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Creative and Innovative Activities or Dynamics to teach grammar in first grade children in primary school Angélica Mongrio, San Juan of Nicaragua, Rio San Juan Department, 2019

Presented by:

Br. Adonis Otoniel Martínez Rivas
Br. Jaime Humberto Estrada Sevilla
Br. José Denis Castro Rodríguez

Tutor: M.Sc. Indiana Carolina Caldera Corea

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"A la libertad por la Universidad"

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Dedicatory

We thank God first to all our teachers, specially to our tutor Msc. Indiana Caldera, to our classmates like Andy Ariel Castro Rodríguez for making part of this learning process, which we share experience, anecdotes and knowledge, in the same way we dedicated this work to our families put their trust in us and for the unconditional support in all the specific aspects as your prayers and advice. All of them are now reflected in each of us, for that reason we are totally grateful and convinced that nothing is possible without their help and commitment of each one of those who recognized their contribution to make our dreams come true hoping to take into account every day of their wise knowledge to be better in every moment of our lives.

CARTA AVAL

M.Sc. Manuel de Jesús Armas
Jefe Depto. Inglés
UNAN-León

Estimado Profesor Manuel,

Por este medio hago constar la APROBACIÓN para defensa oral del trabajo monográfico titulado **Creative and Innovative Activities or Dynamics to teach grammar in first grade children in Primary school Angélica Mongrio, San Juan of Nicaragua, Rio San Juan Department, 2019.** Esta investigación **s**e llevó a cabo durante este año 2019 y de la cual me desempeñe como tutora y confirmo que este trabajo cumple con todos los requisitos establecidos por la UNAN-León. En este trabajo investigativo es presentado por los bachilleres:

No.	Nombres y Apellidos	Carnet
1.	Jaime Humberto Estrada Sevilla	15-80281-6
2.	José Denis castro Rodríguez	15-80246-6
3.	Adonis Otoniel Martínez Rivas	15-80129-6

Todos pertenecen a la Licenciatura en Ciencias de la Educación con mención en Inglés de la Sede Interuniversitaria regional "Rigoberto Sampson Granera in Memorian" en San Carlos, Rio San Juan.

Me despido deseándole éxitos en sus labores,

Muy atentamente,
Indiana Carolina Caldera Corea
Docente del Departamento de Inglés

Cc.   M.Sc. Yamilet Sandoval   Coord. Oficina de Investigación y Postgrado de la Facultad
      M.Sc. Nelson Quiroz   Coord. Investigación Dpto Inglés
       Br. Jaime Estrada/ José Denis Castro/ Adonis Martínez

I. Introduction

This investigation is focused in the new government project of Nicaragua, which it is to teach English to children in First grade. We find that English teacher faces difficulties to teach grammar in First grade children in primary School Angélica Mongrio, San Juan of Nicaragua, Rio San Juan, 2019. The researchers identified some difficulties that children face to learn new language and also English Teacher has challenges to teach in that context.

Researchers investigate the importance of some theories and different definitions that allow us to understand the problem of investigation in the educative context and the same time, it supports our investigation about proposing creative and innovative activities or dynamics to teach grammar in primary school. We include theories and definitions about Human development, Didactic for teaching Children, Methods and approach to teach English´s children and the last section is Teaching English to Children. Furthermore, we will find the possible activities or dynamics to teach grammar in a funny and enjoyable way to children in First grade.

Researchers will propose Creative and Innovative activities or dynamics, which were recommended by different Informants such as Children, Principal, Adviser of MINED, English Teacher, Psychopedagogist and a Doctor. Our Methodology Framework in this study is a Quality approach, which we identify creative and innovative activities or dynamics to teach grammar of the English Language in First grade and our type of research is descriptive.

In this work, researchers present five chapters: 1) Introduction 2) The problem statement which describes the problem, Questions of investigation, Objectives and Justification; 3) The theoretical Framework which describes the main Theories, Didactic, Methods, approach and definitions related to teach English in First grade to Children; 4) In this section The Methodology Framework we explain the design,

methods and instruments applied to gather information related to the investigation; 5) This Chapter we presents the proposal of Creative and Innovative activities, dynamics and Games findings of the study; 6) We provide a list of Recommendations for the educative system, who work in primary school with children.

II. The problem

This research is based on the problems of English teacher faces to teach grammar in first grade children in primary school Angélica Mongrio, San Juan of Nicaragua, Rio San Juan Department, 2019. We can say that children in first grade have difficulties to learn new language and also they do not understand grammar rules. Other aspect is English teachers do not have appropriate activities or dynamics to use in the classroom with their students.

One of the problems we can describe that students in first grade do not like to participate in English class because they do not feel motivated, they feel bored, tired, and stressful because they do not understand pronunciation and grammatical structure. For these reasons, children feel sad even they do not want to speak in the first language. In Angélica Mongrio School we had access to the anecdotic register notebook from English teacher, which it is observed that the majority of students in first grade got their qualitative data as satisfactory learning (AS), which this data shows us that their low motivation influences in their scores and students had the majority of difficulties in grammatical structure and listening comprehension. Also, there was some students got the classification as fundamental learning (AF), and the minority group students got advance learning (AA).

Other aspect that it is important to mention is about English Teacher. He/ She does not teach English with funny dynamics and activities, so children feel English class is not interesting. Teacher do not use effectively classroom management and teacher does not feel confidence with kids. We consider that lack of strategies and techniques do not provide a good learning process of English language. When English teacher wants to evaluate the learning process of their students, so he/ she does not know how to do it, but teacher evaluates them and students get low scores because they do not understand the instructions of English teacher and the same time students feel without motivation, bored and lazy. Furthermore, it is noticed teacher applies

traditional methodology of teaching of adults to Children for primary school, which it is not recommendable because children learn in different ways. For these reasons, the learning process in children is affected because teacher does not apply dynamics and innovations activities to improve the teaching of English language to them.

Other issue that it is important to mention is school does not have technology resources, and teachers and students need some technological tools like computer, data show, tablets and other devices to have an interactive class and improve learning English process. This primary school Angélica Mongrio has 220 students and 7 teachers. This investigation is focus in first grade, which there are 30 students and we are working only with 5 students due to their interest in participation and motivation. This community is populated around 4020 people, Angélica Mongrio school is in the middle of the community, it has 100 square meters, with 6 classrooms, 1 director office, and a beautiful garden in front of amazing Rio Indio. The schedule class in that school is from Monday until Friday between 7: 00 am to 12: 00 at noon, each grade received five blocks per days.

2.1 Questions of the investigation.

1. How can we help to teach English in Angelica Mongrio primary School?
2. What are the effective's activities or dynamics to teach English Language grammar in first grade children?
3. Which are difficulties presented in English learning process to first grade children in primary school?

2.2 Objectives

General Objetive

- To contribute to the Improvement of the learning and teaching of the English Language in the childhood of the Department of Rio San Juan, Nicaragua.

Specific objectives

- To identify ludic activities that contribute to the improvement of the teaching of the English Language in the first grade children.

- To propose effective activities or dynamics for the facilitation of learning and the teaching of English Language grammar in first grade children of School Angelica Mongrio School in Rio San Juan.

Justification

The present research is focus in study a group of students, who have difficulties to understand and assimilate Basic English skills, on it we will analyze to children of first grade, so they have problems to understand the new English topics and their lack of motivation to learn English. We can say this research will allow us to identify the different reasons about the difficulties have the students in English language subject. Furthermore, we will propose to investigate theories that allow us to find and propose effective, creative and innovative activities or dynamics to improve to these problems, and also to provide games, dynamics or activities to teach English language grammar in a funny and enjoyable way to first grade children in primary school Angélica Mongrio. All of these aspects described in the previous paragraph motivate us to carry out this research was that we want to know the possible strategies to teach grammar in first grade of the new government project English in primary Angélica Mongrio School, San Juan of Nicaragua, Rio San Juan Department. However, we also like to investigate and share with primary´s teachers some innovative activities or dynamics that can be useful to develop their teaching practice into the classroom. Hence, this investigation will let us to know if all activities or dynamics used by the teacher are appropriated to the learning process of the new language taught to the children.

III. Theoretical Framework

This chapter is included 4 sections, which we will explain the importance of some theories, which they support our research about "Creative and innovate activities or dynamics to teach grammar in first grade children in primary school Angélica Mongrio". We will describe the theoretical framework in the following sections: The first one is about some theories of human development; The second section is about Didactic for teaching children; The third section is about Methods and approach to teach English's children, and the last section is Teaching English to children, which are essential topics to this research. The last part of this chapter we will give our opinion to sum up all our comments.

