UNIVERSIDAD ANDRÉS BELLO

Facultad de Educación y Ciencias Sociales.

Departamento de Inglés

EFFECTIVENESS OF TRADITIONAL GAMES COMPARED WITH TECHNOLOGICAL GAMES IN CLASSROOM CLIMATE AND STUDENT'S PERFORMANCE IN THE EFL CLASSROOM: A QUASI-EXPERIMENTAL RESEARCH

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Autores:

Paula Antonia Jeanette Morales Encalada

Juan Pablo Miranda Osorio

Carla Elizabeth Torres Galarce

Profesor guía:

Flora Mandiola Villalobos

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**Abstract**

The present study intended to corroborate the hypothesis that both technological and traditional games can help school students in their learning process and that traditional games unlike technological ones, also help in the creation of a better classroom climate. Through a quasi-experiment in three different educational settings, control groups and experimental ones were going to be measured both in students' performance expressed in marks and in classroom climate measured with a sociometric test. Chile's current national contingency has prevented this study to be concluded as expected. As an alternative outcome, the researchers carried out a perception study that compared student's acceptance of both technological and traditional games. The result of this study shows that current students, who are digital natives, showed a slight preference for traditional games over the technological ones, defying the common belief that students only react positively to technology.

**Key words:** Classroom Climate, Traditional Games, Technological Games, Education, Perception.

**Resumen**

El presente estudio pretende corroborar la hipótesis de que tanto los juegos tecnológicos como los tradicionales pueden ayudar a los alumnos en su proceso de aprendizaje y que los juegos tradicionales a diferencia de los tecnológicos pueden ayudar, además en la creación de un mejor clima de aula. A través de un cuasi-experimento en tres diferentes establecimientos educacionales, en los grupo de control y experimentales se iba a medir tanto el rendimiento de los estudiantes expresado a través de sus calificaciones, como el clima de aula medido a través de un cuestionario sociométrico. La actual contingencia nacional de Chile ha impedido que este estudio concluya según lo previsto. Como alternativa, los investigadores llevaron a cabo un estudio de percepción que comparó la aceptación de los estudiantes hacia los juegos tecnológicos y tradicionales. El resultado de este estudio muestra que los estudiantes, siendo nativos digitales. mostraron una ligera preferencia por los juegos tradicionales por sobre los tecnológicos, desafiando la creencia general de que los estudiantes solo reaccionan positivamente ante la tecnología.

**Palabras claves:** Clima de aula, Juegos tradicionales, Juegos tecnológicos, Educación, Percepción.

# CHAPTER 1

**Introduction**

As the world keeps changing, our lifestyle has been forced to adapt to it, in the current years, technology has increased and develop more and more, and it has brought with it advantages and disadvantages. The way people relate to each other, and specially children has also changed as a result of the advent of social media. People do not interact as they used to, and now socialization frequently occurs through a screen. Nowadays, children are connected all day long, not only with their closest friends, but also with a net of acquaintances of their contacts through social media. They are not found in playgrounds any more as they used to because technology has also modified the way they play. Experts agree on the fact that children have it harder to make friends and to socialize with others in general. These phenomena has had an impact on schools as well, and out of the many problems educational establishments face nowadays in Chile, the increase of violence is one of the most difficult to tackle. There is a multiplicity of factors that give account for it and also a variety of ways to approach it. Even though this study does not intend to answer the problem as a whole, one of the many factors that have been pointed at is the overuse of technological devices which is a source of isolation and individualism. Children have changed their way to relate with one another and this way face to face communication has also been affected. The present research study intends to take up an activity that has historically been at the core of human social development, namely games and the act of playing. In the pedagogical field games have been widely recognized as support of a class in terms of learning, nevertheless their role in the socialization process has been neglected at schools. Schools in general do not recourse to this important tool and teachers have the idea that their students, as digital natives, are motivated solely by technology. In education, there are many tools and applications that have changed considerably the teaching-learning process; from the use of email to send homework, data shows to make exposition to virtual platforms and online classes. They bring many benefits to the classrooms such as applications to train,

exercise, check knowledge and understanding through online tests, apart from study guides and games. Games, specifically in English are very versatile, as they mean to develop and train the four skills of the language in an entertaining and engaging manner. Nevertheless, technology has not replaced some fundamental traits of human relationships such as the need for face to face communication which implies physical contact and body language among others. Traditional games are usually organized on teams, enhancing collaborative work. The role of traditional games in socialization has been vastly studied in the fields of psychology, sociology, and education since it helps configure the way human beings conform community life. Skills and values such as respect for others' opinions, collaborative task completion and empathy among others are developed in early stages in the process of playing games. In this investigation, the researchers intend to demonstrate by using traditional and technological games as a teaching tools, that traditional games over the technological games are able to improve the relationships among students, and by improving their relation also improve classroom climate and along with it their marks. This seems especially useful and meaningful since violence at schools has turned into one of the main problems in our classrooms.

## 1.1 Problematic Situation

While working on their internships, the researchers noticed that most students have changed the way they relate to one another, in terms of interaction, compared to the way they used to relate to their classmates around five or six years ago.

Nowadays, students of all ages are more absorbed on the screen of any technological device they have access to, than before. Due to the massification of social networks and online party game, traditional games have been left aside, in this way children and teenagers devote their free time to interact virtually with people around the globe.

Students from all ages get together to look at their cell phones or computers, and rarely interact with one another. Children these days have developed the habit of

talking to their friends or acquaintances online, through a screen instead of face to face, because for a big number of teenagers and children it is more comfortable than establishing personal contact communicating face to face and because of that, most students have forgotten how to relate to their classmates.

The lack of interaction and communication with their classmates can cause a clash among students or angst resulting on a violent behavior. In the classroom, violence has become a major problem, in fact, the Ministry of Education has established guidelines for "Conflict Resolution at School" and many educational institutions have carried out workshops and lectures regarding "School Cohabitation" to minimize bullying and other coexistence problems.

The overuse of technological devices called to the attention of teachers and made them start implementing technological resources to their classes considering it as a element to engage students. But the use of these devices in the classroom was an aspect to take into consideration for the researchers because it can also increase the lack of interaction among students as many of the educative platforms are for the individual use of students. That is why the researchers considered to implement traditional and technological games and see which one had a better impact on the class climate and performance.

## 1.2    Justification

The lack of face to face interaction while playing has been detrimental for the development of children's' social skills such as leadership, empathy, teamwork, and creativity, among others that are important for people's development as human beings. These are mentioned by authors such as (Petrovska, Sivevska and Cackov  2013, pg 880) who assert that "... the game satisfies the biological and psychological needs of children and contributes to their mental, emotional, social and moral development.", they also suggest that children's games set the basis for a healthy cohabitation and harmony. Teachers have upgraded their educational resources to be adapted to this generation of technology-dependent students.  Consequently, teachers nowadays are more likely to rely on technology when it comes to using it as teaching tools during classes, as a way to improve

students' learning process. The use of technological devices in EFL classes is becoming so frequent that teachers may tend to forget that is not the only way students can engage and work together. Technology helps them in their classes to make students more interactive and more engaged in the class, but even though students interact, it is not the same as face to face interaction. Otherwise, traditional games are focused on the use of non-technological tools, and the necessary interaction for a game to work. Besides, they do not rely on electricity, or internet connection, traditional games imply face to face interaction without a screen as an intermediary.

Nowadays, it is hard not to use the technological tools that the modern-day offer, but while classes are done aiming towards the technological interaction, they do not foster children's interaction. Traditional options can bring many benefits related to the learning process, but it can also develop many skills related to socialization. Having this problem in mind, the researchers considered that it is important to test both options involving traditional and technological games as strategies for teaching, as a way to measure the impact on students' outcomes as well as their behavior and interaction focusing on their emotional and social skills.

## 1.3 Purpose of the Study

The purpose of this study is to demonstrate the role of traditional and technological games in the classroom and their contribution in the development of socialization skills of students in the school environment. This study also attempts to corroborate that technology nowadays is functional when it comes to learning but does not help to the proper development of social skills. This research project attempts, as well, to prove that through the application of traditional games, students will improve social skills such as: imagination, tolerance, communication, leadership, teamwork among others and this will be measured through a sociometric instrument applied before and after the experiment to corroborate whether there has been an improvement in the class in terms of social relationships among students.

## 1.4 Objectives

### 1.4.1 General Objectives

- To demonstrate the effectiveness of traditional games in the classroom climate and student's marks over the use of the technological ones.

### 1.4.2 Specific Objectives

- To search for traditional games that are suitable for the different school context that will be assigned as the experimental group and control group.
- To determine the level of socialization among students in an EFL class through a questionnaire after the application of both traditional and technological games.
- To determine the improvement of student marks in an EFL class after the application of both traditional and technological games.

## 1.5 Hypotheses

Null Hypothesis:  The application of traditional games in 3rd elementary, 2nd and 3rd senior will not have a positive impact on the class environment and performance.

Working Hypothesis: The application of traditional games in 3rd elementary, 2nd and 3rd senior will have a positive impact on the class environment.

## 1.6 Limitations

Time constraints and the permission from the school to apply the instrument in all the classes the researchers are doing their internship.

## 1.7 Delimitations

The instrument will be applied only in 7th and 8th elementary grades.

## 1.8 Overview of the Thesis

The following chapters will revise first; the theoretical framework in which different authors from different fields, who have studied the importance of the role of playing and game in education, stress how games shapes the brain, and the role of games in education. Secondly, the following chapter will be the methodological framework which will explain the procedure during the research in detail, and the different steps taken to accept or reject the hypotheses. Additionally, it will explain the collection of data, the analysis and results of the quasi-experiment applied. Finally, the conclusion and discussion will be presented at the final chapters of the research.

## 1.9 Background to the study.

The vast majority of the work in this area has focused on how technological devices supporting the learning process trough games. There is plenty of theory, but not enough research evidence that supports the predominance of traditional games over technological games. Nevertheless, there are some conclusive studies that point in that direction. The article "Contribution of Traditional Games to the Quality of Students' Relations and Frequency of Students' Socialization in Primary Education", published in 2014 in Croatia in a primary school in Karlovac points out to examine how the implementation of traditional games could improve the frequency of the socialization between students. For the research, a questionnaire related to violence was implemented as a pre and post-test to 232 students, along with the intervention using traditional games in the class. The questionnaire had questions related to how students feel in the classroom, if they feel accepted, how often they socialized inside and outside the school, how many friends they have in the classroom, how many experiences regarding to violence they have had, the solution to violence of children at school. The results of the experiment showed an improvement on the socialization of students after the application of the traditional games. Before the implementation a 76% of the students considered the relation with other students good, but after the implementation an 86 % of students considered that their relationship was good.

The students showed a considerable acceptance and interest in traditional games. Also, the "Study of the effectiveness of Traditional Games on the Development of Social Ability of Children in Kindergarten of Baiturridha Padang Pariaman" intended to find out the effectiveness of traditional games on the development of the social skills through a quantitative and quasi-experimental research, using two groups of students from kindergarten. For the research, a test was applied by the teachers focusing on what was to be measured, namely social interaction among students in the class. In the experiment the sample was divided into two groups, B1 being the experimental group, using the traditional games and B2 the control group, using technological games. In the pre-test, there were not major differences in social outcomes between the control and experimental group. However, in the post test it was concluded that the use of traditional games was more effective in the social outcome, than the technological games used in the control class. It is also mentioned that the result is due to the advantages that traditional games have over the technological games as they help children's ability to work as a team. Along with the previous findings; a third research, named: "A Study of the Correlation between Computer Games and Adolescent Behavioral Problems", published by Shokouhi Moqhaddam et.al in 2013 in Iran, points out to investigate the correlation that exists between the use of computer games and the behavior of students at a male school. For this study a questionnaire was applied to 384 subjects that were chosen at random. The questionnaire had 8 questions related to the use of computer games and a self-report of behavioral problems. The self-report had four parts related to activities, academic performance, social functioning and included results related to different competences and syndromes, such as depression, anxiety, aggression and many others. The results indicate that there was a 95% correlation between the amount of time playing on a computer and different behavioral problems like depression, anxiety or aggressive behavior.

The following chapter exposes the theories that point at games and the act of playing as a foundational activity of human being to develop community life.

