



**UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA
SCHOOL OF EDUCATION AND LANGUAGES
PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES**

**“GAMES TO REINFORCE WRITING SKILLS FOR
VERY YOUNG LEARNERS”**

RESEARCH PROJECT

As a prerequisite to obtain a:

**BACHELOR’S DEGREE IN PEDAGOGY OF NATIONAL
AND FOREIGN LANGUAGES**

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ADVISOR'S APPROVAL

In my role as Advisor of the research paper and title **“GAMES TO REINFORCE WRITING SKILLS FOR VERY YOUNG LEARNERS”** prepared by Leonela Mishelle Plaza Amaguaya, and undergraduate student of the Pedagogy of National and Foreign Languages Major at School of Educational Sciences and Languages at Universidad Estatal Península de Santa Elena, I declare that after oriented, studied, and reviewed the project, I approve it in its entirety because it meets the requirements and is sufficient for its submission to the evaluation of the academic tribunal.

Sincerely,

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STATEMENT OF AUTHORSHIP

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DECLARATION

THE CONTENT OF THE FOLLOWING GRADUATION WORK IS MY RESPONSIBILITY;
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DEDICATION

I dedicate this research project to my dear mother Sonia Amaguaya, who was there every moment supporting me and encouraging me not to give up, thank you for giving me a good education despite all the problems you faced. On the other hand, I thank my family, my sister Ruth who was also my support both economically and sentimentally. I thank my cousins Jennifer and Maria, who, with their words of encouragement, I was able to continue striving. Likewise, I dedicate this project to my nephews Sofya, Damian, and Dereck, who were my strength to move forward as, for them, I am their role model.

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With love

Plaza Amaguaya Leonela Mishelle

ABSTRACT

The research present the relationship between educational games and the type of English language learning style focused on writing skills in very young learners, establishing new learning strategies where students feel comfortable and interested in learning, being themselves the central axis of learning-teaching, thus being the games a didactic strategy. The type of research is the phenomenological study, and the applied method was qualitative. For this study, interviews were used as a technique of data collection. The population consisted of five teachers of the English area of three institutions in the city of Salinas: Escuela de Educación Básica Costa Azul, Escuela de Educación Básica El Barquito Del Saber, and Escuela de Educación Básica Pedro Maria Zambrano Reyes. The two study variables are divided into writing skills as the dependent variable and didactic games as the independent variable. After the data analysis, it was concluded that the games are a significant contribution as academic reinforcement for writing skills in very young learners.

KEY WORDS: Games, Writing skills, Didactic Strategy, Reinforce

RESUMEN

La investigación presenta la relación entre los juegos educativos con el tipo de estilo de aprendizaje del idioma inglés enfocado en la habilidad de la escritura en estudiantes muy jóvenes, estableciendo nuevas estrategias de aprendizaje en donde los estudiantes se sientan cómodos e interesados por aprender siendo ellos el eje principal del aprendizaje-enseñanza, siendo así los juegos una estrategia didáctica. El tipo de investigación es el estudio fenomenológico, el método aplicado ha sido el cualitativo. Para este estudio, se utilizaron entrevistas como técnica de colección de datos, la población estuvo conformada por cinco profesores del área inglés de tres instituciones ubicadas en la ciudad de Salinas, las cuales fueron; Escuela de Educación Básica Costa Azul, Escuela de Educación Básica El Barquito del Saber, Escuela de Educación Básica Pedro María Zambrano Reyes. Las dos variables de estudio se dividen en la Habilidad de la Escritura como variable dependiente y Juegos Didácticos como variable independiente. Después del análisis de datos, se concluyó que los juegos son un gran aporte como refuerzos académicos para la habilidad de la escritura en estudiantes muy jóvenes.

PALABRAS CLAVES: Juegos, Habilidad de la Escritura, Estrategia Didáctica, Refuerzo

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INTRODUCTION

Teaching and learning English is a complex process in countries where English is considered a foreign language, although, in recent years, the teaching of English has increased considerably.

Using educational games as a teaching strategy and the type of learning style can contribute to the universal teaching-learning process in education, quality learning, and professional development of teachers. It is observed that many teachers continue with traditional teaching where learning becomes a very complex task when the teacher does not provide adequate strategies; for this reason, students do not show interest in English. In many South American countries such as Chile, English language learning does not reach international standards due to the lack of professionals, universities that teach the career, shyness before the language, lack of educational programs, and lack of knowledge of learning styles it will be reflected in students.

In Ecuador, over the years, the lack of interest shown by the government in fiscal education has been of concern, taking into account the quantity and not the quality of teaching provided to students due to the lack or deficiency of methodologies, strategies, or the necessary means to achieve good learning. The area of English has also been affected primarily due to traditional teaching, where teachers do not consider that all students have a particular way of learning. Therefore each student has a predominant style.

Contextualizing the teaching of English to very young students can become a strength; thus, the ability to write becomes relevant in learning and a breakthrough in the mastery of a second foreign language. To guide this process, this research work has been based on games as a

pedagogical strategy for the reinforcement of writing skills so that teachers promote the use of this strategy to encourage students interactively so that students do not get bored when learning.

For a better understanding, this research project is divided into five chapters:

Chapter I - The Problem: This section contains the research title, the idea generated about the problem's planting to understand the origin of the problem in teaching writing skills, as well as the objectives and justification.

Chapter II - Theoretical Framework: Provides the analysis of various sources of information, theories, and research based on the subject of the project, supporting the educational, theoretical and legal approach.

Chapter III- Methodological Framework: The chapter includes the qualitative research design, the type of research, and the data collection instruments.

Chapter IV- Analysis of Findings: In this chapter, the interviews are analyzed, thus extracting the keywords which help to understand the opinions of the interviewees.

Chapter V- Reflexions of the Study: Reflections of the research process, associating them to our objectives to analyze the research work.

