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Name of the Project:

The Effectiveness of the Application of The Playful Approach to Promote the English Language Learning during the Second Term of Classes (from March to June 2018). Case 7th graders at “Centro Escolar Comunidad 10 de Octubre”, San Marcos, San Salvador.

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now I can say “...*Thus far the Lord has helped us*” (1 Samuel 7:12).

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Romans 11:36

Delmi Parada



Abstract

The aim of this work was to verify how effective The Playful Approach is in the English language learning process in seventh graders at Centro Escolar Comunidad 10 de Octubre San Marcos, San Salvador. The relevance of this study is due to the fact that playful activities are widely used in English lessons nowadays, but there are not many studies about their real contribution to the learning process of the language.

To verify that, the methodology used in this research was based on Descriptive Research in seventh grade in the afternoon shift middle school group in the present year. Participant class observations, questionnaires, recordings, field note taking, interview and different playful activities were used during the research.

The theoretical background was based on the study of EFL teaching procedures, motivation, implicit and explicit instruction. The results obtained indicated that The Playful Approach play an important role in students' motivation and guarantee the meaningful learning.

Introduction

All teachers should be responsible for renovating school practices as well as the old fashioned views on how languages should be taught and learned. Thus, the teachers are also responsible for the improvement of the English teaching learning process, being their responsibility to develop new didactic practices which will enable students to develop a more effective learning process.

The Playful Approach has a meaningful influence in students as they facilitate both the progress of their language acquisition and the development of the rapport, and the active participation. That way, there is a tendency of incorporating playful activities in lessons for students and such a tendency is confirmed by the fact that there is a great amount of research published in the English education. However, the students are not the only ones who benefit from those activities; the teachers also do, for not only do they learn something new but also have some fun.

The playful activities are less common used in the teaching learning process, because they are considered hard working but it does not mean that they cannot or should not be used when teaching. On the contrary, such activities must be inserted in other subjects, as English language teaching for instance. That way, students will learn in a more light-hearted way, which may motivate them to learn. Furthermore, these activities provide a better interaction between the learner and the learning process.

It is noticed, thus, that the teachers are using new methodologies for the English teaching language preparing more dynamic classes, by introducing meaningful activities in their everyday lessons. Nowadays, the playful activities are getting more and more importance in the English teaching-learning process due to the relevance that it has in the educational field. In The Playful Approach, what distinguishes the activities planned from a simple game is the intended to provoke a meaningful learning and not only for fun.

This meaningful learning stimulates the construction of some new knowledge and arouse the development of the cognitive skills. Furthermore, a playful activity is only effective if it is used at the right time, and according to the students interests and necessities, thus to achieve the established objectives in the classes. In addition, The Playful Approach reduces students' level of negative social emotional and motivational factors such as: anxiety, self-confidence, boredom, annoyance, etc. as a result it produces a positive effect in the learning and productivity of the English.

According to the aspects mentioned before, the researchers considered important to develop a research to the topic about The effectiveness of the Application of The Playful Approach in the Second Term of Classes in Seventh Graders at Centro Escolar Comunidad 10 de Octubre, San Marcos, San Salvador. Such topic was based by the following assumptions:

- The interest of seventh graders at Centro Escolar Comunidad 10 de Octubre, San Marcos, San Salvador, to learn English is increased when the teaching is based on the application of the playful activities.
- The application of The Playful Approach in the English learning process contributes with seventh graders at Centro Escolar Comunidad 10 de Octubre, San Marcos, San Salvador to get a meaningful English learning.
- The use of The Playful Approach improves the English learning acquisition in seventh graders at Centro Escolar Comunidad 10 de Octubre, San Marcos San Salvador.
- The Playful Approach makes the English learning acquisition easier and funnier to the seventh graders at Centro Escolar Comunidad 10 de Octubre, San Marcos, San Salvador.

- The implementation of The Playful Approach facilitates the active participation in the English teaching learning process in seventh graders at Centro Escolar Comunidad 10 de Octubre, San Marcos, San Salvador.

This study was developed in the second term of English classes throughout the implementation of an Action Plan, which was designed by the researchers based on the topics suggested by the Education Ministry (MINED). This Action Plan had as general objective to contribute with the improvement of the English learning through the application of different playful activities in the classroom to get an optimal development in the four skills of the language. In addition, the researchers established in the Action Plan the following specific objectives:

- To implement playful activities by using different resources to get students interest to be involved during the class.
- To design workgroup activities through exposing students to communicate among them to establish a rapport.
- To involve students in critical scenarios pushing them to have a critical thinking to analyze and solve problems.
- To do outdoors activities through oral presentation, stories telling, and others activities that require this type of challenge to show the creativity and self-confidence.

The present research was carried out by using components of the qualitative and quantitative method in a descriptive design. Twenty six hours classes per week were taught on seventh graders in the afternoon shift, at Centro Escolar Comunidad 10 de Octubre. Besides, the classes were observed, recorded and many field notes were taken. The students answered questionnaires and surveys, also the teacher answered an interview which were all very helpful to enrich this research.

A description of the research carried out, including analysis of the data obtained is presented in this work as well as the obtained results and conclusions. That way, this study

is composed of the following: an introduction to the work; Chapters I and II, which deal with the theories that have helped to guide this research, the first one is about the statement of the problem, the objectives and the rational. The second one concerning with the literature review about The Playful Approach, traditional methods and designer methods that have been used for foreign language teaching, and also, the issue of the several factors that influence foreign language learning such as: the learning styles and the multiple intelligences, the benefits of The Playful Approach, the advantages and disadvantages, etc.

The third chapter, brings the methodological procedures used in this study as well as the research done according to the instrumentation. The forth chapter, with regard to the results obtained by data collection. The fifth chapter, is about the finding and discussion of the result. Finally, the conclusion will appear followed by the references, appendices and attachments. In regard to the bibliographic references, it was noticed that there are not many studies published about The Playful Approach in English teaching learning process, in this sense, the relevance of this study lies exactly in the attempt to fill in this gap.

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CHAPTER I

Statement of The Problem

I. Statement of the Problem

1.1 Delimitation of the Study

This study is descriptive in nature and focused on students belonging to Centro Escolar Comunidad 10 de Octubre. The research sample is composed of 17 students who live in Colonia 10 de Octubre, San Marcos, San Salvador. Currently, they are studying 7th grade in the mentioned institution.

The primary data-gathering instrument used was the survey to determine the students' opinion about English learning and the practice of games in the English class development. In addition, the answers' analysis is to establish in which area students need reinforcement.

Besides, another instrument used in this study was a diagnostic test; this was applied in order to measure students' knowledge of the English language in the four skills of the subjects. On top of that, students underwent other two tests with the purpose of knowing the advance that they have in the English subject after receiving the reinforcement of classes.

Therefore, at the end of the application of The Playful Approach the students participated in a presentation as a final activity to promote and show the students' progress. This research used purposive and convenient sampling for an equal representation for gender.

The sampling consisted in 8 female students and 9 male students. The grade level among the respondents is the same. The ages are between 13 to 16 years old. The scope of the study is during the second term of classes from March to June, 2018. This study is all about how the application of the Playful Approach is effective in the English language learning.

1.2 Statement of the Problem

The education in the 21st century has presented new challenges and demands; not only in technological but also in terms of languages. In the last years, in El Salvador the English language has had relevance to have more possibilities to get a good job. That is why Ministry of Education (MINED) program includes the English language as an important subject in the curriculum. Centro Escolar Comunidad 10 de Octubre located in San Marcos, San Salvador assists students from kindergarten to ninth grade. The school works based on the curriculum proposed by Ministry of Education (MINED) which includes the English as a foreign language to be taught for many years since middle school.

According to the MINED the English syllabus, the classes should be developed in 45 minutes, and the time for each unit is approximately from 12 to 28 hours. At Centro Escolar Comunidad 10 de Octubre the English classes are taught in 45 minutes each class for four days per week. However, the time distribution is not well organized being that the time is not enough and teachers do not have the opportunity to develop suitable classes. As well, students do not get a meaningful English learning. Also, the methodology for teaching the English language proposed by MINED is the Communicative Approach however, it is not applied by teacher who only focused on grammar translation and memorizing words as a result of this, the institution presents a low students' level of English.

Two teachers, one of them in the morning shift and the other one in the afternoon shift teach the English subject in this institution. Both of them have in charge approximately 80 students, divided between the two shifts. Seventh graders in the afternoon shift, who are the group for this study, have shown a certain level of difficulty to learn the English language due to some factors that do not help to get a meaningful learning. Therefore, the education of the English language becomes unmotivated, nonparticipating and uninterested for students.

One factor why the English classes turn monotonous and boring for students it is because they work in a routine in which they only do the same activities for instance: completing the exercises in the book, translating short paragraph, writing sentences, etc. this situation causes a negative behavior from students in the development of each class. In addition, this misbehavior is a result of the family problems that they face every day such as: domestic violence, violence related to gangs, economical problems in their homes, etc. Another factor is the lack of supporting from their parents at moment to assist classes, to do homework, and to pay attention in classes having as a result low grades and fail the subject.

All of this brings up to the question of whether, is the application of a new educational program the solution for this problematic situation? or Is the application of different methodologies and techniques an alternative for the teaching difficulties? According to Thanasoulas (2000), in the last years there have been an explosion of new methodologies that are focused on the most creative and attractive approaches. When English teachers as a second language choose workable methods to teach, their students will be put as a center of the teaching. Based on that, the application of the playful activities in the English language learning is important to generate meaningful learning because students play and have fun at the same time that acquire the English learning in a creative, dynamic and participative way.

Having mentioned the different factors that affect the English language learning this research entitled The Effectiveness of The application of The Playful Approach to Promote the English language learning during the second term of classes. Case: 7th graders at Centro Escolar Comunidad 10 de octubre, San Marcos, San Salvador. Proposed as a solution to this problem the application of The Playful Approach, which should be taken into a count as a pedagogical instrument with the purpose of bringing benefits in the English language learning in the educational context.

1.2 Objectives

1.2.1 General Objective:

❖ To identify the effectiveness of the application of The Playful Approach in the English language learning process of 7th graders at “ Centro Escolar Comunidad 10 de Octubre”, San Marcos, San Salvador.

1.2.2 Specific Objectives:

❖ To apprise principles of The Playful Approach by providing a precise description of its components in order to promote the English language learning based on the approach.

❖ To describe the influence of playful activities in the English learning process through the implementation of different didactic materials to demonstrate their effectiveness at the moment of learning English.

❖ To mention the advantages and disadvantages of the application of the approach in the institution for suggesting the feasibility of its implementation in future generations.

❖ To prove the effectiveness of the application of The Playful Approach in the learning process of the English language designing a learning environment that is supported through the playing to reduce the negative emotional and motivational factors that interfere with the process of learning and input.

❖ To explain the importance of The Playful Approach in the English learning process by using different playful activities to facilitate the English language acquisition.

1.3 Research Questions

1.3.1 Research Question

✓ What is the effectiveness of the application of The Playful Approach in the English language learning process of 7th graders at Centro Escolar Comunidad 10 de Octubre, San Marcos San Salvador?

1.3.2 Subsidiary questions

✓ What is the appraisal of the principles of The Playful Approach by providing a precise description of its components in order to promote the English language learning based on the approach?

✓ What is the influence of the playful activities in the English learning process through the implementation of different didactic materials to demonstrate their effectiveness at the moment of learning English?

✓ Which are the advantages and disadvantages of the application of the approach in the institution for suggesting the feasibility of its implementation in future generations?

✓ How can the effectiveness of the application of The Playful Approach be proved in the learning process of the English language?

✓ Why is the application of The Playful Approach important in the English learning process to facilitate the English language acquisition?

1.4 Assumptions

“The Effectiveness of the application of The Playful Approach to Promote the English Language learning during the second term of the classes. Case: 7th graders at Centro Escolar Comunidad 10 de Octubre, San Marcos, San Salvador.”

The study is based on the following assumptions:

1. The interest of seventh graders of Centro Escolar Comunidad 10 de Octubre San Marcos, San Salvador to learn English increases when the teaching is based on the application of different playful activities.

2. The application of The Playful Approach in the English learning process contributes with seventh graders of Centro Escolar Comunidad 10 de Octubre San Marcos, San Salvador to get a meaningful English learning.

3. The use of The Playful Approach improves the English learning acquisition in 7th graders at Centro Escolar Comunidad 10 de Octubre San Marcos, San Salvador.

4. The Playful Approach makes the English learning acquisition easier and funnier in 7th graders at Centro Escolar Comunidad 10 de Octubre San Marcos, San Salvador.

5. The implementation of The Playful Approach facilitates the active participation in the English teaching learning process in 7th graders of Centro Escolar Comunidad 10 de Octubre San Marcos, San Salvador.

1.5 Rationale

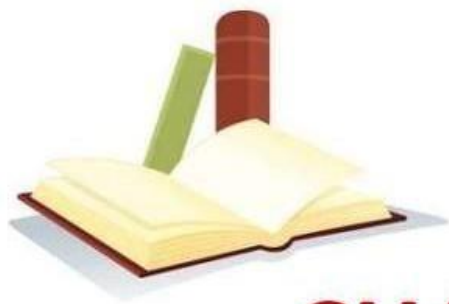
This research related to The Effectiveness of The Application of the Playful Approach to Promote the English Language Learning during the Second Term of classes (from March to June 2018). Case: 7th graders at “Centro Escolar Comunidad 10 de Octubre”, San Marcos, San Salvador, is developed with the purpose of letting know the influence of The Playful Approach has had in the English Language Learning process.

Nowadays, the English is a powerful tool to face a competitive society (Spichtinger, 2002). The learning of a second language helps to our new generations to develop themselves as good professionals in their future life that is why the play as an educative element is an important influence in the physical, psychological and social development.

Monotonous and boring classes are very common in many English classrooms; it is because most of the teachers do not promote a playful learning environment. Are the teachers using adequate methodologies to facilitate and ensure learning in the students? The researchers consider that the application of The Playful Approach is very important in the English language learning, implementing different activities related with the play in order to facilitate the acquisition of the language through the variety of strategies. According to Krashen (1983), games are liked by students of all ages because they combine language practice with fun excitement.

The objective of this investigation is to design a methodology based on the implementation of the play to contribute and reinforce the English language learning process. The researchers pretend to analyze and determine how students improve the English through the implementation of playful activities. Taking into account, it will help to establish the relation between the English language learning and the methodological strategies used as a base focus on the play. So that, to provide students the opportunity to improve the learning.

As consequence, The Playful Approach as an educational element must be applied in every English classroom to develop the physical, social emotional and psychological development of the students. As a result, of this implementation students can internalize the new knowledge in English language. In addition, The Playful Approach reduces students' level of negative social emotional and motivational factors such as anxiety, self-consciousness, boredom, annoyance, etc. as result it is provoked serious consequences in the learning and productivity of the English.



CHAPTER II

Theoretical Framework

II. Theoretical Framework

2.1 Background

In the field of the English teaching language, there are many methodologies, techniques and approaches, which are applied for teachers to help students to get the English language acquisition. According to different pedagogical researchers in their theoretical fundamentals of education, they state that, Vygotsky (1896) in his constructive theory of the game affirms that the child across the game constructs his learning; the researcher considers the game to be a zone of next development. In addition, the play is considered as a fundamental instrument in the process of education affirms Oswaldo (2009). Besides, Bernasd (2009) agrees that students who are exposed in playful environment learn 20% what they listen, 50% what they see, and 80% what they do. Moreover, Zuñiga states that the playful as pedagogy is an option to understand the context and contents of academic and didactic processes. Because the fact of that, many English classrooms the educators are teaching the English language by the application of different playful activities.

In El Salvador, Barraza (2004) developed a comparative research at Walter Deininger School, about the method Play-Work for the teaching learning of the English students of eighth grade of Basic Education. Barraza argues that the application of the Play-Work turned out to be an innovative method that can have a positive effect on the learning of the English language. Besides, thirty Tai students of the sixth grade of elementary school the Tessaban Banlamsai School were exposed in an English teaching environment where the educator found that because the different learning styles of students they learn differently when various types of games are used. In addition, according to teachers from Escuela Infantil de Madrid España, the English teaching language is something daily and playful, throughout it children develop their intelligent and creativity because the context in which they work is dynamic and motivational.

Based on the different experiences and positive results that the play has when students are exposed in different scenarios in the classroom; the English teaching learning turns more comprehensible, easier, funnier, and more attractive.

2.2 Theoretical Basis Related to the Topic

To have a better idea about this proposal, it is important to mention some terms in the education area to support how it arises and the influences that it has with The Playful Approach.

2.2.1 The Learning

Learning is one of most important activities in which human engage because all the time human being has had the necessity to learn something that emerges for the purpose to adapt to the environment. In most cases, the learning occurs outside of the school; learning is a process through which the human acquires the abilities, knowledge, values, behavior because of experiences, arguments, and the observation (Education Guide 2000).

There are some fundamental factors to learn: intelligence, previous knowledge, experience and motivation. According to Rivas (2009), motivation is “wants to learn” Experience is “know to learn” and intelligence and previous knowledge related with the experience. In other words, the human being shall have the cognitive capacity to construct new knowledge.

2.2.2 The English Teaching

The origins of English Language were a fusion of languages and dialects, now called Ancient English or Anglo. This is divided in three categories Ancient English, Medium English and modern English According to Spada, (1999) The English Learning requires a meaningful interaction of students, which is focused on the message to achieve an effective communication. Moon (2005) states that the teachers have to provide and use different playful activities in the English classes to develop the English macro skills.

2.2.4 The English Learning Through the Use of the Play

The learning has been an important factor in the survival of the human being beginning from the real life until the school. The school is the place where human get the academics knowledge but is in the real life when acquire the significant knowledge. Through the history, the learning has been seen like privilege from adult people and as type of punishment from young learners and is the work of the teacher chance the main of their learners. Ramsden (1992, p. 110) proposes learning as a “conception of reality” – the way in which individual students translate learning for themselves and construct their own conception of knowledge. The exposure to the real world brings benefit to the learners because that kind of context helps students to have a meaningful learning.

The English learning is a hardworking process; the teacher should be conscious about this process for making it more suitable to the learner. Brown (1994) considers that English teachers should promote experiences of contextualized learning that respond to the interests and needs of their students, modeling in this way a pedagogical practice consistent with the current trend of language teaching, as well as learning theories. The strategy or strategies that the teacher will use are very important because the success of the class depend of that.

One of the working strategies to teach English is through the use of play because the play lets to the teacher works with different sceneries and context. The play is considered a tool in education field; through the centuries the Romans has been defined as animated and creative plastic, as joy and revelry. Moreover, Hebrew it was conceptualized as a joke and laughter, the Germans as a pleasure. That is why play has had an important part in the history not only in the culture but also in the education. The play is used since ancient times, until the greatest philosophers used it to reach a better learning, or acquire more easily the capacity for knowledge.

2.2.5 The relation Between of Learning Styles and the Multiple Intelligences with The Play

Integrating style and intelligences can help students to learn in many ways, not only in the areas of their strengths but also in weak areas. Learning styles emphasize the different ways people think and feel as they solve the problem, the type of learning should have relation to the method.

Styles of learning

According to Valle-Arias (1993) the types of learning are:

- **Receptive learning:** In this type of learning, the student only needs to understand the content to be able to produce it, but it does not discover anything.
- **Learning by discovery:** The students do not receive the contents passively; the students discover the concepts and their relationships and rearrange them to adapt them to their scheme cognitive.
- **Repetitive learning:** This occurs when the student memorizes contents without understand them or relate them to their previous knowledge, does not find meaning to the contents studied.
- **Meaningful learning:** The students assimilate the knowledge in the learning.