**CHAPTER 2**

**THEORETICAL FRAMEWORK**

**Introduction**

The following chapter is divided into 10 sections. The first section is devoted to the definitions of play and game, since they are often confused, and it seems critical for the understanding of this project to make clear differences concerning these two concepts. Further, 3 theories of play will be explained as well as the foundations of play in psychology, sociology, and pedagogy. The most relevant is the pedagogical field with its impact in education, how it shapes the brain and its role in socialization.

**2.1 Definitions of Play and it's relation with games.**

Playing has been defined and redefined many times and there is still no consensus for a single definition. It also has been a matter of interest for many decades, and it has been studied from many perspectives in order to have a better understanding of it as a critical factor in human development. While games and play have a separate meaning and are understood as different actions and concepts, in our context one cannot exist without the other. That is why for the sake of the research it is important to establish the relation between both concepts. Walther. B (2003) in his article "Playing and Gaming: Reflections and Classifications" Retrieved april 23, 2019 from http://www.gamestudies.org/0301/walther/?fbclid=IwAR0Ez59NYR5ja0L_w1gvM 4KO4FAE2-ZmjR0ypONrkHJHrNMNJq-lgenFbbc defines Play as "…an open-ended territory in which make-believe and world-building are crucial factors" and Games as "confined areas that challenge the interpretation and optimizing of rules and tactics - not to mention time and space".

In addition, Caillois. R (1961) explains playing as an action that is voluntary and can cause enjoyment. According to him, when a person is forced to play, it loses

its purpose, because it becomes an obligation, and loses the main point, which is the free will that comes with it.

Otherwise, Fullerton in Larsen (2015) state that games are a system that aims to engage the participants by involving them in problem-solving situations, they are set up in an imaginary context, using rules in order to structure their interaction.

As it is important to have a definition of both of these concepts, Steffen P. Walz in Larsen (2015) explains that the relation between games and play, is that one cannot exist without the other. As play is based on the action, the movement, and the feeling of being entertaining, the act of play takes place with the dynamic created by the players and among the players. Additionally, Kirkpatrick in Larsen (2015) stated that games represent a structure whereas play is the engagement. Both authors equally agreed and stated that play is the attitude that comes while a person is playing a game.

Following the same line Saracho and Spodek,(1998) in the book "Multiple Perspectives on Play in Early Childhood Education" defined play as following "Play is a critical element of the early childhood curriculum. It influences children's social, emotional, physical, and cognitive development." (Saracho and Spodek, 1998, p. 2) He argues that play is an important factor in the development of children since they, by playing at school, learn how to channel their emotions, since it helps with the development of the self, such as personality and self-expression.

It is widely known that play is a common feature of almost all species. The young of many animals exhibit behaviours that resemble those of human children. As it is defined by Encyclopedia of Children and Childhood in History and Society, ( 2012) , "Play may also transcend species; the young of many other animals also exhibit behaviors that are similar to the play of children. However, while play is apparently universal, a number of necessary conditions need to be present for children's play to occur and be sustained" ( "Theories of Play." Encyclopedia of Children and Childhood in History and Society. . Retrieved July 04, 2019 from

Encyclopedia.com:https://www.encyclopedia.com/children/encyclopedias-almanacs-transcripts-and-maps/theories-play)

As well as it has been mentioned before, playing is present in all species and it is part of evolution, Peter Gray (2009), explains that playing is a voluntary action as well as a self-directed one, which means that children set their own rules and that gives the participants the freedom to quit and join at any time they want. Play is a social action in which all participants can agree on a leader and rules. Play is made for participants enjoyment instead of doing it for a reward. In this way children learn to participate voluntarily and create their own space of participation. While Seashore (1910) claims that games are a part of everyone's life, they are present in every stage, from the youngest to the oldest, and do not leave aside people with different capacities. Play can be regarded as one of the most mundane activities since, as Seashore (1910) asserts, that play is used as a tool, in which the participants are able to release energy by expressing it while playing.

In the same line, Gelisli, Y. & Yazici, E.(2015) stated that games are part of the real life of children because it helps them to develop emotionally, socio-emotionally and physically and through which they learn the best way to express themselves. It is also mentioned that games are able to fulfill certain necessities while a person is developing, for example, they allow them to keep improving their previous abilities by being exposed to new experiences.

Whitebread's definition of play is widely accepted among theoreticians "Play in all its rich variety is one of the highest achievements of the human species, alongside language, culture and technology" (Whitebread, 2012, p.3). For the sake of this study, the researchers will consider Whitebread's definition of play as a guiding concept.

Nevertheless, in order to have a wider comprehension over the act of play and its social benefits, it is necessary to go deeper into the philosophical foundations, to have a better understanding of the causes and effects of the natural development of the human beings

## 2.2 Philosophical Foundations of play.

The concept of play finds its philosophical foundation in some famous theories about play and education. At the beginning of times, play was present all around the world and one of the many contributions are found in Ancient Greece, philosophers concluded that the base of education and civic education was play, which had an important role in learning. Plato (2013) recognized that play influenced the way children developed as adults, and he proposed to regulate play for social ends.

One of the beginnings of a theory of play was based in Ancient Greece with Plato. According to D'Angour (2013) "Plato recognized that play influenced the way children developed as adults, and he proposed to regulate play for social ends" (D'Angour, 2013, p. 293) Since play provides children the capacity of relating with peers cooperatively and competitively. At the same time, as play takes an important role for interaction, children may improvise games to be spontaneously played and at the same time operating with rules. Therefore, play helps them to discover themselves. During childhood, playing is crucial since it helps develop social skills, such as interaction. According to D'Angour (2013) for Greeks "play" is referred to as an activity that is ageless and intrinsic for children and adults Agreeing with D'Angour (2013) claims, play has positive characteristics which provide children with the capacity of increasing their social skills by interacting with their peers. For that reason, play in the Ancient Greece was a way to introduce students into a society. The importance of the author is that he stresses the idea of how by playing children increase not just their social skills, but it helps to turn children into good citizens which was necessary for society's well-being.

According to Froebel in Adamson (1912, p.50) "Play is the highest expression of human development in childhood, for it alone is the free expression of what is in a child's soul." Agreeing on what Froebel states, play is not just useful for social skills, but it is also useful for the development of children during childhood physically and psychologically. Play, for Froebel, is an important element

regarding education in childhood, because it helps to develop children's imagination and explore their personal interests. According to what the author states, there is a relationship between education and play from ancient times, and it is still an area which is studied as others fields of study such as psychology, or education.

Even though philosophical foundations of play are dated from the ancient times, it is still an important source. For this research, it is also important to go into other fields of study, such as, psychology. The role of play in human development, as well as in the social relationships and education will be explained next.

## 2.3 Psychology of Play.

The psychology of play, as well as, the philosophical foundations of it refer to the impact of play in human beings. Even though those are important fields of study, it is necessary to take into consideration that they have different perspectives. Psychology is based on scientific investigation and attempts to clarify the diverse reasons for human mental behaviour and both cognitive and intellectual development. In this field of study, many authors have contributed, and their investigations have focused on play as a subject of study. Play has the ability to develop the way human beings relate to others and to their immediate social environment . "Play contexts allow individuals to focus on 'means' rather than 'ends', allowing exploratory or iterative play in which they 'exaggerate, modify, abbreviate or change the sequence of behaviours, endlessly repeat slight variations of behaviours" (Pellegrini, 2009, p.4) He asserts that play can be a meaningful tool that makes possible to build numerous patterns related to behaviour, those patterns can be acquired by people that are exposed to play.

Since there are many theoreticians that are vastly acknowledged in the psychology field, there are crucial contributions from the field of psychology to the understanding of play. One of the most remarkable psychologists of the 20th century was Vygotsky who studied the impact of play in children. According to Vygotsky in L.Elias & E. Berk (2002) play itself starts at a young age. Although

play is described as an imaginary situation, it is said that when children play, they organize some patterns that allow them to create certain rules of the social scope and with those rules, children also begin to regulate their self behaviour and are able to learn how to separate their actions from their thoughts, in order to guide their actions according to the rules set by themselves.

Following the same line, Vygotsky in Fleer, M (2013) in "Theorizing play in the early years" states that play is part of the stages of the development of a child and it is linked to the development of soft skills, such as empathy, solidarity and collaborative play which are important features for the development of social skills. Vygotsky in Fleer, M (2013) also suggested that if a child does not play in his early ages and does not go through these developmental stages, he/she will have some consequences in his/her future stages of development because, as it has been mentioned before, play it is a natural activity in the life of any human being, and it is an intrinsic action, something that is common to all. Even though it is part of everyone's life, it is not an action that occurs out of nowhere, instead it is a result of a psychological functioning and responds to different social conditions in every child's environment. While playing, the child moves between two situations, reality and imagination. In these two situations the child can experiment emotional tension, and at the same time, they learn how to cope with feelings and emotions that can be present while playing. Vygotsky in Fleer, M (2013) suggest that play helps the individual to be aware of how to deal with emotions related to interpersonal and intrapersonal relationships. It is in the act of playing and socializing where children are able to identify their emotions, such as being happy, sad, scared, etc. It is important to know the physiological relationship linked to the act of play, as well as the role that games and the act of play have in the development of every human being.

## 2.4 The role of games in the development of human beings.

Games have many purposes that are important to identify and understand, and how playing influences the development of all human beings. Play has been considered an aspect of the socio-cultural realm, since there are characteristics

present that help acquire the concept of rules. DeVries (2006) explains that "As well as helping children to develop their understanding about rules, the main developmental contribution of playing games derives from their essentially social nature. While playing games with their friends, siblings and parents, young children are learning a range of social skills related to sharing, taking turns, understanding others perspectives and so on". (DeVries, 2006, p. 82).

Many theoreticians have acknowledged that play is a fundamental part of human development, from the philosophical foundations to the psychological ones, play has been regarded as a key element in the social development of human beings. Every human being learn meaningful skills through play, such as, walking, speaking, reading and so on, and as it is a free action. The act of play involves both, an active and passive role in order to make it effective. Since the beginning of times, across cultures, the activity of play has been present in all children as an innate activity, even in adults, culturally speaking, According to Gaskins, S. Haight, Wendy & Lancy. F. D (2007) in chapter 8 of the book "Play and development: Evolutionary, Sociocultural and Functional perspectives" it is stated that in different parts of the world, and in different cultures, the action of play is able to promote positive outcomes in the development of children. In the case of children, parents play an important role because they facilitate a very first social interaction. Through observation to their parents behaviour and when parents begin to actively have a role in their playing, children are able to learn and get actively involved in play.

In this stage, parents take an active role because the child cannot elaborate an independent play, thus they begin to learn along with their parents. This type of interaction helps to the development of socialization because while playing with their parents, children put themselves in imaginary situations, creating imaginary responses that can be used in a similar real situation, thus with the previous knowledge and response, they are able to elaborate their own responses and used them in real life.

Furthermore, since play brings many benefits for the development of social skills, the deprivation of play and socialization at a young age can bring consequences. According to Stuart L. Brown (2014) in "Consequences of Play Deprivation" being deprived from playing during the first 10 years of life can cause lack of emotional regulation. For example, many people in this situation have a tendency to have symptoms of depression, problems to adapt to their environment, and especially to meet and create interpersonal and meaningful relationships with people. They lack control of their impulses, violence or aggression management. He mentions a research that was conducted the United States, in which he gathered information throughout stories of homicidal, drunkers, and people who had committed felonies to prove if the pattern of deprivation of playing was present. This pattern was present in most of the cases, people were asked for their story, and all of them mentioned and pointed out the fact that they were not allowed to play or did not have the opportunity to do it while growing up.

Stuart L. Brown (2014) also claims that people who have a background of playing are able to manage problematic situations in a more positive way than those who do not, as well as being able to adapt to new environments, instead of isolate themselves or have antisocial behaviour, they can look for efficient ways to cope with it. Play is directly linked to being an optimistic person, that is why the experience of play leads to cooperative behaviours and the development of social skills, such as empathy and adaptive abilities. It is crucial to know and understand the impact of games and play and the role they have in the development of social relationships, which will be explained in the role of play in social relationships.

