new setting, the use of different didactic material and learning strategies could be adapted and developed in a better way. Every ludic-pedagogical activity took around 50 minutes in order to be carried out every day of the intervention.



Picture 1. (A and B) *Difference in classroom organization*

Picture 2 clearly depicts the difference between a traditional classroom setting and the organization of the classroom during the intervention. In picture A, students are organized in such a way to maintain a strict order and discipline for students to listen and follow the teacher's instructions, while in picture B, students can walk around the classroom observing and manipulating the material created with this purpose.

To develop the intervention, it was necessary to create and follow a lesson plan so that all the activities and strategies could be done on time and correctly.

Chart 3

Lesson Plan

Name: LUIS ALBERTO ARAÚJO JÁCOME		
Time: 55 minutes	Subject: ENGLISH	Grade: 3rd-2
Unit/Standard: Respondo a saludos y a despedidas. Copio y transcribo palabras que comprendo y que uso con frecuencia en el salón de clase.	Learning Objective: To strengthen the use of vocabulary and the interest towards the learning of English through the use of ludic-pedagogical activities	Materials Needed: <ul style="list-style-type: none"> ● Board games: lotto, dominoes, ● Eggs carton ● Songs ● Board and marker
Introduction/Warm-Up: The teacher starts the class by greeting the students asking them how they feel and then plays a song related to the greetings.		

Then, the teacher shows a set of flashcards and ask the students whether they know their corresponding names or not. After that, the teacher pastes the flashcards on the whiteboard and randomly asks some students to match the correct name with the picture.

Explicit Instruction:

- **The chairs are not set in rows, but they are all around the classroom, like a circle.**
- **After the warm-up activity, the teacher proceeds to clarify the vocabulary and pronunciation of the different words making them repeat for clarification. (5 minutes)**

Supported Practice:

- Group work:

On the first day of the intervention the students are presented and explained the rules to follow and the principal activities which are five:

1. On this stage, students were explained the instructions to play domino. Each group of 6 students were given a set of dominoes with pictures and names of different school objects for them to play matching the names and correct pictures. The principal idea of this ludic-pedagogical activity was to make students recognize school objects with their correct pronunciation as well as the written form.

2. On the second stage, students were explained the rules and instructions to play Bingo. Every student was given a bingo card for them to complete when the speaker reads and pronounces the different school objects. The main idea of this ludic-pedagogical activity adapted to this specific situation was to enhance learners' reading and pronunciation skills.

3. On stage number 3, 2 big dices are presented; one with showing different colors and the other one with presenting different school objects. Students first toss the colors dice and then the school objects dice so that they can create a short phrase with both words. The objective of this ludic-pedagogical activity is that students start creating formal structures, spoken or written, following certain patterns, in this specific case the use of an adjective and a noun.

4. On stage 4, different pairs of flashcards related to school objects are pasted on the whiteboard randomly. Students play a "memory game" trying to find out the pairs of objects and then read them out loud. Finally, on stage 4, students were presented an Interactive online game in which they listen to the pronunciation and choose the correct objects. The idea is to work on short-term memory as well as the recognition of images, listening skills and the correct pronunciation.

Teacher's role:

While students move around the classroom, the teacher's principal task is to observe and monitor students' development of the activity and behaviors in order to make the necessary corrections when needed. The teacher was a guide.

Notes:

It must be said that most of the pedagogical activities proposed on this activity are hand-made with resources and materials obtained without difficulty.

Intervention week # 3

In implementing ludic-pedagogical strategies within the intervention, elements inspired by the educational philosophy of Maria Montessori were incorporated. Maria Montessori emphasized the importance of creating an environment that fosters curiosity, independence, and active engagement in learning (Montessori, 1949). The researcher's decision to change classrooms and introduce new materials aligns with Montessori's belief in providing students with stimulating and varied learning environments to spark their interest and motivation. The observation that the students felt impressed and curious upon entering the new classroom indicates that the change in environment had a positive impact on their motivation.