On the other hand, multiple intelligences are other aspect in which the teacher should pay attention for getting in students a meaningful learning of the language. Gardner describes seven intelligences: linguistic, logical-mathematical, spatial, musical, bodily kinesthetic, interpersonal, and intrapersonal. Thus, Gardner's seven intelligences are not abstract concepts, but are recognizable through common life experiences.

There is a relationship between the learning styles and the multiple intelligences, The Playful Approach is one of the methodology that adapts to the different necessities of the learners because there is a broad of playful activities useful to teach English language. In addition, it can be used to help students to develop their intrinsic potential through the extrinsic motivation to learn a second language. That is why, it is important to mention that using playful activities the different style of learning and the multiple intelligences emerge in students.

2.2.6 The Young Language Learners

According to John Stuart Mill (1962), there is a big difference between what children can do and young learners can do. Because of the fact of that, it is important to select carefully the type of playful activities applying in English classrooms taking into account that not all the students learn in the same way. According to Scoth and Ytreberg (1990), there is a list about what children can do and young learners can do.

Children can do:

- They can talk about what they are doing
- They can tell you about what they have done or hear
- They can plan activities
- They can argue for something and tell you why they think
- They can use logical reasoning

- They can use their vivid imagination.
- They can use a wide range of intonation patterns in their mother tongue
- They can understand direct human interaction.

Young learners can do:

- Their basic concepts are formed
- They have very decided view of the world
- They can use their vivid imagination
- They can use a wide range of intonation patterns in their mother tongue
- They can understand direct human interaction
- They can tell the differences between facts and fiction
- They can ask question all the time
- They can rely on the spoken word as well as the physical world to convey and understand meaning
- They are able to make some decision about their own learning
- They have definite views about what they like and do not like doing

- They have a developed sense of fairness about what happens in the classroom and begin to question the teacher's decision
- They are able to work with others and learn from others.

It is important to take into account all of these aspects before selecting the playful activities applying in the classroom

2.2.7 The English Teaching through the Time

Foreign language teaching is not a new matter; it is as old as the birth of our civilization. This can serve as a proof that all people had and have had the need for learning other languages than their own. There has been a number of approaches and methods of teaching languages as time passes by. Some of them have had their heyday and have fallen into relative obscurity while others in their turns, have been applied still the present days.

Still there are the ones that despite having a small following, have contributed with some insights that have been incorporated in more modern methodologies. But it is so important to mention those traditional methods that emerged according to the needs that humanity presented at the time, these methods are explained in summary.

The first one is *The Traditional Approach* the morphologic study of the sentences was emphasized, together with the lexical elements, which were used for learning grammar and the translation of texts, whose ideas and content were neglected. Within The Traditional Approach is found *The Grammar Translation Method*. In grammar–translation classes, students learn grammatical rules and then apply those rules by translating sentences between the target language and the native language.

Another method is the called *The Reading Method* this is related with The Direct Method and consists in pay attention only the grammar necessary for reading comprehension and fluency was taught. Minimal attention was paid to pronunciation or becoming orally fluent in the target language.

The method that emerges as a contradiction of the Grammar-translation one, this is *The Direct Method*. It is often (but not exclusively) used in teaching foreign languages, the mother tongue was never used whatsoever, therefore there was no translation, target language and grammar was taught inductively. Secondly is *The Structural Approach*, this approach is based on the theory of behaviorist. Language is a system of structure and signals. Students can learn very well if the teaching is accords with its structure and signal.

Like the first, this approach composed by different methods one of them is the Audio-lingual Method (Audiolingualism), this method to language learning was similar to another, earlier method called the Direct Method. Like the Direct Method, the Audio-lingual method advised that students should be taught a language directly, without using the students' native language to explain new words or grammar in the target language. However, unlike the Direct Method, the Audio-lingual Method did not focus on teaching vocabulary, rather, the teacher drilled students in the use of grammar.

The last one is The Cognitive Approach; the aim of this approach is to develop an insight in the learner, enabling him to make his own selections and interpretations of the existing situations. The insight provides the learner with opportunities to widen his skills beyond the classroom setting. Cognitive methods of language teaching based on meaningful acquisition of grammar structures followed by meaningful practice.

2.2.8 The Relationship between the Playful Approach and the “Designer” Methods.

According to Krashen (1982) in the theories of acquisition of second languages, it is learned by using it in real and spontaneous communicative situations and in a natural way, just like the mother tongue. Moreover, he affirmed this in his four hypotheses that is called the Comprehensible Input, which emphasizes the importance of linguistic materials that provide a sufficient exposure of materials that are relevant or of interest to the recipient and understandable. Without those materials there is a high percentage of unknown vocabulary, the text will not be comprehensible and the acquisition process will be difficult to advance.

In addition, inside of this Approach is necessary to mention, the Total Physical Response method developed by Dr. James J. Asher (1977), especially useful when teaching a foreign language that seeks the coordination of speech with action. Through activities that involve movement, teaching the foreign language through physical activity, although the child does not understand what is communicated in a foreign language, understand and capture the actions that are shown at a specific moment.

Inside of the Designer Methods, The Silent Way is a language-teaching method created by Caleb Gattegno, it is based on the premise that the teacher should be silent as much as possible in the classroom but the learner should be encouraged to produce as much language as possible. The Silent Way belongs to a tradition that views learning as a problem solving, creative, discovering activity, in which the learner is a principal actor rather than a bench-bound listener (Bruner 1966). By this approach, students' Learning is facilitated when they discover or solve problem. Besides, Students work co-operatively and independently from teacher.

Moreover, the Suggestopedia Method is one of the strangest “Humanistic Approaches” which was developed in the 1970's by a Bulgarian educator Georgi Lozanov. It is based on the idea that people, as they get older, inhibit their learning to conform to the

social norms and in order to reactivate the capabilities they used as children, teachers have to use the power of suggestion. The Suggestopedia Approach to increases enormously the ability of students to learn, to remember, and to integrate what they learn into their personality.

In addition, the Communicative Language Teaching is one of the Designer methods, which many educators apply to teach the English language. Brown (2007) gives his definition of CLT as “an approach to language teaching methodology that emphasizes authenticity, interaction, student-centered learning, and task based on activities, and communication for the real world, meaningful purposes”. Students get many benefits when the Communicative Method exposes them in the English learning process. Through this method students understanding occurs through interaction in the foreign language, teaching occurs by using authentic English texts, they not only learn the second language but also learn strategies for understanding, and personal experiences and situations considered as an invaluable contribution to the content of the lessons for students.

2.2.9 Exponents of Constructivism as the Basis of the Playful Approach

According to Piaget, Playful approaches for learning and education are well understood and used in learning environments for children but are less common in higher education institutions. The Playful Approach in education sits within the constructivist theory of learning. Constructivism centered on the concept that individuals construct their own perspective of the world based on their interpretation of their personal experiences (Gagnon and Collay, 2006). Ramsden (1992, p. 110) proposes learning as a “conception of reality” – the way individual students translate learning for themselves and construct their own conception of knowledge.

2.2.10 The Playful Approach Background

The empirical and bibliographic background will be addressed in order to have a clear idea, what The Playful Approach is. Also, mention those theories of the authors that have dealt with the theme of playful, the pedagogy of playful and how the teaching especially of English language has worked on different ways, fundamentals that have contributed in the preparation and implementation of this pedagogical proposal.

The Playful Approach is one of the most successful approaches, which has been developed naturally and spontaneously. Through the centuries the Romans defined playful as animated and creative plastic, as joy and revelry. Moreover, Hebrew it was conceptualized as a joke and laughter, the Germans as a pleasure. The playful Approach as a play to learn used since ancient times, until the greatest philosophers used it to reach a better learning, or acquire more easily the capacity for knowledge.

2.2.11 The Playful Approach as a Methodological Strategy Towards the Use of English Language Teaching.

Due to the playing represents a pedagogical alternative to teach and learn English it is an essential element to promote, communication and cognitive development of the students. Through the playing as a Playful Approach, the student uses English language in a meaningful way using his creative potential to sing, play, draw, color, dramatize and improvise, etc. The acquisition of the English Language should be taught by actions which promote stimulate, motivate and call the interest to explore, manipulate, experiment, ask, risk, and develop cognitive processes in the English learning. All those activities should be related with knowing, doing, being and living together

The play is an activity that is used for fun and enjoyment of the participants. In this case as an educational strategy, allowing children the experience to learn, reflect and actively transform reality. Moreover, taking principles of methodologies such as realia, which promote the use of real elements of the environment for the appropriation of the foreign language. An English language teacher often uses reality to consolidate student associations with vocabulary.

To be exposed in a stressful or threaten situation never help in the acquisition of the new language. Naturally, the human brain responds to fear, when students are stressed they try to put themselves in a comfort zone or in a safe zone. It means they try to avoid all the situations in which they use the English Language.

The Playful Approach promotes some skills in the students, and risk taking is one of the skills that throughout this Approach student develop. According to Lynn Freeman Dhority in her book *Joyful Fluency: Brain-Compatible Second Language Acquisition* (1997) since Risk is an essential ingredient for optimal language exploration, the ideal environment will encourage learners to have fun. Risk, when it is freely embraced, becomes a response to a built in human urge to dare, to seek, to go beyond the know (p.10).

2.2.12 Playful Approach Benefits

Playful Approach benefits in the English language acquisition, according to The International House of Madrid who applies The Playful Approach in the teaching of the English Language, the game, closely related to what it called creative learning. That is, with a non-linear way of assimilating concepts, but rather that students seek alternatives and secondary ways when trying to solve a problem. The Playful Approach has benefits such as:

- It reinforces the learning of grammatical structures, as well as the acquisition of expressive skills.
- It reinforces the rapport between students and teacher

- It increases of level of fluency in the use of language
- It increases the involvement with the culture associated with the language learned
- It develops new communicative and expressive skills
- It allows to listen and understand messages in an integral way
- It generates a rapport among students
- It promotes the interest for speaking, writing and reading English skills
- It encourages active participation.
- It contributes to enhance the vocabulary.

2.2.13 Playful Approach Disadvantages

The Playful Approach presents few disadvantages some of these disadvantages were observed while the researchers applied this approach to teach the English subject. The disadvantages are the following:

- The time was not enough to develop some activities
- Negative students' behavior
- If the instructions of the activity are not clear the control of the class is lost
- If the activity is too long the class turns boring

2.2.14 The English Teaching Methodology at Centro Escolar Comunidad 10 de Octubre

In Salvadorian public schools, the English subject is being taught as a foreign language from middle school to high school. According to the Educational Plan of the Education Ministry (MINED), the classes are taught in four hours per week. This public institution presents some difficulties in the English teaching-learning process which are related with the teaching methodologies and techniques that are being applied and that are not being effective in the English teaching-learning process.

Then, it is necessary to work from the curriculum to students to have positive results in students' learning. Harmer (2001) points out five factors that are determining in the English teaching-learning process: the teacher, the student, the methodology, the curriculum and the educational context. These factors in favorable conditions can lead students to develop better levels of learning, but in unfavorable circumstances, they can interfere and affect the results greatly.

So let see if these factors are being taken into account or at least established by the MINED. The methodology in the curriculum for middle school designed to put in practice the Communicative Approach however, students are not interacting each other in the second language.

In addition, Suárez (1991) argues that the educator stops being a transmitter of knowledge and becomes a facilitator of experiences that plans the teaching process, motivates, reinforces and collaborates with the students, raises problems, generates discussions and he is able of evaluating his students and at the same time evaluates himself. Based on these statements, it is necessary an intervention in the English classes, the application of the playful activities as a methodology that facilitates and promotes a workable environment that enhance the English teaching-learning process in seventh grades from Centro Escolar Comunidad 10 de Octubre, San Marcos, San Salvador.

Students, on the other hand, become an active subject within the educational process; a being that thinks, creates, transforms, informs, consults, criticizes, discusses, organizes and plans its own learning and is able of self-evaluation. Within this new conception, the teacher will no longer be the only one who provides information, but the students can also enrich it by contributing their own knowledge, feelings and ideas, so that learning becomes more effective and meaningful. In this way, the role of the educator will be to guide and explicitly and deliberately guide all the students' activities and create the optimal conditions for learning to occur (Suarez, 1991).

2.2.15 The Playful Approach within the Teaching Learning Process

The Playful Approach is taken as a pedagogical proposal, which provides innovative tools to the teacher, from the perspective of communication and learning. Learning through games is a widely explored approach to learning and teaching and has been much used for children's learning. Research into playful learning approaches relating to adults is more limited, although there are some key themes that are relevant to adult learning. The play often involves the breaking or blurring of boundaries, so that work and play can become the same activity. LOSS,(1995) considers that The Playful Approach allows learning through the play, there being a number of fun and enjoyable activities that can include contents, topics or curriculum messages, which must be skillfully used by the teacher.

The play in the first three to six years old must be motor and sensory, between seven and twelve years old must be imaginative and gregarious, and in adolescence competitive and scientific. With this method, the innate inclination of the child towards the play is constructively canalized, who at the same time enjoys and recreates learner.

To improve the English teaching learning process in seventh graders at Centro Escolar Comunidad 10 de Octubre, the classes are planned through the application of the different playful activities. The objective of the application of this approach is to change the traditional way in which the English language is being taught. By the application of the Playful Approach, teachers create an interactive and enjoyable environment where students practice almost in a real context what they are learning.

By practicing different games into the classroom, students can enhance the English skills. There are many playful activities, which are very useful when teaching the English language. Focus on the four-macro skill (listening. Writing, speaking and reading) it is important to mention some activities that improve the English learning process of the students:

- Listening Skill

The listening skill is the key in the English language learning, the more student is exposed to listen the language the capacity to communicate will be better. Beside, students can develop the linguistic abilities. The playful activities that were applied in the process were listed when teachers read a paragraph, apply playful activities such as: Simon says, the postman and give them instruction in the second language. All those activities are very useful to develop the listening skill.

- Speaking Skill

The objective of this skill is that students produce the language in an appropriate way. To develop this skill, students were exposed through playful activities like: different role-plays, bingo, scramble games, pair and group discussion related with the topic already studied.

- Writing skill

This is another important skill in the foreign language because it has a relationship with speaking skill. Throughout different writing activities, students can get diverse vocabulary that is useful at the moment to communicate. Students practiced the writing skill by the following activities: the hangman, matching games, crossword, and puzzle games, and fill in the blank activities.

- Reading Skill

Reading is significant among with clear information will help the development of language. By reading, student can develop analytical and critical thinking as well as the enrichment of the vocabulary. Some activities helped students to improve the reading skill such as reading short paragraph and create group discussion, matching games, crossword, and scramble sentences.

These four skills do not exist independently they are a unit that depends one of the other; and are indispensable to achieve a true understanding of the language and a more effective and natural communication (Moon, 2005). The capacity to develop the 4 skills give the best result since having a broad vocabulary to provide by the development of reading and writing, the verbal communication will be much more efficient and adequate.

2.2.16 Why is Important to Use The Playful Approach in the Classroom

Using the game in the classroom is one the principles of The Playful Approach and it is seen for some educators as a waste of time, since it requires the use of techniques attached to the play. However, the use of games in the English classroom brings many advantages which are being mentioned below.

- It helps student loses the fear of facing the teacher and making mistakes. Many times the student feels unconfident and does not want to participate in classes, for fear of ridicule in the face of error. With the use of play a more relaxed climate is created, student will lose little by little the fear.
- It promotes creativity. The play is more flexible than the mechanical exercises that are found in many of the class like manuals where they practice fixed structures.
- It has a fundamental socializing role. The feelings of the student come into play. They have to find strategies to argue and defend their ideas, interact with their classmates, improvise and work towards a common goal for their group
- It encourages participation and curiosity by creating a fundamental form of attention for learning. The game becomes a challenge that students have to overcome in which create an interest and motivation to learn.

- It is an element that encourages communication and can be used to develop language (Teachers have to think that communication is often based on wordplay and experimenting with its possible meanings) as they provoke a real need for communication where the student has to put into practice a series of linguistic knowledge to be able to participate in the game. It creates a closer relationship between the participants and the teacher in every game there is an exchange.
- It puts in a close relationship the theory with the practice so that the learning process becomes suitable. It makes possible the contents that educators can consider boring or heavy, are seen in a more relaxed and easy way to understand.
- It is based on the element of surprising. Create expectation; the students will never know what they can find in class or what new activity will surprise them.
- It activates competitiveness in many cases this type of competitiveness make students strive more without realizing it and leads them to want to learn more and more. In other cases, this competitiveness can bring problems that are where the role of the teacher as a pacifier, judge and moderator is fundamental. The teacher must remind the students that the important thing is not only to win, but to also acquiring knowledge. Playful activities should provide pleasure and not confrontations.
- It has to be in accordance with the contents that teachers are or will work in class. The playful activity should not only follow the purpose of having fun but also to practice and reinforce the knowledge acquired in class.

This information focused on theoretical bases to have a clear idea about the problematical situation.



CHAPTER

III

Methodology

Methodology

3.1. Method

This chapter describes the research method used in this study. The method applied in this research is Descriptive in nature; a descriptive research is a study of status and it is widely used in educational science. A descriptive research can be either quantitative or qualitative. (“Educational Communications and Technology”, 2001).

3.2 Research Design

The purpose of this study is to investigate the effectiveness of The Playful Approach in an accessible population toward the English language learning process. The research project was developed as a mixed research that is a procedure for collecting, analyzing and mixing quantitative- qualitative data in a single study to understand a research problem. The researchers used a diagnostic test for collecting quantitative data to examine the students’ English knowledge. In addition, surveys were applied with the same group to know students’ opinion about the development of the English classes and investigate the way that students learn. The teacher interview, who is in charge of the English subject, provided qualitative data for additional understanding of the application of The Playful Approach. At the same time, the checklist was applied as complement for observing students’ reaction and the development of the classes

This study employed more than two different instruments because the interpretations, which are built in the triangulation, provide the strengths of the two methods (quantitative and qualitative) will complement each other and offset each method’s respective weaknesses those which rest on the more constricted framework of a single method. Therefore, this study applied a concurrent mixed method in which the quantitative and qualitative data are collected at the same time and then they integrate the information in the interpretation in the overall result (Creswell, 2009, p. 14). The use of the

mix method is not just to collect and analyze both kinds of data, but also it involves the use of both approaches so that the overall strength of a study is greater than either quantitative or qualitative research. “The researcher may embed one smaller form of data within another larger data collection in order to analyze different types of questions”(Creswell & Plano Clark, 2007).

3.3 Population and Sample

3.3.1 The population

Was selected from middle school at Centro Escolar Comunidad 10 de Octubre, San Marcos, San Salvador. The total of the students that receive English language subject are 199 it is divided in both shift.

3.3.2 The sample

It was carried out with the students from seventh grade “C” in the afternoon shift, in this section there are 17 students between 12 and 13 years old. The 7th graders were benefited with the implementation of The Playful Approach, throughout the action plan that was designed according to the topics provided by the MINED. The main objective was to contribute with the improvement of the English learning through the application of different playful activities in the classroom to get an optimal development in the four skills of the language.

3.3.3 Sampling Technique

The technique implemented is non-probabilistic sampling because not all of the students in the population had the same opportunities to be selected (no randomization). This means that, a sample not probabilistic informs how universe is, but does not allow knowing the precision; also, it was according to the accessibility to do the research. All the individuals who could not be selected in a sample are in the habit of referring as units out of coverage. Finally, the type of sampling is by convenience as the name suggests, the

elements of the sample were picked in terms of availability, reach and accessibility with the institution.