## 2.5 The role of play in social relationships.

It is important to acknowledge how games affect human beings development, but in order to go further on the topic it is also important to highlight the importance of social development in human beings an make the link of how play also influences the social development of relationships. In the first chapter of the book "Understanding Children's play" by Hartley, R.E., Lawrence, K.F., and Goldenson, R.M.(1952) they emphasize the idea of how through play the child is able to

express their feelings, emotions and develop his personality. For students, the action of the play is important because it helps them when having a problematic background to release the negative feelings or the feelings that are being oppressed by channeling them through playing. In the same chapter, Lawrence, K in Hartley, R.E., Lawrence, K.F., and Goldenson, R.M.(1952) explain the importance to give children the space and time to express their emotions with other children. Play can offer a catharsis when it comes to express emotions that cannot be expressed verbally because when kids play together, and interact with each other, they give themselves roles that can involve their problems or needs by creating fantastic scenarios which are used by them to express those problems. The same chapter explains how theatre classes and the interaction among them served as a leveler of tension. The most aggressive students are able to start tolerating others opinions and the most introverted students are able to start speaking more and sharing more of their ideas. Students take this opportunities to release the tension they bring from their homes or among them and in that way encourage themselves to open up.

Additionally, Lancy, F.D & Grove, M.A.(2011) argued that human intelligence is social, because historically speaking, people have to share food, form groups in order to protect each other and create bonds to fulfil certain activities. When we talk about how we behave in a social environment, it is commonly said that our brain begins to shape "socially". This social intelligence is related to the Machiavellian Intelligence which according to Gravillets, S & Vose. A.(2006) refers to different cognitive abilities of human beings that have evolved socially through time and that involves different social competences, in order to develop different types of strategies to achieve a successful social interaction. In the research already mentioned by Lancy, F.D & Grove, M.A.(2011) The authors mentioned this type of intelligence related to play the game of marbles, as they stated that this intelligence is related to the act of playing as a whole and helps develop social environments that can lead to create successful interactions within groups and the game. It also mentions how by these interactions, those groups

can become able to participate creating rules without the guidance of an adult or a leader figure and adjust and shape the rules by their own necessities and goals.

The role of play in social development gives a general idea of how it can influence the relationship among peers and the development of certain types of behaviours that help relationships develop in a positive way. In order to understand how games work in the field of education, in the following section, the role of games in education will be thoroughly explained.

## 2.6 The role of games in education

Playing can be observed, in streets, schools, parks and communities. It is well known that play takes an important role for children because by playing they develop different skills and help acquire essential knowledge. For that reason, games have played an important role in education, especially in children's early years. According to the book "The Lego Foundation" (October, 2018, p.6) "the development of cognitive skills, emotional well-being, social competence and sound physical and mental health builds a strong foundation for success well into the adult years". These skills can be developed with the support of the school environment that the students are exposed to, given the fact that children spend most of their time at school. In education, play is present since students are very little. In pre-school, children are able to have a first encounter to what collaborative play is and how to socialize with others, acquiring some social skills. "Play sets the foundation for the development of critical social and emotional knowledge and skills. Through play, children learn to forge connections with others, and to share, negotiate and resolve conflicts, as well as learn self-advocacy skills" (UNICEF.(2018, p. 8) *Learning through play* retrieved on 25 April 2019 from [https://www.unicef.org/sites/default/files/2018-12/UNICEF-Lego-Foundation-Learning-through-Play.pdf](https://www.unicef.org/sites/default/files/2018-12/UNICEF-Lego-Foundation-Learning-through-Play.pdf) ) . Following the previous reason, play helps to incorporate in children group skills which help them deal with relationships, and social challenges.

It is well known that games help to increase student's span of concentration when it is applied in educational activities and creates a calm environment in the classroom which expand the interaction among students. According to Pretovska (et. al) "the games attract and keep children's attention with their content which educates and creates a good mood. Some of them offer various ways and solutions such as the ones that lead children towards creating new content intended for the inventive children"(Pretovska et.al., 2013, p. 881). Therefore, an interactive environment enhances children's capacity to concentrate on their tasks and thus to learn.

Over the decades, studies have explored the impact of games in education and provided different tools and gotten different results of studies that involve games applied in classrooms. Games are able to motivate and create a variety of experiences during a lesson. In a recent study related to an EFL class, it is confirmed that " The classroom is one of the best scenarios to have games. The game gives a chance to relax the learning environment and allow for all students to produce the language with their peers and not through guidance of a teacher." ( The Importance of Games in a Classroom Play. Much can be learned in play that. (s.f.). Retrieved from https://www.teflcorp.com/articles/esl-resources/the-importance-of-games-in-a-classroom-544/ ) This study emphasizes the idea that students who are learning a second language can learn it the same way as they learned their mother tongue without being stressed through games. They can learn a lot because they would not be aware that they are studying while they are playing. This makes it better for learners because they can learn from their peers and understand the content. The role of games with pedagogical purposes will be explained in the following chapter related to pedagogical games.

In addition to the role of games in education, it is necessary to know that they are ageless, children and adults are able to access and participate in an interactive space of learning. According to the International TEFL and TESOL training, students tend to put up barriers when it comes to learning, for instance; they believe  they are not able to learn a second language, or they become intolerant

to frustration  Hence, games are able to incorporate and create a safe space where students are not afraid to be participants in their own learning.

**2.7 Pedagogical games.**

Even though the definition of game implies an activity that is purposeless and does not need any specific material, device or amount of time, at school those elements are artificially set while the specific game is being developed. Roger Caillois in R. Shultz Colby, R. Colby (2008) states that the classroom is a space in which the rules and terms are already set and that those activities are done with a particular educational objective. By incorporating games in the classroom, Boyle (2011)  acknowledge that they "… offer a unique structure to complement traditional teaching strategies and infuse teaching with energy, spark innovative thinking and provide diversity in teaching methods" (Boyle, 2011, p. 3) This means that games as a pedagogical tool help not just when it comes to learning, but also complement the methodologies the teachers apply in a lesson, help to increase the motivation in both learners by engaging to the class and teachers by observing learners applying the content taught. Furthermore, games can be applied in different stages of a lesson, in the warm-up, which can be used as a ice-breakers, leaving aside the barriers linked to anxiety and for measure previous knowledge or to know how much students know about the content that is going to be taught; in the development, as a tool to teach new content and for students to learn in a didactic way. And finally, games can be applied in the closure of the class, to reinforce and demonstrate if learners acquired the content or skill taught.

The pedagogical games are not just meant to support the learning process, they also help to create a friendly and relaxed atmosphere which makes easy to develop teamwork and leave aside the monotony in a class.

**2.8 Types of Games.**

As stated before, many researchers have attempted to thoroughly define the word play, but due to the difficulty to give a concrete definition, it is not surprising that there are several definitions and also many ways to categorize games.

Out of the many attempts to categorize them one has to do with its purpose in terms of physical, social-emotional and intellectual development. Whitebread (2012) categorizes plays as follows "these types are referred to as physical play, play with objects, symbolic play, pretense/ socio-dramatic play and games with rules. Every type has different focus and supports human aspects such as physical, social-emotional and intellectual growth." (Whitebread, 2012, p.18) The first one mentioned is the physical play, which is focused on an active exercise play that is beneficial for psychomotor skills, such as fine-motor skills. The second one mentioned is play associated to objects, which is the exploration of the physical world related to objects. This is an innate behavior observed in children and "play with objects begins as soon as infants can grasp and hold on to them; early investigative behaviours include mouthing/biting, rotating while looking, rubbing/stroking, hitting and dropping" (Whitebread, 2012, p.20). It is a sensory motor type of game because children are able to explore how different objects behave and feel in their world. The third type mentioned is symbolic play, which as its name suggests deals with reflection of their experiences, feelings and emotions, to the different situations they face.

Finally, the pretense/socio-dramatic play and games with rules, have to do with social behaviour. "During socio-dramatic play, in particular, children are obliged to follow the social rules governing the character they are portraying. Berk and colleagues report a number of studies with three and four-year-old children demonstrating a clear link between the complexity of socio-dramatic play and improvement in social responsibility" (Whitebread, 2012, p.23). The socio-dramatic play and games with rules take an important role because they are valuable for social and cooperative skills in different contexts that are directly related to experiences and personal interests. According to DeVries in Whitebread (2012) "while playing games with their friends, siblings and parents, young children are learning a range of social skills related to sharing, taking turns, understanding others perspectives and so on" (DeVries in Whitebread, 2012, p.82). At the same time, games with rules, develop the concept of what rules are and make it understandable for children since it is an innate feature of games.

The previous definitions point at the different skills that can be developed through games, there is though, another distinction critical for this study, namely technological and traditional games.  Even though some of them may point at the development of the same skill, the scopes and benefits in areas other than pedagogical ones are relevant and will be explained in the following section.

**2.9 Technological games.**

Games are used since ancient times for different purposes among children and adults and in different environments and contexts. These games have evolved a lot over the years and nowadays, most games exist in a technological form, these can be used on both computers and on mobile devices in a very fast and efficient way and therefore they are currently widely used to improve several aspects in the educational context to engage students.

There are few studies or articles about technological games specifically, but there is an approach that is based on this concept since we can see the use of technology to implement in the classroom and it is called Game-Based Learning. This approach is used in the classroom for students to learn through games and according to Tang (et.al 2009)  Game-Based Learning "refers to an innovative learning approach derived from the use of computer games that possess educational value or different kinds of software applications that use games for learning and for education purposes such as learning support, teaching enhancement, assessment and evaluation of learners" (Tang et.al., 2009, p.3)

Following the same line, Casbergue & Kieff (1998) in "Marbles, Anyone? Traditional Games in the Classroom (p.188) suggests that "Many excellent technology-based games can help children develop a wide range of knowledge and skills. Simulations and role-playing games that actively engage children in constructing their own worlds and solving real-life problems are especially notable".

As it is mentioned, technological games are able to benefit people of all ages to increase skills related to learning and by using technological games, children are engaged and become active participants of their own knowledge.

For the sake of this research it is important to establish the differences that exists between the technological games and traditional games.

## 2.10 Traditional games.

As it was mentioned, it is important to contrast the differences between technological and traditional games. Since the previous section was devoted to technological ones, this chapter intends to establish the differences related to traditional games, as much in its form as in its scope in education. According to Stojanovska,T.V(.et al) (2014) traditional games can make people get involved in the creation of their own environment. In regards to education, it is mentioned that traditional games are capable of motivate students in order to make them participate, as well as, the capacity to create a safe space in which all can play and lowdown the anxiety levels, the development of positive bonding and values like unity, fairness, equity, etc. And to improve social skills, for example, communication among peers, and cooperation.

In addition, Kovačević, T. and Opić, S. (2013) explained that traditional games are recognized for being a part of every child's culture. For the most part of modern generations, traditional games, have lost meaning because they used to leave a mark on everyone while growing up. Traditional games, as it is stated, are simple in terms of props, because they do not require a lot of materials to be played, and the main focus is to set rules and give indications to understand how the game is going to work. Throughout the traditional game many children are able to learn how to socialize and behave according to the rules set.

# CHAPTER 3

## Methodological framework.

**Introduction**

Based on the observations made at schools by the researchers in their practicums on subsidized schools, along with the previous researches mentioned in the theoretical framework pointing out at how the act of playing games can have a positive impact in the class environment and thus a positive outcome in their learning, this study intents to corroborate the effectiveness of using traditional games activities over the use of technological games activities. This in order to prove how students can improve their social interactions and create a positive environment. To accomplish this goal, the researchers will conduct a quasi-experiment in which they are going to include, traditional and technological games, that will be used in any of the stages of the class in the experimental units with two groups of students. In one group the researchers will use the traditional games and in the control group they are going to use the technological games.

**3.1 Clarification**

The investigation was aimed to be a quasi-experiment to measure the class climate and relationship among students by implementing traditional and technological games in different stages of the class. Due to the riots and many manifestations that are currently being held in Chile, the country in which the experiment is being conducted, and the difficulty that this means for the researchers to go to their practicum centers due to the level of violence and constant danger on the streets it was impossible to conduct the experiment as it was planned. That is why the researchers decided to modify the experiment as follows: The investigation will be conducted as a perception research, as the researchers are going to find out what type of game causes a better acceptance on students. To do so, one traditional and one technological game will be applied to the students.

Research method, sampling, procedure and data collection will be extensively explained in this chapter.