3.1 Theories of Human development

1. Vigotsky and his theory about Cognitive development

One of the famous Russian psychiatrist Lev S. Vigotsky[1] mentioned the importance of the play in the mental development of the Child:

> "In play a child is always above his average age, above his daily behavior; in play it is as though he were a head taller than himself.
> As in the focus of a magnifying glass, play contains all developmental tendencies in a condensed form; in play it is as though the child were trying to jump above the level of his normal behavior" (1967, 16).

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[1] Article called "The importance of the play and its role in the Mental Development of the Child" by Vygotsky, Lev

We can mention that Vygotsky (1896-1934) developed his theory about cognitive development known as the Sociocultural Theory of Cognitive Development in the early twentieth century. This theory helps a lot to understand why children like to learn through games in preschool years.   This author describes:

> "Play-development relationship can be compared to the instruction-development relationship, but play provides a background for changes in needs and in consciousness of a much wider nature. Play is the source of development and creates the zone of proximal development. Action in the imaginative sphere, in an imaginary situation, the creation of voluntary intentions, and the formation of real-life plans and volitional motives—all appear in play and make it the highest level of preschool development (1967, p.16)

Therefore, we include this significant theory because we can understand the importance of the play in the Mental Development of the Child.   Also, one of his colleague of Vygotsky called Daniel Elkonin followed researching about this theory and He developed his own theory called "Elkonin's Theory of Play", which explained the play as "*giant treasure chest of creativity*".

2. Cognitive Child Development Theories -Piaget

Theorist Jean Piaget (1896- 1980) described in his theory the importance of the learning in the childhood stage because in this stage children can understand of the world. Parkey, F and Hass G. (2000, p. in their book called "Curriculum Planning. A Contemporary Approach describe Jean Piaget's theory of cognitive development as "Children learn through interacting with their environments..." (p.101). this theory emphasizes the importance children can have contact with others because they feel identified with individuals of the same age, and they share their interest, motivation, emotions, and social development.

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We include in this research Cognitive Child Development theory because We as English teachers should know each child has different cognitive development and sometimes some children do not learn quickly, and teachers should understand this process.

3. Constructivism Learning Theory

This theory emphasizes as people construct their own learning based on what they already know. According to Parkey F. and Hass (2000) mention some elements of constructivist approaches, which have identified as the following:

> "The curriculum is designed to equip students with knowledge, skills, values and dispositions that they will find useful both inside and outside of school. The teacher's role is not just to present information but also to scaffold[2] and respond to students' learning efforts. The student's role is not just to absorb or copy input but also to actively make sense and construct meaning. (p. 168-169)

We believe this theory is focused on student's learning style, because each child has his or her way to learn according to preferences, cultural and environmental factors, and cognitive styles.

4. The Theory of Multiple Intelligences – Howard Gardner

> Horward Gardner (1943) is a psychology and researcher in his book called "Frame of Mind: The Theory of Multiple Intelligences" explained his theory as the following: "there is a persuasive evidence for the existence of several relatively autonomous human intellectual competencies …as "Human Intelligences" …. (1983, 1993 a.p.8).

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[2] The concept of scaffolding is based on the work of Vygotsky and he referred to "the learner needs assistance to continue learning". Parkey F.and Hass G (2000, p. 169)

Gardner identifies seven Human intelligences which are: logical mathematical, linguistic, musical, spatial, bodily- kinesthetic, intrapersonal and interpersonal. He continues doing researchers and he discovered in the mid-1990s the eighth intelligence which is connected with the naturalist.

For our research, we think that it is necessary to know this theory about human intelligences because we have in our classroom children with different characteristics and ways of learning, for that reason English teachers should include this theory when they apply dynamics, activities or games in their lesson plan and in this way teachers avoid to exclude some children due to their learning style.

3.2 DIDACTIC FOR TEACHING CHILDREN

1. Didactic materials for teaching kids English

Padrón C. Dodero. J, Díaz P and Aedo[3], in their article "The collaborative development of didactic materials" (2005, p.2), describe Didactic Materials as:

> "Didactic materials are any kind of aid that assist those actors to achieve their objectives during the entire learning process [28][4]. There are two types of didactic materials according to the actors of the educational process: teaching materials and learning materials. Learning materials are those assets or resources that support learners during the process of learning (e.g., books, games, worksheets, etc.). On the other hand, teaching materials provide academic staff with resources to guide and support the learning process of students."

Teachers need to use appropriate ludic activities, dynamics or games to develop an effective class. Thus, it is very important to mention, teachers help to facilitate learning process at student when teachers can support with different didactic materials to achieve a significant learning of study English in the children of first grade, and the same time they can understand the English grammar.

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[3] ComSIS Vol. 2, No. 2, December 2005
[4] [28]Koper, R. (2000) From change to renewal Educational technology foundations of electronic learning Environments retrieved from DSpace OUNL site http://hdl.handle.net/1820/38

According to Cordoba et all (2005) ¨Materials are important to develop the class because student can relate, connect and adapt the topics that the teachers try to explain them, those material has an important role in the learning progress¨ In fact, Teachers need to use appropriate dynamics, activities or games to develop the class, so these materials can become as a friend to teachers. The effectively of learning process will depend of how teachers look for or design Didactic materials. Teachers can use these Didactic materials in order to develop interesting and creative lesson plans, and also how teachers can catch the attention of the students, so it's important that teachers know techniques and the better teaching strategies according to the edge of each student. In this way student will be more interested in class and also will be more participative during the lesson, moreover they will learn in a more meaningful for each one. Morley (1991, p. 82) agrees that students should learn in a natural context that help them to use the language. Morley adds that exposing students to authentic texts is important because they contain hesitations, negotiation of meaning of meaning and overlaps that will help them face real communication inside and outside the classroom. In addition, authentic sources are of interest to students and make the class more enjoyable.

It is important to note that Nuan (1999, p. 212) emphasizes that authenticity is a relative issue because teachers sometimes adapt materials for their students and simplify vocabulary, grammatical structures and other aspects that may be difficult for them. In those cases, the materials are not "authentic", but they are real and they feel confidence with this type of material, which teachers adapt it. (Cordoba Cubillo, Coto Keith, & Ramirez Sala, 2005).

We can say in previous paragraph the importance of didactic materials for teachers, but sometimes we cannot find appropriate materials to teach and teachers choose to adapt some materials according to their needs if they have access to some materials. However, if teachers do not have resources the majority of time, they design their own didactic materials.

2. Didactic interactions of English with the kids

According to Diaz Gabriel in his "Self Access Booklets for student –Teachers of English at CFE" defines Didactic interaction as: "Didactics is the science of education concerned with the processes of teaching and learning." (2004, p. 11). We can say that Children need an essential didactic interaction class, because this helps at student to develop activities learning in a friendly environment and also kids feel motivated to continue in class.

For this reason, we consider teachers should investigate how to use in an appropriate way didactic interaction with Children in the classroom. Also, the educative community have an important role in this process because English teachers can exchange ideas about their own experience with didactic interactions in their classrooms.

Thus, teachers have a big responsibility to generate confident with teachers, parents and students. We take into account some activities, games or dynamics to get from the community, which we can classify and adapt them in the learning grammatical structure that motivate at children to learn easier and in a funny way the English subject. Didactic interactions with the children play an important role learning facilitators.

3. Learning facilitators

Learning Facilitator is a person, which it mediates between knowledge and learning. This process is a way reciprocal. Learning facilitator contributes to create a plan using tools that facilitate the teaching and learning process. Learning facilitator is important element in the process of teaching because it permits effective learning between Learning facilitator and children. Also one of the role the Learning facilitator is the monitor to help students, who have difficulties to guide them in any case.

This concept is relevant our research because learning facilitators can help to develop activities about grammatical structure, but also they can create an effective teaching

process in a good way funny and creative to this reason in our research is included this term. According to the authors Morales Bueno & Landa Fitzgerald in their article "The problem based learning" (2004, p. 153) mention:

> "Teacher[5] plays a fundamental role as a facilitator or learning, at all-time must develop skills to facilitate knowledge, guiding their students through the resolution of the problem posed. It must also generate in them willingness to work in this way, constantly feeding them back on their participation in solving the problem and reflecting on skills attitudes and values stimulated by the way of working" (2004, p. 153).