Furthermore, the use of a chant at the beginning of each class resonates with Montessori's emphasis on creating a sense of community and establishing routines in the classroom (Montessori, 1949). This activity not only set a positive and lively tone for the class but also allowed the students to participate actively and express their feelings, reinforcing a sense of belonging and engagement.

During the warm-up activities, the students were encouraged to interact and demonstrate their knowledge, which aligns with Montessori's emphasis on hands-on and interactive learning experiences (Montessori, 1949). The observation that the students felt motivated to participate

and raise their hands shows that the ludic-pedagogical strategies successfully elicited their engagement and willingness to contribute.

In line with Montessori's approach, the instructions were primarily given in English during most of the classes, promoting immersion and language acquisition (Montessori, 1949). This approach allows students to actively engage with the target language, fostering their linguistic development and confidence.

Finally, the use of ludic-pedagogical materials and the positive reactions of the majority of students during the supported practice reflect Montessori's emphasis on providing students with hands-on, self-directed learning experiences (Montessori, 1949). The fact that fast-learners took advantage of completing tasks quickly and asking additional questions demonstrates their intrinsic motivation and desire for further exploration.

By incorporating elements inspired by Maria Montessori's educational philosophy, the intervention integrated principles that prioritize student engagement, curiosity, and independence. This alignment with Montessori's ideas enhances the significance and relevance of the ludic-pedagogical strategies in enhancing students' motivation within the specific context of Institucion Educativa Sucre.



Picture 3. *Students actively participating with the didactic material.*

On picture 3, we can see a group of students participating during the intervention class with a set of dominoes. Here, the pronunciation skills are practiced as well as the reading abilities.

When the time fixed for each stage finished, they moved to the following stage and continued playing the following game, and something important to mention is that students felt eager to continue exploring and learning with the material presented.

When they had almost finished going around most of the stages, the teacher stopped the activity to make some clarifications related to vocabulary and pronunciation, this, considering the things observed during the activity.

Finally, students were played a song with some school objects and a piece of paper with the lyrics with some blanks to complete. Then a good-bye song was sung with the students.

Intervention week # 4

From the beginning of the classes, it was evident that students were expecting to continue working on the activities they did the previous intervention week. Students showed their happiness and got ready quickly to move to the intervention classroom.

During the warm-up activities, students participated actively showing their joy for these activities. They answered questions related to the previous classes.

Students were explained the rules of the activities so that they could continue developing them for some time. Most of the students enjoyed doing the activities and it was easy for them to get adapted to these didactic activities. Some of the students commented among themselves that they really enjoyed working and learning in that way.



Picture 4. *Students developing online activities.*

Intervention week # 5

During this week, some of the activities were changed so that students could feel they had something different to discover and to work on. Some of the chants for the welcoming and the farewell were different, but they were enjoyed as the previous ones.

The didactic material presented was related to the same topic but with a few changes, for example the games, the rules they had to follow or the time of exposure to each one of those activities.

Sometimes, some students asked whether their classes were going to be always like that and whether they could continue working on the same space with those tools, which is important evidence of the positive results in a short-term of the experience with the material used.

Intervention week # 6

During this week, it was evident that students' confidence to develop the activities had improved a lot as well as their performance on the different activities; some of the abilities like speaking and pronunciation showed an improvement as well since they talked more confidently

and with a clearer pronunciation and without fear of making mistakes while participating spontaneously.



Picture 5. *Students' performance on memory games*

One of the things that caught my attention during this week of intervention was when one of the students got closer to me and asked me why they were playing all the time and they did not receive the “normal classes” they are used to. Analyzing this innocent comment, it is evident that students are mentally organized and prepared to work on what has been established to be the “normal” development of a class; what they did not realize is that while they were “playing” around the classroom with the didactic material, they were internally learning different things without being evident, this is what could be called a meaningful learning.