**3.2 Research paradigm**

The research design was a quasi-experiment, since this type of experiment is used to demonstrate the coincidence between the intervention in relation to the outcome that the research aims at proving. As well as the use of the pre intervention and the post intervention to measure the groups that were selected.( Harris, Et Al, 2006) It is a quantitative study, because it analyzes variables in order to get results by the use of numerical data, and also tries to explain a phenomenon by gathering data expressed in numbers.(Arabian Journal of Business and Management Review, 2017) In the case of this research, since the six groups were chosen at random but, just two of the researchers counted with parallel groups, one had to be paired. In this experiment, the researchers worked with the units applying games by including them in their planning as part of the stages of the class. In the parallel groups, one level had to use technological games and the other one traditional games. As in the paired group, both types of games were used in the same group,  but they were implemented one per unit. This research aims to corroborate the effectiveness of the application of traditional games in order to improve the class environment and student's socialization, it is also expected that students be able to improve their marks by improving the relationship with their peers**.**

As it was mentioned before, the type of the research had to be changed because of the political conflict that it's taking place in Chile. The research type that was applied at the end, was a perception study, which is focused on  the measurement of how the traditional and technological games are perceived by the students, in order to know which one they prefer.  The experiment was supposed to measure the class climate and how this could be improved by implementing traditional or technological games. This was not  possible due to the many classes that were lost because of the political crisis that the country is going through.

## 3.3 Sampling

In this study the participants were selected randomly, because the university designated each of the researchers a different school, and the groups were not chosen by the researchers either.

The five groups of students assigned were from a subsidized school, four of the groups were parallel and the other one was a paired group because the lack of parallel courses.

Even though, the groups were already assigned, just one of the researcher's group was available for the research.

## 3.4 Variables

The variables in a quasi-experimental research aims to prove if there is a relation in the outcome of the variables "the independent variable is the variable of influence and the dependent variable is the variable that is being influenced" (Loewen & Plonsky in Rogers, J and Révész, A 2016 p.2). Thus, it is expected that the independent variable cause a variation on the dependent variable.

This study has four variables, two dependent and two independents.Two independent variables were the Traditional Games and the other two were Technological Games.

The dependent variables at first was the class climate and their marks, but because of the change in the research design, what was measure was their perception of the two types of games.

## 3.5 Settings.

This study was carried out in the province of Valparaíso, Chile in three different schools which are located between Viña del Mar and Quilpué. The institutions assigned were subsidized schools. In the following section, the schools are concretely described.

The first setting where this study took place is in a school called Saint-Lawrence School located in Cumming #1039, Quilpué. This institution is a subsidized school and works with 1050 students and 35 teachers approximately with the different levels from preschool to high school.

Regarding the social context, the school attempts to incorporate students of diverse realities, such as religion, sexual orientation, nationality or social condition. Socioeconomically, the institution integrates students of different segments.

The second setting where this study is being carried out, is a subsidized school called Juanita Fernandez, located in Los Pensamientos #820, Santa Julia, Viña del Mar. There are 1030 students between 3 and 18 years old.

This school has rooted his institucional educative project on the Catholic religion, providing students the daily teaching under the catholic culture that attempts to inculcate values such as responsibility, tolerance, justice, empathy, solidarity, among others.

The school attempts to teach these values through professionals, such as social workers, psychologists, psychopedagogist, and counselors.

Even though the school integrates students from different places of Viña del Mar 90% of primary and secondary students are vulnerable, but the institution counts with all implements for supporting education and extra-curricular workshops with the purpose of encouraging students.

And the third establishment where this study took place, is in Quilpué and its name is Liceo Javiera Carrera and it is located in Covadonga #1330 with both levels, primary and secondary. A subsidized school that is coeducational from first primary to forth senior.

The school is staffed by social workers, psychologists, special education teachers and 45 regular teachers and it is also equipped with computer labs, dining area, classrooms and technological equipment for supporting education.

## 3.6 Participants

The participants for this experiment were six groups in which the researchers were supposed to implement the games and pre and post tests, but the situation that is currently being held in the country did not make the participation of all the participants that were assigned at first possible.

At the end the participants for the application of the experiment were the participants from "Liceo Juanita Fernández" , a subsidized school, where two different courses could be intervend. The first group was 2nd high school "A", this course was composed by 37 students, 17 females and 20 males, their age range was from 15 to 16 years old. The second course was 2nd high school "B" composed by 35 students, 15 females and 20 males, their age range was from 15 to 16 years old.

The schedule of the English subject was as follows: each parallel had four hours per week of which two are taken by the researcher. The first group, 2nd senior "A", had two hours on Wednesday from 8:45 to 10:15 am. The second group, 2nd senior "B", had two hours on Tuesday from 10:35 to 12:05 am.

It is important for the research that the participants that were previously selected are also mentioned. The other participants were from two classes of the subsidized school, Saint Lawrence. The first group was from 3rd grade B, with 27 students and it was composed by 13 girls and 14 boys, their age range it was from 8 to 9 years old. The second group was 3rd grade D, with 16 students and it was composed by 8 girls and 8 boys, their age range was from 8 to 9 years old.

In regard to the schedule of the English subject, they had two hours per week. The first group, 3rd grade B, had two hours on Tuesday from 13:55 to 15:20 pm. The second group, 3rd grade D, they had classes on Wednesday from 9:55 to 11:20 am.

The last group from Liceo Javiera Carrera, a subsidized school where from two different level, second and third senior. On the one hand, the smallest group was

composed by 25 students, 16 females and 9 males. Their ages are around 15-17 years. On the other hand, the higher level was composed by 17 students, 5 males and 12 females. Their ages are around 16-18 years.

In relation with the schedule, both courses have 4 hours of English per week. The second senior have two hours on Wednesday from 1:45 to 3:30 and on Monday from 8:00 to 9:30 where two are made by the researcher on wednesday and the third senior had 4 hours, one on monday from 8:00 to 8:45 on tuesday from 10:00 to 11:15 and one on friday from 9:45 to 10:30 where two are held by the researcher on Tuesday.

Actual participants. As explained above, the participants that were supposed to take part of the quasi-experiment had to be reduced and the interventions took place as follows. The participants were two groups of Colegio Juanita Fernández. The first group was from 7th grade, this course was composed by 33 students, 15 females and 18 males, their age range was from 12 to 13 years old. The second group was an 8th grade composed by 33 students, 17 females and 16 males, their age range was from 13 to 14 years old.

In regard to the schedule of the English hours, both groups had four hours per week of which two are in 7th grade and one in 8th grade by the researcher. The first group, 7th grade, had two hours on Wednesday from 10:35 to 12:05 am. The second group, 8th grade, had one hour on Tuesday from 9:30 to 10:15 am.

## 3.7 Instruments

In this study six instruments were considered:

The first one is a sociometric test to analyze the class climate that was adapted from an organization called "Junta de Andalucia" in Spain. The test includes questions directly related to how students perceive their classes, the interaction among students and their own participation. The test is completely written in Spanish, since most of the students didn't understand much English. The test has four items, each item has 4 to 9 questions.

The second, are the tests. In the case of two of the researchers, these tests were the last tests the students took before and after starting with the experiment, in that way the researchers were able to compare those tests before starting the experiment. Regarding the researcher with the paired group, he had to create his own test in order to know and compare the results of the intervention and find out whether it was effective in terms of marks and classroom climate.

The third instruments are the lesson plans, that allow the researchers to organize the content within the classes and to apply the games in a organized and effective way. Each lesson plan was created by the researchers following their school's format.

The fourth instruments are the games that the researchers are going to be using during the interventions. The games are divided into traditional, which are games that aim to be kinesthetic and didactic, and the technological games, that are meant to be based on the use of cellphones, computers, the internet, or any other technological device. Both types of games are aimed to be team-based.

The fifth instrument is the T-test which is a statistical tool that measures if there was a significant difference between the two groups after the interventions.

The sixth Instrument for measuring perception is the alternative one:

A rating scale of faces from sad to happy was applied to measure how much students like the games. This scale of faces is given to the student when the games over, so they can rate it.

### 3.7.1 Sociometric Test.

This sociometric test to measure the class climate was originally created by "La junta de Andalucía" which is an institution belonging to the government of Andalucia. The test was created by the department of Education and Sports. This department is in charge of the autonomic competences regarding kindergarten, primary and secondary education. They are also in charge of the professional

formation. The tests were part of a "didactic program to understand the student's class with various needs".

The test is meant to be a pre-test and post-test, since the teacher has to give the test to students before applying any of the games in the class. After applying the interventions, the same test has to be given to the same group of students in order to know if the class climate improved.

### 3.7.2 Games

The study considered 3 types of traditional games and 3 types of technological games.

The traditional games used were:

**1.The wool:** The game of the wool is a game in which the participants have to throw a ball of wool to each other. The students have to answer questions related to the content in order to keep throwing the wool. For the research the game was adapted to be done in groups, in which each group would have to throw the wool to each other in order to win. Each group has a limited time to get together and study or rehearse the content.

**2.First to the front:** Is a game in which students are divided in groups, and those groups have to stay in a line. Each group has a limited amount of time to get together and make a review of the content seen. Then the teacher can start asking questions about the topic and if the students answer correctly, they take one step forward.

**3. Scattergories:** is a vocabulary game to play in groups. The objective of the game is to fill out a category list with answers related to the content seen during classes. The games are played in rounds and the players score points if the answer does not match to the ones of the other players. The game is also played in groups,in which groups of students have a limited amount of time to get together to study and memorize the content and the winner of the game is the group that scores the most points at the end.

The technological games were:

**1. Quizalize:** Is an online platform, in which teachers can create quizzes for students. The modality of this platform, the option in which the quizzes can be answered as a team vs team, a group of students against another group of students, and the results are showing in the teacher's screen to know which team did it better.

**2. Kahoot:** Is an online platform, in which teachers can create quizzes for students to answer. This application, unlike quizalize, doesn't not have the option to answer the questions as a team, students have to answer individually.

**3.Quizizz:** Is an online platform where teachers can create or find quizzes to implement in classes and receive real time feedback. In this platform, there are two ways to conduct games, the first one is to play the games live and the second is to give it as homework.

**3.8 Interventions.**

Given that the design of this investigation was a quasi-experiment, with two groups that were parallel, and one group that was paired, the following interventions were considered:

 The researchers had to apply a pre and post-test related to content of the unit, a sociometric test also as a pre-test and post-test at the beginning and at the end of the investigation and the applications of the traditional and technological games that were included in the stages of each class, the application of games were the main strategies of each class. This experiment was intended to be done between October and November, but for the reasons explained it in the clarifications above it had to be modified.

On the subsidised school, Saint Lawrence, in the second week of classes, a sociometric questionnaire (Annex 1) was applied to the students. The following

week the quiz (Annex 2) should have been applied based on the content that was been seen during october to both groups. The traditional games should have been applied to 3rd grade D (Annex 4) and the technological games should have been applied to 3rd grade B(Annex 3) Because of the events that are taking place in Chile, it was not possible to do the sessions. After the applications of both games in the groups, the researchers should have applied the post-test of the sociometric questionnaire, in the last class, a test or a quiz should have been applied in order to compare the grades (annex 5).

In regards to the other subsidized school, Liceo Javiera Carrera, had two courses but as it didn't have parallel levels it had to be the paired group. In the paired group the traditional games should have been applied one month and one month the technological games, also included in the lesson plans in order to be applied in the different stages of the class (Annex 8 to 11). Differently to the other two groups, for the paired group the researchers should have applied two pre-tests quizzes for each month because of the different games that were going to be applied (Annex 6 and 7). In this group, the sociometric test should have been applied as a pre-test before start applying the games and after applying the games, as well as another test or quiz related to the content seen during the unit in which the games were applied

Regarding the subsidized school, Liceo Juanita Fernández, the quizzes were applied to both groups as a pre-test (Annex 12) and in the following lesson the sociometric test was applied to both groups as well. In the following classes, the traditional games and technological games should have been applied to each group as part of one of the stages of the class (Annex 13 and 14)

Because of the events that are taking place in Chile, it was not possible to do the 8 sessions but instead, it was possible to apply a traditional and technological game in 1 session each (Annex 15 to 16). Instead, the technological game was applied, a kahoot game, to 8th grade as part of the development of the class related to the content that was being seen. Once the game was over a scale of faces rated was given to the group with a number from 1 to 5 (Annex 17) in order

to have their perception of the game once the game was over. Then, in 7th grade the traditional game was applied , the wool, in the development of the class, related to the content seen. This was applied in 1 session for each course during a Thursday and a wednesday of the second week of October.

**3.9 Data collection procedure.**

The data collective procedure consisted of six parts; The data collection of the grades by the application of a quiz as a pre-test, data collection of the grades through a post-test; data collection of the class climate through a sociometric pre-test, data collection of the class climate through a sociometric post-test; data collection through the intervention of technological and traditional games; data analysis of the obtained results through a statistical instrument called T-test.