According to the previews article, teachers during the learning and teaching process have to help students, who present difficulties with certain topic, so it is important that teachers have to be a facilitator for student. Teachers as learning facilitator are a helpful for student, they can be worried about that all students get and assimilate the knowledge in the same way, because not all student learn with the same facility some need more support from the teacher, its role is important because learning facilitators have control of the class , motivate children, help to advance work and participate in all activities educative taking care the different types of learning level, for that reason we consider teachers need to be learning facilitators guide in the class, in this investigation can help to develop significant learning in kids, the prominent here is the role the teacher as facilitator.

4. Teachers of first grade

Oxford dictionary online reference defines a Teacher like:

> "one who teaches in a school, the title of 'teacher' also applies in a
> wider context to include professionals in other educational

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[5] In this study is emphasized the role of teachers as Learning facilitator.

institutions, as well as those working outside such institutions who
nevertheless have a pedagogical role, such as giving instruction in
the playing of a musical instrument…"

We understand the concept of Teacher of first grade is a person, who teaches children around 6 and 7 years 0ld. Teachers from primary school have the role of helping students to understand different topics in the learning process, for example, when they teach the firsts letters and numbers. Teachers from first grade encourage teaching process of reading, writing, listening and speaking skills to their students.

It is important to know what type of students has the teacher in the classroom. Due to there are different styles of learning, levels of motivation and how we as teachers of first grade can lead with this. Therefore, there are different theories that help us to recognize strategies to implement in children with different style of learning.

5. Motivation of childhood in classroom

We consider very important the motivation of childhood in the classroom because it is an essential element in the process of learning. Some authors write the concept of motivation in the following way. According to Ryan and Deci (2000) says motivation is:

> "To be motivated means to be moved to do something. A person who feels no impetus or inspiration to act is thus characterized as unmotivated, whereas someone who is energized or activated toward an end is considered motivated." (p. 54). Also Guay et al. (2010, p.712) defines motivation as "the reasons underlying behavior". Another concept from the author Gottfried (1990) describes academic motivation like "enjoyment of school learning characterized by a mastery orientation; curiosity; persistence…" (p. 525).

We consider the motivation in the children is a main tool because they learn when they have the opportunity to enjoy learning process through funny activities, interesting games or dynamics. If they do not have motivation, as a result they won´t make an

effort to study. Carlton Martha and Winsler Adam in their article called "Fostering Intrinsic Motivation in Early Childhood Classrooms mention:

> "The early childhood years are crucial for establishing robust intrinsic motivational orientations which will last a lifetime. By the time many children reach school, much of their motivation has been lost or replaced with extrinsically motivated learning strategies. Preschools and elementary schools have been criticized for contributing to such negative motivational patterns in children. This can be changed. Early child care situations and preschools can instead be instrumental in the strengthening of children's motivation" (1998, p.159)

We as a teacher have the responsibility to promote the motivation of our students in primary school. Thus in early childhood students have the opportunity to learn easier, for that reason it is very important that teachers motivate at students every day and create a good confidence with their students, also teachers should motivate them in English subjects.

6. Types of motivation

There are two types of motivation intrinsic and extrinsic and they influence in the learning of children because they are related with time, learning process, teaching context and other factors.

> Corpus, McClintic-Gilbert and Hayenga (2009) describe them as:
> "The question of what motivates children's behavior in achievement contexts is one of long-standing interest to psychologists and educators. Much of the research in this area has classified motivation as either intrinsic (i.e., inherent to the self or the task) or extrinsic (i.e., originating from outside of the self or

the task). That is, students are often thought to be learning either for the sake of learning or as a means to some other end, whether it be praise, tangible rewards, or meeting the demands of powerful authority figures." (p. 154)

Teachers should know these types of motivation because they help you to understand the process of learning of the children and they can promote a good learning environment to students.

3.3. Methods and approach to teach English's children

There are methods as Total Physical Response and Natural approach, which they contribute to encourage a successful learning environment to teach English's Children.

1. Method Total Physical Response

TPR developed by James Asher, who was a psychology teacher at San José State University California. This method is used to teach language through speech and physical activity at the same time. Richards and Rogers [6](2001, p. 277) explained this method like: "speech directed to young children consists primarily of commands which to children respond to physically before they begin to produce verbal responses."

Also, Asher mentioned "most of the grammatical structure of the target language and hundreds of vocabulary items can be learned from the skilful use of the imperative by the instructor (1977, p.4). This method is promoted in many primary schools nowadays because children learn through commands and oral activities, and also they enjoy a lot to do physical actions. Other approach researched in this investigation and it is connected with this method TPR is the Natural Approach.

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[6]**Approaches and Methods in Language Teaching** written by Jack C. Richards, Theodore S. Rodgers

2. Natural Approach

This approach was proposed by Tracy Terrell, a teacher of Spanish in California. This approach is appropriate for beginner's students and it helps to increase the level of acquisition of the new grammatical structure. They will understand the speaker of the target language (perhaps with request for clarification), and will be able to convey (in a non-insulting manner) their requests and ideas. They need not know every word in a particular semantic domain, nor is it necessary that the syntax and vocabulary be flawless- but their production does need to be understood. They should be able to make the meaning clear but not necessarily be accurate in all details of grammar. (Krashen and Terrell 1983: 71)

Children in this approach learn through words to communicate and grammar structure is learned in natural way. Krashen and Terrell emphasizes "We do not organize the activities of the class about a grammatical syllabus" (Krashen and Terrell 1983:81). We understand this point that is a good suggestion, but in our case we are including dynamics, games or activities, which we can connect them with some grammatical points, which it will become significant for children.

3. Methodological Technique to teach children

We agree with Brown (1994: 15-16) cited by Diaz Gabriel, which defines two concepts Technique and Method as: "Technique is any of a wide variety of exercises, activities, or tasks used in the language classroom for realizing lesson objectives." and the same author Brown addresses method as:

> "a generalized set of classroom specifications for accomplishing linguistics objectives. Methods tend to be concerned primarily with teacher and student roles and behaviors and secondarily with such features as linguistic and subject-matter objectives, sequencing and materials. They are almost always thought of as being broadly applicable to a variety of audiences in a variety of contexts. (p. 43-44)

These are important elements to take into account in teaching because teachers know them, they have the potential of improve their teaching and also their students' learning. According to Latorre, Mariño & Seco, Carlos (2013: cited by Olaya Brenda 2015) in their article called "Strategies and Techniques methodological" describe techniques as:

> "A methodological technique is an algorithmic procedure; it's a way of doing something which applies to a specific activity. The methodological technique is a method specific, is the concrete way of applying a method and assumes an organization of classroom activities by the teacher and the use of teaching materials, be audiovisual, machines, books, notes, etc. or the management of people, as personal work, in a small group, with all students at once, etc. Is the concrete way in which the student or a group of students applies a method of learning when performing an activity, in order to develop skills and attitudes?" (p.17)

Teachers should take into account not only teaching strategies to get a successful class, but they include individual and collective needs and adequate content, materials, classroom management and others.

4. Methods to teach grammar in children

It is mentioned different ways to teach grammar, one of them is described by Scott W. & Ytreberg L. in their book Teaching English to children mention:

> "Children have an amazing ability to absorb language through play and others activities which they find enjoyable. How good they are in a foreign language is not dependent on whether

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they have learnt the grammar rules or not. … Teaching should

only include the barest minimum of grammar…" (p.6)

We can say grammar should teach with activities, which it is included movement, games, dynamics, songs, tell stories, and other activities. Techniques and methodologies are important to teach them because they help us to improve skills and learning process in the teaching English to children.

M. Imai, L. Li, E. Haryu et al. in their book called: "Novel noun and verb learning in Chinese-, English-, and Japanese-speaking children, describe the way to learn grammar in the following: "Children learn vocabulary through grammar and grammar through vocabulary [93] in two ways. First, when children note the linguistic context in which words appear, they gain information about a word's part of speech [93]

Teaching to children means to include appropriate materials; techniques, funny activities, games and dynamics should be updated to the needs of second language learners and English teachers needs to have patient, love and care with the children because Hashemi (2008)[7] thinks that:

> "…teaching to children is a delicate and sensitive task for the following reasons: Language learning class for them is their first year of schooling, they are highly motivated and energetic, they are new sponges to absorb, They have various language back grounds, they are easily frustrated if corrected immediately, they are ready to imitate and participate, they love group work, they love independence, they need respect and attention. They easily learn from their environments and they are great competitors."