3.4 Instrumentation Quantitative Data: Questionnaire

3.4.1 The Questionnaire

This study used a questionnaire to collect the quantitative data and it was composed in the following macro skills: Reading, writing, vocabulary and grammar. The first part included 14 items focused on the grammar skill according to the students level (Basic A1) and it is based on contents provided by MINED program, which included Filling in the Blanks and Multiple Choices. The first section evaluated the student's grammar knowledge; four domains were designed in the first section: 1) The form of the verb to be, 2) the present and past simple, 3) the prepositions, 4) the pronouns. The second section evaluated vocabulary including three items which incorporated multiple choice, transcription, and filling in the blanks, three domains were evaluated in the second section

1) numbers, 2) school supplies 3) family members. The third section measured the writing skill that included two items using the topics of family members and school supplies in where students had to use the form of the verb to be and simple present writing sentences according to their level and knowledge. The last section based on reading skill, included a basic text in where students had to scan and respond the questions. All the items were created taking into account the level of the students to facilitate them the understanding. Besides, the items were taken from a standard test and were modified to have a better application.

All of the questionnaire items were written in English first and then were verbally translated into Spanish (the first language of respondents) for maximum understanding.

3.4.2 The First exam

In the middle and at the end of this project it was necessary to apply two exams with the purpose of determining the improvement of the students in the English Language. The first

test was composed by five parts; the first part was divided into 3 items focused on grammar based on Possessive Adjectives, which included Filling in the Blank. The second part included vocabulary; it was based on Thanking Expressions using Multiple Choice. The third section measured writing which includes seven items using the topic of Prepositions in where students had to write sentences following the pattern provided. In the two last sections, as in the second one, it was evaluated the vocabulary based on School Supplies and Commands matching the images with the correct word.

3.4.3 The Second Exam

In the last part of this study, it was important to measure the improvement of students with the final test, which was divided in five parts. The first part evaluated was the listening, which includes four ways to be answered such as: Filling in the Blanks where students had to listen and complete the statements providing personal information. The second section was about vocabulary based on family members, which included 3 items and multiple choice. The third part was based on vocabulary as the previous one, but in this case, students had to match images with a physical description; this part included 12 items with Multiple Choice. The fourth and fifth parts were about writing and vocabulary including 4 and 3 items where students had to write sentences according to the images based on nationalities. The last part was about writing but in this case, students had to identify the number with its form of writing which included 11 items.

3.5 Qualitative Data: Interview, Surveys, Action Plan, and Checklist

3.5.1 The Survey

This investigation applied two kinds of surveys, both instruments had as the objective, of knowing the students' opinion about the development of different activities before and after the approach application in the English classes. The seventh graders "C" (sample) took both surveys. The first survey was put into practice before the action plan in

which the developments of the English classes were shared through the implementation of The Playful Approach. The instrument contains 10 items, divided in open-ended questions, multiple choices, and Likert-type (summated rating scale). This survey was elaborated with the purpose of knowing the way that students learn the English and how they assimilate the contents, (the survey was written in Spanish for a better students' comprehension).

The second survey was applied in order to know the students' opinion about the benefit or results that they could have in their English learning teaching process by the application of The Playful Approach. In this survey the researchers wanted to know the students' point of view about the improvement of the English learning teaching process throughout the use of different games in the class. Moreover, throughout the survey the students can express how this kind of activities helped them to participate and interact with each other. The survey mentioned before, contained 11 items divided in open-ended questions, multiple choices, and Likert-type (summated rating scale) similar with the first one.

3.5.2 The interview

Even though the questionnaire was established, the instruments may not address all the unexpected issues that arise from the diverse English learning experience of the students and teachers. In addition, it was necessary to know the point of view of the other part in this learning process that is why the teachers' opinion was considered important. The interviews were exploratory in nature, in order to provide in-depth understanding about English learners and to provide qualitative data for triangulation with the quantitative survey data.

The interview was conducted at the same visit to the research site for survey data. The objective of this interview was to know the teachers' opinion about the methodologies applied for teaching English language. The interview was composed by 13 questions elaborated carefully in order to provide a comprehensive understanding about the teachers knowledge concerning of The Playful Approach. In addition, it was important to know if teachers know something about the approach, how they applied it and if they think about

the importance of this kind of approaches. These aspects were considered important to take into account for elaborating the interview.

3.5.3 Action Plan

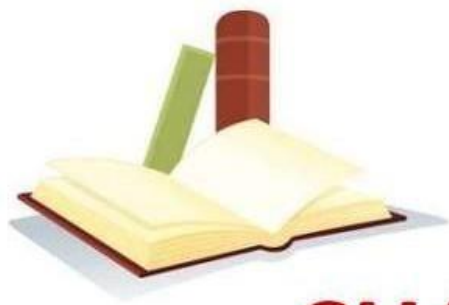
To achieve the objectives in this study it was necessary to elaborate an Action Plan. According to Instituto de Expertos, (2016), an Action Plan is a detailed plan outlining actions needed to reach one or more goals. The purpose of this action plan was to have a guide to develop the English classes, during the second term of classes (from March to June 2018). The contents were taken from the Ministry of Educations Program, these contents are reflected in two unit plans and each topic was planned by using The Playful Approach to ensure the students' English learning. Moreover, the objectives were established to reach in short-term to demonstrate the effectiveness of The Playful Approach in the English learning Process. Throughout this Action Plan, researchers developed the English language teaching with a different perspective to change the traditional way in the English teaching. The classes were exciting, participative, and joyful for the students who were the center of the class as Suarez, (1991) argues. It facilitated the English learning acquisition because the playful activities were according to the students' necessities it means that The Playful Approach is flexible with contents to establish the relationship between the game and language.

3.5.4 The check list

It reflected the observations in English classes, which helped in the improvement of the English teaching learning in the classroom with the use of The Playful Approach. The objective of it was to compare the responses of the students when they were involved in different playful activities. In addition, it had 20 observational areas in the English classes with two options "yes-no" as result of each area. The purpose was to take into account the students' behavior when researchers applied The Playful Approach, in the development of the English classes, as a methodology instead of traditional method.

3.5.5 The plan analysis

That was used, as a way to evaluate the results obtained was the application of the KPSI (Knowledge and Prior Study Inventory) report; that is a self-assessment questionnaire for students to determine their perception of the degree of knowledge. It is not an exam; therefore, it was not graded. The statistical graphs like it can demonstrate in the annexes, the test, the participations in classes, homework, etc.



CHAPTER IV

Data Collection

IV. Data Collection

This research characterized as being both qualitative and quantitative. Qualitative research is one of the two major approaches to research methodology in social sciences. It involves a deep understanding of human behavior and the reasons that govern such behavior. Quantitative Research is used to quantify the problem by way of generating numerical data or data that can be transformed into usable statistics. It is used to quantify attitudes, opinions, behaviors, and other defined variables. In this chapter, the data collection used in this study such as the questioner, surveys, interview, and the checklist analysis are discussed in detail.

4.1 Diagnostic Test

The diagnostic test was a useful tool for this study that had as purpose to determine which were the strong and weak areas of the students, through this it could be measured what they can or cannot do with the English language, and what student unfolds in the different abilities. The information provided by this test is used to make decisions about the training that the students should follow. Although, it could be used to classify it into a group of homogeneous level, in order to receive the appropriated instruction to the level demonstrated.

This diagnostic test was designed with the purpose of knowing students' level of English to determine the areas, in which students needed to improve in order to reinforce

their knowledge through the application of The Playful Approach. Some parts of the diagnostic test used in this study were composed by a standard test, researchers designed other parts, and it was adapted to student's level. The rating system used was the weighting grades, this meant that the exam had points, but those points had different values depending on the category which they belonged. The diagnostic test was divided in two skills and two sub skills such as grammar, vocabulary, writing and reading.

The grades obtained are the following:

N	Grades
1	1.4
2	1.49
3	1.58
4	2.16
5	2.27
6	2.29
7	2.55
8	3

N	Grades
9	3.71
10	3.72
11	4.41
12	4.5
13	5.65
14	5.94
15	5.03
16	6.34
17	6.69

The grades were ordered in the box from the lower to the highest, and it was reflected that the grades were very low. According to the standard score provided by MINED the grade that a student must get in an academical period is 5.00 to approve a subject. Based on this, just five students approved the test. Nevertheless, the grades were not acceptable and shown that students did not have a meaningful learning.

The four areas evaluated in the diagnostic test and its scores are described in detail below, in this case each section had a weighting grades of 25%.

N°	Grammar	Vocabulary	Writing	Reading
1	0.21	0.14	0	0
2	0.54	0.46	0	0
3	0.70	0.55	0	0
4	0.72	0.65	0	0
5	0.75	0.72	0	0
6	0.86	0.74	0	0.83
7	0.86	0.85	0	1.50
8	0.90	1.11	0	1.50
9	0.90	1.30	0	1.50
10	0.91	1.46	0	2.0
11	0.94	1.46	0.31	2.0
12	0.97	1.74	0.52	2.0
13	1.00	1.80	0.62	2.0
14	1.10	1.92	0.62	2.50
15	1.10	2.01	0.63	2.50
16	1.04	2.16	0.63	2.50
17	1.40	2.32	0.78	2.50

Grammar: The grammar skill is considered an important branch in the English language because the good development of this area determines the good management of the language. This section shows that the lower score obtained was the 0.21 points and the highest score was the 1.4 points. The results shown that most of the students obtained a lower score below to the 1.00, being that 1.3 an acceptable score to approve the grammar section based on the rating system of the weighting grades mentioned before. This means that students needed reinforcement in the grammar skill because no one achieved this score leaving as a result a low academic performance in the English subject and failed this section.

Vocabulary: The vocabulary section was the favorite part of the test to students due to a combination of the images and words. The results in this section were more acceptable because the score increased in a certain way, approving the section almost the half of the students. The 0.14 was the lower score and 2.32 the highest score. These results shown that students had a good knowledge in vocabulary but it is important to consider that, when the student associates the meaning of the word is easier identify it when this is represented by an image. Therefore, there was the possibility that student had correct answer because they guessed the meaning of the words. This area was acceptable in terms of score, as students needed just 1.30 points to approve it.

Writing: In the writing section, there was a serious difficulty because in this area students got the worst score with 0.0 points the lower score and 0.78 the highest score. It was worrisome as all the students failed this section being below to the required score. This means that students had not developed the writing skill as consequence it was assumable that students were unable to communicate verbally because writing has a relationship with speaking skill, since the good writing develop a good speaking skill.

Reading: The reading is considered as an easy skill for many people and in this case, it was ascertainable based on the following results. Although, in this section most of the students achieve the points above the expected score, 5 of them failed with 0.0 points and 1 with 0.83. In spite of this, 11 students approved the section with more than 1.3 points that was the required score achieving the 2.5 the complete score. This means that students were able to read and understand the text through the context and the vocabulary.

The students were evaluated before the application of The Playful Approach, and this diagnostic test determined the students level providing to the researches a more extensive point of view about the activities applied. In addition, researchers found out that the students needed a new strategy in the English teaching learning process in order to improve their English language because the low grades show that students have a lack of knowledge in English language.

First exam

N°	Grade
1	4
2	4
3	4,8
4	5,2
5	6
6	6,2
7	6,4
8	6,4
9	6,6
10	7
11	7,6
12	7,6
13	8
14	8,6
15	9,4
16	9,6
Total	107.4

Mode: Multimodal

Mo 1: 4

Mo 2: 6.4

Mo 3: 7.6

Mean: $(\sum x) / N$

$107.4 / 15 = 7.2$

Median: $(N+1) / 2$

$(15+1) = 16 / 2 = 8.5$

Standard Deviation:

$$s = \sqrt{\frac{\sum (x - \bar{x})^2}{n-1}} = 1.7$$

Second Exam

Mode

N°	Grade
1	3,4
2	3,7
3	4,4
4	5,2
5	6,4
6	6,5
7	6,5
8	6,6
9	7
10	7
11	7,2
12	8,1
13	8,5
14	8,7
15	9,2
16	10
Total	108,5

Mode: Bimodal

Mo 1: 6.5

Mo 2: 7

Median: $(N+1) / 2$

$$(16+1) = 17 / 2 = 8.5$$

Mean: $(\sum x) / N$

$$108.5 / 16 = 6.8$$

Standard Deviation:

$$s = \sqrt{\frac{\sum (x - \bar{x})^2}{n-1}} = 1.92$$

Diagnostic Test

N°	grade
1	1,4
2	1,49
3	1,58
4	2,16
5	2,26
6	2,29
7	2,55
8	3
9	3,71
10	3,72
11	4,41
12	4,5
13	5,65
14	5,94
15	5,03
16	6,34
17	6,69
Total	62,73

Mode: There is not Mode

Median: $(N+1) / 2$

$$(17+1) = 18 / 2 = 9$$

Mean: $(\sum x) / N$

$$62.73/17 = 3.7$$

Standard Deviation:

$$s = \sqrt{\frac{\sum (x - \bar{x})^2}{n-1}} = 1.8$$

4.2 The Diagnostic Test

According to the statistics results obtained from the diagnostic test that was taken before putting into practice The Playful Approach in seventh graders at Centro Escolar Comunidad 10 de Octubre San Marcos San Salvador. The researchers stated the following: The 17 students took the diagnostic test, in the same grade; the result shown that there was not Mode because no one obtained exactly the same score. Also, the Median was 9 it result was obtained by the application of the formula $(N+1)/2$, in which “N” represents the students among plus one divided into two. The Mean represented the grades that the students got without the application of The Playful Approach and the results shown a low student English performance as it is reflected in the data collection through the use of the formula $(\sum x) / N$ the result was 3.7, where $(\sum x)$ represents the total of all students’ grades divided in the students’ among . In addition the standard deviation was obtained by the formula was 1.8

$$s = \sqrt{\frac{\sum (x - \bar{x})^2}{n-1}}$$

4.3 The First exam

The results in the first exam were obtained by the application of the same formulas in the diagnostic test in order to get The Mode, The Mean, The Median and Standard Deviation. The first one is the Mode which is multimodal because there are more than one Mode (there were three Modes), the first one was 4 the lowest score, the second score was 6.4 and the highest score was 7.6 the three modes were repeated twice. The second one was the Median in which the result was 8.5. There were significant difference with the result in the diagnostic test as the median in the diagnostic test was 9, because based on the formula $(N+1)/2$ in which “N” means the amount of students. In the diagnostic test the number of participants was 17 but in the first exam there was one desertion that is why the result was different because there was one dissertation. Due to the increase of students’ grades the Mean increased 7.2 because the formula $(\sum x) / N$ states that $\sum x$ is the summation of the grades divided by the number of students, the result is 7.2 higher than the

diagnostic test with 3.7 points of difference. The last one is The Standard Deviation with 1.7 because of the formula that is affected with the dissertation mentioned before.

4.4 The Second Exam

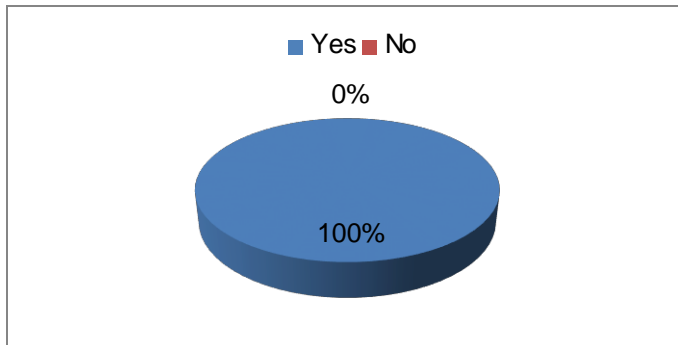
In the same period students had to make an exam in which The Mode, The Median, The Mean and the Standard Deviation were used to compare results. The Mode was bimodal because focused on the results there were two modes the first one is 6.5 and second one is 2.7 repeated them twice. The median is 8.5 maintained the same result as in the first exam because the same student desertion was maintained. The mean in this case was 6.8 there is a difference of 0.32 sub points; this is why before the week of exams, many students' faults were reported because of this when the students had to do the exam they were not completely able to do it. The Standard Deviation increased with 0.22 sub points in total was 1.92, the numbers of students affected this and the grades obtained in the exam.

4.5 First Students' Survey Analysis.

An amount of 17 seventh graders in the afternoon shift, answered the first survey before putting into practice The Playful Approach. The students were 13-14 years old, they were 8 female and 9 were male also, the survey contained 10 open-ended questions. Besides, the objective in this students' survey was to know the students' opinion about different activities to develop the English subject, and the results for each question were the following:

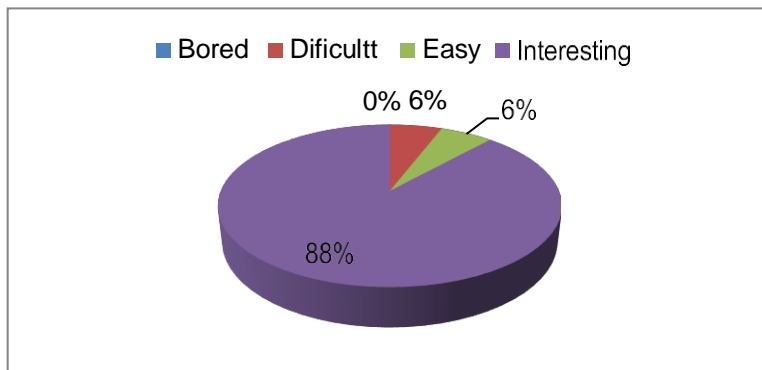
1. Do you consider the English subject important? Yes? No? Why?

The 100% of the students expressed that the English subject was important because they considered that learning another language could facilitate to get a better job. Taking into account that the English language is one of the main requests in the majority of companies in our country; the students were conscious that it could generate more possibilities to get a job.



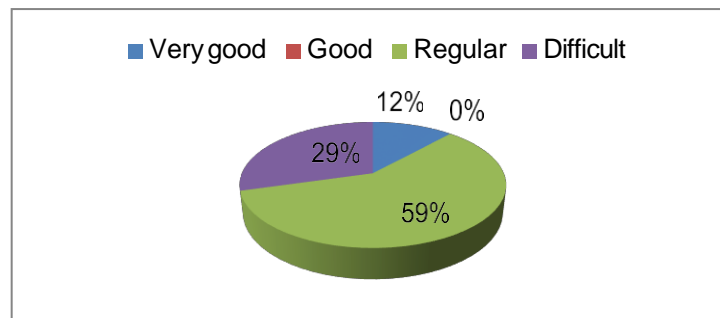
2. Give your opinion about what learning English is?

In this question the 88% of the students answered that learning English was interesting, the 6% of them considered that learning English was difficult to learn, and the other 6% of the learners expressed that learning English was easy. Even though, the students expressed different answers, they showed to have the motivation and disposition to learn a new language because is necessary to learn a foreign language.



3. *How do you consider your ability to learn English?*

The results in this question were the following: the 59% of the students indicated that their ability to learn English was regular. Also, the 29 % of the learners considered that was difficult to learn a new language but not impossible, and the 12% indicated that their ability to learn was very good. The percentages showed that the majority of the students have problems to follow the language. It means that the traditional methods are not conventional in the English teaching- learning process. Starting from this result the researchers knew the necessity of the implementation of The playful Approach in the development of the English classes to generate a meaningful learning in the English acquisition.