Data instrument: Focus group

On week 7, the main goal of using this quantitative research tool was to know at first hand, the insights of students about the different activities carried out during the intervention, their positive or negative thoughts as well as the conclusions they could draw from this research.

Several students were selected randomly and taken out to a different place from the classroom where they were taking classes. They were asked to freely talk about what they perceive on their daily English classes, the materials the teacher uses and whether they enjoy

their classes or not; also, they were asked to relate something about how they felt about the English classes they received during the intervention process and the materials used.

On this focus group, most of the students commented that what they would like to be included on their English classes what they do not have nowadays is the use of dynamic activities such as games, songs, the use of online games among others.

It is important to say that most of the students felt happy with their current English classes because as they say, “they are funny and entertaining” which could be contradictory taking into account that as they mentioned most of their classes are based on “the use of the book and doing exercises on the board” and participation is considerably low.

Conclusions

The results of this research were achieved through a systematic intervention process carried out in Institución Educativa Sucre high school in the afternoon shift in Ipiales, Nariño, with a group of 33 students from the third grade. The intervention process was conducted without any significant inconveniences that could have distorted its objective.

The conclusions drawn from the research are strongly supported by the results obtained during the intervention process. It became evident that the implementation and proper use of ludic-pedagogical resources in the classroom had a positive impact on students' willingness and motivation towards learning English as a foreign language, as well as its integration with other subject areas. The use of games and fun activities allowed students to actively participate and enjoy the learning process. The integration of ludic-pedagogical strategies led to improvements in students' oral and written skills.

The study demonstrates that ludic-pedagogical resources have significant potential in promoting language learning and can be applied at different stages of the teaching/learning process, making them valuable tools for English language teachers. Stakanova and Tolstikhina (2014) support this idea, stating that games can be utilized to practice various language skills and communication functions throughout the teaching/learning sequence.

The intervention process showed that when learning is integrated with ludic elements, it creates a more meaningful and engaging classroom environment, fostering the development of multiple competences. During the intervention, students actively participated in activities, demonstrated confidence in producing oral utterances, and created basic grammar structures. Importantly, students exhibited liveliness and joyfulness, which distinguished this intervention from their regular English classes.

However, it is worth noting that there may be a perception of a distortion of the traditional classroom environment due to the constant interaction, movement, and participation of students. This deviation from the silent and controlled classroom atmosphere to a more interactive and dynamic setting might be seen as unconventional. Additionally, despite the positive outcomes observed, there may still be resistance to change from traditional teaching paradigms, which could hinder the widespread implementation of innovative strategies like ludic-pedagogical resources. Therefore, it is essential to continue promoting the use of ludic-pedagogical resources and encouraging English language teachers to embrace new and innovative teaching methodologies to enhance their students' learning experiences.

The teacher's use of the L2 motivates the students to try to understand and make an effort to use it in order to successfully complete the activities proposed and an adequate use of the L1,

if correctly used, makes the students feel confident during the development of the class so that they do not feel frustrated neither by the low exposure nor by the overuse of the L2

This master's report offers the possibility to future researchers, teachers, collaborators, and institutions interested in the field of early stages of learning to explore and discuss to what extent the use of different methodological strategies and materials can benefit the teaching/learning process. In order to strengthen the pedagogical process creating more solid bases for future generations of EFL learners. Besides, it can be the starting point for school directors to focus more attention on the English teaching/learning processes carried out in primary school section as well as the preschool one.

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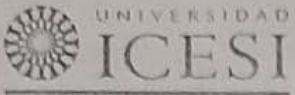
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Appendices

Signed consent


UNIVERSIDAD ICESI

Maestría en la Enseñanza del Inglés como Idioma Extranjero
 "Factors Directly influencing the Teaching Process of English
 from Very Early Stages".

Ipiales 06 de marzo de 2023

Apreciados padres de familia y acudientes:

Mi nombre es **LUIS ALBERTO ARAUJO JACOME**, soy estudiante de la Maestría en la Enseñanza de Inglés como idioma Extranjero en la Universidad Icesi, en Cali, Colombia. Mi supervisor es Jimmy Barrera.