CHAPTER I

THE PROBLEM

Research Topic

Didactic Strategies and Writing Skills.

Title.

Games to Reinforce Writing Skills for Very Young Learners.

Problem Statement

English language learning has for many years been a process of memorization and repetition; students have been using a classical teaching methodology, in which the teacher is the main focus of the class. The development of students' academic writing has been identified as a second foreign language learning problem. Troop (2019) identifies this problem as an area in which students consistently struggle.

Younger students are categorized as being in the function stage or period when learning the English language means that students have a better understanding of the purpose of language than grammatical rules.

Learning of a second language such as English in very young learners represents a challenge for the country's education. "The learning of the English language has an important influence on the student's development since it stimulates the acquisition of cognitive processes according to the latest studies carried out by neuroscience" (Yarly, 2022). Students who learn a second foreign language have advantages in the future. They tend to have greater flexibility in the intellectual sphere. The most convincing stage for learning is when the human being has established their mother tongue, which allows and helps them to communicate. That is, it is

essential to place the student in a situation as close as possible to his or her reality and bring it into English: For example, games (Guillen, 2019)

According to UNESCO reports, Ecuador is in the lower quadrant of educational excellence achievements due to low academic performance in basic skills, so it is challenging and motivating to find skills and teaching philosophies to implement in education that will lead us to improve the performance of students.

Writing as linguistic skills in the English language represents a great difficulty in students (Francis, 2019). Factors that may cause this problem are disinterest by teachers and students, lack of vocabulary to produce the language, and conventional teaching of grammar.

For very young students learning writing can become dull; this is due to the traditional teaching methods used. English teachers should be more aware of the needs of students when learning a second language and analyze strategies that facilitate learning efficiently.

Games applied to education are not activities mainly to pass the time without any benefit for the learners. (O.M, 2020) Defined games as activities/games governed by rules. These should be enjoyed and, at the same time, generate fun for the learners. Games are not just a time for learners to relax but a way for learners to use language in a fun way where they enjoy what they are learning and putting it into practice. By applying the language in the games, the students are adapting and adapting the language to their daily lives. Given this situation, the following research questions arise.

Problem question

How can the use of games help in teaching writing skills to very young learners?

Specific questions

- How can the use of didactic games reinforce the learning of writing skills in English?
- How effective are games in developing language skills in writing for student learning?
- Does the use of didactic games reinforce the development of skills in learners?

General Objective

To analyze the influence of learning English writing through games on the school performance of very young students.

Specific objectives

- To determine the importance of games as a didactic strategy for teaching focused on English language writing.
- To analyze how effective games are in teaching writing skills.
- To define game's influence when used as pedagogical tools in teaching a second foreign language focused on writing as a linguistic skill.

Justification

Nowadays, English is a potent tool to face a competitive society (Parnawati, 2019). Learning a second language will help students develop naturally and help in the student's professional life in the future. Learning a second language when the student is very young can be very beneficial because, at this stage, students are more active learners. Students enjoy learning new things, just as they enjoy playing.

One of how students learn different skills is through play, which is innate by nature. Students at this age like to imitate sounds and ask questions.

Games as an educational element influences physical development, psychological development, and socialization. Games is a fundamental role in the life of very young children. Their concrete reality and the inner world since it arises spontaneously from instinctive incitements that represent evolutionary needs. It is the most creative form of learning the child has; in some instances, it is also the way to discover new realities.

In conclusion, the research project is based on presenting and analyzing games as pedagogical tools, which can help to reinforce writing as a linguistic skill in learning a second foreign language such as English.

CHAPTER II

THEORETICAL FRAMEWORK

Background

Very young students, when learning the English language, usually have particular difficulties in learning it since they are not entirely associated with this second foreign language.

Students face a series of conflicts in the development of writing as a linguistic skill; due to different factors that arise in the development of English teaching, such as teaching methodology (Costanzo, et al., 2019).

When talking about very young learners, it should be taken into account that in the learning process, it is essential to associate them with situations that resemble their reality; one of these can be games.

Pedagogical Basis

Barraza (2016), based on the research "Game- work, a didactic technique for the teaching-learning of the English language in the eighth grade of basic education in San Salvador," reached the following conclusions; the game as learning of many disciplines, not being the knowledge of a second language the exception, since in the initial grades this is done. They accept playful activities appropriate to the age of the students, and applying them systematically facilitates learning and provides clues to adapt to the learning process of the language to be learned, in this case, English.

(Arvisu, 2014, cited in Córdoba,2016) in the Thesis " The game in the classroom as an English language learning strategy." concludes the following: With the use of playful dynamics studied and created for specific purposes, noticeable changes can be observed, ranging from moods and a particular taste or inclination for the class, students allow themselves to be led

because the game convinces them and the teacher achieves his goal, that the student appropriates new knowledge.

(Cabrera , 2005, cited in Romero, et al.,2019), in his research "The role of learning styles in the personalization of teaching English for Specific Purposes," reaches the following conclusions: People differ in their ways of accessing knowledge in terms of learning styles. In the school setting, styles are manifested through students' preferences for particular ways of learning.

According to educationalist Moyles (2019), the play situation provides stimulation, variety, interest, concentration, and motivation. Games help to maintain interest in learning a new language.

Psych pedagogues draw attention to play at school age, highlighting its affective, social, cognitive, and linguistic values. Games establish an affective and emotional climate in the classroom based on trust, security, and acceptance. Professor Marina Yagüello highlights the importance of games by stating the following: "Every speaker possesses an unconscious metalinguistic activity and where this activity is fully revealed is particularly in the game" (2017).