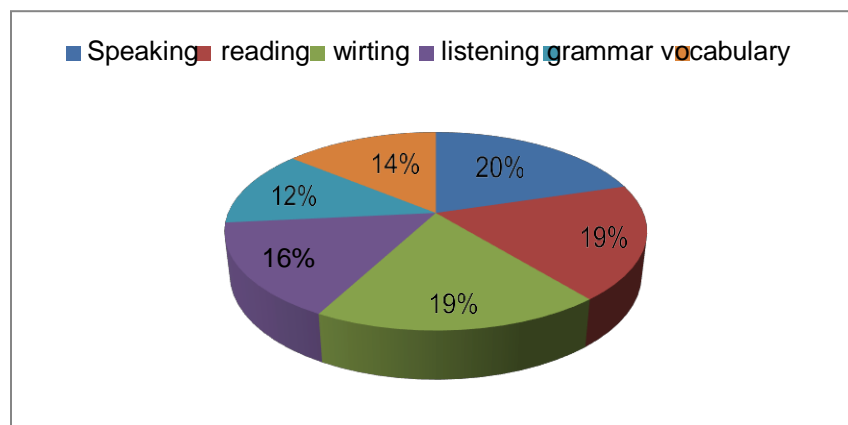


4. *According to your opinion, which of the following skills are more important to learn? Please number from 1-6, being No. 1 the most important and No. 6 the less important.*

In this question there were six options to answer and the following box reflects that the listening skill was the most important by the students. Because they considered that the listening skill allowed them to have more contact with the language and assimilate what another person is saying (meaning behind the words). On the other hand, the 19% of the students expressed that the reading skill was the next important in the English learning because if they had material that help them to learn and know new vocabulary then, they could enrich their English knowledge. The same preference had the speaking skill with the 19% of the learners, whose

thought that if they practiced the English by speaking with another person they could lose the fear to communicate among them. The writing skill was the next important skill to learn the English language, the 16% of the students expressed that was necessary to write in English. The next important sub skill was the vocabulary, the 14% of the learners considered that it was important to know how they could say or write words from their native language to English. Last but not least, the 12% of the students said that the grammar was not important because they said that they did not know anything about what grammar was.

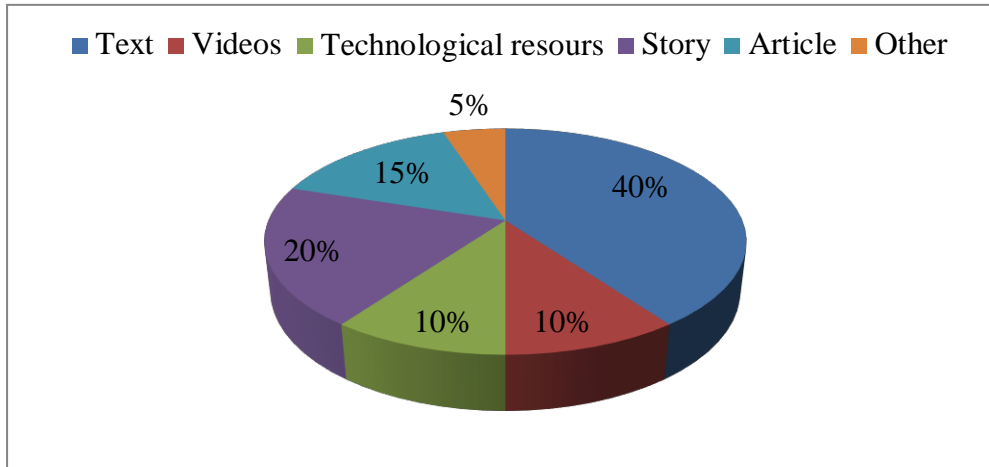
Skills	Percentages
Listening skill	20%
Reading skill	19%
Speaking skill	19%
Writing skill	16%
Vocabulary	14%
Grammar	12%



5. *What kind of materials do you expect the teacher uses in the development of the English classes?*

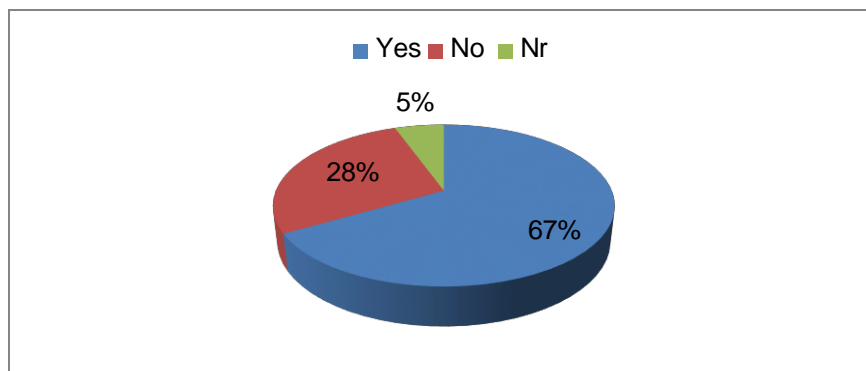
In this question, the 40% of the students were in agreement that the use of texts were necessary and useful in the development of the English class to pay more attention and also it could help them to learn much better. In addition, the 20% reflected that learn throughout different stories the students could learn new vocabulary. Following, the 15% agreed that read different articles would help them to use their imagination and feel more comfortable in the classroom. Besides, the 10% of the students demonstrated that to learn English by watching videos, it would motivate them to learn. Another 10% of learners preferred to learn throughout the use of different technological resources because it would permit to have more options to develop their ability to learn. Only the 5% of the students preferred others types of materials such as wall charts, worksheets, etc. Based on this information, researchers considered important to facilitate the suitable materials that permit the students to have more participation in the class at the same time that the students feel more comfortable in each development of the English class.

Material	Percentages
Text	40%
Story	20%
Article	15%
Videos	10%
Technological resources	10%
Others	5%



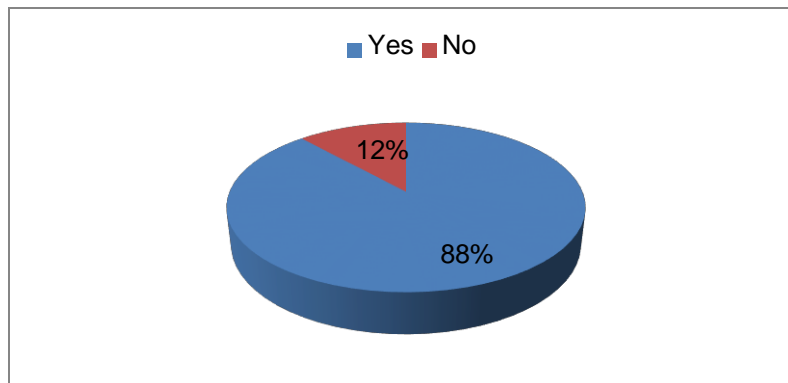
6. Do you consider the games are important in the development of the English classes? Yes? No? Why?

The answers in this question were the following, the 67% of the students agreed that the games were important in the development of the English classes because they could learn much better through the play, and they could remember easier the topic. Moreover, the 28% of the students reflected that games were not important in the development of the English classes because they thought that it could turn the class boring or it could disturb the class. Moreover, the 5% of the learners did not respond.



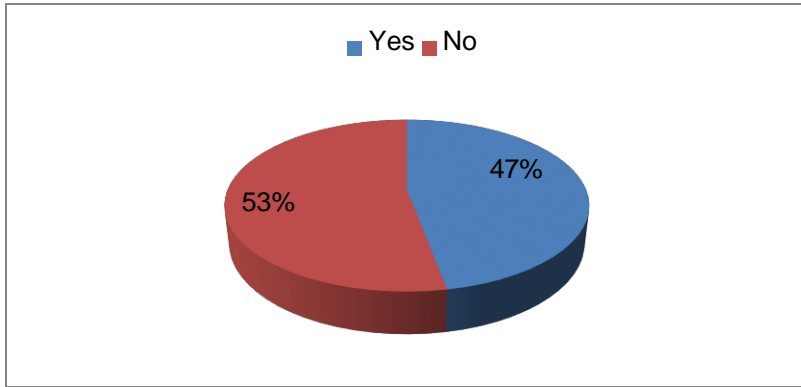
7. *Would you like that the playful activities to be used in the development of the English classes?*

This is an ended question with two options to answer yes-not, and the answers were the 88% of the students considered that they would like that the playful activities would be used in the development of the English classes. Also, the students' disposition to learn in a different way was acceptable and necessary for the majority of them. And only the 12% of the learners considered that would not like that the playful activities were used in the development of the English classes. This percentage could be related with the students in the previous question whose thought that games were not important in the development of the English classes.

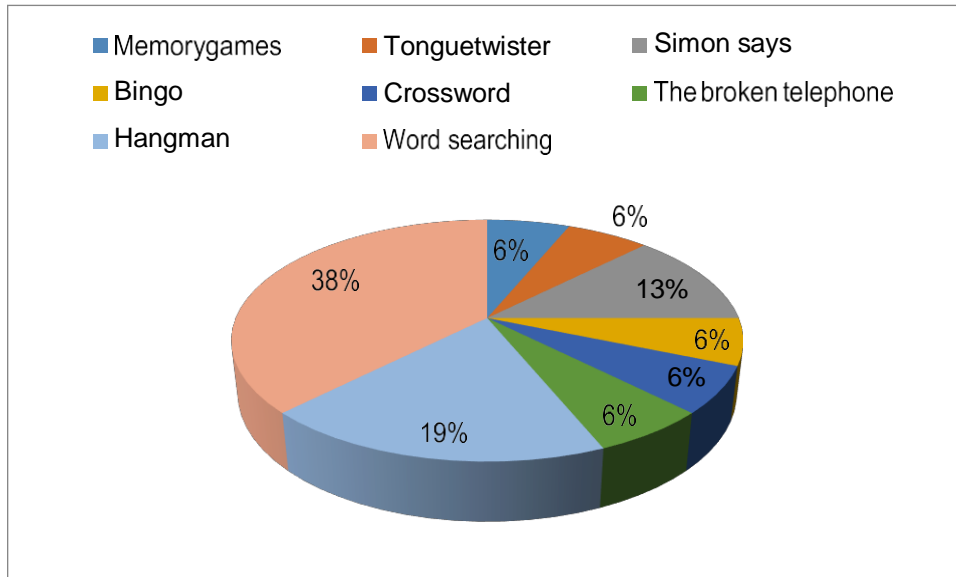


8. *Have you learned English through the following games? Yes? No? Which one?*

In this open question, the result was that the 53% of the students reflected that they have ever learned English throughout different games, and the 47% of the students answered that they have not learned English through the games. This percentage demonstrated why they did not consider important the games neither the games were used in the development of the English classes. Due to, these students represented by the 47% have not ever learned through the games. Besides, the games which the students have learned and they have had acquaint were: word searching got the 38%, while hangman got 19%, Simon says got the 13%, tongue twisters, bingo, memory game, crossword, and the broken telephone got the same percentages 6%.

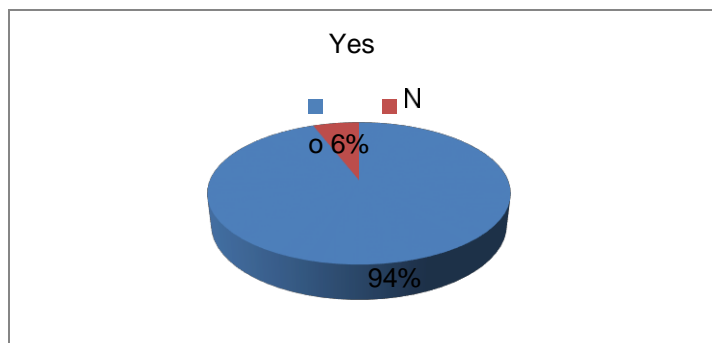


<i>Games</i>	<i>Percentages</i>
Word searching	38%
Hangman	19%
Simon says	13%
Tongue twisters	6%
Bingo	6%
Memory game	6%
Crossword	6%
The broken telephone	6%



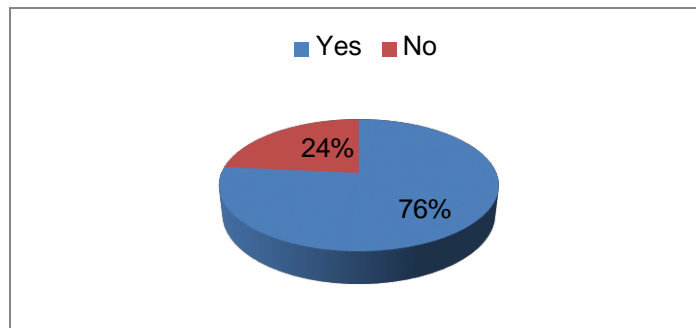
9. *Would you feel comfortable learning English through different games?*
Yes? No?

This question had just two options of answer and the students answered in the following way: the 94% of the students' opinion were positive because they would feel comfortable learning English through different games in the classroom. In addition, it represented the students' reliability to participate in the different activities that would develop in the classroom. The other 6% of the students considered that they would not feel comfortable learning English through different games.



10. In your opinion, would games facilitate the English learning process in the English classes? Yes? No? Why?

The answer in this question was favorable because it reflected that the 76% of the students agreed that the game would facilitate the English learning because the majority of them would not be focused on the difficult of learning the language but the joyful way to learn it, and they would remember more the content of the class. Moreover, the 24% of the learners considered that the game would not facilitate the English learning because they would feel uncomfortable and it would be more difficult to follow the instruction.



It means that the games have a great educational value and it can be used in the classroom to make learners produce and acquire the language instead of just thinking on the difficulty to follow rules or to make mistake when they are practicing. In addition, games encourage learners to interact, cooperate, to be creative and spontaneous in using the language in a meaningful way. Moreover, it reflected that the learners want to take part in activities to play games and are generally quite competitive.

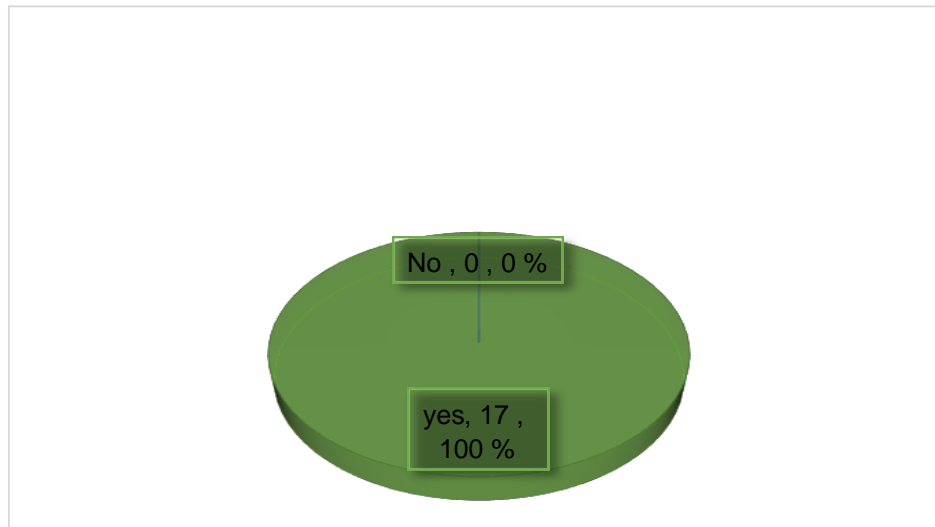
The results found in the present survey showed, that the playful activities are necessary and important in the Foreign Language learning process. Moreover, the application of The Playful Approach as methodology in English language teaching as a practical way that directly affects the internalization of the language, at the same time it promotes the interest and active participation of the students in the class and leading to meaningful learning.

4.6 Second Students' Survey

1. Do you think that you have improved your English through the application of different games during the classes?

In this question the amount of answers were seventeen. The 100% of the answers were positive because all the opinions agreed that by the application of the Playful Approach in the English teaching-learning process was easier, interesting and funny to learn the language. The students expressed that the classes were not boring and that it was an excellent way to learn.

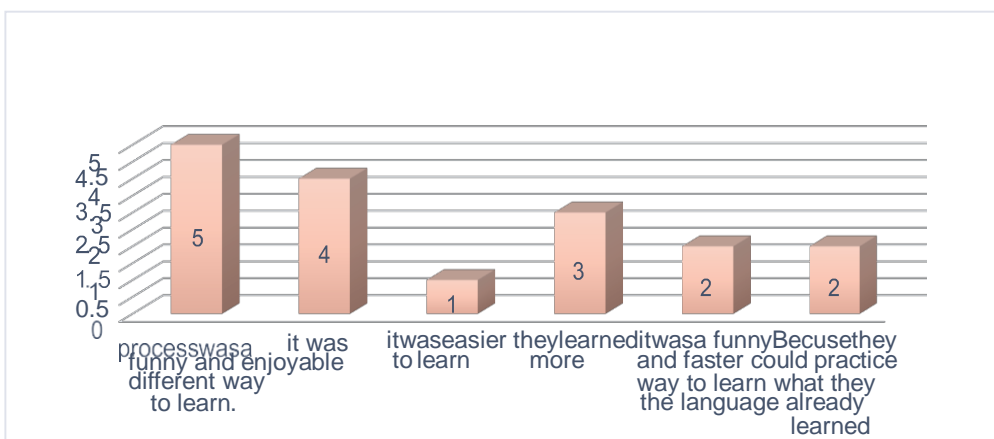
Answers	Total	
	amount	%
Yes	17	100%
No	0	0%
Total	17	100%



2. Why do you consider that with the different games you have learned in an easier way the English topics?

In this question, there were different points of view from students. The 29% of students considered that by the application of The Playful Approach in the English teaching-learning process was funny and different way to learn. In addition, a 24% of the opinions agreed that the English teaching-learning process by the application of this Approach was enjoyable. In addition, the 6% thought that the English teaching-learning process by the application of this Approach was easier. Moreover, the 18% considered that by the application of this Approach they learned more. The 12% considered that to learn the English language by the Playful Approach was funny and faster. The 12% considered that by the application of The Playful Approach they practice what they already learn. This was the result of the student’s opinions about the second question.

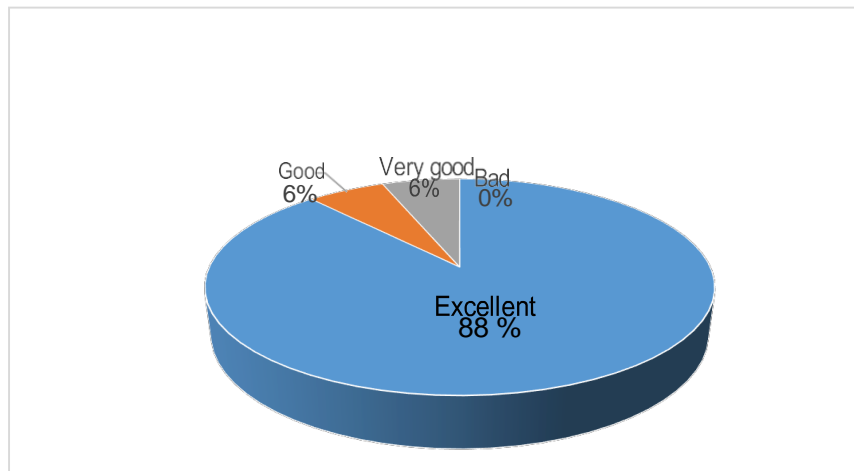
Answers	Total	
	Amount	%
Because it is a funny and different way to learn	5	29%
Because it is a funny way to learn	4	24%
Because it is easier to learn	1	6%
Because they learn more	3	18%
Because it is a funny and fast way to learn	2	12%
They practice what they already learn	2	12%
total	17	100%



3. Mark with an X the grade you provide to the teacher who applied the different playful activities during the classes.

The ranges used to know the students opinion were excellent, good, very good, and bad. The percentages were distributed in the following way: the 88% graded the teachers excellent, the 6% very good, the 6%, and nobody considered the teachers' job was bad.