The first part consisted in obtaining students grades from the content they seen before starting the interventions as a pre-test with a quiz, in order to have a starting point to compare the grades with the post-test once the interventions were done.

The second part of the data collection procedure was the application of the pre-test of the sociometric test that measures class climate before starting with the interventions related to the inclusion of the traditional and technological games in the stages of the class.

The fourth step of the data collection procedure was to apply a post-test such as a quiz or a test of content, in order to gather the data regarding grades after the intervention of the traditional and technological games and compared it with the pre-tests.

The fifth step is to apply the sociometric test as a post-test to gather data regarding the class climate after the interventions of the traditional and technological games and compare it with the pre-tests.

Finally, the last procedure consisted in an analysis of the data through the statistical instrument called the T-test with the purpose to verify statistically if the implementation of the games had an impact on the grades and class climate.

In all schools were able to apply the sociometric test but there was not enough time to gather the whole data information through pre-test, quizzes and post-test but, because of the national contingency in Chile, the experiment had to be modified with the purpose of collecting data through a perceptive test, because in 2 schools were unable to apply the pre-test, quizzes, post-test and the experiment related to games, . In this case, in the "Colegio Juanita Fernandez", the researcher only applied both traditional and technological games with 7th graders and 8th graders, and then, a perceptive test was delivered to the students to measure their perception with the games applied.

### 3.10 Data collection analysis.

The T-test is a statistical tool commonly applied in experimental or quasi-experimental studies. The formula to carry out the T-Test is the following:

$$T = \frac{\overline{X}_1 - \overline{X}_2}{\sigma \sqrt{\frac{1}{N_1} + \frac{1}{N_2}}}$$

WHERE:

$\sigma$: Is the standard error of the mean.

$X_1$: Is the arithmetic mean of the experimental group.

$X_2$: Is the arithmetic mean of the control group.

$N_1$: is the number of students in the experimental group.

$N_2$: Is the number of students in the control group.

Since neither the post test was applied, nor could the T-Test help to contrast the results. As explained before, In the case of the modified study, in two groups games were applied, in the experimental group a traditional game, and in the control, a technological one, followed by a rating scales of perception in both cases.

**Data collection analysis of the perception study**

The following graphs and tables will show the rating and results of the interventions applied related to the technological and traditional games.

Colegio Juanita Fernández, 7th Grade.

Table 1 shows the amount of students and the rating scale results. Where students assessed the activity from 1 to 5, 1 being "dislike" and 5 being "like".

Table 1.: Traditional game and evaluations.

| Traditional Game | |
| --- | --- |
| Student | Evaluation |
| 1 | 5 |
| 2 | 4 |
| 3 | 3 |
| 4 | 5 |
| 5 | 4 |
| 6 | 3 |
| 7 | 4 |
| 8 | 5 |
| 9 | 4 |
| 10 | 5 |
| 11 | 4 |
| 12 | 3 |
| 13 | 5 |
| 14 | 4 |
| 15 | 4 |
| 16 | 4 |
| 17 | 5 |
| 18 | 4 |
| 19 | 5 |
| 20 | 3 |
| 21 | 4 |
| 22 | 3 |
| 23 | 5 |
| 24 | 5 |
| 25 | 5 |
| 26 | 4 |
| 27 | 5 |
| 28 | 4 |
| 29 | 4 |
| 30 | 4 |
| 31 | 5 |
| 32 | 4 |
| 33 | 4 |
| | 139 |

Table 2 shows a summary of the rating scale for the traditional game applied. The data was grouped in three main categories: "Liked" from 4 to 5, "Neutral" for 3 and "Disliked" from 1 to 2.

Table 2. Rating summary of Traditional Game .

| Traditional Game | |
|---|---|
| Liked | 28 |
| Neutral | 5 |
| Disliked | 0 |

Graph 1: Traditional games and evaluations.
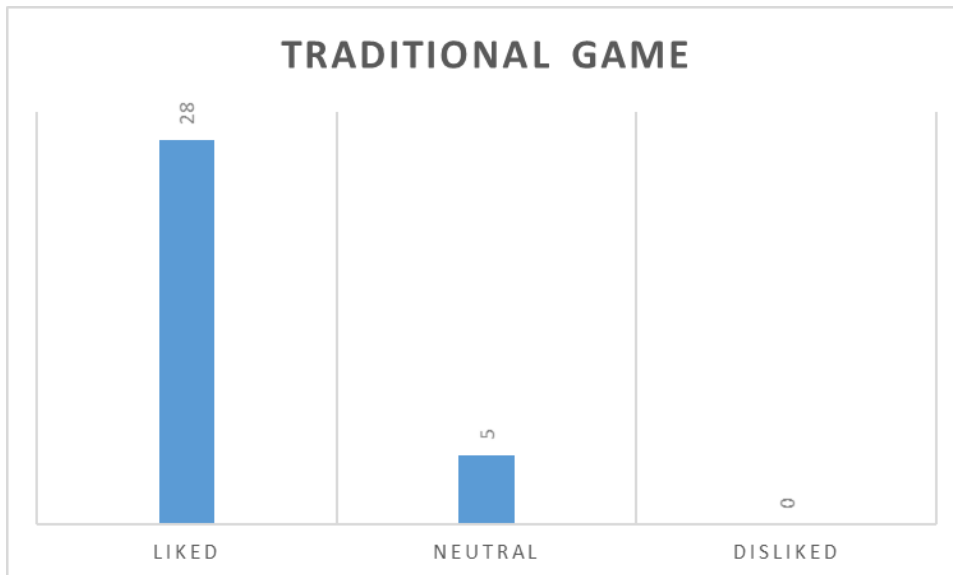
Colegio Juanita Fernández, 8th Grade.

The table 3 shows the amount of students and the rating that each students choose for the technological game applied. It can be seen the positive rating the game had.

Table 3: Technological game and evaluations.

| Technological Game | |
| --- | --- |
| Student | Evaluation |
| 1 | 5 |
| 2 | 3 |
| 3 | 5 |
| 4 | 5 |
| 5 | 5 |
| 6 | 5 |
| 7 | 4 |
| 8 | 4 |
| 9 | 5 |
| 10 | 5 |
| 11 | 4 |
| 12 | 4 |
| 13 | 4 |
| 14 | 3 |
| 15 | 4 |
| 16 | 4 |
| 17 | 4 |
| 18 | 3 |
| 19 | 5 |
| 20 | 4 |
| 21 | 4 |
| 22 | 4 |
| 23 | 5 |
| 24 | 3 |
| 25 | 3 |
| 26 | 3 |
| 27 | 5 |
| 28 | 4 |
| 29 | 4 |
| 30 | 4 |
| 31 | 3 |
| 32 | 4 |
| 33 | 4 |
| | 135 |

Table 4 shows a summary of the rating scale for the Technological Game applied. The data was grouped in three main categories: "Liked" from 4 to 5, "Neutral" for 3 and "Disliked" from 1 to 2.

Table 4. Rating summary of Technological Game.

| Technological Game | |
|---|---|
| Liked | 26 |
| Neutral | 7 |
| Disliked | 0 |

Graphic 2: Technological games and evaluations.
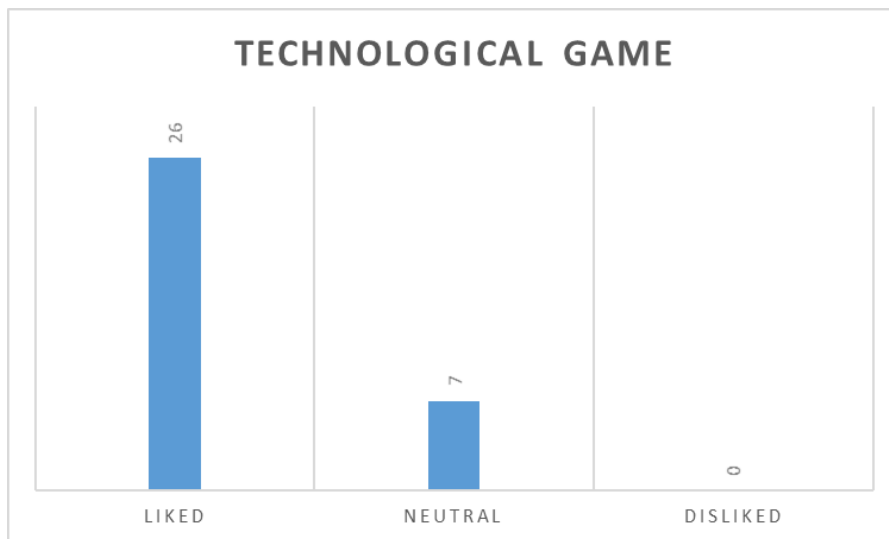
# CHAPTER 4

## Results and data analysis.

In this chapter, the results will be explained and analyzed with the information given by the tests applied after implementing games as experiments to collect the data necessary for this project. Once the data is collected, the results and the analysis will be mentioned in this chapter.

## 4.1 Results

With the objective of comparing both results obtained from the application of a traditional and technological game in the stages of a class in order to measure the perception of students the following relations can be analysed.

The traditional game applied to 33 students of 7th grade of the Liceo Juanita Fernandez on november regarding the perception clearly showed a positive impact. 28 students liked the game aplied, 5 of the amount students showed a neutral acceptance to the application of the game and none of the students dislike the game that was applied.

As the technological games applied to 33 students of 8th grade of the Liceo Juanita Fernandez on october shown a positive impact on the students. 26 students liked the game while 7 students marked the game as neutral. None of the students disliked the game that was applied.

## 4.2 Analysis.

Taking the results of the data shown above on the tables and graphics it can be possible to analyse both games applied as follows.

The traditional game applied in 7th grade showed that 84% of the students liked and enjoyed the game during the activity. It demonstrates that the traditional game had a positive perception. Even though 15% of the students showed a neutral reaction and 0% fully disliked the game applied, it is advisable for teachers to apply a traditional game in lessons. As the majority of students perceived that

games without technology with great acceptance, it is possible to recognize that learners have a positive attitude towards this kind of game.

Similarly, with the technological games, there is a clear positive acceptance to the game applied, the majority of the students liked the game being 78% of the responses in the "like" category, a 21 % in the neutral one, and none or 0% in the "dislike" category. Even though the technological game applied had a positive acceptance, when is compared with the results of the traditional game applied, is slightly below in two points, which shows a clear evidence of the preference the students have for the traditional game.

# CHAPTER 5

## Discussion and Conclusion

### 5.1 Discussion.

The main concern of this research was to demonstrate that traditional games improve, not only the outcome of English in an EFL class, but the class climate and social skills among students, because nowadays violence has increased not only in schools but out of it as well. The national events that are taking place in Chile, and that made impossible to finish the investigation as it was planned, came to reinforce the idea of how the behavior related to interpersonal relations can lead to violent outcomes. Taking this into account, the idea of Lawrence, K in Hartley, R.E., Lawrence, K.F., and Goldenson, R.M.(1952) that suggests that while playing, students and people can find a catharsis to express emotions that can not be verbally expressed, as well as playing along with more people can create a safe space in which when people get together are able to express themselves in many different ways. Additionally, playing games can be an activity that helps to channel, in a healthy way, the relationships among students and thus society, makes sense in this particular context.

Taking also into consideration the current increase of violence and the recent events that were already mentioned, the researchers made even more sense of the research and realized that  class climate is important to be measured as a starting point to approach the group to be taught. Because of the changes of socialization nowadays, young people tend to behave in a more conflictive way outside and inside the classroom, creating  a more tense environment that makes difficult for students to socialize and for teachers to teach. Most students do not know how to channel their anger or discomfort, some other students do not know how to approach each other and that can lead to a confrontation. Given to the high levels of violence presented on schools in Chile, the Government created a law called "Aula segura" which gives the school the faculty of immediately expel

students that are involved in severe cases of violence, such as use or possession of arms, physical aggressions to classmates, teachers or any other member of the educational establishment. Mineduc(2018). The researchers think that given the present violence in schools, educators need to foster tolerance, communication and a healthy relationship among students. Taking into consideration the points already mentioned, the researchers think that those values can be reinforced through games.

The inclusion of games in the class stages and as methodologies should according to Pretovska (et. Al, 2013) that suggested that games keep children's attention on the content and besides educate them creates a good mood, for instance it helps to increase the social skills and a positive classroom climate.