In our context, we can include in the methodology to teach grammar to the children through games, role plays, tell story, and other ludic activities, games and dynamics.

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[7] Cited by Masoud Hashemi and Masoud Azizinezhad in their article called "Teaching English to Children: A unique, Challenging Experience for Teachers, Effective Teaching Ideas. Published by Elvieser L.t.d. Procedia - Social and Behavioral Sciences 30 (2011) 2083 – 2087

We think in early ages are most beneficial to provide the new language acquisition, children improve the language skills by saying and pronounce the words as a pattern, so they learn in an unconscious way and teachers have one of the most important role to use innovative dynamics, activities or games and motivate them to learn in a funny way the new language, which it becomes significative learning for them and they love to go school every day.

3.4 Teaching English to Children

1. Teaching creativity

Lopez Martinez (2008, p 64) in her article "Enseñar creatividad. El espacio educativo" describes teaching creativity as:

> In short, we could say that teaching becomes a process creative when the individual sees the need to improve their techniques and strategies teaching; think of several alternatives when solving a problem; brings past experiences, new knowledge and approaches to solve a problem; intends to apply creative teaching principles scientifically developed; use what you have learned from your studies and educational experiences.

Teaching creativity is fundamental in the learning process in the acquisition of a new language, it is an important tool because if teachers promote the creativity through of their activities, games or dynamics in class, this will help to increase the motivation and interest of children to study English as a subject.

We consider that teaching creativity is fundamental in the learning process of a new language. Besides, when we teach grammatical structure children and young learners, we can say that it is a process very delicate, which it should be included teaching creativity because it is important to reach better results in learning and teaching

process. According to this research, it is so important that teacher promotes the creativity in children to develop their abilities and skills physical and cognitive to reinforce and increase the creativity and offer a better learning process.

We can say the creativity is not only the dynamic that teachers have with children or that way that they are applying it, but also it is to involve other important aspects such as: educational process, context, interaction (teachers-students, students-students), classroom environment, the teacher planning, suitable strategies.

As we can see from this research it is an important point to consider teaching creativity. Therefore, we consider the importance of support the teaching creativity in English class in Angelica Mongrio School because teachers need to be creative for involve all the students in class. Teaching creative is important in the classroom as a funny teaching way, in other words if teacher is funny and interact with students can make the difference to achieve that student learn easier. Besides, the teachers have a big responsibility to teach effectively doing the class important and relevant. Teaching creative is o n e of the most relevant characteristic in the learning process because the teacher needs new and innovative dynamics that permits at the student involve in teaching process. Furthermore, teaching creative allow development cognitive capacity as metacognitive skills, abilities, knowledge's, motivational orientations, emotional attitudes and personals characteristics.

2. Teaching effectiveness

According to Bar (1968, p. 23) defines teaching effectiveness in two ways. One of them is related with "the personal prerequisites to the teaching and learning environment", the other concept is connected with "professional competence". We think, it should be included in this factor the experience, quantity of students in the classroom, age, dynamics, activities, games and others.

3. Effective activities of English grammatical for children of first grade

The effective activities of English grammar for children are all activities, games or dynamics used by teachers. These help pupils to understand the basic form of grammatical sequence in the process.

We consider effective activities when it is included in the activities the following elements such as: interaction, motivation and participation. All of them let to students keep a constant interest in the learning process. Beena Anil in her article "Applying Innovative Teaching Methods in a Second Language Classroom mentions the following:

> Teaching materials, teaching techniques should be updated to the interest of the second language learners. Innovative methodologies like use of games, role play, reading newspaper, watching TV, referring to dictionary etc., should be used as tools in the classroom. Skill based learning, knowledge based learning are essential for the growth and development of students. Krashen (1981) suggests that second language is the most successfully acquired one when the conditions are similar to those present in first language acquisition. (2017, p. 2)

Teachers should take into account personal experiences by children, it is so important to get some effective activities because teachers look for topics, games or dynamics children like. These activities, dynamics or games become in a meaningful way to learning in the classroom. Maria Asunción Barrera in her article "How to use tales for the teaching of vocabulary and grammar in a primary education English class" describes:

> "…teacher uses their previous learning of vocabulary, grammar, experiences and tales already known in English and Spanish so as to widen their level of English and so as to introduce new

information. In this way, storytelling uses "meaningful learning" (Zanón 1992: 100-101) as children learn new vocabulary and grammatical structures from vocabulary and grammatical structures already known and in the meaningful context provided by the story" (2010, p. 35).

According to this investigation the effective activities of English grammatical for children of first grade, it is important to analyze them how teachers can develop activities, games or dynamics and if those are useful and meaningful learning at the moment to teach them and facilitate to develop of grammar and several semantic field.

4. Ludic activities or dynamics

The Oxford Dictionary of Sports and Science and Medicine online (2007) defines ludic activities as:

"Social interaction based on games and play. Ludic activities and sport share at least two elements: uncertain outcomes and sanctioned displays. The uncertain outcomes provide suspense and excitement; the sanctioned displays give participants socially acceptable opportunities to exhibit physical prowess...."

Ludic activities or dynamics are used in the teaching of the children in English Language and these are applied by teachers to catch attention, motivation and participation at the students in class, also facilitate better interacting between teachers and students, because these create a funny environmental and avoid monotone, for those reasons ludic activities or dynamics allow to active the interest of the students by learning different topics are developed in class.

Bernardo (2009, p. 60) describes the ludic of the teachers as the following: "ludic is everything that allows the construction of knowledge in a more free and spontaneous

way". Therefore, ludic activities mean to include children in a way that promote their creative imagination and independent learning… (Constantinides, 2009; Halliwell, 1992). As it can be known the appropriate use of ludic activities, games or dynamics for children in English language are important because this is meaningful for teaching and learning process. Teachers have an important role to use them with appropriate methodology and didactics in order to make them more effectives for children.

Games also help as the students as teachers to create a confident and stress-free learning environment where children will feel secure and relaxed during the learning time (Porras Gonzales, 2010). Porras in the same article[8] emphasizes the importance of the use of ludic and funny dynamics or activities, which will help them to understand better to the teachers how to teach English grammar. Ortega had done different studies[9] about the games from (1992,1999, 2003a, 2003b), in which describes them as:

> "The recreational activity is a privileged way of access to knowledge and interactive potential a source of experience and learning within the stage educational to which we are referring. It constitutes an important activity capital for the acquisition of certain basic aspects for people's lives, such as attachment behaviors and emotional bonding, communication skills and the ability to manage freedom and decision making, as well as the development of creative thinking".

It is meaningful in the learning process for children when English teachers include games, activities and dynamics to interact among children. For that reason, the ludic

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[8] Article: "Teaching English through Stories: A Meaningful and Fun Way for Children to Learn the Language" by Nohora Inés Porras González, BA in Languages.

[9] Ortega R (1992). El juego infantil y la construcción social del conocimiento. Sevilla: Alfar.
Ortega R (1999). Crecer y aprender. Madrid: Aprendizaje Visor.
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dynamics, games or activities can facilitate a high level of motivation and participation in the students, which it becomes in a meaningful learning process, because children develop their abilities through innovative games, dynamics and activities doing things that allow learn faster.

The use of stories and ludic activities, games or dynamics around them encourage in positive way the language learning process meaningful and fun for the children. Games also help as the students as teachers to create a confident and stress-free learning environment where children will feel secure and relaxed during the learning time (Porras Gonzales, 2010).

Porras in the same article emphasizes the importance of the use of ludic and funny dynamics or activities, which will help them to understand better to the teacher how to teach English grammar. It is meaningful in the learning process for children when English teachers include games, activities and dynamics to interact among children. For that reason, the ludic dynamics or activities can facilitate a high level of motivation and participation in the students, which it becomes in meaningful learning process, because children develop their abilities through innovative games, dynamics and activities doing things that allow learn faster.

5. Classroom environment.

We describe Classroom environment as a determinate place where it is involved several aspects, which they can help to promote or hinder the interaction and the acquisition of knowledge, depending on how it is established that space to the teaching for the learners. Morales defines classroom motivation as:

"The environment is composed of cultural, psychological, pedagogical, human, biological, chemical, historical elements that are interrelated with each other and that favor or hinder interaction, relationships, identity, the sense of belonging and acceptance[10] "(Morales,1999).