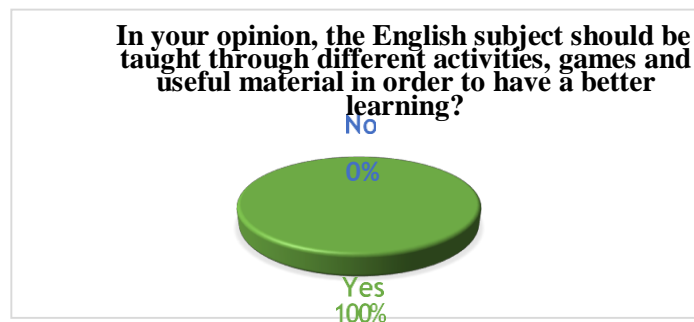
	Answers	Total	
		Amount	%
Excellent		15	88%
Good		1	6%
Very good		1	6%
Bad		0	0%
total		17	100%



4. In your opinion, the English subject should be taught through different activities, games and useful material in order to have a better learning.

This was a closed question where students expressed their opinions answered yes or not and the results were in a 100% that the English classes should be taught by the application of The Playful Approach.

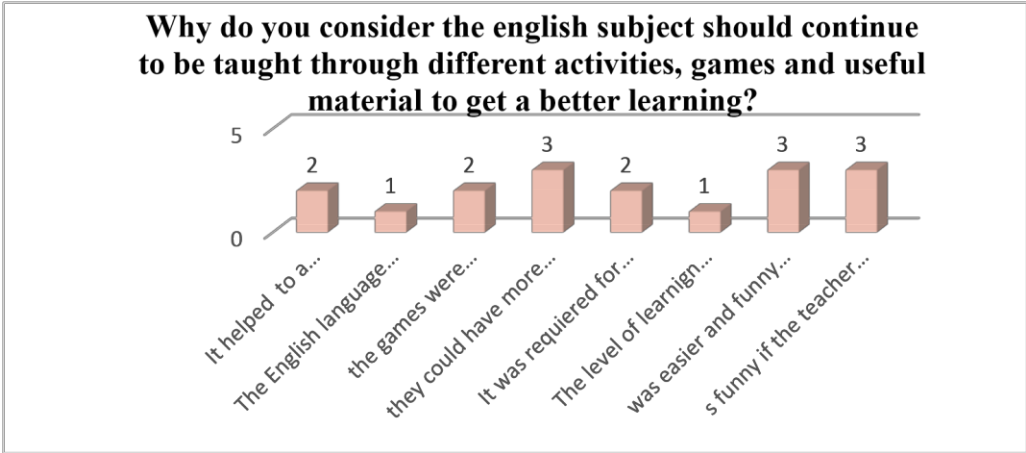
Answers	Total	Total
	Amount	%
Yes	17	100%
No	0	0%
total	17	100%



5. Why do you consider the English subject should continue teaching through different activities, games and useful material to get a better learning?

The result of this answer was very diverse; there were many answers that are described in the following: a 12% of students thought that the English is important because it helps to the personal improvement. The 6% expressed that the English language was beautiful. The 12% thought that the games were interesting. The highest percentage was the 18% because the students considered that they could have high level of learning, and the 12% expressed that was required for the subject. The 6% thought that the learning was easier, one of the highest percentage was the opinion in which students consider that was easier and funny to learn, with a same percentage of the 18% students expressed that the process of the English learning-teaching was funny if the teacher applied The Playful Approach.

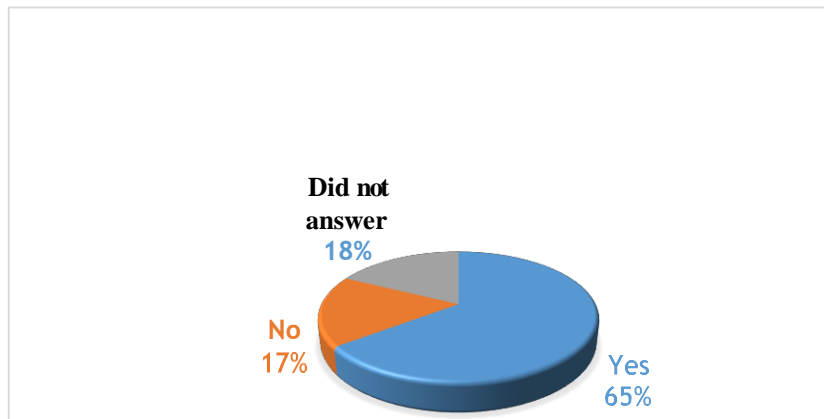
Answers	Total	
	amount	%
Because it helps self-improvement	2	12%
The English is beautiful	1	6%
The games are interesting	2	12%
There is more learning	3	18%
The subject require it.	2	12%
The learning is easy	1	6%
It is easier and funnier to learn	3	18%
Because it is funny	3	18%
Total	17	100%



6. During the application of The playful Approach did you increase your grades?

The result of this question was favorable because the good result was reflected in the students’ answers; they answered the questions in the following way: the 65% answered that they enhanced the grades, the 18% answered they did not have better results, and the 18% they did not answer.

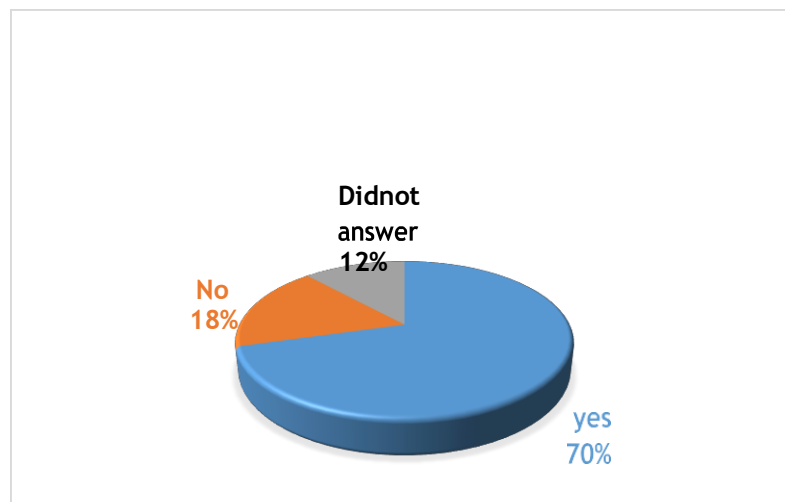
Answers	Total	
	Amount	%
Si	11	65%
No	3	18%
No Respondió	3	18%
Total	17	100%



7. The use of the different playful activities during the classes, generates confidence to be able to participate and answer in a confident way to different questions?

This question reflected one of the benefits of the application of The Playful Approach in the English teaching-learning process. The 71% answered that by this way of teaching the English language they were more confident to participate in classes, also a 18% expressed that this way to teach did not help to be more confident at the moment of participating in classes, in addition, a 12% did not answer.

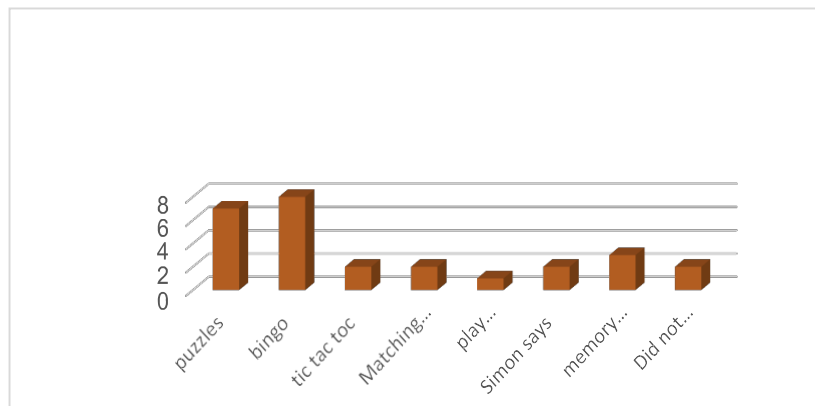
Answers	amount	Total
		%
Yes	12	71%
No	3	18%
Did not answers	2	12%
Total	17	100%



8. Which activities practiced during the classes called your attention the most?

To answer this questions students expressed that the game that called more their attention was the puzzle with a 26%. The one which called their attention the most was the bingo with a 30%, the tic tac toe, Simon says, and the matching games were interesting in a 7%, then the play performance got a 4%, and finally a 7% did not answer.

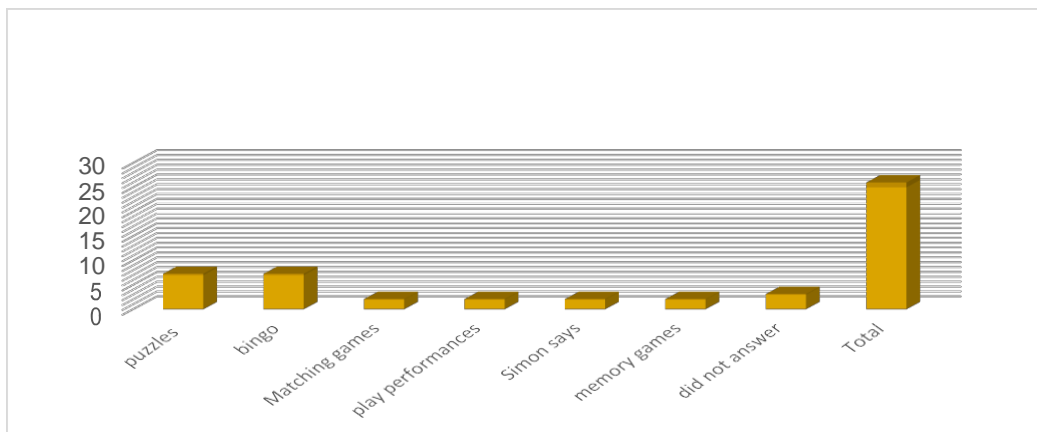
Answers	Total	
	Amount	%
puzzles	7	26%
bingo	8	30%
tic tac toe	2	7%
Matching games	2	7%
play performances	1	4%
Simon says	2	7%
memory games	3	11%
Did not answer	2	7%
Total	27	100%



9. Which playful activities do you consider help to you learn more?

This question had many answers; students expressed their opinions about the type of games that the teacher applied during the classes in which they learned more the English Language. The puzzle and the bingo game got the same 28%, and matching games, play performances, memory games, and Simon says got the same percentage of 8%, while a 12% did not answer.

Answers	Total	
	amount	%
puzzles	7	28%
bingo	7	28%
Matching games	2	8%
play performances	2	8%
Simon says	2	8%
memory games	2	8%
Did not answer	3	12%
Total	25	100%



10. Why did you consider the activities applied during the classes helped you to practice the English language?

From the multiple options of answers, students agreed that: thanks to the application of The Playful Approach they lost the fear of practice the language, expressed 18% of them. In addition, the other 18% thought that this way of teaching motivated them to practice the language; in addition, the other 27% considered that it facilitated the learning of the language, the other 18% considered that through the application of The Playful Approach the classes were more interesting; finally, the last 18% did not answer.

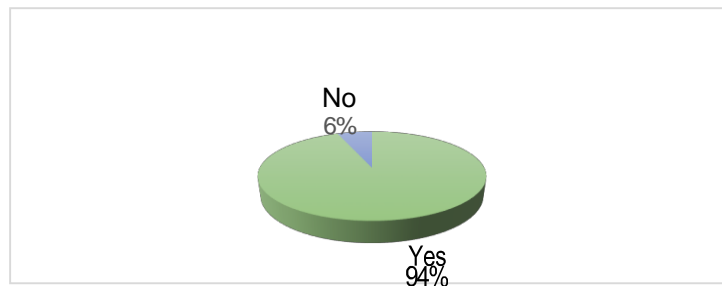
Answers	Total	
	Amount	%
They lost the fear of practice the language	3	18%
Motivated them to practice the language	3	18%
Facilitate the learning	5	29%
The class were more interesting	3	18%
Did not answers	3	18%
Total	17	100%



11. Do you consider that the playful activities practiced in classes helped you to practice the language in a deeper way?

This question had just two options how to be answered. Students answered in the following way: the 94% of the students' opinions were positive, and only the 4% considered that the playful activities did not help them to practice the language in a deeper way.

Answers	Total	
	Amount	%
Yes	16	94%
No	1	6%
Total	17	100%

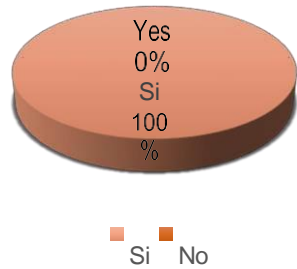


12. Do you consider that the English classes should last more time?

This question just had to be answer in two ways; the option students had were yes or not, and students' opinions are the following: a 100% were agreed that the English classes should last more time.

Answer	Total	
	Amount	%
Yes	17	100%
No	0	0%
Total	17	100%

Do you consider that the English classes should be longer?

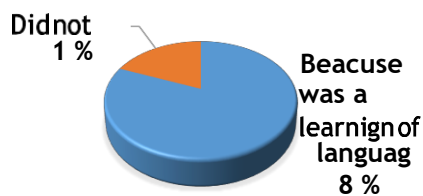


13. Why do you consider that the English classes should be longer?

Of this question just two answers were collected, the 81% considered that the reason why the English class should last more time was because in that way there would be better learning, and the 19% did not answer. In addition, they considered that the classes should be longer because the time provided to this subject was approximate 45 minutes, 4 days during the week.

Answers	Total	
	Amount	%
There is a better learning of the language	13	81%
Did not answer	3	19%
Total	16	100%

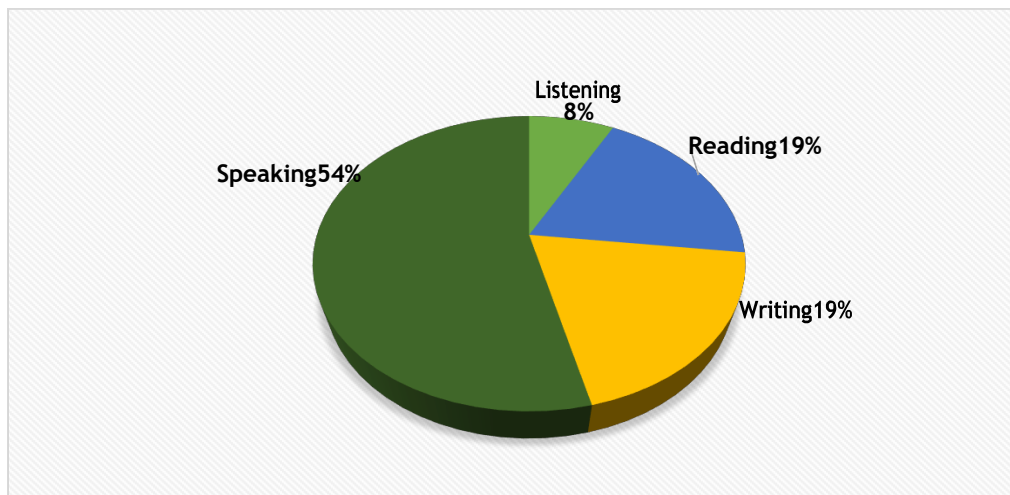
Why do you consider that the english classes should be longer?



14. For you, what was the most difficult macro skill to develop in the classes?

From the four options that students had to select to answer this questions is reflected the following result: the speaking with a 54% is the most difficult to develop for the students because the fear of made mistakes, then the reading and writing got the 19% and finally the listening skill got the 8%

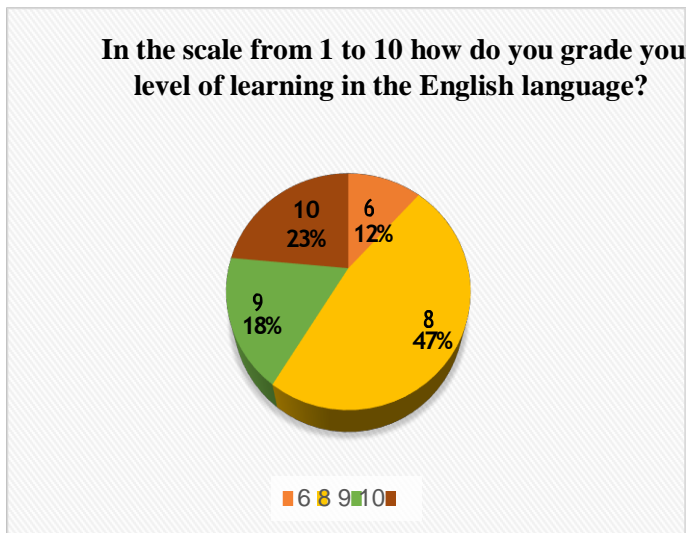
Answers	Total	
	amount	%
listenig	2	8%
reading	5	19%
writing	5	19%
speaking	14	54%
Total	26	100%



15. In the scale from 1 to 10 how do you grade your level of learning in the English language?

According to students' opinions and having been measured on scales from 1 to 10 the students' opinion about how they graded their English learning by the application of The Playful Approach, they concluded in: the 10 scale got a 24%, the 9 a 18%, the 8 a 47% and the 6 a 12%. The result was favorable.

Answers	Total	
	Amount	%
6	2	12%
8	8	47%
9	3	18%
10	4	24%
	17	100%



4.7 teacher's interview analysis

This analysis is based on the information gathered from the Teacher's interview, who was in charge of seventh graders in the afternoon shift at Centro Escolar Comunidad 10 de Octubre, San Marcos, San Salvador. The objective in this interview was to know the teacher's opinion about the methodologies applied for teaching English Language. The analysis of the data collected led the researchers to the following results:

According to the teacher's answers about whether she considered that Learning English is an important subject in the curriculum, she said that she considered Learning English was important in the curriculum because the English language is the most commonly spoken in the world also; many countries include English as a second language in the school syllabus. Besides, the teacher mentioned that learning a foreign language was a good opportunity for the students.

Concerning the teacher's responses related with, what she considers is the appropriate method to teach English, she expressed that there was not one single method for everyone to learn English and it was not appropriate to apply the same methodology to all learners, who have a different Learning Style. In addition, while traditional methodologies such as Audio-lingual, Direct Method, etc. still offer useful elements in the English learning-teaching process, it is evident that the needs of modern students have outpaced teachers. It means that there are many challenges for teachers, who have to bring new strategies and techniques to fill out the students' necessities related with the English learning-teaching process.

In relation to the question about how much time the teacher has been teaching English, the teacher answered that she has been teaching the English language for approximately 20 years. It means that the teacher has gained a lot of experience teaching English through the time. The researchers considered this question important because English teaching requires a commitment to fill out the students' necessities, by different methods, techniques, and strategies that the teacher applies in the English classroom. Through the teacher's experience, it lets to know which method or technique has been useful to face each challenge in the development of the English classes.

Moreover, the teacher was asked according to her own experience, what the best method to teach English could be, she expressed that there was not a single method to teach English. However, the educators could choose the language learning method that works best for them and their students also, but it means that educators have to try different methods before finding the appropriate one. To find out the appropriate method that satisfies the English acquisition the educators have to focus on the learners. In the English teaching, the learners are the center in the classroom, and the educators are facilitators that guide their students into a better English acquisition. It could be possible if the teacher provides them the useful tools to facilitate the English teaching-learning process, and The Playful Approach brings the tools that are necessary to teach a foreign language.

The teacher was also asked about methods she had applied to teach English, she pointed out that she had applied the method “talk and do” because children recognize words according to general topics by using dialogues or some tongue twisters. Some methods have limitations and it does not provide the necessary means to facilitate the students’ learning because the majority of them just focus on one area or skill, while The Playful Approach covers each area and skill through different games. In addition, it allows the students to take part in each English class because the learners are the center in the classroom.