Since the researchers were not able to conduct the quasi-experiment because of the reasons already mentioned regarding the situation in the country, the researchers could only measure the perception of students regarding games. Considering the results of the perception questionnaire it can be said that students are very receptives regarding games, since both games had a positive high percentage of acceptance, having said this, the use of technology in education helps with the learning process, there are no studies that say that it helps to increase a positive class climate, however, traditional games that implies interactions among students, help create a healthy relationship and coexistence.

Among teachers, the idea that students are going to feel motivated if there is technology in between is widely spread, just because most of them were born in a technological era. This study was intended to demonstrate that traditional games have also an important acceptance in the digital natives. Through the perception questionnaire it could be confirmed that, contrary to the common belief that the digital natives are only receptive to technology, traditional games were positively accepted. Even though the sample was too little to make any generalizations, it can be corroborated that even those groups that were not analyzed in general terms, technological and traditional games were positive accepted and well received.

This result gives us the idea that it is feasible to incorporate traditional games in any stage of the class, and it would help students to develop a better relationship among peers and could improve the class climate. It can be suggested that it does not matter the type of game applied to students of elementary or high school, most students have a wide acceptance to games.

## 5.2 Conclusion.

The researchers can conclude that even though there is a common belief that young people are only interested in the things that are technology related, this study confirms the idea that traditional games are also widely accepted by students, in spite of the fact that the sample was too little to make any generalizations, traditional games as well as technological games were positively received by a vast majority of students of very different levels as in 3rd elementary, 2nd senior and 3rd senior. In fact, being the sample taken at random, the results were quite similar in the three levels, which would suggest that no matter the age range, games are perceived and received by students the same way defying the idea that small children enjoy games more than teenagers or ,in general, older students. This research leaves a door open to further research through a quasi-experiment, as it was initially planned, that could corroborate this perception and give quantitative and factual evidence of the benefits of games as a classroom tool to enhance learning and in the case of traditional games, in classroom climate as well. It would be also advisable to incorporate in the curriculum of all pedagogical careers, a more systematic training to effectively incorporate traditional games in the classroom since there is a need to foster, not only the learning of a displicine, as it is the English language in this case, but also a healthy, collaborative and tolerant environment among students. Children need to be taught how to relate with each other and with the society in general in a way that they can control their emotions and channel them positively and as theory and studies suggest, games are at the core of social relationships and community life since the beginning of times.

It would be also interesting to investigate why teachers in Chile do not apply games either technological or traditional games more often in their methodologies, since Vygotsky in Fleer, M (2013) states that in the act of play children are able to socialize, identify their emotions and be able to learn to control their emotions, and learn how to behave with others, that is why including games in the methodologies could be an effective strategy of learning and socialization, as well as a tool to positively improve class climate.

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es+from+their+essentially+social+nature&source=bl&ots=_Ly-
xGJ9c8&sig=ACfU3U0b1bZ3nu-jArzZgfKQQNnXc2fq1Q&hl=es-
419&sa=X&ved=2ahUKEwjliNfszIvmAhWMKLkGHWsoB8cQ6AEwC3oE
CAsQAQ#v=onepage&q=As%20well%20as%20helping%20children%20t
o%20develop%20their%20understanding%20about%20rules%2C%20the
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s%20derives%20from%20their%20essentially%20social%20nature&f=fal
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# ANNEXES

## ANNEX 1:

## <u>Sociometric test.</u>

### <u>Cuestionario convivencia en el aula.</u>

1. Contesta las siguientes preguntas:

| Preguntas: | SI | NO | A VECES |
|---|---|---|---|
| ¿Crees que tu curso está satisfecho con cómo se relacionan? | | | |
| ¿Hay enfrentamientos entre compañeros? (Peleas o discusiones) | | | |
| ¿Existe una buena y amistosa comunicación entre compañeros? | | | |
| ¿El ambiente de la clase permite que trabajen y aprendan correctamente? | | | |

2. Califica la convivencia de tu curso de 1 a 7, siendo 1 calificación más baja y 7 la calificación mas alta.

| | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|---|---|---|---|---|---|---|---|
| Cooperación entre nuestros compañeros y profesores. | | | | | | | |
| Respeto entre nuestros compañeros y profesores. | | | | | | | |
| Peleas y conflictos entre nuestros compañeros o profesores. | | | | | | | |
| Frecuencia de malos modales entres nuestros compañeros o profesores. | | | | | | | |
| Cortesía y amabilidad en la relación del curso. | | | | | | | |

3. Selecciona tu forma de ser en clases:

| | SI | NO | A VECES |
|---|---|---|---|
| Yo, en clases, me relaciono bien con todos. | | | |
| Me siento apreciado por mis compañeros. | | | |
| Me siento apoyado cuando trabajo en grupo con mis compañeros. | | | |
| Puedo trabajar a gusto. | | | |
| Me preocupo por respetar las normas de convivencia. | | | |
| Soy responsable en mi trabajo. | | | |
| Me preocupo porque el grupo vaya bien y la clase funcione y este ordenada. | | | |
| Ayudo a mis compañeros en sus dificultades y a superarse. | | | |
| Me esfuerzo por cooperar con el grupo. | | | |

.

4. A continuación, encontraras una escala de caritas, marca con una X la que mejor describa los siguientes enunciados en relación a como calificarías a tu curso.

1.

| Agradable | Regular | Desagradable. |

2.

| Cooperador. | Regular. | Individualista. |

3.

| Responsable. | Regular. | Irresponsable. |

4.

| Atento. | Regular. | Distraído. |

5.

| Alegre. | Regular. | Triste. |

6.

| Pacifico. | Regular. | Conflictivo. |

7.

| Trabajador. | Regular. | No trabajador. |

8.

| Participativo. | Regular. | No participativo. |

**Pre-test: Quiz 3rd grade B and D, Saint Lawrence School.**

| Puntaje | %Logro | Nota |
|---|---|---|
| | | |

ENGLISH EVALUATION

TEACHER: MISS PAULA MORALES

3RD GRADE B-D

DATE: _____

STUDENT´S NAME: _____ SCORE: 32 Points

## Quiz.

**I**. Speaking part: Name 4 objects of the house and two types of houses. (12pts)

II. Look at the pictures and paint the following objects (8 Pts)

A. The sofa.

B. The T.V.

c. The armchair.

D. The mirror.

II. Look at the picture and complete with "There is/ There isn't or There are/ There aren't" (12 pts)

1. _____ a TV in the living room.

2. _____ a lamp next to the sofa.

3. _____ two sofas in the room.

4. _____ three chairs and a table.

5. _____ a radio under the window.

6. _____ a bookshelf next to the radio.

**ANNEX 3:**

**Lesson plans 3rd grade B, Technological Games. Saint Lawrence School.**

LESSON PLAN UNIT : "Food Classification"

Name:Paula Morales   Date: October,  8th .
Time: 90 minutes        Grade:3rd Elementary. (B)

OA1: By the end of the class, the students will be able to identify the types of food classification related to the vocabulary seen by writing.
OAT: To express a positive attitude, and respect others opinions.

| Date | Objective | Stage | Activities | | Materials | Time |
|------|-----------|-------|------------|---|-----------|------|
| | | | Teacher | Student | | |
| October, 2019 | **A.** To identify the classification of food. | **A.** Warm up | **A**. The teacher is going to introduce the class by showing a ppt with the classification of food and their names. | **A** Students are going to pay attention and answer what the teacher is going to ask. | -worksheets<br>- notebooks.<br>- Whiteboard.<br>- Markers.<br>- video<br>-Flashcards<br>-PPT | 15-17 minutes. |
| | **B.** To recognize the classification of food related to the vocabulary. | **B.**Development | **B.** Then teacher is going to give the vocabulary of classification and food **(que adjunto en ppt)** then the teacher is going to show a chart in which is going to start to classify food along with the students in a worksheet and then make the corrections. **a game called kahoot, in which the students are going to use their computers to answer questions. Kahoot, it's going to show a picture of a product and the students are going to choose one of the options presented on the game.** Then the teacher is going to give the students a worksheet in which they will have to imagine they are going to supermarket and buy the products asked in the worksheet and make the corrections. | **B.** the students are going to complete the chart and participate in the correction, Then they are going to complete the worksheet and share the answers. | | 60 minutes.<br><br>13 minutes. |
| | **C.**To recall the classification of food related to the vocabulary. | **C.**Closure. | **C.** The teacher is going to ask the students questions related to the topic seen. | **C.** students are going to participate by answering the questions. | | |

LESSON PLAN UNIT : "Food Classification"

Name:Paula Morales   Date: October 15th
Time: 90 minutes        Grade:3rd Elementary. (B)

OA1: By the end of the class, the students will be able to identify the types of meals of the day related to of food classification along with the vocabulary writing.
OAT: To express a positive attitude, and respect others opinions.

| Date | Objective | Stage | Activities | | Materials | Time |
|------|-----------|-------|------------|---|-----------|------|
| | | | Teacher | Student | | |
| October, 2019 | **A.** To identify the classification of food. | **A.** Warm up | **A.** The teacher is going to introduce the class by asking questions related to the topic seen in class. | **A** Students are going to pay attention and answer what the teacher is going to ask. | -worksheets<br>- notebooks.<br>- Whiteboard.<br>- Markers.<br>- video<br>-Flashcards<br>-PPT | 15-17 minutes. |
| | **B.** To recognize the types of meal of the day related to the classification of food along with the vocabulary. | **B.**Development | **B.** Then teacher is going to explain the types of meals of the day (breakfast, lunch, dinner) and ask questions related to what types of food (according to the classification of food) they should eat in each meal. Then the teacher is going to do activities related Including a **game called quizziz, in which the students, as well as in kahoot, they are going to be asked a question or presented a picture and they will have to choose the correct option related to food and meals of the day..** After that the teacher is going to give the students the worksheet and male the corrections. | **B.** the students are going to complete the worksheet and participate in the correction, Then they are going to complete the worksheet and share the answers. | | 60 minutes. |
| | **C.**To recall the types of meal of the day related to the classification of food along with the vocabulary.. | **C.**Closure. | **C.** The teacher is going to ask the students questions related to the topic seen. | **C.** students are going to participate by answering the questions. | | 13 minutes. |

**LESSON PLAN UNIT : "Food Classification"**

Name: Paula Morales   Date: October 22nd
Time: 90 minutes        Grade:3rd Elementary. (B)

OA1: By the end of the class, the students will be able to identify the types of meals of the day related to of food classification along with the vocabulary writing.
OAT: To express a positive attitude, and respect others opinions.

| Date | Objective | Stage | Activities | | Materials | Time |
|---|---|---|---|---|---|---|
| | | | **Teacher** | **Student** | | |
| October, 2019 | **A.** To identify the classification of food. | **A.** Warm up | **A.** The teacher is going to introduce the class by asking questions related to the topic seen in class. | **A** Students are going to pay attention and answer what the teacher is going to ask. | -worksheets<br>- notebooks.<br>- Whiteboard.<br>- Markers.<br>- video<br>-Flashcards<br>-PPT | 15-17 minutes. |
| | **B.** To recognize the types of meal of the day related to the classification of food along with the vocabulary. | **B.** Development | **B.** Then teacher is going to explain the types of meals of the day again (breakfast, lunch, dinner) and ask questions related to what types of food (according to the classification of food) then is going to do an activity, **a game called quizalize, just like quizizz and kahoot is an online platform in which they students will be presented pictures related to the content and they will have to choose the right option** Then the teacher is going to do activities related to the content. After that the teacher is going to give the students an activity for them to do in their notebooks. | **B.** the students are going to complete the worksheet and participate in the correction, Then they are going to complete the worksheet and share the answers. | | 60 minutes. |
| | **C.**To recall the types of meal of the day related to the classification of food along with the vocabulary.. | **C.**Closure. | **C.** The teacher is going to ask the students questions related to the topic seen. | **C.** students are going to participate by answering the questions. | | 13 minutes. |

**LESSON PLAN UNIT : "Food: Likes and dislikes"**

Name:Paula Morales   Date: November 5th
Time: 90 minutes        Grade:3rd Elementary. (B)

OA1: By the end of the class, the students will be able to identify the use of "I like and I don't like" related to the types of food by writing.
OAT: To express a positive attitude, and respect others opinions.