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[10] Morales, 1999, cited in García-Chato, 2014, p. 64

We consider classroom environment influence in a big way in the acquisition process of knowledge for learners. In which, is fundamental point to develop the interaction with teacher-students, students-students, so teachers can get interaction among them when they have an appropriate classroom arrangement. In the same way, it is important that classrooms should keep good environment because students can feel comfortable to learn friendly a new language and interact with other classmates and also teaching and learning process could be easier for the students and teacher. In other hand, as teachers, we need organize all classroom environment to teach in an effective way.

6. Children students from Rio San Juan

Rio San Juan department is located in the south part of Nicaragua from 300 kilometers to the capital city. It has 6 municipalities. Children from Rio San Juan have difficulties to attend the classes in primary school, which are: They are poor and they work on farms, sometimes they do not have time to study, they do not have access to the technology, they live in rural area in some cases children travel by boats to school. The government began Project of teaching English in Primary school in 2017. This project was a good opportunity to teach English children for that reasons some teachers received some training to teach English. In this research, we consider very important to know and identify the context of the children and this will help us to identify how it is the way children learn grammatical English through dynamics, activities and games.

This chapter we focused in some important theories of human development, which it contributes to know our responsibility as teachers and understand our students have different processes of learning, thus we analyze some Didactic concepts, which contribute to improve the teaching English for children. Other section was included about "Methods and Approach to teach English 's children", which are recommended to teachers use them with their students and look for alternatives dynamics, activities or games, which they will help students learn in a meaningful way and the last section

was about Teaching English Children. We consider to teach to children is an amazing and funny way that all English teachers should provide them love and opportunities to grow up with children through dynamics, activities and games.

IV METHODOLOGY FRAMEWORK

4.1 Qualitative approach

This research has been developed with a Qualitative approach to identify innovative activities or dynamics, which they can be applied in improving to teach grammar of the English Language in first grade in Angelica Mongrio School.

4.2 Type of research

We can say that our research is descriptive type because this problem is developed in an educative context, which we investigated about the following steps:

-Clear problem statement,

-Identification and record of its characteristics more relevant of the ludic activities of interest, which it is applied in teaching- learning of English language grammar in First grade.

-Analysis and classification of Creative and innovative Activities or dynamics to teach grammar in First Grade in primary school,

Our research also allowed us to provide suggestions about how to apply creative and innovative Activities or dynamics to teach grammar in First grade.

It is a descriptive research because Principal, assessor of Mined, English Teacher, children, Psychopedagogist, and Doctor of English department were able to say and suggest their creative activities or dynamics to teach in first grade in order to improve teaching and learning process of children. In this research we provide details about our educative context of the problem to our expected result.

4.3 Design of research and Instruments.

In our investigation we will apply interviews, focus group and observations. This will help us to get relevant and real data that lead a clear appreciation of the problem.

Interview

This instrument will allow us to know how is the motivation of the students in the English language learning, and also it helps us to get more information with people that are involved in educative system in San Juan of Nicaragua and they know the reality of this problem and how is the process of new educative politics focus in teaching English in elementary school. Therefore, we applied this instrument at School Principal, adviser of Mined, English Teacher, children, Psychopedagogist, and Doctor of English department. It was made of 6 questions and children´s interview was of 8 questions (Annex A).

Observation

We applied this instrument to the teacher and children not only in the classroom, also we observe children in different places to know every game, activity or dynamics should be proposed to develop the learning of English grammar in children and girls. This activities or dynamics must have high levels of participation, animation, emotion, and linguistic oral interaction preferably. Also, we applied this instruments to children to identify creative and innovative activities or dynamics that they play in different places such as parks, streets, neighborhoods and communities. This instrument was not designed only for pure observation. it is open to the decision of the researchers to ask questions to observers when they consider it necessary. This was a 5 items considering the two variables established for this study (Annex B).

Focus group.

We will use this instrument with students to know the real situation with the teaching English in primary project and how students feel that this will help them in the future This question is left open for a possible response or input after the activity. This was a 3 questions interview considering the two variables established for this study (Annex C)

4.4 Operationalization of the variable

Specific objectives	Variable	Definition	Indicators1	Informant/ Instruments
To identify ludic activities that contribute to the improvement of the teaching of the English Language in the first grade children.	Ludic activities to teach grammar in children	Ludic activities to identify and teach grammar in children, which are those that promote their creative, imagination and independent learning.	- Activities identified by experiences of the children - Activities identified by experiences of the English teacher	English Teacher Children OBSERVATION
			- Games, activities or dynamics identified by the informants. - Games, activities or dynamics recommended by the informants. - Obstacles identified by the informants.	English Teacher children Principal Assessor MINED Psychopedagogist Doctor INTERVIEW
			-Activities identified by experiences of the children Activities identified by experiences of the English Teacher	Children English teacher FOCUS GROUP
To propose effective activities or dynamics for the facilitation of learning and the teaching of English Language grammar in first grade children of School Angelica Mongrio School in Rio San Juan.	Proposal of Ludic activities to teach grammar in children	Proposal of Ludic activities identified and selected by the results of this investigation to to teach grammar in children.	-Activities proposed by experiences of the children -Activities proposed by experiences of the English teacher	English Teacher Children OBSERVATION
			- Games, activities or dynamics proposed by the informants. - Games, activities or dynamics recommended by the informants.	English Teacher children Principal Assessor MINED Psychopedagogist Doctor INTERVIEW
			Activities proposed by experiences of the children Activities proposed by experiences of the English Teacher	Children English teacher FOCUS GROUP

V Proposal

5.1. Creative and Innovative activities or dynamics recommended to teach grammatical structure in first grade children

This chart was elaborated with the results got of the informants when we applied the instruments as interviews, observations and focus group. Thus, we had the opportunity to play some games with the children. The researchers participated in the games with children such as: "el congelado" and "la landa". The purpose of the researchers was to feel the emotions, to know the experience about what children feel when they play them, identify which they like and how they enjoy them, and also we created confidence with them. (See annexes: Pictures)

We classified some activities, games or dynamics, after we observed the different grammar aspects taught in First Grade English. So, we matched and adapted grammar topics with activities, games or dynamics observed or researched on different places such as parks, school, green areas, neighborhood, communities and the Internet.

Every game, activity or dynamics are proposed to develop the learning of English grammar in children and those must have high levels of participation, animation, emotion, and preferably oral linguistic interaction.

Grammatical topics studied in First grade, primary school.	Games, activities or dynamics to teach grammar to children in first grade
1-What is your name? I am (name).	The game" I am".
2-Meeting words (hello-hi, goodbye-bye).	The game" I am"
3-Cardinal numbers (two balls).	The game "La rayuela" (Hopscotch)

4-The colors (what color is it? It is red).	The game "Neron"
5-What is your favorite color? My favorite color is Green.	The game "Neron"
6-Items of clothing (I have blue pants)	The game "Neron"
7-Family members (this is my mom, etc).	"The ship is fallen"
8-Body parts (this is, this are my eyes, ears, nose, mouth etc.).	The game " Congelado"
9-items of food (I like Apple, I do not like carrot).	The game "Neron"
10-Weather types (how is the weather today? It is sunny	The game "el barco se hunde"
11-How is the weather today? today is windy	The game "Congelado"
12-Classroom objects (my crayón is red)	The game " Neron"

5.1 Description of Activities, games or Dynamics

1-Game " I am", it is consisted in make a group of children inside a circle with a base, teacher will choose one leader of the group, so the rest of students have to touch the base, students or teacher choose a word of the vocabulary taught that represent them(colors, toys ,items of food, weathers types, etc.) the leader has to say "I am"(and he/she says the name of the vocabulary studied in class) and practice some grammatical structure to develop the game, for example, the leader says: "I like apple" and only the student that chooses the apple to represent himself or herself keeps in the base and the others walk fast.

The student, who is in the base, it says "stop" and their classmates stop to walk. Then, the student that said "stop" guess the number of steps among him/her and one of their classmates, which is closer and student walks into his or her partner, if the student guesses it correctly the quantity of steps between he/she and its partner, so the partner gets out of the game and it continues with the next round, but this time the students who guess will be the leader, in case of the student does not guess correctly, so this person gets a penalty as jump four time in one foot, dance, sing, jump like a frog etc.

To conclude, this game includes several kind of vocabulary from basic contents of English in first grade, items of food, colors, body parts, greeting word and I am grammar. Some recommendations to apply this game are: practice it in big spaces, enough time to apply it, an adequate weather because is also a physical activity. This activity is adapted from the game in Spanish, which is called: "Declaro la Guerra".