Theoretical basis

Games

Theories of game

There are a considerable number of theories and authors who have been interested in the game world and who have contributed their ideas for the evolution and transformation of games. Among them, we can find the following:

- Piaget's theory with a focus on games

According to Piaget, the game acquires different perspectives throughout the child's development as a direct consequence of changes in intellectual structures. The types of games that are used are a reflection of these structures. In addition, the game itself favors the establishment of new mental organizations that are reorganized according to the pressure of the external world (Nizam, et al.,2018)

Piaget's theory supports the idea that children need to play because it is the way to interact with a reality that overflows them from all sides. Whose demand for accommodation would end up affecting the subject psychologically.

- Vygotsky and Elkonin's theory focused on games.

According to these two authors, game arises from the need to know and master the objects around them.

Vygotsky argued that the social nature of symbolic play is essential for development. He considered that play is an aid to overcoming the zone of proximal development. All children have a zone of present development, in which the knowledge they have acquired has been achieved by their means, without the help of anyone; but there is also a development zone where they need the help of an adult or other children to overcome it (Siqueira ,et al,. 2022).

Educational Games

Navarro & Rosa (2018) indicate that games as a didactic strategy have different levels of teaching: schoolchildren in the infant and primary stages learn with different kinds of games (individual or group): games that involve movement, such as chase games; symbolic games, such as word games; sung games or games with music. Later, they will develop games that combine chance and intelligence: board games, such as Parcheesi or chess; competitive games, such as contests; simulation games, and games of wit and skill.

For most teachers, games are an essential part of the English class. All modern methods include a wide variety of games, and teachers agree on the idea that through them, students learn and practice a new language in an enjoyable and also effective way. The context of the game is very familiar to each student, increasing its attractiveness in the classroom. By definition, they are fun and often challenging activities involving guessing, matching, collecting, and searching. The rules used during the teaching process should be clear and straightforward, as well as their objective (Bonilla, 2020)

There are a variety of games that can be easily adapted for classroom use. In order to play in English, it is sufficient to review vocabulary and writing skills. In the same way, popular games are perfectly adaptable for use in language practice. Games such as bingo, Word games, and puzzle games are easy to adapt for classroom language needs.

Bingo

In contrast to the original bingo, Word Bingo is not represented by numbers but by letters, which, as they come out, will form words or even sentences that the students will have to guess. This game is an ideal way to work on spelling, vocabulary, reading, and writing.

How the game is played can vary according to the age of the students, thus adding more or less difficulty. The most common way to play Word Bingo is as follows:

- Each student is given an index card with a picture.
- Below the picture, there are several spaces where the letters that will form the word that represents that picture will go. For example, if there is a picture of a cow, there will be four spaces below it.
- Each student will receive several letters.

- The teacher should be the "singing voice," drawing letters randomly from a box and saying them aloud.
- If one of the letters corresponds to the word you are looking for, you must put it in the corresponding space. If not, keep looking for the following letter.
- The first student to complete the word wins.

Word Games

Fun Sentences.

The Fun Sentences game is played in groups of students. This game consists of creating a sentence or even a small paragraph, in which each student will write one word. With this game, students will learn to create sentences in a fun way.

The rules of this game are as follows:

- The teacher will give each group a sheet of paper.
- The teacher will be in charge of writing the first word. It is recommended to start with an article such as "The."
- The paper will be passed to the next student, who must add another word. The game will begin this way, passing the paper to each student, who must write a word to complete a sentence.

Describe the image

In this game, students should implement the vocabulary and grammar previously taught in class. The game will consist of an image through a sentence.

- The teacher will show an image to the class.
- Students should observe the image and write on the board a sentence describing what is observed in the image.

- The image will be described from the most general to the most specific.

Cross Word Puzzle

The crossword is a word game where the student must correctly fill in all the blank squares in order to complete the word in the crossword. This word will be based on the clues, which can be complete sentences, words, or phrases. The crossword puzzles help expand the vocabulary and improve the student's spelling since the correct spelling of the words is needed to complete the crossword puzzle. (Lara , et al.,2020)

Writing Skills

Elbow states that it is essential to master writing, as it is a vital skill for learning English as a foreign language. Writing is a way to communicate, and share opinions, views, or reasoning; it is an essential part of mastering other language skills.(Yaacob, 2022) .

The development of writing

Harmer Jeremy mentions "the reinforcement of learned language, the development of students' language through the activity of writing, the activity of writing appropriate for some learning styles, and the importance of writing as a skill in its own right." (Torre, 2018).

Writing tends to be somewhat neglected in the classroom, but it is essential to language development. Good writing skills build on good reading skills; it is necessary to recognize words, write them down and use them comprehensibly. (Arnold & Anderson, 2018)

The benefits in writing for students are:

- Writing allows young students to practice new vocabulary and structures.
- It allows for a high degree of personalization and creativity.
- It gives young learners the opportunity to take risks and try a new language, with more "thinking time".

- Writing skills equip young learners with a solid foundation for future development and learning.
- A focus on writing tasks in the classroom creates variety and accommodates different learning styles.
- Teachers can diagnose students' strengths and areas to develop in terms of vocabulary, structure, and spelling.
- Focusing on this area can instill the joy of writing from an early age.

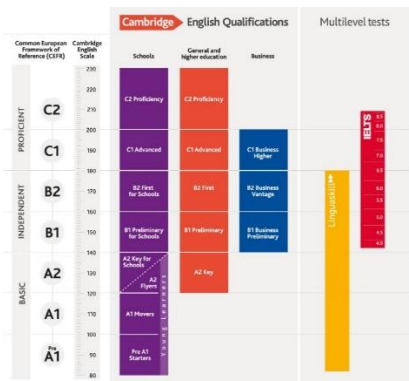
Legal Basis

CEFR

The Common European Framework of Reference for Languages (CEFR) is an international reference for describing proficiency in a particular language. It describes language ability on a six-point score range, from A1 for beginners to C2 for those who have mastered a language. The levels are divided into three: primary user, independent user, and competent user. This facilitates the work of anyone involved in language teaching and testing, such as teachers or language learners.