In relation to the question about what she thinks about methodology implemented by the Ministry of education for teaching English, she considered that there are many goals to develop and teachers do not always have enough time to develop them. The general methodological guideline in the curriculum is intended to present a general vision of The Communicative Approach (students can learn to communicate through interacting, and understand the structures once the interaction begins) and related methods. The application of its basic tenets allows students to develop language and preparation for life competencies; besides, teachers can enhance to deliver a humane, meaningful, motivating and effective teaching. Therefore, the English teachers have the option to use the tools and resources that cover the students’ necessities in the English acquisition.

In relation to the consideration if the methodology established by the Ministry of Education for teaching English should be enhanced, she answered that methodology established by the Ministry of Education should be enhanced because the last revision that the English syllabus had, was in 1998. Since that date, there have been many changes in the technology resources that nowadays it could be used for a better English teaching-learning process. In addition, through the application of The Playful Approach the teacher's goals can be reached because it permits the use of all the resources that teachers want to use in the classroom to ensure the students' learning.

In regard to if she could explain in her own words about The Playful Approach, she replied that The Playful Approach was to learn through the play effectively, The Playful Approach is more imagination and exploration throughout the games, and where learners work together to answer questions, also to solve problems by themselves, the use of creativity, etc. In few words, the learning based on skills and values, far beyond the limitations of testable knowledge, and evaluated by application rather than meaningless tests, but learners do not expect to get everything right on the first time, but they can learn from their failures also.

In relation to the question, if she has ever applied playful activities in her classes, the teacher answered that she had affectively applied playful activities in the classes. The use of playful activities in the English class brings positive benefits in the students and the teachers also, such as: the English teaching-learning turns more motivated and stimulated for students, students can solve problems, develop the creativity and the self-confidence of the students is increased, etc. these benefits remained significant result in learning a foreign language.

The teacher was also asked about what kind of playful activities she applied in the English classes, she pointed out the following activities: tongue twister and memorizing words so that, students could have a different way to acquire the foreign language. However, with the use of The Playful Approach there are many options of playful activities to teach English, where the students can assimilate the learning and make it funnier and more amazing. The playful activities have demonstrated to have importance in the development of the English classes because it increases in the students the creativity,

motivation, self-confidence, etc. In addition, the teachers can reach the lesson goals by using the activities that create a favorable English learning environment.

In the question related to if she considered that The Playful Approach helps students to acquire the English, the teacher answered that through the playful Approach the learning turns easier and funnier, it helps students to pay more attention in the English classes. Nowadays, everyone can learn English throughout the use social media, movies, or even by playing games; the games provide an alternative route to learning a language while providing a pleasurable method to do so. The idea of learning no longer means rote memorization; it instead means acquiring the skills necessary to be able to respond appropriately in another language. In addition, games can help deliver these benefits in the most entertaining way. Therefore, as students delight in playing a game, they can enjoy themselves while unconsciously acquiring an array of language skills. That is why the use of games can be a fantastic learning tool to advance in English language. In this approach, students and teachers are the winners in the game by learning more of their target language.

In the next question the teacher was asked, if she considered that the Playful Approach could be applied in the macro skills, the teacher considered that the Playful Approach could be applied in the macro skills and through the application of the Playful Approach, the students can refine their skills in pronunciation, spelling, and grammar. Moreover, students engage with the language in several ways by writing, listening, reading, and speaking. As students reach higher levels in the games, they also reach higher skill levels in the target language.

Finally, the question related, if she would recommend the application of The Playful Approach in the teaching English language, the teacher answered that she recommended the application of The Playful Approach to teach English language. The application of the Playful Approach to teach English is important and useful because it proves that students remember things easier and faster when they learn in a relaxed environment. On the other hand, The playful Approach helps to create such atmosphere because through the playful activities the learning turns very entertaining and motivating, this approach breaks the ice between the teachers and theirs students.

To conclude with the teacher's interview analysis, the researchers suggest that the English teachers should take into account the application of The Playful Approach in the English teaching-learning process; the reason is that the games have an important educational value in the development of the English language teaching. In addition, in yesteryears, the games were useful tools in the classrooms, the oldest board game found in China it dates back to 3000 BC (Faria, Nulsen, 1996). Another good example may be chess, which was used as a typical simulation game 2000 years ago (Surdyk, 2008). Besides, the creator of modern pedagogics Jan Amos Komensky, recommended methods that taught through play. Then, a real learning takes place first in a relaxed atmosphere; therefore, playful activities should be an important part during the learning process.

4.8 Checklist Analysis

Based on the observation done, throughout this check list during the classes the researchers state that the aspects observed shown some variations. As it is reflected in this chart, the results were the following: the students usually spend some time interacting with each other to complete a task; it was because the use of different activities applied promoted the group work. In addition, students always showed an active participation and it was evident because the Playful Approach is based on games, so the students had to participate directly in the different activities done. In addition, students were usually comfortable sharing ideas, questions, concerns, or needs that were observed during the time they worked in groups.

In addition, always the students had to think creatively because most of the activities done required them to use their imagination to create different materials to present some topics, not only the physical material, but also how they had to use the creativity to express their ideas. In addition, students always acquired the language by different board games that it is why the purpose of The Playful Approach to involve students in playful activities until achieving meaningful learning. Furthermore, the students showed respectful and a positive student-student relationship when they worked in groups, it was because the behavior they had in classes. As it was mentioned before the students

were usually encouraged to work in groups, it is another purpose of The Playful Approach to develop in the students the companionship the confident in them.

Besides, as it is required in this approach the teachers always have to show enthusiasm at the moment to teach the class, that was the case. The playful Approach requires the teachers to be able to think creatively at the moment of planning the class because The Playful Approach intents to create and applies playful activities that motivate students to take an active role during the classes. As the same time, successful teaching techniques always were applied in order to get students interest to learn the language. Moreover, even the students' behavior they were always advised and reinforced to have a positive behavior. Something really important was the didactic material used because it plays an important role in the English teaching learning process that is why the use of didactic materials were always used to teach each class.

Moreover, different dynamic activities were always applied in order to call students interest to participate. There were topics that were appropriated to generate debates, and discussions. Also, the classes were always interesting because the students did not know what new activities the teachers had planned to develop the class, they were in the expectation to know will happen during the class. Furthermore, in some activities which students had the necessity to developed new communicative and expressive skills. The Outside didactic activities were often applied; they were planned with some games that required a big space and enough time. The classes were never boring, or stressful to the students, they enjoyed each class taught. Finally, The Playful Approach had the benefit to involved students in the four English macro skills that is why according to the topic, the activities applied promoted the interest for speaking, writing, listening and reading in English.

As a conclusion, the observations done during the English teaching learning process of seventh graders at Centro Escolar Comunidad 10 de Octubre San Marcos, San Salvador reflected satisfactory results, because students enjoyed the classes, they learned the language easier. Those aspects were shown in each class taught to them.



CHAPTER V

Findings Discussion

5. Findings discussion

This research project had as objective to describe the effectiveness of the application of The Playful Approach to promote the English Language learning of Seventh graders at Centro Escolar Comunidad 10 de Octubre San Marcos, San Salvador. To inquire about the effectiveness of this approach, Seventh graders at Centro Escolar Comunidad 10 de Octubre, were submitted to different devices such as: three questionnaires, two surveys, one teacher interview, and a checklist. These kinds of tools were useful for this study because it was necessary to know the knowledge of the students involved in this investigation.

This section reports relevant research findings to answer General Research Question, which is: What is the effectiveness of the application of The Playful Approach in the English language learning process of 7th graders at “Centro Escolar Comunidad 10 de Octubre”, San Marcos, San Salvador?

Based on the findings and the practice related to the effectiveness of The Playful Approach, the researchers found out elements that did not benefit the English acquisitions in the students. According to the results obtained throughout different instruments to collect data that support the effectiveness of The Playful Approach, was necessary to submit students in the first survey to inquire their opinions about the different activities they would like to be applied in the development of the English classes.

Moreover, the students took a diagnostic test in which the researchers needed to know the level of English knowledge through the use of a test designed by the researchers about previous topic in the first term. In addition, the use of the checklist to observe the students' respond during the implementation of the different playful activities in the English classes was essential. The intervention of the researchers in the English teaching classes was fundamental because they applied The Playful Approach in each development of the classes as it reflects in the Action Plan. (See the annexes on page 100). In addition, it was important to know the professional opinion in the English teaching field about the methodologies applied for teaching English Language, it was possible throughout an interview designed by the researchers.

Furthermore, in the middle and at the end of the term it was appropriated to evaluate the improvement of the English acquisition in the seventh graders to prove the effectiveness of the application of The Playful Approach by the use of exams. The results obtained in both exams demonstrated the effectiveness of the approach because the scores gained in the exams reflected an increase in students' scores in contrast to the diagnostic test. These results affirmed one of the assumptions, which establish that the application of The Playful Approach in the English learning process contributes with Seventh graders at Centro Escolar Comunidad 10 de Octubre to get a meaningful English learning.

Subsidiary Research Question 1: What is the appraisal of the principles of The Playful Approach by providing a precise description of its components in order to promote the English language learning based on the approach?

The Realia is one of the principles of The Playful Approach and it has a big importance in the application of this approach. In addition, the realia promotes the use of real elements in which the learning of the English language can be meaningful. Educators to improve the understanding of the English learning experiences of the students use the realia in the real life, and it can be memorable for them. Due to the fact, of the game is an activity that is used for fun and enjoyment for students and it is used as an educational strategy, allowing students to experience, learn, reflect and actively transform the reality. Besides, the game is the most effective tool in the English teaching learning process and it is another principle in The Playful Approach because the game should encourage students to focus on the use of the language as well as give students the chance to learn, practice or review the English. In addition, teachers need to consider which games to use and how to link them with the students' needs; the games benefit students to be successful in the acquisition of the language.

Subsidiary Research Question 2: What is the influence of the playful activities in the English learning process through the implementation of different didactic materials to demonstrate their effectiveness at the moment of learning English?

The influence of the use of different playful activities in the development of each class motivated the students to take an active participation; it was because of the implementation of different didactic materials to facilitate a meaningful English learning.

According to the first survey, the students expressed that they expected the implementation of different didactic materials to create an adequate environment where they feel comfortable with the use of attractive aids. Some of the options that were suggested as example were the following: text, stories, articles, videos, technological resources and others, having as a result that most of the students agreed with the use of those kinds of materials.

Contrasting the first survey to the second one, in which students confirmed that throughout the application of different games and playful activities, they learned the English in a funny way, it means that they considered the game important to have a meaningful learning. In addition, the implementation of didactic material such as wall charts, flashcards, worksheets, toys, books, textbooks etc. which were elaborated and selected according to the topic and the playful activities planned for the class in the Action Plan.

As conclusion, it was observed that the influence of the didactic material designed had positive results in the student's English learning process. Besides, an important instrument that helped researchers to collect student's responses when they were involved in different activities to learn the English was the checklist. Throughout this, the researchers confirmed that the use of didactic materials to develop the playful activities were effective and useful in each class in order to have students domain the English skills according to their level. To summarize, it is important to state that the didactic materials and the playful activities have a relationship between them to encourage students to learn the language and both of them are fundamental elements in the application of the Playful Approach.

Subsidiary Research Question 3: Which are the advantages and disadvantages of the application of the approach in the institution for suggesting the feasibility of its implementation in future generations?

In The Playful Approach, the game is an essential tool to develop a good English learning and teaching. There are many advantages in the application of The Playful Approach:

- It helps student loses the fear of facing the teacher and making mistake

- It promotes creativity
- It has a fundamental socializing role
- It finds strategies to argue and defend students' ideas, interaction, and work towards a common goal for their group, etc.

With the findings, the researchers could prove that the advantages mentioned before were observed throughout the use of the checklist, which was applied in the development of each English class in seventh graders at Centro Escolar Comunidad 10 de Octubre. Moreover, other instruments that proved that with the application of playful activities in the development of English classes were the first and the second exam. Throughout the use of descriptive statistic the mean obtained shown an increase in the students' scores because in the first exam, students' score was 7.1 and the second exam was 6.78 in contrast to the result obtained in the diagnostic test, which was 3.69. In the last two exams was demonstrated an improvement in the students' English learning acquisition due to the different advantages that the application of The Playful Approach provided to students. So that, it confirms the assumption that the use of The Playful Approach improve the English learning acquisition in seventh graders at Centro Escolar Comunidad 10 de Octubre.

In addition, in comparison to the advantages it is important to mention that The Playful Approach presented few disadvantages at the moment of applying it. Some of these disadvantages were observed while the researchers applied this approach to teach throughout the use of the Action Plan in the English subject. The disadvantages are the following:

- The time was not enough to develop some activities
- Negative students' behavior
- If the instructions of the activity are not clear the control of the class is lost
- If the activity is too long the class turns boring

It was observed that in some classes taught the researchers identified that the time was not enough to complete some activities. In addition, at the moment of developing an activity some of the students shown a negative behavior that is why researchers made use

of The Reverse Psychology and it was a workable strategy to solve the situation. According to students' opinions, they expressed in the second survey that the application of The Playful Approach allowed them to improve the learning acquisition because they felt motivated to participate in the activities.

The Playful Approach can be suggested as a feasible approach in the English teaching learning process because it has more advantages than disadvantages. All of the disadvantages mentioned before could be solved if the teacher uses an adequate strategy to call the students interest to participate in the playful activities as well as permit the teachers to have the control of the class.

Subsidiary Research Question 4: How can the effectiveness of the application of the Playful Approach be proved in the learning process of the English language?

The effectiveness of the application of The Playful Approach could be proved by the implementation of some instruments. The students' opinions were very important to know the effectiveness of this approach that is why researchers applied a second survey. The students expressed that they enjoyed the English learning because it was taught throughout different games and it was meaningful for them.

On the other hand, the use of two exams was required to prove the efficiency of the application of the approach in the seventh graders and the result was favorable because it reflected an improvement in students' score. In addition, it is important to emphasize that the half of the course had failed the subject in the first term of classes, but in the second term when the approach was applied the 99% approved the subject with satisfactory grades. Based on those facts, the researchers can conclude that the effectiveness of The Playful Approach could be proved in the learning process of the English language. These findings support the assumption that states that the application of The Playful Approach in the English learning process contributes with seventh graders to get a meaningful English learning.

Subsidiary Research Question 5: Why is the application of The Playful Approach important in the English learning process?

According to the theoretical bases states that, The Playful Approach is understood as all the didactics activities that are enjoyable and pleasant to develop in a recreational environment and whose pedagogical impact promotes meaningful learning that is planned through the game. It is important to mention that The Playful Approach helps students to get a bigger assimilation and comprehension of the English. To teach a foreign language, The Playful Approach works spontaneous and directly in the students learning enabling them to develop a meaningful learning acquisition.

Then, the importance of The Playful Approach could be demonstrated through the use of the instruments in which the researchers found favorable results. First of all, in the diagnostic test it was reflected the necessity to implement a different strategy to teach the English subject because the lack of the knowledge that students shown in that moment was worried. Secondly, it was necessary to inquire into the students' opinions about if they would like to learn the English throughout the use of different games. The students agreed that they would like to learn the English in a different way.

Thirdly, the students were submitted into two exams in order to know the level of knowledge acquired while they were involved in the application of The Playful Approach. It was satisfactory to know that the students results in the two exams were acceptable, because students shown an improvement in their scores. Besides, in the second survey the students corroborated their opinion about the use of the games for learning the English. The students expressed that the teaching of English throughout the playful activities was easier and funnier and the classes became interesting by the different games that the teacher developed. Overall, these findings are in accordance with the assumption that claims The Playful Approach makes the English learning acquisition easier and funnier to the seventh graders at Centro Escolar Comunidad 10 de Octubre.

Finally, it was necessary to know an expert opinion about the methodology used in the English teaching learning process as well as the application of The Playful Approach. The expert opinion stated that she knows about The Playful Approach and it is based on games. In addition, she expressed that The Playful Approach should be applied in

the English macro skill and she recommended the application of The Playful Approach in the English teaching learning process because she considers that it is important.

The results of these findings lead to similar conclusion where the assumption establish that the implementation of The Playful Approach facilitates the active participation in the English teaching learning process in seventh graders at Centro Escolar Comunidad 10 de Octubre. To conclude this chapter about the findings and results the researchers confirm that the application of The Playful Approach is effective in the English teaching learning process because all the expectations were achieved and proved throughout all the instruments and the action plan that were applied before, during and after of the application of The Playful Approach.



CHAPTER VI

Conclusions

6. Conclusions

In every real man a child is hidden that wants to play.

--Friedrich Nietzsche, philosopher, poet

After applying The Playful Approach in Seventh graders at Centro Escolar Comunidad 10 de Octubre, San Marcos San Salvador the researchers conclude:

- According to the theoretical bases, there are two principles in The Playful Approach: the realia and the game, which are two factors that are important and essential when The Playful Approach is put into practice. As was observed in each English class, the students were exposed in real situations to develop the activities planned and developed by the researchers. In addition, the game was the other principle found, all the playful activities were based on games in which the students had not only fun but also a meaningful learning of the English language.
- Since the use of The Playful Approach is usually workable in the teaching field, that is why the researchers found some sources which supported the effectiveness of the application of this approach in the English teaching learning process. Therefore, the researchers consider this study relevant to produce some reflection on the topic of the effectiveness of The Playful Approach in seventh graders. Furthermore, this study also provided to the researchers the condition to know more closely about the students' opinions concerning the playful activities elaborated and proposed.
- As it was noticed when analyzing the second survey, the students were in agreement in saying that The Playful Approach is good to be done in the classroom. They also believed that the approach helped them to learn in an easier and funnier way the English language. As researchers observed, the students shown that for they were able to produce accurate output and, thus,

demonstrate to have understood the topics taught by reseachers. As a result, when the subject taught was tested, by means of written exams, most of them improve the average of the grades.

- One of the interesting aspects in this research was that when the students were involved in the different playful activities they were motivated to learn the English language. The researchers included different playful activities in their classes, for the promotion of a relaxing environment because the students learn more when they are motivated and when they have fun. According to the observation done, researchers concluded that fun led the students to be motivated in the classes, which guide them in an active participation and a meaningful learning of the language.
- In addition, one of the workable elements used to achieve the objectives established was the Action Plan, which was designed according to the students' necessities. To develop each activity planned was necessary to elaborate useful and creativity didactic material, to call the students attention. The researchers conclude that the didactic materials have a close relationship to the playful activities because they are an essential part in the development of the English classes.
- During the researchers intervention in seventh graders at Centro Escolar Comunidad 10 de Octubre was proved that The Playful Approach have many advantages which facilitated the English teaching-learning process. However, it is important to mention that the researchers faced few disadvantages when applying this approach but is satisfactory, overcome them. It is good to emphasize that The Playful Approach has more advantages than disadvantages and that the feasibility of its implementation in future generations will be beneficial.

- The Playful Approach is effective in the English teaching learning process due to the positive results obtained and the acceptance that it had in the seventh graders at Centro Escolar Comunidad 10 de Octubre. Also, The playful activities carried out, allowed a meaningful learning when the students, contrast concepts with facts and facts with concepts, during the development of the dynamics activities, the students created an imaginative and abstract thought thus allowing discovery learning by themselves, providing motivation, joy and desire to learn.