Actualmente me encuentro haciendo una investigación sobre los factores que influyen directamente en el proceso del enseñanza del idioma inglés en edades tempranas. Para poder conocer que factores influyen directamente en el aprendizaje del inglés en edades tempranas, es necesario **INTERACTUAR DIRECTAMENTE CON LOS ESTUDIANTES DEL GRADO 3.2 DURANTE LAS JORNADAS ACADÉMICAS Y REALIZAR ALGUNAS ACTIVIDADES PEDAGÓGICAS EN INGLÉS**. Este trabajo se desarrollará en el mes de marzo de 2023. Ya se ha obtenido autorización del Rector de la Institución y el consentimiento informado del docente.

Por esto, si tienen inquietudes al respecto de lo que se hará, les pido contactarme al correo araluis01@gmail.com, o a mi supervisor *Jimmy Barrera* a su correo electrónico Jimmybarrera3@hotmail.com

No se espera que la investigación o las actividades a desarrollar afecten a los niños de manera alguna. No se tomarán sus nombres, habrá algún registro fotográfico y/o de video pero realizado de tal manera que los niños no se vean expuestos a ningún tipo de perjuicio. El nombre del colegio y del docente serán mantenidos en absoluta confidencialidad. Si usted decide que no quiere que el niño o niña participe, no le incluiremos en el estudio.

Ustedes como acudientes pueden no autorizar que su hijo/a esté en la observación. Para hacerlo, les solicito muy amablemente que me escriban un correo con los datos del niño, para cuadrar los trámites necesarios.

De no recibir comentarios o correos después de haber enviado esta comunicación, entenderé que están de acuerdo con que realice la observación durante la clase en que sus hijos estén presentes.

De antemano agradezco su colaboración con el desarrollo de mi tesis de maestría.

Cordialmente,

LUIS ALBERTO ARAÚJO JÁCOME
 C.C. 1085900129
 CONTACTO: 3046510353
araluis01@gmail.com

Lia Angelica Arteaga H
8 de marzo 2023
Grado 32
Miguelito Betancourt

Circular a acudientes - Versión 1/1

Questionnaire

My English Classes QUESTIONNAIRE

Let's get to know our English class better!

WHO I AM

Name: Jose miguel Escobar A.

Birthday: 20 Diciembre 2013

THINGS I LOVE

Color: Red

Animal: Cat

Food: pizza

THINGS I ENJOY

Hobbies: play videogames

Sports: Fútbol

Music: Electronic

THIS OR THAT

1 ¿Actualmente, disfrutas de tus clases de ingles?

Si No

2 ¿Participas activamente de tus clases de inglés?

Si No

A veces

3 ¿Que es lo que mas disfrutas de tus clases de inglés?

<input type="checkbox"/>	Hablar	<input checked="" type="checkbox"/>	Escuchar
<input type="checkbox"/>	Escribir	<input type="checkbox"/>	Leer

4 ¿Cuanto tiempo le dedicas al aprendizaje del idioma inglés en tu casa?

<input type="checkbox"/>	No le dedico tiempo	<input checked="" type="checkbox"/>	10 a 20 minutos
<input type="checkbox"/>	30 minutos o más	<input type="checkbox"/>	

5 En la clase de inglés, prefieres actividades

<input type="checkbox"/>	Individuales	<input checked="" type="checkbox"/>	En grupo
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6 ¿Tu profesor de inglés utiliza el idioma español durante sus clases?

<input type="checkbox"/>	Si, todo el tiempo	<input type="checkbox"/>	No, nunca
<input checked="" type="checkbox"/>	Algunas veces	<input type="checkbox"/>	

7 Consideras que tus clases de inglés son...

<input type="checkbox"/>	Aburridas	<input type="checkbox"/>	Divertidas
<input checked="" type="checkbox"/>	Normales	<input type="checkbox"/>	

8 ¿Tu profesor de inglés es dinámico/activo durante sus clases?