The game "La rayuela" or (Hopscotch)

It consists in draw the airplane form with squares on the floor, then the squares will be numbered with cardinal numbers from 1 to10. Teacher invites children to form a line in front the airplane form.

The first player tosses an eraser or other object into the first square; it must land within the square without bouncing out or touching a line. Child hops in single squares with one foot through the course and the same time kid says the numbers in English. Kid hops in a single square and skip the square with the object in it and use two feet for the side by side squares, one in each square. When child arrives to the last number return jumping at the beginning at the same time pick up the object.   After that the other players continue the hop sequence repeating the pattern.

Game "Neron"

It consists in involve all the children, the teacher chooses two leaders to represent one team each one. Then, leaders choose one or two word from the topic taught (colors, toys, items of food, items of classroom) to represent the team, leaders stay face to face and form an arc taking their hands while classmates walk between leaders and sing the game´s song with the teacher, who helps them in spanish "leron leron leron donde pasa tanta jente la calle san vicente que pase el rey a descansar el hijo del cnde se queda atras, atra, atras".

Then, leaders get down their hand getting into their arms one student and they ask to him or her classmate to choose one of the teams and leaders say the name of it and student chooses one. Also, the teacher asks to him or her why? Student practices the grammar to answer according to the content taught example; my favorite color is (colors), I like (items of food) I don't like (items of food) them, student takes the waits of his or her leader, and it continues in this manner until finish the members of the teams.

Finally, students of each team pull from their waits until get move the other team. Some recommendation to apply this game are; spaces free of objects that can be obstacles, it can be applied inside the classroom or in the school yard, or in other place it is decision of the teacher to choose the best place to play this game, this activity is adapted from the game "Neron".

The game "El barco se hunde"

It consists in involve all the students to participate making a circle, teacher chooses six students to represent family members or toys (mom, dad, sister, top, scooter etc.). Teacher plays a music, sing a song or clap his or her hands (depend of the teacher creativity) while students are walking around the circle, before teacher stops the music or sings the song say" to save your life make group with your (family members) or take your (toys)" in that moment the teacher will say at least two family member or toys. Then, teacher asks to students, who is him or her? Or what is it? Children practice the grammar to answer according to the topic that the

teacher is developing in class. Some recommendations are; spaces free of obstacles, speakers, music, pictures relating with the topic to give at students a reference that represent them with the vocabulary. This activity is adapted from the game "El barco se hunde".

The game "Congelado"

It consists the teacher chooses one student to be the person who touches the others children and say "frozen" and its student do not have to move, so the teacher gives a flash card to teach students about vocabulary related with the content (body parts or weather types), while the student is frozen their classmates are running and try to save him or her by asking what is it? Or how is the weather today? Student, who is frozen will answer using the grammar "this is, these are my (body part) or today is (weather type)" according with the flash card that it has. Some recommendations to apply this game are: practice it in big spaces, enough time to apply it, an adequate weather because is also a physical activity, this activity is adapted from the game "El Congelado".

VI. Conclusion

Creative and Innovative Activities, Games or Dynamics are very important in the children´s life. They like to play all the time and it is part of their entertainment. Besides, it is part of their learning process in those ages. Thus, Activities, games or dynamics help them to develop in children in a positive way different characteristic of their personality, increase their cognitive knowledge and motivation. Also, games, activities or dynamics promote values and good behaviors as work in groups, active participation, encourage the creativity in them that it helps the teaching and learning process. It was noted a positive reaction through the adequate activities of the most interesting games played by children, they demonstrated interest to integrate in the activities that were used to develop the content. Furthermore, they felt motivated in class showing an active participation fomenting communications between students-teacher and students –students learning in a fun way. It considers that practice of those activities or dynamics contribute in a significant way to teach some grammatical structure in first grade and basic contents at level of them in a funny way.

We can mention all of these activities or dynamics that we propose they are part of our tradition and culture because all of them are our popular games in Nicaragua.

VII. Recommendations

We highly recommend the use of those activities and dynamics to get an organized and motivated group, to teach some basic grammatical structures in first grade in a funny way. For that reason, we provide some recommendations to the English teachers and people who are part of the educative system.

To English teachers

To implement Creative and Innovative activities or dynamics to teach grammar in first grade children in primary school to ensure the level of motivation and interest in the classroom.

To encourage the participation in the children to know what they feel and if they enjoy the activities, dynamics or games of the classroom.

To promote values as friendship, respect, tolerance, and others.

To interact among teachers and students and students-students.

To investigate about methodology to teach children in primary school.

To apply a flexible evaluation system because children learn playing and the same time, it should take into account the emotions.

To use these traditional dynamics, activities or games from Nicaragua in adequate green areas or space in where children can learn and play.

To Directors and Adviser of MINED

To provide training to new English Teachers to teach in primary school and students counselling.

To include traditional activities, dynamics and games from Nicaragua in the lesson plan of English teachers.

To provide adequate green areas or spaces to apply these activities and dynamics in the school.

To be flexible with the evaluation´s system of the English Teacher.

To promote meeting with English teachers, advisers of Mined, directors and other specialist to improve the teaching of grammar in first grade children in primary school.

To Children

To attend to class every day.

To complete school activities.

To encourage friendship into group works.

To participate in class.

Our last recommendation is to adopt and adapt these traditional activities and dynamics to teach grammar in first grade children according to the context, students' needs and the creativity to be performance with kids.

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ANNEXES

ANNEX A: INTERVIEW

Questions to be performed in the group interview (adapted to children),

using colloquial language

Introduction

GROUPS COMPOSED BY 8 CHILDREN, GIVE THE SAME QUESTION TO EACH OF THE CHILDREN. (AGES 6 TO 10 YEARS OLD)

1- Hi; how are you? (The interviewer shakes hands with each of the children "Saluda")

2- What is your name?

3- Which of you like to play more?

4- Who else likes to play?

5- What are the three most beautiful games they play at school, in parks or in their neighborhood?

6- What are the three happiest games you play at school, in parks or your neighborhood?

7- What are the three games that play the most in school, parks or your neighborhood?

8- Why do you like those games? What are beautiful? What are they happy?

Questions to be made in the interview with the school principal

Introduction

Presentation of the Investigators and explanation of the purpose of the interview.

1- How long have you been working in this position as Director of the School?

2- Taking into account the objectives of this research, do you know some activities or children's games that you can recommend to apply in the first grade English class?

3- Of all those mentioned, what would be the three main ones that you recommend to be applied in the classroom or in the green areas of the school, including here the one you remember playing in your childhood?

4- What could be the obstacles that English teachers can face when applying these games or children's activities in the classroom?

5- What would you recommend for the application of these activities or children's games?

6- What contributions could be the direction of the school for the application of these activities or children's games?

Questions to be performed in the interview to the adviser of the mined

Introduction

Presentation of the Researchers and explanation of the purpose of the interview

1- How long have you been working as an MINED Advisor?

2- Taking into account the objectives of this research, do you know some activities or children's games that you can recommend to apply in the first grade English class?

3- Of all those mentioned, what would be the three main ones that you recommend to be applied in the classroom or in the green areas of the school, including here the one you remember playing in your childhood?

4- What could be the obstacles that teachers of English and children can face when applying these games or activities for children?

5- What would you recommend for the application of these activities or children's games?

6- What contributions could be the MINED for the implementation of these activities or children's games?

Questions to be performed in the interview to the English teacher

Introduction

Presentation of the Researchers and explanation of the purpose of the interview

1- How long have you been working as an English Teacher?

2- Taking into account the objectives of this research, do you know some activities or children's games that you can recommend to apply in the first grade English class?

3- Of all those mentioned, what would be the three main ones that you recommend to be applied in the classroom or in the green areas of the school, including here the one you remember playing in your childhood?

4- What could be the obstacles that you can face as a teacher of English and children when applying these games or activities for children?

5- What would you recommend for the application of these activities or children's games?

6- What contributions could you be as an English Teacher for the application of these activities or children's games?

Questions to be performed in the interview to the psychopedagogist

Introduction

Presentation of the Researchers and explanation of the purpose of the interview

1- How many years have you been working as a Psychopedagogist?

2- Taking into account the objectives of this research Do you know some activities or children's games that you can recommend to apply in the first grade English class?

3- Of all those mentioned, what would be the three main ones that you recommend to be applied in the classroom or in the green areas of the school, including here the one you remember playing in your childhood?

4- What could be the obstacles that you consider that English teachers and children can face when applying these games or activities for children?