CHAPTER VII

Recommendations

7. Recommendations

As a result of this study, these are some recommendations:

To the teacher in the school:

- To strengthen the students' English learning and the development of critical thinking, the teachers should include in their planning the Playful Approach to internalize meaningful and autonomous learning in the students.
- The teachers should take into account the different learning styles in the students to plan the playful activities so that reinforce the motivation and the active participation.
- The designing of the didactic materials should be attractive and creative to develop the playful activities thus, to call the students' interest to learn and acquire the English language.
- During the development of the English classes to do the activities attractive for the students, where they develop their creativity and the comprehension of the macro skills, and take advantage of the spaces conducive to develop the playful activities such as work in groups, among others.
- The teachers should be careful when selecting the playful activities because every activity must have a purpose in the English teaching process. The playful activities must have the purpose of arousing a meaningful learning.

To the school:

- The time in the English classes at Centro Escolar Comunidad 10 de Octubre, should be longer in order to develop the playful activities.
- To develop extracurricular activities where the students can put in practice in real situations what they already learn during the classes.

To the MINED:

- Update the Educational program regarding to the English subject and promoting the implementation of methods or approaches as The Playful Approach to the students achieve a meaningful learning English.



CHAPTER VIII

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Annexes



Universidad de El Salvador

Hacia la libertad por la cultura

UNIVERSITY OF EL SALVADOR
SCHOOL OF ARTS AND SCIENCES
FOREIGN LANGUAGE DEPARTMENT



**ACTION PLAN OF THE APPLICATION OF PLAYFUL ACTIVITIES FOR
LEARNING ENGLISH**

**Case: 7th graders at “Centro Escolar Comunidad 10 de Octubre”,
San Marcos, San Salvador.” (from March to June 2018).**

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I. INTRODUCTION

The researchers by this paper want to show The Effectiveness of the Application of the Playful Approach to promote the English Language learning during the second term of classes (from March to June 2018). Case: 7th graders at “Centro Escolar Comunidad 10 de Octubre”, San Marcos, San Salvador. Due to the fact of that, the monotonous English classes are developed and students are not stimulated to learn the language. The researchers developed a different way to teach English Language through using of the different strategies and playful activities to improve the English language acquisition in the students. The Playful Approach as a workable way to teach the English language presents many advantages than disadvantages in the English classroom that help the students and the teachers to achieve the aims of the lesson plan.

The application of this approach in the learning English process has the objective to learn throughout the play, by using different playful activities. The activities planned to carry out the application of The Playful Approach were selected to promote imagination, independence and creativity, to solve problems in each activity, to increase the self- confidence, motivation, and the autonomy. In few words, to get a better output of the learning of the English Language in 7th graders at “Centro Escolar Comunidad 10 de Octubre”, San Marcos, San Salvador.

II. OBJECTIVES

General objective

- To contribute with the improvement of the English learning process, through the application of different playful activities in the English classroom to get an optimal development in the four skills of the language.

Specific Objectives

- To implement playful activities by using different resources to get students interest to be involved during the class.
- To design workgroup activities in the development of the English classes through exposing students to communicate among them to establish a rapport.
- To involve students in critical scenarios by pushing them to have critical thinking to analyze and solve problems.
- To do outdoors activities through oral presentation, stories telling, and others activities that require this type of challenge to show the creativity and self-confidence.

III. THEORETICAL FRAMEWORK

Foreign language teaching is not a new matter; it is as old as the birth of our civilization. This can serve as a proof that all people had and have had the need for learning other languages than their own. There has been a number of approaches and methods of teaching languages as time passes by. Some of them have had their heyday and have fallen into relative obscurity while others in their turns, are being applied until the present days. Still there are the ones that despite having a small following, have contributed with some insights that are incorporated in methodologies that are more modern. Nevertheless, it is so important to mention those traditional methods that emerged according to the needs that humanity presented at the time, these methods are explained in summary.

The first one is The Traditional Approach; the morphologic study of the sentences was emphasized, together with the lexical elements, which were used for learning grammar and the translation of texts, whose ideas and content were neglected. Within The Traditional Approach is The Grammar Translation Method. In grammar–translation classes, students learn grammatical rules and then apply those rules by translating sentences between the target language and the native language. Another method is the called The Reading Method; this relates with the Direct Method and consists in pay attention only to the grammar necessary for reading comprehension and fluency. Minimal attention was paid to pronunciation or becoming orally fluent in the target language.

The method that emerges as a contradiction of the grammar-translation one, it is The Direct Method. It is often (but not exclusively) used in teaching foreign languages, The mother tongue was never used whatsoever, therefore there was no translation, target language and grammar was taught inductively. Secondly is The Structural Approach, This approach based on the theory of behaviorist. Language is a system of structure and signals. Student can learn very well if the teaching is according to its structure and signal. Like the first, this approach composed by different methods one of them is The Audiolingual

Method (Audiolingualism) This method to language learning was similar to another, earlier method called the direct method. Like the direct method, the audio-lingual method advised that students should be taught a language directly, without using the students' native language to explain new words or grammar in the target language. However, unlike the direct method, the audio-lingual method did not focus on teaching vocabulary. Rather, the teacher drilled students in the use of grammar.

The last one is The Cognitive Approach; the aim of this approach is to develop an insight in the learner, enabling him to make his own selections and interpretations of the existing situations. The insight provides the learner with opportunities to widen his skills beyond the classroom setting. Cognitive methods of language teaching based on meaningful acquisition of grammar structures followed by meaningful practice.

➤ **THE PLAYFUL APPROACH**

✓ **The Playful Approach Background**

The empirical and bibliographic background addressed in order to have a clear idea what playful approach is; also mention those theories of the authors that have dealt with the theme of playful, the pedagogy of playful and how the teaching especially of English language has worked in different ways. Fundamental have contributed in the preparation and implementation of this pedagogical proposal. The Playful Approach is one of the most successful approaches, which has been developed naturally and spontaneously. Through the centuries the Romans defined playful as animated and creative plastic, as joy and revelry. Moreover, Hebrew it was conceptualized as a joke and laughter, the Germans as a pleasure. The playful Approach as a play to learn is used since ancient times, until the greatest philosophers used it to reach a better learning, or acquire more easily the capacity for knowledge.

✓ **Exponents of Constructivism as the Basis of The Playful Approach**

The Playful Approach may is not consider as one of the most important approach within of didactic field. Nevertheless, through the history different exhibitors of constructivism have found that have built a base of the Playful Approach there are some of them, which are of important mention such as Piaget, Vygotsky, Bruner, Montessori, and Pestalozzi. . The Playful Approach in education sits within a constructivist theory of learning. Constructivism centered on the concept that individuals construct their own perspective of the world based on their interpretation of their personal experiences (Gagnon and Collay, 2006).

➤ **THE PLAYFUL APPROACH WITHIN THE TEACHING LEARNING PROCESS**

✓ **Why is important to use the play in the classroom**

The use of play in the classroom bring many advantages one of them are the student loses the fear of facing the teacher and making mistakes. In addition, it promotes creativity another is that it has a fundamental socializing role. The play encourages participation and curiosity by creating a fundamental form of attention for learning. The play is an element that encourages communication to develop language. Activates competitiveness in many cases this type of competitiveness make students strive more without realizing it and leads them to want to learn more and more

✓ **The Playful Approach within the English Teaching.**

The Playful Approach is understood as all the didactics activities, which are enjoyable and pleasant, develop in a recreational environment and whose pedagogical impact promotes meaningful learning that is planned through the game. The Playful Approach helps students to get a bigger assimilation and comprehension of the content study in the teaching of a foreign language.

Through the playing as a Playful Approach, the student uses English language in a meaningful way using his creative potential to sing, play, draw, color, dramatize and improvise, etc. The acquisition of the English Language should be taught by actions which promote stimulate, motivate and catch the interest to explore, manipulate, experiment, ask, risk, and develop cognitive processes in the English learning. All those activities should be related with knowing, doing, being, living together.

The play is activities that taking principles of methodologies such as realia, which promotes the use of real elements of the environment for the appropriation of the foreign language. An English language teacher often uses reality to consolidate student associations with vocabulary. The Playful Approach promotes some skills in the students

➤ **THE PLAYFUL APPROACH AND THE RELATIONSHIP BETWEEN THE “DESIGNER” METHODS.**

In addition, inside of this Approach is necessary to mention the Total Physical Response method developed by Dr. James J. Asher (1977). Especially useful when teaching a foreign language, which seeks the coordination of speech with action, through activities that involve movement teaching the foreign language through physical activity, although the child does not understand what is communicated in a foreign language, understand and capture the actions that demonstrate at a specific moment.

✓ **Playful Approach benefits in the English language acquisition**

According to The International House of Madrid who applies the Playful Approach in the teaching of the English Language, the game closely related to what is called creative learning. That is, with a non-linear way of assimilating concepts, but rather that students seek alternatives and secondary ways when trying to solve a problem. The Playful Approach has benefits such as:

- It reinforces the learning of grammatical structures, as well as the acquisition of expressive skills.
- It reinforces the rapport between students and teacher.
- It increases of level of fluency in the use of language
- It increases the involvement with the culture associated with the language that is learned
- It develops new communicative and expressive skills.
- It allows listening to and understanding messages in an integral way.
- It generates a rapport among students.
- It promotes the interest for speaking, writing and reading English.
- It encourages active participation.
- It contributes to improve the vocabulary

✓ **The impact of The Playful Approach in students of English Language**

- Unconsciously, it allows students to motivated and want to learn more
- They learn English when they put it into practice
- The students participate, expose doubts, concerns, and needs
- It facilitates the generation of debates, discussions
- It originates new concepts, ideas and contents
- It generates in the students confidence in themselves and in their skills.
- It develops student creativity
- The development of a critical thinking
- It improves grammar
- It encourages: teamwork, social values and companionship
- It helps to develop an adequate command of English

In this project, the researchers will focus on the problematical situation with students at Centro Escolar Comunidad 10 de Octubre case: 7th graders have with respect to the lack of methods in the teaching learning process of the English language. Besides, the lack of interest that the students present in classes is the result of absence the appropriate methodology. In addition, the researchers have identified that there is not enough contribution from the institution, teacher and educational system. For this reason, researchers present as a solution the application of The Playful Approach that is all the playful activities used in the English Learning Process in order to promote an integral English Learning of students.

IV. METHODOLOGY OF THE ACTION PLAN

To carry out this research, 7th graders will be exposed in an English learning process throughout the application of The Playful Approach. The topics taken into account to develop the classes are the ones proposed by the MINED (Ministerio de Educación).

At the very beginning, the level of English knowledge of the students will be measure by a diagnostic test. In addition, throughout a survey students' opinion about different activities develops in English classes will be known.

To apply the Playful Approach in each topic different playful activities will be planned. The purpose of each class is students' English learning through the play that is why the activities proposed are underlying.

The Playful Approach has been planned to develop the English macro skills. Each activity was planned according to students' necessities. Some of the activities were developed out of the classroom. In addition, real scenarios will be required to teach some topics. Moreover, the use of meaningful and useful didactic material will be necessary.

Finally, the application of the Playful Approach in the learning English process of 7th graders at “Centro Escolar Comunidad 10 de Octubre”, San Marcos, and San Salvador has the objective the learning of this second language in an integral way.

V. INSTRUMENTS

The instruments that will apply in this research are:

- **Diagnostic test:** this diagnostic test will be taken by 7th graders in the afternoon group. The objective of it is to know the level of English knowledge of the students.
- **Survey:** in this survey will reflect students' opinion about the different activities that are being developing in the English classes.
- **Checklist:** the checklist will apply in the group of this study. The purpose of it is to compare students' response when they are involved in different activities that researchers apply to teach the new language.

UNIVERSITY OF EL SALVADOR
SCHOOL OF ARTS AND SCIENCES
FOREIGN LANGUAGE DEPARTMENT



Universidad de El Salvador
Hacia la libertad por la cultura

Diagnostic test

The Effectiveness of the Application of the Playful Approach to Promote the English Language learning during the second term of classes (from March to June 2018). Case: 7th graders at “Centro Escolar Comunidad 10 de Octubre”, San Marcos, San Salvador.

Objective: to know the level of English acquisition in students of seventh grade through the use of standard test about the previous topic in the first period

1. Complete the following sentences with the correct form of the verb “TO BE”

Are is am

1. Hello, how_____you?
2. What_____your name?
3. My name_____Nicole.
4. I_____student.
5. Where_____you from

2. Complete the sentences with the correct subject pronoun from the box.

I He It They She

1. _____am Katherine, nice to meet you.
2. _____is my brother.
3. _____my classmate, Lupe.
4. _____are my friends.
5. _____is my dog.

Choose ONE of the following answers:

3- This is Lucy and her brother, Dan. _____my friends.

- a) We're
- b) I'm
- c) You're
- d) They're

4- My name's Jim and this is Susan. _____doctors from UK.

- a) I'm
- b) We're
- c) She's
- d) They're

5- Sorry, _____ Tom. My name is Charles.

- a) I is not
- b) I aren't
- c) I am not
- d) I isn't

6- Oh, _____ are my books!

- a) it
- b) this
- c) that
- d) these

7- _____ a car? Yes, he has a nice car.

- a) Do he has
- b) Does he has
- c) Do he have
- d) Does he have

8- Your bag is next _____ the table.

- a) on
- b) to
- c) in
- d) of

9- I wake up early_____the morning.

- a) in
- b) on
- c) for
- d) by

10- _____they live in Manchester?

- a) does
- b) do
- c) are
- d) aren't

11- These people _____actors in 1970.

- a) are
- b) was
- c) were being
- d) were

12- Did you_____to the beach yesterday?

- a) went
- b) going
- c) were
- d) go

13- What _____ your parents?

- a) did you tell
- b) you told
- c) did you told
- d) did you telled

14- Put the following nouns into the plural:

Book _____

Table _____

Box _____

Pencil _____

Desk _____

15- Transcribe the following numerals:

1 _____

17 _____

55 _____

4 _____

20 _____

89 _____

10 _____

37 _____

90 _____

15 _____

40 _____

101 _____

16- Write the name of the following school supplies.

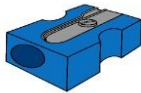
1. _____



2. _____



3. _____



4. _____



5. _____



17- Write sentences using the school supplies and the color.

Example:



1. The Pencil is yellow.



2. _____



3. _____

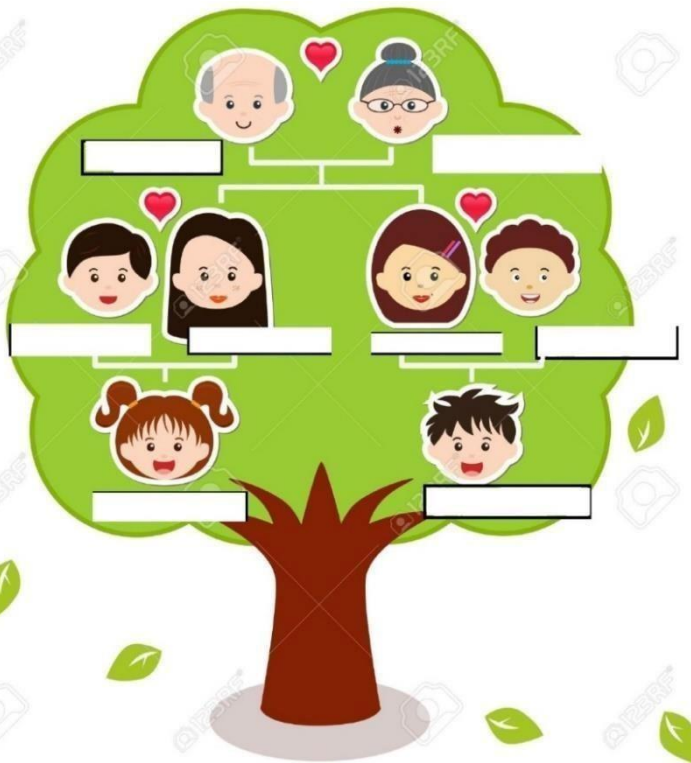


4. _____



5. _____

18- Write the correct family members on the family tree.



- 1. Mom
- 2. Dad
- 3. Grandmother
- 4. Grandfather
- 5. Aunt
- 6. Uncle
- 7. Cousin
- 8. Sister
- 9. Me

19. Write sentences about a typical day of your life.

- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____

20. Read the text and answer the following questions:



My family has four members: My father's name is Julio. He is tall, he has short black hair, green eyes, and he works in a school. My mother's name is Teresa she has long brown hair and big eyes, she is nurse, and she works in a hospital. My Sister's name is Maria, she is ten years old, she has short blond hair and she studies at school. Finally, the fourth members it is me, my name is Jesus I am seven years old, I am the shortest, and I have got short brown hair and green eyes. In addition, we have a dog whose name is Max.

1. What is Jesus father's name?

2. What is his mother's name?

3. Where does Teresa work?

4. What is his sister's name?

5. What is their dog's name?

UNIVERSIDAD DE EL SALVADOR
ESCUELA DE ARTES Y CIENCIAS
DEPARTAMENTO DE IDIOMAS EXTRANJEROS



Encuesta

Objetivo: Conocer la opinión de los estudiantes acerca de las diferentes actividades que se desarrollan en la materia del idioma Inglés.

Instrucciones: Leer y contestar las siguientes preguntas. Marque con una X la opción que consideres correcta y responda donde sea necesario.

Género: M _____ F _____ edad _____

Grado: _____ horario: _____

1. ¿Es importante para ti el Inglés?

SI _____ NO _____ ¿Por qué? _____

2. ¿Cuál es tu opinión sobre aprendizaje del idioma Inglés?

Aburrido _____ Difícil _____ Fácil _____ Interesante _____

3. ¿Cómo consideras tu habilidad para aprender Inglés?

Muy buena _____ Buena _____ Regular _____ Me cuesta trabajo _____

4. En tu opinión, ¿Qué es más importante aprender en la clase de inglés? Enumérelas de 1 a 6 siendo 1 la más importante y 6 la menos importante.

- Hablar _____
- Leer _____
- Escribir _____
- Escuchar _____
- Gramática _____
- Vocabulario _____

5. ¿Qué tipo de materiales esperas tú que sean utilizados para el desarrollo de las clases de Inglés?

- Texto guía _____
- Videos _____
- Ayudas tecnológicas _____
- Historias _____
- Artículos _____
- Otros (Cuales)_____.

6. ¿Consideras que los juegos dentro del desarrollo de las clases de Inglés son importantes? Si _____ No _____

¿Por qué? _____

7. ¿Te gustaría que en el desarrollo de la clase de Inglés sean aplicados actividades dinámicas? Si _____ No _____

8. ¿Alguna vez has aprendido Inglés a través de alguno de los siguientes juegos?

Si _____ No _____

Marca con una (x) con cuales.

- Juego de memorias _____
- Trabalenguas _____
- Simón dice _____
- Bingo _____
- Sopa de letras _____
- Crucigramas _____
- El teléfono descompuesto _____
- Ahorcado _____

9. Aprender Inglés a través de la práctica de juegos te haría sentir cómodo?

Si _____ No _____

10. En tu opinión. ¿La enseñanza del idioma Inglés a través del juego te facilitaría su aprendizaje?

Si _____ No _____

¿Por qué? _____

¡Gracias por tu colaboración!



University of El Salvador
School of Arts and Sciences
Foreign Language Department



Unit 2. The Classroom

Instructions: Read the following questions and answer.

Name: _____

I. Read the sentence and choose a,b,c or d to complete them.

1- Oh,_____are my books!