<input checked="" type="checkbox"/>	Si	<input type="checkbox"/>	No
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9 ¿Cuales son los materiales que el profesor usa para sus clases de inglés?

el habla, hojas

10 ¿Que te gustaria hacer en tus clases de inglés?

actividades

Classroom Observation Checklist

CLASSROOM OBSERVATION TOOL


Teacher: José Ovidio Fuertes Observer: Luis A. Acuña

Date/ Time: _____ Number of Students: 3

Content Area: English 3rd-2.

GENERAL OBSERVATIONS

	STRONGLY DISAGREE	DISAGREE	NEITHER AGREE NOR DISAGREE	AGREE	STRONGLY AGREE
The classroom is adequate for the number of students and activities.		✓			
The classroom is well organized and materials are set up and ready.	✓				
The classroom is clean.				✓	
The classroom temperature did not distract from learning.				✓	
Student work is displayed prominently.	✓				



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TEACHER BEHAVIORS

AREA	The Teacher:	Frequency:
1. Inclusive Participation	Uses practices that involve all students in responding, encouraging all students to formulate answers and participate.	<input type="checkbox"/> All of the time <input type="checkbox"/> Most of the time <input type="checkbox"/> Some of the time <input checked="" type="checkbox"/> Never <input type="checkbox"/> No opportunity to observe
2. Equity of Individual Turns	Calls on a variety of students using a pre-planned system to randomize students to ensure equity.	<input type="checkbox"/> All of the time <input type="checkbox"/> Most of the time <input type="checkbox"/> Some of the time <input checked="" type="checkbox"/> Never <input type="checkbox"/> No opportunity to observe
3. Monitoring Responses	Monitors student responses through focused listening and observing, circulating around the room when students are sharing with partners or teams, reading with partners, or completing written responses.	<input type="checkbox"/> All of the time <input type="checkbox"/> Most of the time <input type="checkbox"/> Some of the time <input checked="" type="checkbox"/> Never <input type="checkbox"/> No opportunity to observe
4. Error Corrections	Provides immediate, clear corrections for individual or group errors, telling students or guiding them to the correct answer.	<input type="checkbox"/> All of the time <input type="checkbox"/> Most of the time <input type="checkbox"/> Some of the time <input checked="" type="checkbox"/> Never <input type="checkbox"/> No opportunity to observe
5. Feedback and Acknowledgement	Provides specific feedback and positive affirmation for performance, focusing on achievement and effort rather than on inherent qualities.	<input type="checkbox"/> All of the time <input type="checkbox"/> Most of the time <input type="checkbox"/> Some of the time <input checked="" type="checkbox"/> Never <input type="checkbox"/> No opportunity to observe
6. Pace	Having prepared for the lesson, maintains an efficient instructional pace while providing adequate thinking time. Avoids digressions.	<input type="checkbox"/> All of the time <input type="checkbox"/> Most of the time <input type="checkbox"/> Some of the time <input checked="" type="checkbox"/> Never <input type="checkbox"/> No opportunity to observe
7. Positive Learning Environment	Promotes a positive learning environment, connecting with the learners and promoting student success. Utilizes positive reinforcement to encourage appropriate behavior.	<input type="checkbox"/> All of the time <input type="checkbox"/> Most of the time <input type="checkbox"/> Some of the time <input checked="" type="checkbox"/> Never <input type="checkbox"/> No opportunity to observe



8. Enthusiasm	Displays a genuine interest in the content of the lesson and the learning of his/her students.	<input type="checkbox"/> All of the time <input type="checkbox"/> Most of the time <input checked="" type="checkbox"/> Some of the time <input type="checkbox"/> Never <input type="checkbox"/> No opportunity to observe
9. Lesson Adjustment	Adjusts the lesson based on student performance (e.g., re-teaches challenging content, Provides additional practice, Moves forward in lesson).	<input type="checkbox"/> All of the time <input type="checkbox"/> Most of the time <input checked="" type="checkbox"/> Some of the time <input type="checkbox"/> Never <input type="checkbox"/> No opportunity to observe