| Date | Objective | Stage | Activities | | Materials | Time |
|---|---|---|---|---|---|---|
| | | | **Teacher** | **Student** | | |
| November, 2019 | **A.** To identify the types of food. | **A.** Warm up | **A.** The teacher is going to introduce the class by showing some pictures of food. | **A** Students are going to pay attention and answer what the teacher is going to ask. | -worksheets<br>- notebooks.<br>- Whiteboard.<br>- Markers.<br>- video<br>-Flashcards<br>-PPT | 15-17 minutes. |
| | **B.** To recognize the use of "I like, and I don't like" related to the vocabulary of food. | **B.**Development | **B.** Then teacher is going to explain the meaning and use of the structure of I like and I don't like then it's going to give examples and make some activities on the board.  Then the teacher is going to make an activity **a game called kahoot, which is a platform, where the students are going to be presented pictures related to food and likes and dislikes, the students are going to choose one of the 4 options that are going to appear on the screen.**  Once the game is over the teacher is going to give an activity in which they will have to ask their classmate what's the food he likes and draw a menu on their notebooks. | **B.** the students are going to pay attention, participate on the activities and make the activity on their notebooks. | | 60 minutes.<br><br><br>13 minutes. |
| | **C.**To recall the use of "I like and I don't like" related to the vocabulary of food. | **C.**Closure. | **C.** The teacher is going to ask the students questions related to the topic seen. | **C.** students are going to participate by answering the questions. | | |

LESSON PLAN UNIT : "Food: Likes and dislikes"

Name:Paula Morales   Date: November 12th
Time: 90 minutes        Grade:3rd Elementary. (B)

OA1: By the end of the class, the students will be able to identify the use of "She/He likes and She/He doesn't like" related to the vocabulary of food by writing.
OAT: To express a positive attitude, and respect others opinions.

| Date | Objective | Stage | Activities | | Materials | Time |
|---|---|---|---|---|---|---|
| | | | Teacher | Student | | |
| November, 2019 | A. To identify the use of "I like and I don't like" | A. Warm up | A. The teacher is going to introduce the class by asking questions related to the last class. | A Students are going to pay attention and answer what the teacher is going to ask. | -worksheets<br>-  notebooks.<br>-  Whiteboard.<br>-  Markers.<br>-  video<br>-Flashcards<br>-PPT | 15-17 minutes. |
| | | B.Development | B. Then teacher is going to explain the meaning and use of the structure of "She/He likes and She/He doesn't like"The teacher is going to give examples and explain how and when use "doesn't" **Then the teacher is going to do an activity, a game called quizziz in which the students will have to choose the correct option to the quesiton that is going to be presented on their screens related to the use of doesn't like, likes, like, and don't like related to the vocabulary of food.** Then the teacher is going to give the students a worksheet and make the corrections. | B. the students are going to pay attention, participate on the activities, they are going to do the worksheet and participate on the corrections. | | 60 minutes. |
| | B. To recognize the use of "She/ he likes and She/ He doesn't like" | | | | | |
| | C.To recall the use of the use of "She/ he likes and She/ He doesn't like" | C.Closure. | C. The teacher is going to ask the students questions related to the topic seen. | C.  students are going to participate by answering the questions. | | 13 minutes. |

**ANNEX 4:**

## Lesson plans 3rd grade D, Traditional Games. Saint Lawrence School.

LESSON PLAN UNIT : "Food Classification"

Name:Paula Morales   Date: October,  9th .
Time: 90 minutes        Grade:3rd Elementary. (D)

OA1: By the end of the class, the students will be able to identify the types of food classification related to the vocabulary seen by writing.
OAT: To express a positive attitude, and respect others opinions.

| Date | Objective | Stage | Activities | | Materials | Time |
|---|---|---|---|---|---|---|
| | | | Teacher | Student | | |
| October, 2019 | A. To identify the classification of food. | A. Warm up | A. The teacher is going to introduce the class by showing a ppt with the classification of food and their names. | A Students are going to pay attention and answer what the teacher is going to ask. | -worksheets<br>-  notebooks.<br>-  Whiteboard.<br>-  Markers.<br>-  video<br>-Flashcards<br>-PPT | 15-17 minutes. |
| | B. To recognize the classification of food related to the vocabulary. | B.Development | B. Then teacher is going to give the vocabulary of classification and food, then the teacher is going to show a chart in which is going to start to classify food along with the students in a worksheet and then make the corrections. **a game called SCATTERGORIES, in which the students are going to form groups and try to memorize as much as they can, then the teacher is going to write a category of the food seen and the students are going to form a line and write the food that goes in each category.** Then the teacher is going to give the students a worksheet in which they will have to imagine they are going to supermarket and buy the products asked in the worksheet and make the corrections. | B. the students are going to complete the chart and participate in the correction, Then they are going to complete the worksheet and share the answers. | | 60 minutes. |
| | | | | | | 13 minutes. |
| | C.To recall the classification of food related to the vocabulary. | C.Closure. | C. The teacher is going to ask the students questions related to the topic seen. | C.  students are going to participate by answering the questions. | | |

**LESSON PLAN UNIT : "Food Classification"**

Name:Paula Morales   Date: October 16th
Time: 90 minutes        Grade:3rd Elementary. (D)

OA1: By the end of the class, the students will be able to identify the types of meals of the day related to of food classification along with the vocabulary writing.
OAT: To express a positive attitude, and respect others opinions.

| Date | Objective | Stage | Activities | | Materials | Time |
|---|---|---|---|---|---|---|
| | | | **Teacher** | **Student** | | |
| October, 2019 | **A.** To identify the classification of food. | **A.** Warm up | **A.** The teacher is going to introduce the class by asking questions related to the topic seen in class. | A Students are going to pay attention and answer what the teacher is going to ask. | -worksheets<br>- notebooks.<br>- Whiteboard.<br>- Markers.<br>- video<br>-Flashcards<br>-PPT | 15-17 minutes. |
| | **B.** To recognize the types of meal of the day related to the classification of food along with the vocabulary. | **B.**Development | **B.** Then teacher is going to explain the types of meals of the day (breakfast, lunch, dinner) and ask questions related to what types of food (according to the classification of food) they should eat in each meal. Then the teacher is going to do activities related Including **a game called the wool. In this games the teacher is going to make a question related to the food seen and the meals of the day. The teacher is going to make a question, for example, what can you eat at lunch? and then the teacher is going to throw the wool to one of the students and that students will have to answer, and once the student answers the question, he has to throw the wool to another students and answer.** . After that the teacher is going to give the students the worksheet and male the corrections. | **B.** the students are going to complete the worksheet and participate in the correction, Then they are going to complete the worksheet and share the answers. | | 60 minutes |
| | **C.**To recall the types of meal of the day related to the classification of food along with the vocabulary. | **C.**Closure. | **C.** The teacher is going to ask the students questions related to the topic seen. | **C.** students are going to participate by answering the questions. | | 13 minutes. |

**LESSON PLAN UNIT : "Food Classification"**

Name:Paula Morales   Date: October 23rd
Time: 90 minutes        Grade:3rd Elementary. (D)

OA1: By the end of the class, the students will be able to identify the types of meals of the day related to of food classification along with the vocabulary writing.
OAT: To express a positive attitude, and respect others opinions.

| Date | Objective | Stage | Activities | | Materials | Time |
|---|---|---|---|---|---|---|
| | | | **Teacher** | **Student** | | |
| October, 2019 | **A.** To identify the classification of food. | **A.** Warm up | **A.** The teacher is going to introduce the class by asking questions related to the topic seen in class. | A Students are going to pay attention and answer what the teacher is going to ask. | -worksheets<br>- notebooks.<br>- Whiteboard.<br>- Markers.<br>- video<br>-Flashcards<br>-PPT | 15-17 minutes. |
| | **B.** To recognize the types of meal of the day related to the classification of food along with the vocabulary. | **B.**Development | **B.** Then teacher is going to explain the types of meals of the day again (breakfast, lunch, dinner) and ask questions related to what types of food (according to the classification of food) then is going to do an activity, **a game called first to the front, in which the students have to do two lines and the teacher is going to make questions related to food and meals of the day, and the line that answers correctly the student that is in front of the line has to go forward until the line gets to the front.** they should eat in each meal. Then the teacher is going to do activities related to the content. After that the teacher is going to give the students an activity for them to do in their notebooks. | **B.** the students are going to complete the worksheet and participate in the correction, Then they are going to complete the worksheet and share the answers. | | 60 minutes. |
| | **C.**To recall the types of meal of the day related to the classification of food along with the vocabulary.. | **C.**Closure. | **C.** The teacher is going to ask the students questions related to the topic seen. | **C.** students are going to participate by answering the questions. | | 13 minutes. |

**LESSON PLAN UNIT : "Food: Likes and dislikes"**

Name:Paula Morales   Date: November 6th
Time: 90 minutes        Grade:3rd Elementary. (D)

OA1: By the end of the class, the students will be able to identify the use of "I like and I don't like" related to the types of food by writing.
OAT: To express a positive attitude, and respect others opinions.

| Date | Objective | Stage | Activities | | Materials | Time |
|------|-----------|-------|------------|------|-----------|------|
| | | | **Teacher** | **Student** | | |
| November, 2019 | **A.** To identify the types of food. | **A.** Warm up | **A**. The teacher is going to introduce the class by showing some pictures of food. | **A** Students are going to pay attention and answer what the teacher is going to ask. | -worksheets<br>- notebooks.<br>- Whiteboard.<br>- Markers.<br>- video<br>-Flashcards<br>-PPT | 15-17 minutes. |
| | **B.** To recognize the use of "I like, and I don't like" related to the vocabulary of food. | **B.**Development | **B.** Then teacher is going to explain the meaning and use of the structure of I like and I don't like then it's going to give examples and make some activities on the board.  Then the teacher is going to make an activity **a game called the wool, in which the teacher is going to start by giving a sentence related to the content seen, for example " I like pizza" then the teacher is going to throw the wool to one students that will have to create a sentence using "i like" or " I don't like" and name the food. Once the student answers correctly, he is going to throw it to another students and so on.** Once the game is over the teacher is going to give an activity in which they will have to ask their classmate what's the food he likes and draw a menu on their notebooks. | **B.**  the students are going to pay attention, participate on the activities and make the activity on their notebooks. | | 60 minutes. |
| | **C.**To recall the use of "I like and I don't like" related to the vocabulary of food. | **C.**Closure. | **C.** The teacher is going to ask the students questions related to the topic seen. | **C.**  students are going to participate by answering the questions. | | 13 minutes. |

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**LESSON PLAN UNIT : "Food: Likes and dislikes"**

Name:Paula Morales   Date: November 13th
Time: 90 minutes        Grade:3rd Elementary. (D)

OA1: By the end of the class, the students will be able to identify the use of "She/He likes and She/He doesn't like" related to the vocabulary of food by writing.
OAT: To express a positive attitude, and respect others opinions.

| Date | Objective | Stage | Activities | | Materials | Time |
|------|-----------|-------|------------|------|-----------|------|
| | | | **Teacher** | **Student** | | |
| November, 2019 | **A.** To identify the use of "I like and I don't like" | **A.** Warm up | **A**. The teacher is going to introduce the class by asking questions related to the last class. | **A** Students are going to pay attention and answer what the teacher is going to ask. | -worksheets<br>- notebooks.<br>- Whiteboard.<br>- Markers.<br>- video<br>-Flashcards<br>-PPT | 15-17 minutes. |
| | **B.** To recognize the use of "She/ he likes and She/ He doesn't like" | **B.**Development | **B.** Then teacher is going to explain the meaning and use of the structure of "She/He likes and She/He doesn't like"The teacher is going to give examples and explain how and when use "doesn't" **Then the teacher is going to do an activity, a game called first to the front in which the students are divided into two lines and the teacher is going to ask questions related to the use of "like, i don't like, doesn't and likes" and the students will have to choose the right option and if the student answer right it gives one step forward until it gets to the front.** Then the teacher is going to give the students a worksheet and make the corrections. | **B.**  the students are going to pay attention, participate on the activities, they are going to do the worksheet and participate on the corrections. | | 60 minutes. |
| | **C.**To recall the use of the use of "She/ he likes and She/ He doesn't like" | **C.**Closure. | **C.** The teacher is going to ask the students questions related to the topic seen. | **C.**  students are going to participate by answering the questions. | | 13 minutes. |