Figura 1

Cuadro de calificaciones



Note. English level scale table. Adapted from (Cambridge University Press & Assessment , 2021)

Ecuadorian Constitution

The legal basis of this research is based on The Constitution of Ecuador of 2008 (Assembly, 2008), which express:

Education will be participatory, obligatory, intercultural, comprehensive, and quality. Values, equity, solidarity, and peace; will empower the primary sense, quality and physical society, individual and group activity, and the improvement of aptitudes and capacities to make and work. The government will protect the privileges of young ladies and youngsters. It will advance their exciting activity through approaches and projects, organizations, and assets that guarantee and keep up its cooperation and consideration at all levels, specifically in the spaces of open force.

Articles 343; 350 - 351 refer to the development of individual and collective capacities with a global view to solve the country's problems. Moreover, one of the problems that education faces is English teaching.(Orrala, 2019)

Variables of the study

Dependent Variable: Writing Skills

Independent Variable: Didactic Games

CHAPTER III

METHODOLOGICAL FRAMEWORK

Research Design

Qualitative Method

Explain the research method, qualitative; it is applied for research work. Explain the characteristics of this method and provide references for it.

The method chosen for the problem is qualitative, which, being flexible and inductive, has as its main priority the quality of its results, not so much the number of studies. The phenomenologist seeks understanding through qualitative methods, such as participant observation and in-depth interviews, which generate understanding on a personal level of the motives and beliefs behind people's actions. (Almeida, et al., 2021)

The qualitative approach is the research paradigm that best meets the needs of humanistic research. This approach is not strictly structured, so its techniques and methods are flexible and can be restructured throughout the research process. The qualitative approach is holistic, it considers the whole of a phenomenon through interviews, questionnaires, and observation, and it allows the reconstruction of reality as observed by the actors of a given social system. Through evaluating the observed events, dialectical logic can be used to relate the phenomena to each other.

Type of Research

- Describe the type of the research: Phenomenological Studies

Phenomenological studies aim to highlight the specifics and to identify phenomena through how people in a specific situation perceive them. This means that it commonly focuses on gathering information and "deep" perceptions/experiences through inductive and qualitative methods, such as interviews, discussions, and participant observation, and representing them from the perspective of the research participants. Phenomenology is concerned with studying experience from the individual's point of view without obstructing assumptions and habitual ways of perceiving the problem. Epistemologically, phenomenological approaches are based on the paradigm of personal knowledge and subjectivity, keeping in mind the importance of personal perspective and interpretation.

As such, they are decisive for understanding subjective experience, gaining insight into people's motivations and actions, and pushing the boundaries of experience.

Data Collection Techniques

Techniques

In this research, the interview was used as a technique to obtain relevant information.

Interview

The interview is a conversation; it is the art of asking questions and listening to answers. As a data collection technique, it is strongly influenced by the personal characteristics of the interviewer (Denzin & Lincoln, 2005, cited in Almeida, et al., 2021).

In the research project, the use of the interview technique was carried out in person with five English teacher. The interview helped to collect information from primary sources through a

set of questions and answers to establish a connection with the participants, in this case, the English teachers, with their point of view on the practice of educational games as reinforcement for writing skills.

Instruments

Questionnaire

The questionnaire is an instrument of the interview technique, which consists of a set of questions written in an organized form for the participants. The purpose of the questions in the questionnaire is to obtain the information necessary for the research. In this research, the questions were drafted taking into account the objectives of the research; the questionnaire contains open questions because the interviewees are free to answer the questions without restrictions or limited alternatives to have a better perspective on the topic to be investigated.

Data Collection Processing and Resources

Chart 1

Data Collection

N °	BASIC QUESTIONS	EXPLANATION
1	What for?	Gather information on how games help reinforce the development of listening skills.
2	Who?	Researcher: Leonela Plaza Amaguaya
3	Where?	-Escuela de Educación Básica Costa Azul -Escuela de Educación Básica El Barquito Del Saber. -Escuela de Educación Básica Pedro María Zambrano Reyes.
4	When?	School year 2022-2023
5	How?	Individually

Author: Plaza Amaguaya Leonela Mishelle

Population and sample

For this research, the participation of five English teachers from three educational institutions in Salinas was considered. In addition, the opinion and experiences of the interviewees were relevant. The following table provides more information about the study population.

Chart 2

Population Description

N ·	Description	Quantity
1	Escuela de Educación Básica Costa Azul	2
2	Educación Básica El Barquito Del Saber	2
3	Escuela de Educación Básica Pedro María Zambrano Reyes	1
TOTAL		5

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CHAPTER IV

ANALYSIS OF FINDINGS

The present research, as a basis of study, is focused on conducting interviews with five English language teachers, with the proposed topic "Games to reinforce writing skills for very Young learners".

Interpretation of data from the interview or focus group

According to the four linguistic skills, focusing on writing skills. Why are writing skills important?

Figura 2

Interview (Question 1)



Source: nubedepalabras.es

Author: Plaza Amaguaya Leonela Mishelle

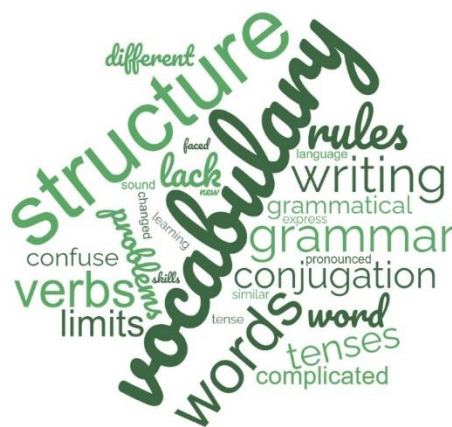
According to the analysis of the data of the first question, it can be observed that the interviewees emphasize that words, communication, expression, and thoughts are the most important ones.