STUDENT BEHAVIORS

AREA	The students:	Frequency:
10. On-task Behavior	Exhibit on-task behavior, following the teacher's directives and completing requested tasks.	<input checked="" type="checkbox"/> All of the time <input type="checkbox"/> Most of the time <input type="checkbox"/> Some of the time <input type="checkbox"/> Never <input type="checkbox"/> No opportunity to observe
11. Frequent Responses	Respond when asked to give verbal, written, or action responses.	<input checked="" type="checkbox"/> All of the time <input type="checkbox"/> Most of the time <input type="checkbox"/> Some of the time <input type="checkbox"/> Never <input type="checkbox"/> No opportunity to observe
12. Cooperative Responses	Work productively with partners or team members (completing tasks, listening to partners, staying on-task).	<input type="checkbox"/> All of the time <input type="checkbox"/> Most of the time <input type="checkbox"/> Some of the time <input checked="" type="checkbox"/> Never <input type="checkbox"/> No opportunity to observe
13. Accuracy	Provide accurate responses.	<input type="checkbox"/> All of the time <input type="checkbox"/> Most of the time <input checked="" type="checkbox"/> Some of the time <input type="checkbox"/> Never <input type="checkbox"/> No opportunity to observe
14. Appropriate Behavior	Exhibit behavior that allows them to learn, their peers to learn, and the teacher to teach.	<input checked="" type="checkbox"/> All of the time <input type="checkbox"/> Most of the time <input type="checkbox"/> Some of the time <input type="checkbox"/> Never <input type="checkbox"/> No opportunity to observe

CONCLUDING NOTES

AREA	NOTES
For teacher / staff feedback:	
For staff meetings and in-session professional development:	



Classroom Observation Notes

El inicio de la clase fue algo desordenado, el docente llamaba la atención de los estudiantes llamándolos por sus nombres, se hizo silencio en inglés, la mayor parte del tiempo el docente da las explicaciones en español. La parte principal de la clase se está relacionada a trabajar en el libro. Todas las instrucciones se realizan en español. Mientras los niños están "ocupados" haciendo el ejercicio en clase, el docente procede a calificar la actividad dejada para la casa. (3) No se observa que el docente monitoree el avance del ejercicio de clase; (4) Mientras revisa los talleres, la forma de corrección se basa únicamente en decir, está bien o está mal; Mientras tanto los estudiantes siguen caminando o realizando diferentes actividades. (5) No hay un feedback positivo para los errores cometidos, en lugar de ello hay expresiones como, "No han entendido, hay problemas..."

(6) No es clara la dirección de la clase, No hubo warm-up; simplemente en hacer una actividad se centra la clase. (7) Prevalece el uso del LI en la clase de inglés. No hay motivantes positivos.

(8-9) En algún momento de la clase, el docente procura tener la atención de los estudiantes, (10) sin embargo esto se debe, al parecer, al poco entendimiento de la actividad por los estudiantes; Se procura realizar el reajuste por la situación explicando nuevamente utilizando únicamente marcadores y borrador. Toda la explicación se realiza en español.

(11) Por el contrario los estudiantes se demuestran dispuestos a trabajar

(12) La mayor parte del tiempo los estudiantes responden únicamente al llamado del docente, no es una participación activa

Hay un ejercicio de listening pero el dispositivo utilizado para reproducir el audio tenía un volumen demasiado bajo para escucharse claramente

Se muestra a los niños a que canten una canción del audio, pero al parecer los estudiantes no saben la canción por lo cual hubo poca participación.

Ahora, se procede a hacer el ejercicio de lectura el cual consiste en que el profesor lee y los estudiantes, repiten... De acuerdo a lo observado algunos estudiantes (la mayoría) repite sin tener en cuenta que repiten ya que lo hacen sin leer el texto...