- a) it
- b) this
- c) that
- d) these

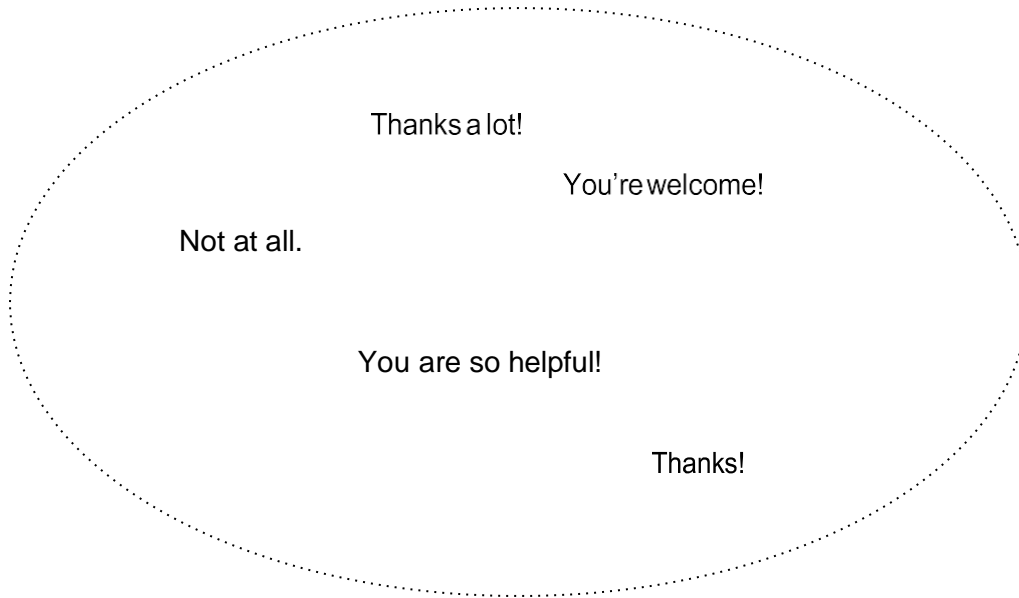
2- Is_____your pencil?

- a) This
- b) Those
- c) These
- d) It


3- This is my_____.

- a) pencil
- b) books
- c) erasers
- d) Rulers

I. Circle with blue ink the thanks expressions and red ink the responses.



II. Read the following questions and answer with the correct preposition of place. See the example in No. 1

1.  Where is the ball? It is next to the box.

2.  Where is the ball? _____.

3.  Where is the ball? _____.

4.  Where is the ball? _____.

5.  Where is the ball? _____.

6.  Where is the ball? _____.

7.  Where is the ball? _____.

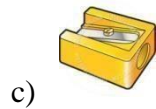
III. Match the school objects with the correct word.



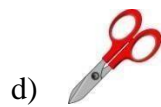
Sharpener



Schoollbag

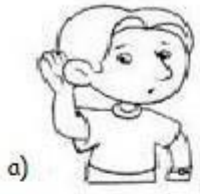


Scissors

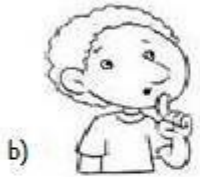


Eraser

IV. Look at the pictures and match the correct command.



Stand up



Sit down



Silent please



Listen please



University of El Salvador
School of Arts and Sciences



Language Department

Unit 3 My Family is from El Salvador

Instructions: Read the following questions and answer.

Name: _____

I. Listen and complete the statements below with the information.

1- Hi, my name is _____

2- I live in _____

3- I'm _____ years old.

4- I'm a student at _____

II. Read the sentence and choose a,b,c or d to complete them.

I am the son of your dad . I am your.....

- a) Aunt
- b) Mom
- c) Sister
- d) Brother

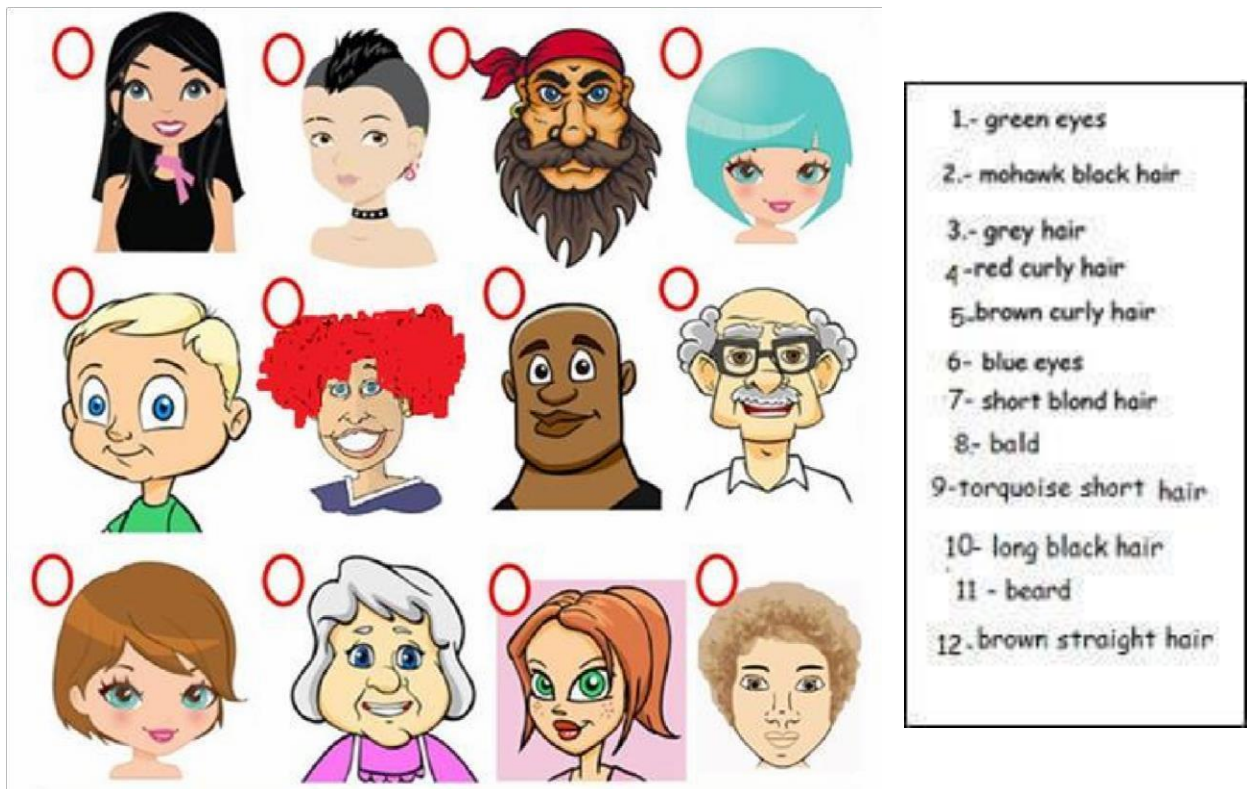
I am the father of your mom. I am your.....

- a) Dad
- b) Sister
- c) Grandpa
- d) Uncle

I am the dad of your sister. I am your.....

- a) Dad
- b) Mom
- c) Sister
- d) Brother

III. Look at the following pictures and find people with the physical description that is written in the box.



The image shows a grid of 12 cartoon characters arranged in three rows and four columns. Each character has a red circle above their head, indicating a feature to be identified. The characters are:

- Row 1: A woman with long black hair, a woman with a mohawk black hairstyle, a man with a beard and a red bandana, and a woman with short turquoise hair.
- Row 2: A boy with short blond hair, a woman with red curly hair, a man with a bald head, and an older man with grey hair and glasses.
- Row 3: A woman with short brown hair, an older woman with white hair, a woman with long red hair, and a woman with brown straight hair.

To the right of the grid is a box containing a list of 12 descriptions:

- 1- green eyes
- 2- mohawk black hair
- 3- grey hair
- 4- red curly hair
- 5- brown curly hair
- 6- blue eyes
- 7- short blond hair
- 8- bald
- 9- turquoise short hair
- 10- long black hair
- 11 - beard
12. brown straight hair

IV. Look at the flags and write the name of the country, nationality, and language.



_____.



_____.



_____.



_____.

V. Read the following questions and answer with the name of the country. E.g.



Where is Manuel Neuer from? He is from Germany.



Where is Neymar from? _____.



Where is Zinedine Zidane from? _____.



Where is “El mágico” González From? _____.

V. Write the correct word number from the box to each quantity below.

One hundred eighty seven, one hundred forty, one hundred fifteen, one hundred fifty two, two hundred, one hundred, one hundred ninety nine, one hundred seventy four, one hundred twenty eight, one hundred sixty one, one hundred thirty six.

100: _____

115: _____

128: _____

136: _____

140: _____

152: _____

200: _____

161: _____

174: _____

187: _____

199: _____

V. Match the correct picture with the correct word and write sentences using the correct structure.



a) Cashier ___



a) Vet ___



a) Policeman ___



a) Teacher ___



a) Photographe



UNIVERSIDAD DE EL SALVADOR
FACULTAD DE CIENCIAS Y HUMANIDADES
DEPARTAMENTO DE IDIOMAS EXTRANJEROS



SEGUNDA ENCUESTA

The Effectiveness of the application of The Playful Approach To promote the English Language learning during the second term of classes. Case: 7th graders at Centro Escolar Comunidad 10 de octubre, San Marcos, San Salvador.

Objetivo: Conocer la opinión de los estudiantes de séptimo grado sección “C” turno vespertino acerca de la aplicación de las diferentes actividades y juegos en las clases de Inglés durante el segundo período del año escolar en el Centro Escolar Comunidad 10 de Octubre, San Marcos, san Salvador.

Instrucciones: lee las siguientes preguntas, marca con una X la opción según tu opinión y responde de acuerdo a tu criterio.

- 1- ¿Consideras tú que con los diferentes juegos has aprendido de una manera más fácil los temas de Inglés?

Si _____ No _____

¿Por qué? _____

- 2- Marca con una X la calificación que le darías a las maestras que te impartieron las clases através del uso diferentes actividades y juegos.

Mala _____ Buena _____ Muy buena _____ Excelente _____

3- ¿Para tí la materia de Inglés debería seguir siendo impartida a través de diferentes actividades, juegos y material útil para que tengas un mejor aprendizaje?

Si _____ No _____

¿Por qué?

4- Durante la intervención de las maestras en el segundo período, ¿Obtuviste mejores calificaciones en las distintas evaluaciones que en el anterior período?

Si _____ No _____

5- ¿El uso de las diferentes actividades en la clase, generó confianza para poder participar y responder sin temor a las diferentes preguntas?

Si _____ No _____

6- ¿Qué actividades practicadas durante las clases captaron más tu atención?

7- ¿Con cuál actividad consideras que aprendiste más?

8- ¿Consideras que las actividades en clase te ayudaron a practicar el idioma Inglés de una manera más profunda?

Si _____ No _____

¿Por qué?

9- ¿Consideras que las clases de Inglés deberían desarrollarse en más tiempo?

Si _____ No _____

¿Por qué?

10- ¿Fue difícil para ti alguna de las siguientes actividades en Inglés?

Escuchar

Leer _

Escribir _

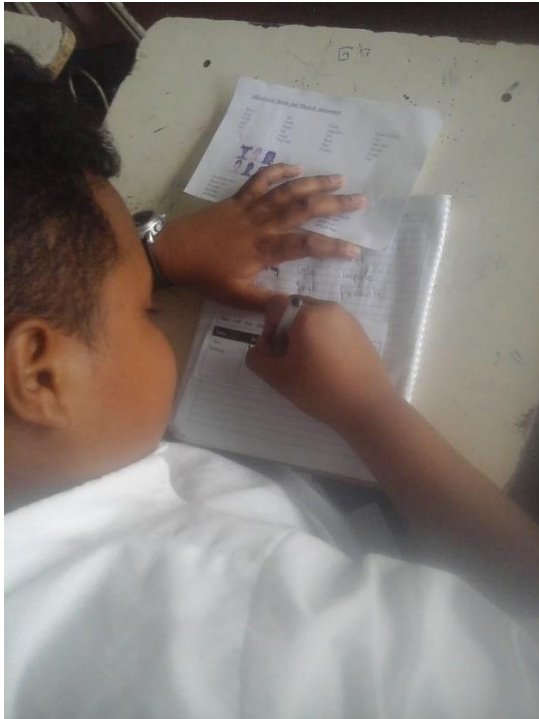
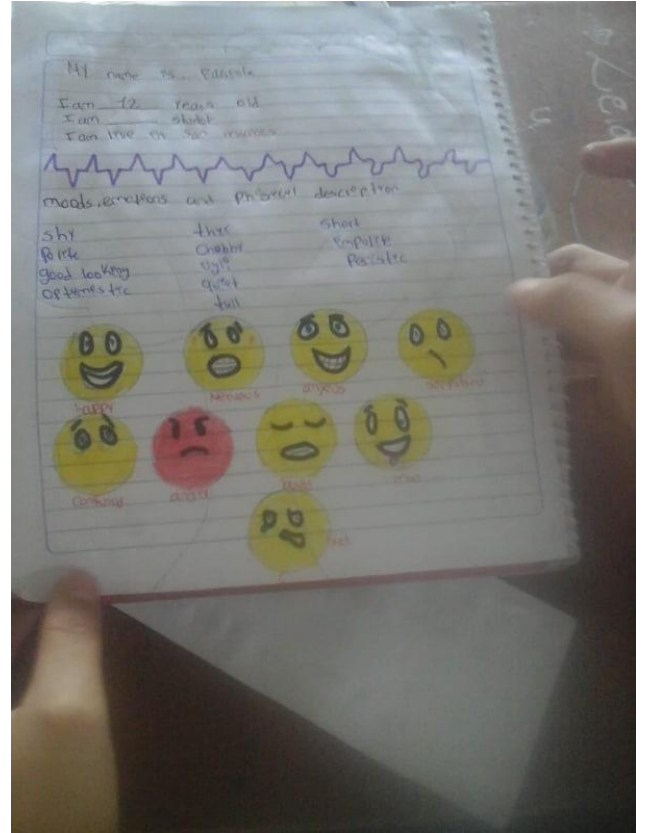
Hablar _____

11- ¿En escala del 1 al 10 que tanto consideras haber aprendido?

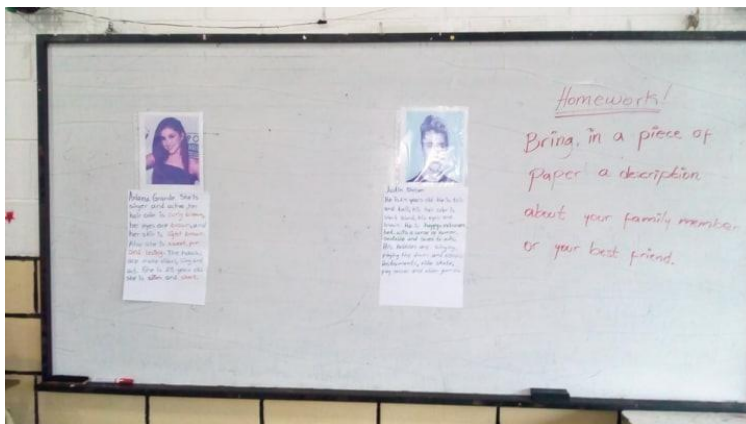
1 _____ 2 _____ 3 _____ 4 _____ 5 _____
6 _____ 7 _____ 8 _____ 9 _____ 10 _____

¡Gracias por tu colaboración!

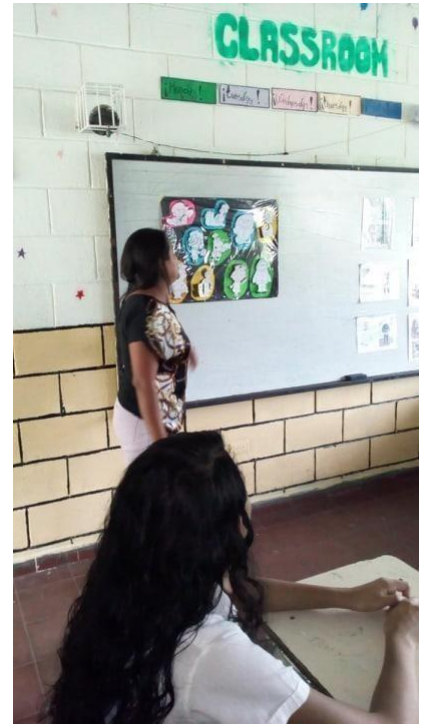
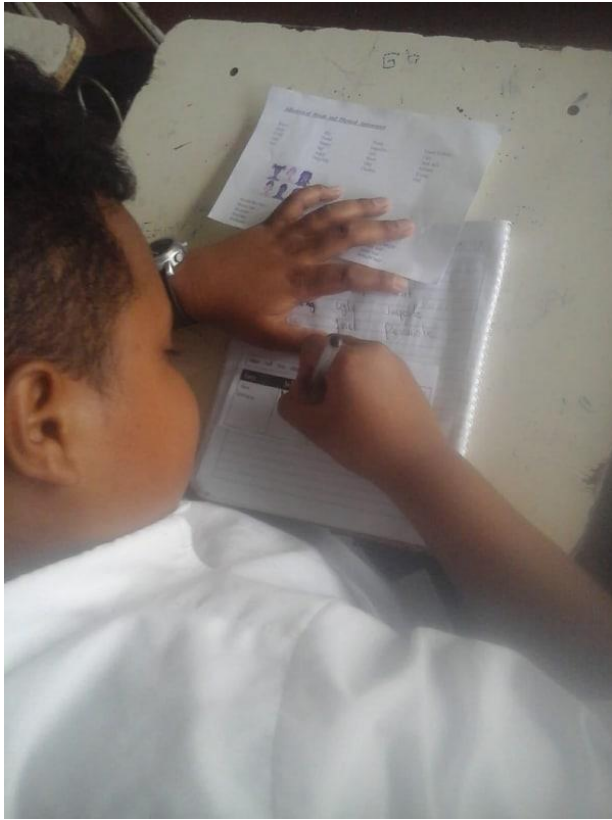
Observational areas in the English Classes	Observational Results in percentages				
	Always 100%	Usually 90%	Often 80%	Sometimes 70%	Never 0%
Students spend some time interacting with each other to complete a task		X			
Students show active participation.	X				
Students are comfortable sharing ideas, questions, concerns, or needs.		X			
Student creativity is developed.	X				
Students acquire the language by different board games.	X				
Respectful, positive student-student relationships are evident.			X		
Teamwork is encouraged.		X			
Teacher shows energy and enthusiasm	X				
Successful teaching techniques are applied.	X				
Respectful, positive student-teacher relationships are evident.		X			
Positive behavior is reinforced.	X				
Useful didactic materials are used.	X				
Different dynamics activities are applied.	X				
The generation of debates, and discussions is facilitated.				X	
The class development is interesting.	X				
New communicative and expressive skills are developed.	X				
Outside didactic activities are applied.			X		
The class is boring and stressful.					X
The activities applied promote the interest for speaking, writing and reading English.		X			











REWARD CHART

	Behavior	Participation	Homework
1. Vanessa Michel Aranda B.			
2. Yumi Luzem Cruz Menivar			
3. Yuliana Cruz Espinoza			
4. Yasmir Vianca Gilan, Marina			
5. Yoceni Estrella Gomez Aranda			
6. Fernando de Jesus Giverni Barua			
7. Dayana Michelle Hernandez Juvera			
8. Cesar Eduardo Maravilla Fuentes			
9. Jefferson Caspique Prado Moyano			
10. Ysacayr Madrid Flores Estrada			
11. Ysacayr Antonio Paulo Castro			
12. Ysacayr Geroncio Rojas			
13. Juan Carlos Rojas Castro			
14. Ysacayr Ernesto Rodriguez M.			
15. Juan David Romero Ortiz			
16. Misael Alberto Santos Hernandez			
17. Esteban Barbera Suarez Baraza			
18. Jorge Alexander Subian Pereira			
19. Fabiola Rosman Sosa Hernandez			
20. Ysacayr Geroncio Rojas			