Response number one is because teachers mentioned that writing skills are essential for second foreign language proficiency. Learning this skill helps students to communicate and express themselves better, as some students are shy about speaking; with writing, students put their thoughts in writing.

Based on your experience. What are the most common problems students face when learning to write?

Figura 3

Interview (Question 2)



Source: nubedepalabras.es

Author: Plaza Managuaya Lenela Mishelle

According to the interviews, the most repeated words are grammar and vocabulary. Teachers note students' problems in writing grammatical rules. In addition, the lack of vocabulary complicates the learners' progress in writing skills.

What activities do you consider essential for developing writing skills in very young learners?

Figura 4

Interview (Question 3)



Source:nubedepalabras.es

Author:Plaza Amaguaya Leonela Mishelle

According to the teachers' answers, the most repeated words are; paragraphs, games, activities, and interest. Analyzing these words, we arrive at the analysis that the essential activities for students have to arouse interest in students, being them participants in the activities performed as games. Also, small paragraphs are of great benefit for students to adapt to writing.

What are the techniques for teaching English writing and how do you use them?

Figura 5

Interview (Question 4)



Source:nubedepalabras.es

Author:Plaza Amaguaya Leonela Mishelle

The results of the responses to the question posed to show us words such as topic, sentences, and paragraphs. These words show that the techniques used by the teachers interviewed when teaching writing skills are based on the choice of the topic. The students feel comfortable writing sentences or paragraphs with topics they like.

Have you used Games as a didactic resource to teach English? What types of games have you used?

Figura 6

Interview (Question 5)



Source:nubedepalabras.es

Author:Plaza Amaguaya Leonela Mishelle

According to the analysis, the five teachers interviewed have used games to teach and reinforce the teaching of English. The data analysis shows repeated words such as classic games, competitions, sentences. According to the mentioned words, games are didactic resources that help to develop in a better way what is taught in the class. The teachers mention classic games, such as crossword puzzles, bingo or games like sentence completion.

What is your opinion about Games as a didactic resource to reinforce the teaching of writing?

Figura 7

Interview (Question 6)



Source: nubedepalabras.es

Author: Plaza Amaguaya Leonela Mishelle

According to the interviewees' responses, the most repeated words are games are more attractive, engage, and include. According to the answers, we can highlight that the interviewees consider that including games as reinforcement in the teaching of writing is good; besides that, the class becomes more interesting, and the students become more engaged in the subject being taught.

Do you consider that using games can benefit or harm students? Why?

Figura 8

Interview (Question 7)



Source:nubedepalabras.es

Author:Plaza Amaguaya Leonela Mishelle

According to the answers, the critical words are practical, helpful, and protagonist.

Therefore it is analyzed based on the answers obtained that the games are a great benefit for students, being them the protagonists in teaching, the games help effective learning.

What impact do you think it has on students when you use games as a teaching strategy?

Figura 9

Interview (Question 8)



Source:nubedepalabras.es

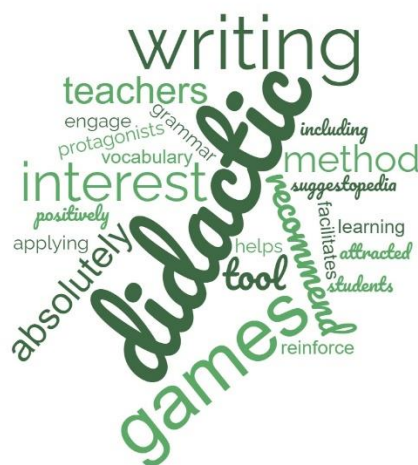
Author:Plaza Amaguaya Leonela Mishelle

According to the teachers' responses, fun, positive comments, and interesting are the keywords in this question. Based on the responses, it is concluded by the interviewees that students have a positive reaction when games are used as a learning strategy; students have fun learning.

Based on your experience. Would you recommend other teachers to implement games as a didactic strategy to reinforce writing skills? Why?

Figura 10

Interview (Question 9)



Source: nubedepalabras.es

Author: Plaza Amaguaya Leonela Mishelle

According to the data analysis, in the answers of the interviewees, the words; interesting, absolutely recommendable didactic tool can be observed. Based on the answers, the five teachers interviewed suggest using games as a didactic tool since they awaken the students' interest at the moment of learning.

Analysis and discussion of the interview or focus group vs bibliographic review

According to the research taken by Jaabob (2022), Elbow indicates that the ability to write is of great importance for mastering a new language and also indicates that writing is a form of

expression and communication. Likewise, the teachers interviewed mentioned that writing is how students can express ideas in depth.

Arnold & Anderson (2018) mentioned the importance of recognizing words in the order in which they are written, i.e., grammatical structure. Based on the second question, the teachers mention that grammatical structure is a big problem for students, so work must be done on this aspect so students can write well.

According to the educationist Moyles (2019), the activities to be carried out with the students should awaken the interest, concentration, and motivation of the students, and the teachers interviewed stated that the techniques used are the choice of topics, the students should feel comfortable and interested in writing.

The theoretical framework relies on the research of different classic games that can be adapted to reinforce writing skills, as well as the teachers interviewed shared their experiences in the use of games as a didactic strategy; such as word games, which consist of completing a sentence, and crossword games, which reinforce writing and vocabulary.

Bonilla (2020) mentioned that implementing games in teaching students is a modern method that should be applied since students practice a new language in a fun environment. Based on the teachers' responses, a similar analysis is found. The interviewees consider that implementing games for teaching or reinforcement is an effective way to introduce or involve students more without making them feel pressured to learn a new language.

CHAPTER V

REFLEXIONS OF THE STUDY

The research project was carried out to contribute to the English learning process and focused on writing skills in very young students through the implementation of games as a pedagogical strategy to reinforce writing skills.