5- What would you recommend for the application of these activities or children's games?

6- What contributions could you be as a psychologist for the application of these activities or children's games?

Questions to be performed in the interview to doctor of English department

Introduction

Presentation of the Researchers and explanation of the purpose of the interview

1- How long did you teach elementary school and especially in first grade?

2- Taking into account the objectives of this research, do you know some activities or children's games that you can recommend to apply in the first grade English class?

3- Of all those mentioned, what would be the three main ones that you recommend to be applied in the classroom or in the green areas of the school, including here the one you remember playing in your childhood?

4- What could be the obstacles that you consider that English teachers and children can face when applying these games or activities for children?

5- What would you recommend for the application of these activities or children's games?

6- What contributions could you be as a pedagogical Mediator for the application of these activities or children's games?

ANNEX B: OBSERVATION

OBSERVATION

This instrument was not designed only for pure observation. It is open to the decision of the researchers to ask questions to observers when they consider it necessary.

Observation´s format apply in:

   A- Classroom

   B- In the break time

   C- In places, parks, neighborhoods and communities

Game name (if any), activity or dynamic

2- Description of the game (rules, roles, level of participation, animation, level of oral interaction in this aspect has to be a high level of oral or linguistic interaction)

NOTE: Every game, activity or dynamics should be proposed to develop the learning of English grammar in children and girls must have high levels of participation, animation, emotion, and linguistic oral interaction preferably.

3- Emotion stimulants

4- Potential elements for the application of grammar development in the English class.

5- Comments and reflections of the researchers

ANNEX C: FOCUS GROUP

Entrevista a niños que jugaban en la cancha de Football.

1- Hola que tal ¿Cómo estás?

2- ¿Cómo te llamas?

3- ¿Quién es el más alegre del grupo?

4- ¿Quién es el más copión?

5- ¿Quién pelea más?

6- ¿Y que están jugando ahorita?

7- ¿Cómo se juega?

8- ¿Cómo es el juego? ¿Te divierten?

9- ¿Cómo te sentís cuando estás jugando?

10- ¿Te alegra jugar estos Juegos?

11- ¿Te emociona jugar estos juegos?

12- ¿Lo juegan en la escuela?

13- ¿Quienes más lo juegan?

14- ¿Dónde lo juegan más?

15- ¿Qué es lo que más les gusta del juego?

16- ¿Te sentís entusiasmado, con buena energía?

Gracias por responder nuestras preguntas.

ANNEX D: ANSWERS´S INSTRUMENTS

Answers got in the Interview.

English teacher interview

1-How long have you been teaching English in first grade in this school?

2 years at the moment

2-Taking into account the objectives of its investigation, do you know some activities or child games that you can recommend to apply in the English class of first grade?

I know some games that children like to play and I recommend "Congelado", "la Galina ciega", "el anda", "el ratonsito" y "el lobo".

3-To all mentioned which could be the three principals that you recommend to apply in classroom or school yard including that you played in your childhood?

I can say that el ratonsito, Congelado, and "el anda" can be adapted to teach English

4-What could be the obstacles that you can face as a teacher of English and children when applying these games or activities for children?

I could say that the weather can be an obstacle, indiscipline by some students, time to performance each activity.

5- What would you recommend for the application of these activities or children's games?

To dedicate the necessary time to each activity, suitable spaces to play with children and give some rules before apply this games

6- What contributions could you be as an English Teacher for the application of these activities or children's games?

Motivate students to participate in games, be energetic at the moment to play with children, give some prices to children to have engage students

Children interview

GROUPS COMPOSED BY 8 CHILDREN, GIVE THE SAME QUESTION TO EACH OF THE CHILDREN. (See pictures in annexes)

Group number 1

1- Hi how are you? Fine, thank you

2- What is your name? My name is Kendy, Bernardeth, Kenecha, Elesha, Walter, Nestor, Jeniffer, and Lincy.

3- Which of you like to play more? Me! (All of them answered)

4- Who else likes to play? Me,too (All of them answered)

5- What are the three most beautiful games they play at school, in parks or in their neighborhood? "Congelado", "rayuela", "landa", and soccer.

6- What are the three happiest games you play at school, in parks or your neighborhood? "Congelado", "rayuela", "landa", "soccer", and "el escondido."

7- What are the three games that play the most in school, parks or your neighborhood? "Neron, landa, congelado" ,and soccer.

8- Why do you like those games? What are beautiful? What are they happy?

Because are funny, because make me feel happy.

Group number 2

1- Hi how are you? Fine, thank you

2- What is your name? My name is Eliecer, Maria, Anderson, Ariel, Wesling, Mariano, Diana, and Dayana.

3- Which of you like to play more? Me!

4- Who else likes to play? Me, too!

5- What are the three most beautiful games they play at school, in parks or in their neighborhood? "El anda fruta, El torito, el congelado, and el escondido."

6- What are the three happiest games you play at school, in parks or your neighborhood? "El anda fruta, El torito, el congelado, and el escondido."

7- What are the three games that play the most in school, parks or your neighborhood? Soccer, "el anda fruta, and el congelado."

8- Why do you like those games? What are beautiful? What are they happy? Because is funny, because they make me feel so happy.

Group number 3

1- Hi how are you?   Fine thank you.

2- What is your name? My name is Jossymar, Rashel, Randy, Josling, Francisco, Karin, Emilio and Bernardo.

3- Which of you like to play more? Me!

4- Who else likes to play? Me too, I love play.

5- What are the three most beautiful games they play at school, in parks or in their neighborhood? "Declaro la Guerra, el Escondido, landa, and el barco se unde."

6- What are the three happiest games you play at school, in parks or your neighborhood? "Nerón, el escondido, landa, declaro la guerra, and rayuela."

7- What are the three games that play the most in school, parks or your neighborhood? "El Escondido, Nerón, declaro la guerra, and el barco se unde."

8- Why do you like those games? What are beautiful? What are they happy?

Because make me feel happy, because is funny, because I run.

School principal

Introduction

Presentation of the Investigators and explanation of the purpose of the interview

1- How long have you been in this position as Director of the School?

-        4 years in total.

2- Taking into account the objectives of this research do you know some activities or children's games that you can recommend to apply in the first grade English class? I have knowledge about English games to interact with children.

1.   Jumping above the number

2.   The colors bridge

3.   Bingo

3- Of all those mentioned, what would be the three main ones that you recommend to be applied in the classroom or in the green areas of the school, including here the one you remember playing in your childhood?

-        The previous mention.

5- What could be the obstacles that English teachers can face when applying these games or children's activities in the classroom?

-        The most relevant difficult that could be presented is the small spaces to develop the activities inside the classroom.

6- What would you recommend for the application of these activities or children's games? To encourage friendship and avoid children compete among them.

7- What contributions could be the direction of the school for the application of these activities or children's games?

First, we provide appropriate classroom to English teacher with a lot of space because here it is raining a lot and also

MINED advisor

Introduction

Presentation of the Researchers and explanation of the purpose of the interview

1- How long have you been working as an MINED Advisor?

I have been working as an MINED advisor seven years of experience.

2-Taking into account the objectives of this research Do you know some activities or children's games that you can recommend to apply in the first grade English class?

Some traditional games applying the new strategy of English with children can be: Doña Ana, el diablo y el sarten, "Nerón Nerón", "congelado" noticed to students to do ludic activity in the classroom.

3- Of all those mentioned, what would be the three main ones that you recommend to be applied in the classroom or in the green areas of the school, including here the one you remember playing in your childhood?

The three that I recommend can be: "Neron", "la rayuela" and "el diablo y el sarten" because we teach values, fellowship, respect and start to know numbers, colors, time applying several pedagogical strategies giving output of contents in English.

4- What could be the obstacles that teachers of English and children can face when applying these games or activities for children?

The principal's obstacles can be: school without big spaces or yard to play, availability from teacher, accompaniment of principals, motivator's lesson plans and full of ludic activities.

5- What would you recommend for the application of these activities or children's games?

English Teachers should have one Specialist English teacher inside the classroom and also English teacher in primary school should receive workshops about Methods in the three initials programed phases, how to promote Management classroom with a good environment and how to design appropriate materials of English for children.

6- What contributions could be the MINED for the implementation of these activities or children's games?

Writing scripts or booklets with children stories, giving to the English teacher didactic materials for classroom setting, assigning recreation areas for students, raising awareness among teachers, principals and parents about the importance of creating healthy environments to motivate children development.