According to the above, the researchers conclude that:

Returning to the first objective, which aims to determine the importance of games as a didactic strategy in the skill of writing, it can be confirmed based on the research that games are essential in the growth of students since they help them to interact with the natural world and at the same time continue learning in a didactic way in which students have fun in the process.

The ability to write is a problem for students learning. Therefore, the game as a didactic strategy provides comfort and interaction for all students, resulting in quality education.

Based on objective two, which indicates how effective games are in the learning process focused on writing, it can be mentioned, with the help of interviews with five English teachers, that implementing games in the reinforcement of writing helps students feel interested in learning and actively participate in the teaching process.

The third objective, the influence of the games as a pedagogical tool, can be defined as something positive in the learning of the students, emphasizing their interest on the part of the students, being them the central axis of education, maintaining active and dynamic learning.

The teachers interviewed stated that games as a didactic strategy have a great benefit and positive impact on the education of students. Students learn in a fun environment, and it awakens the students' interest in learning.

Learning the ability to write in English is a big problem for students; students do not adapt or do not take due importance to this linguistic skill. Based on that, it is essential that younger learners are introduced more to the learning of this linguistic skill.

As the research developed, it was analyzed that games are an essential point for younger students. That is why implementing games as a didactic strategy effectively impacts the reinforcement and teaching process, helping students be interested in grammar and to learn new vocabulary.

During the research, I analyzed different articles and researches from different countries based on the game as a didactic strategy in English. When dealing with very young students, strategies and didactic tools should be sought so that children can learn effectively and efficiently; students tend to get bored when teaching the skill of writing because there are many grammatical rules, and the lack of vocabulary prevents students from developing writing.

One of the advantages of the research was to have contact with teachers in the area of English and, above all, to have them apply the games as a didactic strategy, and at the same time to have the opportunity to apply this strategy with students.

The teachers interviewed shared many experiences on the subject, as well as explained which games can be adapted to reinforce writing skills in the English language and which games can be applied to different language skills.

On the other hand, the challenges that arose were to find updated research within the country or to find research where games are applied in the learning of the English language in Ecuador. I would have liked to find such information since I would have a deep investigation of this strategy applied in the educational system of the country.

I consider that from the moment you start to research, you learn in the process. Doing this research helped my critical character, to read and to have more importance to the education of a second language, and also to know how it influences the methods and didactic strategies in the learning.

At the beginning of the research, my thoughts about the problem focused on the ability to write since many people can speak English or understand it. However, when they write it, they have problems with grammatical structures or verbs in the time in which they want to express themselves. This is because they have not taken the utmost importance to this linguistic skill.

When a very young student learns to write in their first language, they do it through games and activities in which the students enjoy learning. For this reason, I consider that learning to write in a new language should apply the same didactic strategy.

In future research based on the topic, I would focus this didactic strategy on the four linguistic skills and research the most popular games today to adapt them to the classrooms so that students can enjoy learning. Also, to be able to execute these games in the classroom, to know the student's learning process and possible failures, to improve them to contribute to quality education.

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ANNEXES

Interviews: # 1

Escuela de Educación Básica Costa Azul : Lic. María Yagual

- According to the four linguistic skills, focusing on writing skills. Why are writing skills important?

Allow the you to better express yourself, get the messages across to the reader, and have all the leverage you need to meet your needs, now we have the exchanges there are students who are going to other places and therefore must know other languages so they can communicate.

- Based do your experience. What are the most common problems students face when learning to write?

When I started working in this institution 6 years ago, the children only knew certain vocabulary, in the first instances we changed the editorial of the book to allow us to go beyond vocabulary, since then we started with the four skills, it was complicated for them by the different way of pronouncing and writing different.

- What activities do you consider essential for developing writing skills in very young learners?

I always apply games, when we have seen the topic as for example competitions, additional exercises, if the task has mistakes we send extra exercises only to the

student who made a mistake so that he can practice. The topics are adapted to the games.

- What are the techniques for teaching English writing and how do you use them?

The techniques used by the English teaching to develop writing skills, such as race, writing based pictures, suggestopedia, dictation, joining on a group, fill in the blank, complete the sentences, crossword motivate to the students according to level.

- Have you used Games as a didactic resource to teach English? What types of games have you used?

Yes, in this year I chose to relate games such as competitions on the board, bingo, plant me the car or for the hand, inside the grade and outside the grade as competitions, game with balls, designating some vocabulary, the games are according to the topic that is being learned to reinforce.

- What is your opinion about Games as a didactic resource to reinforce the teaching of writing?

It is very important to apply games such as dictation to reinforce because writing requires a lot of practice because it is different from listening and children get excited when it comes to games, with this strategy it is shorter and they finish faster and retain more information because they remember the game.

- Do you consider that using games can benefit or harm students? Why?

I consider that it is a benefit more than anything now that we have spent two years locked up in a device for our classes, and now in the classroom again sitting and

writing and writing, the children get tired and bored, so for that reason we look for a way to teach in a way that they understand and have the desire to learn.

- What impact do you think it has on students when you use games as a teaching strategy?

The children are enthusiastic and want to continue practicing.

- Based on your experience. Would you recommend other teachers to implement games as a didactic strategy to reinforce writing skills? Why?

Of course they do, and not only for writing skills, but with all skills including vocabulary and grammar because it helps and facilitates our teaching by applying the suggestopedia method.

Interviews: # 2

Escuela de Educación Básica Costa Azul :Lic. Omar Del Pezo

- According to the four linguistic skills, focusing on writing skills. Why are writing skills important?

Writing in education is important because with this skill students can express their ideas, there are students who are shy to speak, being this case, we use writing skills as a means of expression.

- Based on your experience. What are the most common problems students face when learning to write?

As an English teacher, I can notice that the most complicated thing is the grammar rules, students often confuse how to use grammar when writing, for example in the conjugation of verbs.

- What activities do you consider essential for developing writing skills in very young learners?

I consider that teaching very young learners is a big challenge, you have to look for activities that will catch the attention of the students, for example teaching writing with themes like your favorite superhero.

- What are the techniques for teaching English writing and how do you use them?
For writing I use techniques such as brainstorming when presenting a new topic, based on that I can observe the vocabulary based on the topic, and from that I can teach new vocabulary to implement in writing sentences or paragraphs.
- Have you used Games as a didactic resource to teach English? What types of games have you used?

Of course, with the younger students I have used many classic games and games that the children know, I usually present a picture to the students and they write in their notebook what they see in the picture

- What is your opinion about Games as a didactic resource to reinforce the teaching of writing?

I think it is a good technique, students are often afraid of learning english and especially afraid of grammar, when learning to write ,but when it is reinforced with games students are somehow more interested in the class.

- Do you consider that using games can benefit or harm students? Why?

Games as a pedagogical tool are of great help for teaching students. As technology advances, so do teaching methods, and implementing games presents

a benefit for students because they learn in a fun way in which they are the protagonists.

- What impact do you think it has on students when you use games as a teaching strategy?

The students are more interested in learning this way, they don't get bored in class, they enjoy learning English a lot. I usually hear positive comments from my students, they often say that they like the English lessons.

- Based on your experience. Would you recommend other teachers to implement games as a didactic strategy to reinforce writing skills? Why?

Yes, I recommend English teachers to implement games to reinforce writing skills, we know that as teachers the writing part is difficult for students, because it is basically taught theoretically, writing is seen as a classical teaching method, in which the teacher is the main axis, compared to the implementation of the game, it awakens the interest of the students.

Interviews: # 3

Escuela de Educación Básica El Barquito Del Saber

Lic. Ronny Asencio

- According to the four linguistic skills, focusing on writing skills. Why are writing skills important?

It is important for young students to develop writing skills at this stage, as it will be less complicated for them in the future. Writing will help to further expand their vocabulary.

- Based on your experience. What are the most common problems students face when learning to write?

The problems faced by the students are grammar and vocabulary, on the part of grammar, students have problems when structuring the writing, they confuse in which tense they are writing.

- What activities do you consider essential for developing writing skills in very young learners?

The main thing for children's activities is that students do not feel obligated to learn, that is, they do not feel pressured or afraid to learn writing, you can do activities such as games or look for topics that arouse the interest of the students.

- What are the techniques for teaching English writing and how do you use them?

When teaching writing skills, I like the students to feel comfortable with the topic, for example if we are learning about a grammar rule like past tense, we make short paragraphs or sentences where we talk about our childhood experiences.

- Have you used Games as a didactic resource to teach English? What types of games have you used?

Recently I have used games as a technique to teach English to young students, one of them is to complete the sentence, this game is very popular with the students because the whole class participates, students create sentences, often funny or even create little stories, it is based on the imagination of the students and thanks to this game I can realize the failures when conjugating verbs

- What is your opinion about Games as a didactic resource to reinforce the teaching of writing?

In my opinion games are essential in today's learning, it is a great tool, students do not feel pressured to learn, of course we must manage this tool well.

- Do you consider that using games can benefit or harm students? Why?

I believe that adapting games to teach is beneficial, as teachers we must take into account how to use this tool in students so that it does not come to harm the teaching.

- What impact do you think it has on students when you use games as a teaching strategy?

The impact on the students is positive, they love to learn this way, the nature of children is to play and what better way to learn through play.

- Based on your experience. Would you recommend other teachers to implement games as a didactic strategy to reinforce writing skills? Why?

I absolutely recommend it, not only for writing, but also for the other linguistic skills, students are attracted by new things, things in which they are participatory and what better than games, as a teacher we must know how to use this didactic tool.

Interviews: # 4

Escuela de Educación Básica El Barquito Del Saber : Lic. Maria Panimboza

- According to the four linguistic skills, focusing on writing skills. Why are writing skills important?

I believe that writing is important for students because it is a tool for communication, learning to write a new language will help students in the future,

it is also a way of expressing oneself, we do not necessarily express ourselves when we speak, we also do it when we write.

- Based on your experience. What are the most common problems students face when learning to write?

Grammatical structure is a problem for students when they are learning to write in a new language, they tend to confuse grammatical tenses.

- What activities do you consider essential for developing writing skills in very young learners?

If we talk about writing skills, we could make sentences or short paragraphs with topics that students like, or with topics where they have a broad knowledge of vocabulary.

- What are the techniques for teaching English writing and how do you use them?

I like to use techniques where the students don't feel imprisoned to learn, as for the younger students, I do dynamic activities to reinforce what they are taught, among them are the games.

- Have you used Games as a didactic resource to teach English? What types of games have you used?

I have used games to learn English, especially with elementary school students.

When learning new vocabulary I usually use competitions where the student must correctly write the word or sentence I tell them and the student who gets it right wins.

- What is your opinion about Games as a didactic resource to reinforce the teaching of writing?

Implementing games in teaching is a good idea, of course teachers should know how and when to use them.

- Do you consider that using games can benefit or harm students? Why?

The games benefit the students, since they are learning in a more dynamic way where the student is the main axis, the students are the protagonists.

- What impact do you think it has on students when you use games as a teaching strategy?

The students have fun learning, they have a great interest in the class, the class is always active and that is very good for a learning environment

- Based on your experience. Would you recommend other teachers to implement games as a didactic strategy to reinforce writing skills? Why?

Yes, I recommend it. Games are a great didactic tool, many people think that games are only for hanging out or for leisure time, but it is not so, children by nature learn more when they are playing, when they are the protagonists of learning.

Interviews: # 5

Escuela de Educación Básica Pedro María Zambrano Reyes :Lic. Angie Mora

- According to the four linguistic skills, focusing on writing skills. Why are writing skills important?