Doctor of English department

Introduction

Presentation of the Researchers and explanation of the purpose of the interview

1- How long did you teach elementary school and especially in first grade?

I taught in elementary school for one semester, but I have never taught first graders.

2- Taking into account the objectives of this research do you know some activities or children's games that you can recommend to apply in the first grade English class? I know some, although I have never tried them with real students. I can mention: a) playing with flashcards to identify nouns, verbs, and adjectives; b) limericks to practice pronunciation and intonation; c) short songs for vocabulary and pronunciation; d) total physical response activities; e) short stories, and alike.

3-Of all those mentioned, what would be the three main ones that you recommend to be applied in the classroom or in the green areas of the school, including here the one you remember playing in your childhood?

Flashcards, limericks, and short stories. Actually, I think all of them would work better if they were practiced out of the classroom, in the green areas (although in San Carlos it rains a lot). Sadly, I don't remember any of these activities from my childhood. In that time – and in the rural area I was educated at my elementary level – we didn't have English lessons.

4- What could be the obstacles that you consider that English teachers and children can face when applying these games or activities for children?

The only obstacle I can tell is the teacher's lack of motivation. Sorry for being so dramatic, but I think that no obstacle is greater than that. With the appropriate level of passion, teachers can do marvelous things, no matter what the economic conditions of the schools are. Lack of books, CD players, colors, paper, chairs, is nothing compared to what the creativity of teachers can achieve. Moreover, children are at the very best stage of their lives to learn and, again, material things are not to stop the learning capacity they naturally possess.

5 What would you recommend for the application of these activities or children's games? a. Creativity: Teachers have to be able to work from scratch. Even though they have "nothing" to carry these activities out, they need to find the way to do it. They cannot blame the school, the principal, the government, the children for not having what they "need". Instead, they should find the way out and create. b. Good planning: Teachers have to think about how the activities will be developed considering the students' age, quantity, and behavior. They should plan not only the process, but also the content of the activities: the process is "the how" and the content is "what". Both are important elements to guarantee successful activities. c. High motivation: Once the teachers created and planned the activity, they need to present it and perform it with great enthusiasm to the children so they get caught

with it and also respond with high energy.   d. Repeat: Teachers should bring these activities over and over again although with different content. In that way, children get used to them and enjoy them more. However, too much repetition can bring boredom, so teachers need to be cautious about it.

6-What contributions could you be as a pedagogical Mediator for the application of these activities or children's games?

I guess I would just adjust to my students' needs and provoke the passion for learning in a meaningful way. As pedagogical mediators, teachers cannot do much more than just creating the conditions for learning.

OBSERVATION

Chart of answers

Places	Dynamic activities games	Short description	Emotions	Suggestion of grammar structure	Comments reflection of the researchers
Park	Landa, ladrón y policía, cuartel, el gato y el ratón.	Children interact with others playing different games respectful rulers and values.	They express friendship, happiness, sometimes angriness.	For the game landa we suggest adapt it to teach the grammar structure my favorite colors how the weather is today.	This games can be applied to teach in a fun way basic grammar structure to develop the interactions with the knowledge.
Break time	Nerón, landa, Escondido, soccer, ladrón y policía, el torito.	The interaction with the classroom is constantly and it's motivate them to share ideas, opinions emotions.	They feel comfortable energetic, at the end of the game tired.	In this games are possible apply new vocabulary	At the end of the game they feel exhausted for that reason is important to take water and relax.
Neighborhood	Soccer, baseball, Escondido, ladrón y policía, landa, congelado, declaro la guerra.	Here students like to play soccer in big space like they have, and also share with their friends. Doing different activities like running talking.	Happiness, comfortable, and exhausted at the end.	Whit the game congelado we suggest to adapt it and to teach the grammar structure "my pencil is blue".	Congelado games and the others can be accessible to develop short grammar structure.
Community	Escondido, competencias de carreras, encostalados la rayuela.	Students play games using materials of the environment, sometimes involve at others persons of the community.	With this games children feel in a free environment and security.	La rayuela game, we suggest to adapt it and to teach the grammar structure "cardinal numbers".	La rayuela game can be usual to involve cardinal numbers making an easy and funny to learn. Also teacher can put pictures related with other topics.
School	El barco se hunde. La rayuela, suisa nerón, nerón, la gallina ciega, el diablo con el sarten	All children play different games according the most preference for them .	Happiness, enthusiastic, tired, energetic.	El barco se hunde activity we suggest to teach family members "this is my mom".	El barco se hunde is a good activity to develop short grammar structure to perform a class more interactive.

FOCUS GROUP

Answers got from FOCUS GROUP

Entrevista a un niño que jugaba al futbol en la cancha.

1- Hola que tal ¿Cómo estás? Bien.

2- ¿Cómo te llamas? Jimmy.

3- ¿Quién es el más alegre del grupo? Yo, bueno todos.

4- ¿Quién es el más copión? No le podría decir.

5- ¿Quién pelea más? Este chavalo, jajaja

6- ¿Y que están jugando ahorita? Futbol y me gusta jugar congelado

7- ¿Cómo se juega? Futbol es en equipos con un balón y congelado es sin balón.

8- ¿Cómo es el juego? ¿Te divierten? divertido, Si.

9- ¿Cómo te sentís cuando estás jugando? Alegre.

10- ¿Te alegra jugar estos Juegos? Si.

11- ¿Te emociona jugar estos juegos? Si.

12- ¿Lo juegan en la escuela? Si, jugamos Landa, Congelado.

13- ¿Quienes más lo juegan? Todos nosotros los del barrio.

14- ¿Dónde lo juegan más? En la cancha y en el barrio.

15- ¿Qué es lo que más les gusta del juego? Del congelado a mí me gusta cuando a uno lo tienen que descongelar y el futbol porque me emociono cuando goleo.

16- ¿Te sentís entusiasmado, con buena energía? Si.

Muchas gracias sigan jugando.

Entrevista a un niño en la cancha.

1- Hola ¿Cómo estás? Bien.

2- ¿Cómo te llamas? Donovan Oporta.

3- ¿Qué juegos te gusta jugar? Me gusta jugar baseball, futbol, basquetbol, congelado y rayuela.

4- ¿Cuál más? Ladrón y policía, landa.

5- ¿Qué sentís cuando estás jugando? Me siento bien porque juego los juegos, porque estoy jugando y puedo divertirme con mis amigos.

6- ¿Te alegra jugar este juego? Si.

7- ¿Cuánto te alegra? Mucho.

8- ¿Lo juegan en la escuela? Si.

9- ¿Siempre lo juegan en la escuela? Siempre, pero lo que más jugamos es baseball.

10- ¿Qué más les gusta jugar? No le sabría decir.

11- ¿Quienes más lo juegan? Todos nosotros.

12- ¿Dónde lo juegan más? En la cancha y en el barrio.

13- ¿Qué es lo que más les gusta del juego? Del congelado a mí me gusta cuando a uno lo tienen que descongelar y el futbol cuando ganamos.

14- ¿Te sentís entusiasmado, con buena energía? Si, mucha

Gracias por responder nuestras preguntas.

Entrevista a grupo de niños en una cancha.

1- ¿Cómo estás? Bien.

2- ¿Cómo te llamas? Yahir Moreno

3- ¿Quién es el más alegre de todos ustedes? Yo.

4- ¿Quién es el más copión? Yo no.

5- ¿Quién es el más pleitito? Antoni, Antoni.

6- ¿Quién es el más bonito? Yo.

7- ¿Que estaban jugando ahorita? Futbol.

8- ¿Qué juegos juegan en sus escuelas? Futbol, rayuela, baseball eso es todo.

9- ¿Cómo te sentís vos cuando juegas? Bien.

10- ¿Por qué juegas esos juegos? Porque me gustan.

11- ¿Y cómo te sentís? Bien por jugar.

13- ¿Quienes más lo juegan? nosotros

14- ¿Dónde lo juegan más? En la cancha

15- ¿Qué es lo que más les gusta del juego? el futbol porque me gusta echar gol y la rayuela me gusta saltar.

16- ¿Te sentís entusiasmado, con buena energía? bastante

      Gracias por responder nuestras preguntas.

Pictures

Pictures taken from Researchers

Children from San Carlos with

researchers and we applied the Focus Group.

We are playing with children "Landa and Congelado".

Interview with children in the school

Researchers played some activities, games and dynamics proposed in this investigation with children from First Grade in Primary School.