All skills in themselves are important, but in this case writing is essential because it is one of the main means to convey ideas, comments etc., in other words it is important to be able to communicate, and express thoughts, plus with writing we can get to expand the vocabulary indirectly.

- Based on your experience. What are the most common problems students face when learning to write?

I think one of the main problems is the lack of vocabulary, it is a problem that becomes an obstacle for them, because they cannot express their ideas, and they get stuck, on the other hand they tend to have problems when writing a word because as we know the words in English are not written the same as they are pronounced so they tend to write differently or even forget how to write those words because there are many similar words both in how they sound and how they are written, on the other hand sometimes they tend to confuse the grammatical tenses being this another factor that intervenes in the writing problems.

- What activities do you consider essential for developing writing skills in very young learners?

In reality there are a great number of activities that can be done nowadays, but I consider that it is necessary to know how to adapt them depending on the subject and age of the students, looking for the best for them.

- What are the techniques for teaching English writing and how do you use them?

The subject of writing is a complex topic, but what I always like to apply to the students so that they don't tend to get bored is always trying to make the class interactive in the form of a game, that is to say in this case of writing I would make them write things that they like.

- Have you used Games as a didactic resource to teach English? What types of games have you used?

Of course I have used games and other teaching strategies to engage students in the subject, as I mentioned before, the one I usually use the most is to have them write or describe something they like, this way they don't feel pressured and since it is something they like it will be easier for them to do it.

- What is your opinion about Games as a didactic resource to reinforce the teaching of writing?

I am sure that games, strategies or didactic methods are absolutely better than the traditional ones, since this way students are more engaged in learning in a more interesting and fun way than in the past.

- Do you consider that using games can benefit or harm students? Why?

Games have many benefits among them is the positive and faster way in which any subject can be taught, besides being interactive it is also taught in a more effective way.

- What impact do you think it has on students when you use games as a teaching strategy?

The impact on the part of the students is very positive, as it is a more fun and didactic way of learning, making learning more effective when it comes to imparting new knowledge.

- Based on your experience. Would you recommend other teachers to implement games as a didactic strategy to reinforce writing skills? Why?

I do recommend it, since it is time to leave behind those boring classes that only cause students to lose interest. With these strategies you can positively engage students.



**Facultad de
Ciencias de la Educación e Idiomas**
Pedagogía de los Idiomas Nacionales y Extranjeros

MEMORANDO

REFERENCIA: PINE-048-2022

DE: Lcda. Sara González Reyes, MSc.
DIRECTORA DE CARRERA

PARA: Leonela Mishelle Plaza Amaguaya
CC: Kitty Vergara Mendoza, MSc

ASUNTO: Aprobación de tema de Trabajo de Integración Curricular

FECHA: 03 de junio del 2022

Por medio de la presente y cumpliendo con la normativa existente para estudiantes de Pregrado de la Universidad Estatal Península de Santa Elena, me dirijo a usted para informarle que mediante Resolución de Consejo de Facultad RCF-SO-FCEI-2022-015 Sesión ordinaria del 26 de mayo del 2022, fue aprobado el tema de su trabajo de integración curricular denominado "Games to reinforce writing skills for very young learners"; siendo designado como tutor la docente:

DOCENTE	CORREO	TELÉFONO
MSc. Kitty Vergara Mendoza	kvergara@upse.edu.ec	0982856822

En caso de existir alguna observación con respecto al tutor, por favor notificar oportunamente con el fin de resolver cualquier situación que impida cumplir con el objetivo propuesto.

Recordarle que los docentes tutores deben enviar mensualmente el informe de avance de los estudiantes así como también que las tutorías deben ser registradas en el Formato de Registro de Asistencia a Tutorías.

Atentamente,



Lcda. Sara González Reyes, MSc.
Directora Carrera Pedagogía de los Idiomas Nacionales y Extranjeros (e).

c/c Archivo



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CERTIFICADO ANTIPLAGIO

La Libertad, 15 de mayo de 2023

En calidad de tutora del trabajo de titulación denominado "**Games To Reinforce Writing Skills For Very Young Learners**", elaborado por el estudiante **Leonela Mishelle Plaza Amaguaya**, egresado de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, de la Facultad de Ciencias de la Educación e Idiomas, de la Universidad Estatal Península de Santa Elena, previo a la obtención del título de Licenciado en Pedagogía de dos Idiomas Nacionales y Extranjeros, me permito declarar que una vez analizado en el sistema anti plagio URKUND, luego de haber cumplido los requerimientos exigidos de valoración, el presente proyecto ejecutado, se encuentra con 1% de la valoración permitida, por consiguiente se procede a emitir el presente informe.

Adjunto reporte de similitud.

Atentamente,

MSc. KETTY VERGARA MENDOZA

C.I.: 0913115549

DOCENTE TUTOR

Reporte Urkund.



Document Information

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Fuentes de similitud

Hit and source - focused comparison, Side by Side

Submitted text As student entered the text in the submitted document.

Matching text As the text appears in the source.

1/2	SUBMITTED TEXT	28 WORDS	42% MATCHING TEXT	28 WORDS
	solidarity, and peace; will empower the primary sense, quality and physical society, individual and group activity, and the improvement of aptitudes and capacities to make and work.		solidarity and peace; education will stimulate the critical sense, the art and the physical culture, the individual and community initiative, and the development of competences and capacities to create and work'.	
	SA ANA ORDOÑEZ-TESIS COMPLETA-URKUND.docx (D21149907)			
2/2	SUBMITTED TEXT	17 WORDS	87% MATCHING TEXT	17 WORDS
	The interview is a conversation; it is the art of asking questions and listening to answers.			
	SA 5a5df8f0c7f53423ddaee38a3072f3dff93150a6.html (D134742810)			