**ANNEX 5:**

**Post-test: Test for 3ʳᵈ grade. Saint Lawrence School.**

| Puntaje | %Logro | Nota |
| --- | --- | --- |
| | | |

**ENGLISH EVALUATION**                                          **3RD GRADE A-B-C-D**

**TEACHER: MISS PAULA MORALES.**                     DATE: _____

**STUDENT´S NAME:** _____ **SCORE: 36 Points**

**OBJETIVO/S:** Identificar alimentos, reconociendo el uso de las distintas formas de likes y dislikes.

**CONTENIDO/S:** Vocabulario de comida, formas de likes y dislikes.

I. Complete the sentences using "I like" or "I don't like". (10pts)

1. I _____ bacon ✓

2. I _____ grapes ✓

3. I _____ cheese ✗

4. I _____ potatoes ✗

5. I _____ sandwich ✓

II. Complete the sentences using one of the words in the parenthesis. (10 pts)

1. My dad _____ (likes/ doesn't like) chocolate because he is allergic. ✗

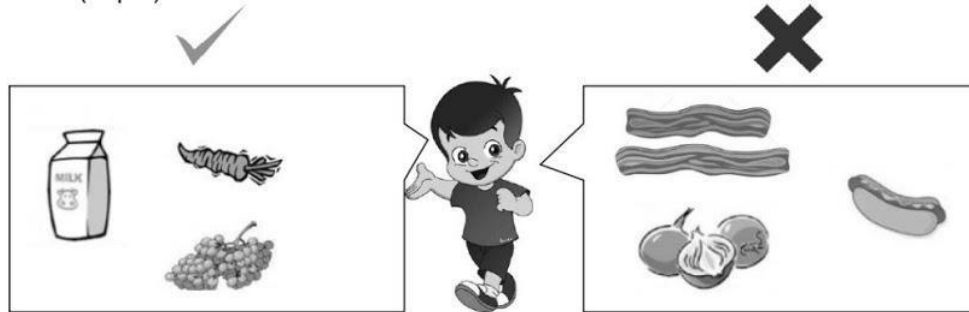2. I _____ (like/ don't like) to eat cheese at breakfast. ✓

3. Sofia _____ (likes/ doesn't like) to drink lemonade, she prefers ✗
water.

4. My brother_____ (likes/ doesn't like) to drink tea. ✓

5. I _____ (like/ don't like) to eat cake at birthday parties. ✗

**III.** Look at the pictures and complete the sentences writing the things tom likes and dislikes. (12pts)



1. Tom likes _____

2. Tom doesn't like_____

3. Tom likes _____

4. Tom doesn't like_____

5. Tom likes_____

6. Tom doesn't like_____

**IV.** Look at the pictures and complete using "Likes o doesn't like" according to what you read. Remember also write the name of the food. (6pts)

1. Peter _____

2. Anna_____

3. Anna_____

## ANNEX 6:

## Pre-test: Quiz for 2<sup>nd</sup> senior, Liceo Javiera Carrera.

Colegio Juanita Fernández
Viña del Mar

Vocabulary Quiz.

Name: _____    Date: _____    Grade: _____

A. **Match the vocabulary with their corresponding definitions. (2 points each)**

_____ The process of growing or developing.

_____ Able to continue over a period of time.

_____ The surroundings in which a person, animal, or plant lives.

_____ A branch of science concerned with the interrelationship of organisms and their environments.

_____ Is the permanent destruction of forests in order to make the land available for other uses.

_____ Something that a country, person, or organization has that they can use.

_____ Maintaining a delicate balance between the human need to improve lifestyles and feeling of well-being on one hand, and preserving natural resources and ecosystems, on which we and future generations depend.

_____ The process by which fertile land becomes desert, typically as a result of drought, deforestation, or inappropriate agriculture.

_____ Are all the land, forests, energy sources and minerals existing naturally in a place that can be used by people.

1. **Sustainable Development**
2. **Environment**
3. **Resources**
4. **Development**
5. **Ecology**
6. **Sustainable**
7. **Desertification**
8. **Natural resources**
9. **Deforestation**

B. **Complete the sentences with the words below. (1 point each)**

**DESERTIFICATION – SUSTAINABLE – ENVIRONMENT – DEFORESTATION**

1. There are a number of things we can do to protect our _____.
2. The destruction of trees by charcoal-burners has resulted in the almost complete _____ of the island.
3. The materials had to be from _____ sources and not injurious to the environment.
4. Many people were starving in Africa due to the _____ of their land.

**ANNEX 7:**

**Pre-test: Pop Quiz for 3ʳᵈ senior, Liceo Javiera Carrera.**

**POPQUIZZ**

**Name: _____ Date: _____**

**Grade: _____**

**I) Write the following verbs in its infitive, past and past participle form.**

| Know | | |
|---|---|---|
| | Did | |
| | | Had |
| Learn | | |

II) Present perfect / present perfect continuous; Complete the following sentences using has/have

1. She _____ English for 4 years, but she finally _____ France. ( learn)
2. Matt _____ the book called "1984" and right now he _____ "animal farm" (read)
3. My classmates _____ the homework for today, but now they _____ another homework for 1 week. ( do )
4. My teacher _____ tennis since she was a child. ( play )

## ANNEX 8:

## Lesson plan: 2nd senior, Traditional Games. Liceo Javiera Carrera.

COLEGIO ALIANZA ALEMANA.
UNIDAD TECNICO PEDAGÓGICA.
ASIGNATURA: INGLES.
PROFESOR (A) GUIA: MARIA PINO SÁNCHEZ
PROFESOR EN PRACTICA: JUAN PABLO MIRANDA

**DAILY LESSON PLAN UNIT 4: "Sustainable Development"**

Name: Juan Pablo Miranda Date: October 30th, 2019
Time: 90 minutes     Grade: 2nd senior

OA1: By the end of the class, students will be able to apply conditional structure in oral and written way by using a ball of wool.
OAT: To express a positive attitude, and respect others opinions.

| Date | Objective | Stage | Activities | Materials | Time | |
|------|-----------|-------|------------|-----------|------|---|
| | | | **Teacher** | | | |
| Octob er | | A. Warm up | The teacher will introduce the unit sustainable development using a ppt, showing vocabulary. Then, the teacher will apply a quiz. | | | |
| | | B. Development | Then, the teacher will separate the groups into 4 groups, then the teacher will explain the activity which is applied with a ball of wool, the students will have to organize in order to create sentences oral and written and then throwing the ball between the students. The idea is to apply conditions in different situations with | | | |
| | | C. Closure | The teacher will ask about the activity, how did they feel about the coordination of groups. | | | |

COLEGIO ALIANZA ALEMANA.
UNIDAD TECNICO PEDAGÓGICA.
ASIGNATURA: INGLES.
PROFESOR (A) GUIA: MARIA PINO SÁNCHEZ
PROFESOR EN PRACTICA: JUAN PABLO MIRANDA

**DAILY LESSON PLAN UNIT 4: "Sustainable Development"**

Name: Juan Pablo Miranda Date: November 6th 2019
Time: 90 minutes     Grade: 2nd senior

OA1: By the end of the class, students will be able to apply all pronouns in different context
OAT: To express a positive attitude, and respect others opinions.

| Date | Objective | Stage | Activities | Materials | Time | |
|------|-----------|-------|------------|-----------|------|---|
| | | | **Teacher** | | | |
| Octob er | | A. Warm up | The teacher will show all pronouns to make a review about them | | | |
| | | B. Development | Then, the teacher will separate the course in two,the idea is to play the game first to the front, in a line, students will have to open their legs and the last one will have to past through their classmates. The first who arrives at the whiteboard must do the exercises that teacher will show on the whiteboard. If it is correct, students must give one step forward. | | | |
| | | C. Closure | The teacher will ask students about the activity, how they felt about it. | | | |

## ANNEX 9:

## Lesson plan: 2<sup>nd</sup> senior, Technological Games. Liceo Javiera Carrera.

COLEGIO ALIANZA ALEMANA.
UNIDAD TECNICO PEDAGÓGICA.
ASIGNATURA: INGLES.
PROFESOR (A) GUIA: MARIA PINO SÁNCHEZ
PROFESOR EN PRACTICA: JUAN PABLO MIRANDA

**DAILY LESSON PLAN UNIT 4: "Sustainable Development"**

Name: Juan Pablo Miranda Date: November 13th 2019
Time: 90 minutes          Grade: 2nd senior

OA1: By the end of the class, students will be able to apply the structure of conditionals grammatically
OAT: To express a positive attitude, and respect others opinions.

| Date | Objective | Stage | Activities | Materials | Time | |
|------|-----------|-------|------------|-----------|------|--|
| | | | **Teacher** | | | |
| October | | A. Warm up | The teacher will start the class by repeating sentences using the conditionals. Starting with the first conditional and then, the second conditional in order to know if students identify the verbal tenses in both conditionals. | | | |
| | | B. Development | the teacher will introduce both conditionals by giving examples and their purposes. Then, the teacher will apply a kahoot game by giving different exercises related to the unit. ex: *If she doesn't eat meat, she will help the world, or if we were aware about the world, we would take care of the planet.* | | | |
| | | C. Closure | The teacher will repeat the kahoot game with the purpose of improving mistakes. | | | |

## ANNEX 10:

## Lesson plan: 3<sup>rd</sup> senior, Traditional Games. Liceo Javiera Carrera.

LICEO JAVIERA CARRERA.
UNIDAD TECNICO PEDAGÓGICA.
ASIGNATURA: INGLES.
PROFESOR (A) GUIA: MARÍA PINO SÁNCHEZ
PROFESOR EN PRACTICA: JUAN PABLO MIRANDA

**DAILY LESSON PLAN UNIT 4: "Volunteer work"**

Name: Juan Pablo Miranda Date: October 15th, 2019
Time: 90 minutes          Grade: 3rd senior

OA1: By the end of the class, students will be able to apply present perfect, and present perfect continuous in a oral way.
OAT: To express a positive attitude, and respect others opinions

| Date | Objective | Stage | Activities | Materials | Time | |
|------|-----------|-------|------------|-----------|------|--|
| | | | **Teacher** | | | |
| Oct 2019 | | A. Warm up | The teacher will introduce the structure of present perfect by repeating sentences orally, students must identify the words the teacher said. The same with present perfect continuous | Notebooks. Whiteboard. Ball of wool | 10 min. | |
| | | B. Development | The teacher will explain the structure of both sentences in a positive and negative way. Then, the teacher will use a ball of wool to practice the structures orally. Using a ball of wool, the teacher will divide the students into two groups, one group must use the present perfect, another the present perfect continuous. They must organize between each group to say sentences orally well in a row. | | 70 min. | |
| | | C. Closure | The teacher will write sentences on the whiteboard using both structures and students must rewrite them. | | 10 min. | |

**DAILY LESSON PLAN UNIT 4: "Volunteer work"**

Name: Juan Pablo Miranda Date: November 5th, 2019
Time: 90 minutes    Grade: 3rd senior

OA1: By the end of the class, students will be able to apply the structure of conditionals 0,1 and 2 in a written way.
OAT: To express a positive attitude, and respect others opinions

| Date | Objective | Stage | Activities | Materials | Time | |
|------|-----------|-------|-----------|-----------|------|---|
| | | | **Teacher** | | | |
| Oct 2019 | | A. Warm up | The teacher will introduce conditionals 0,1,2 to the class with their structure. Explaining with each feature, the teacher will saying sentences orally with each conditional, and the students must guess what the teacher is saying. | Notebooks. Whiteboard. Boxes | 10 min. | |
| | | B. Development | The teacher will explain each conditional with its structure, rules and uses. Then the teacher will separate the class in three groups. The students will play one to the front. The students must write sentences and leave them in a box, then the student must give one step forward if it is right. | | 70 min. | |
| | | C. Closure | The teacher will continue the game. | | 10 min. | |

**ANNEX 11:**

## Lesson plan: 3rd senior, Technological Games. Liceo Javiera Carrera.

**DAILY LESSON PLAN UNIT 4: "Volunteer work"**

Name: Juan Pablo Miranda Date: October 29th, 2019
Time: 90 minutes    Grade: 3rd senior

OA1: By the end of the class, students will be able to apply present perfect, and present perfect continuous in a oral way.
OAT: To express a positive attitude, and respect others opinions

| Date | Objective | Stage | Activities | Materials | Time | |
|------|-----------|-------|-----------|-----------|------|---|
| | | | **Teacher** | | | |
| Oct 2019 | | A. Warm up | The teacher will create a brainstorming with all the verbs students may know | Notebooks. Whiteboard. Kahoot | 10 min. | |
| | | B. Development | The teacher will show different verbs with the class, by repeating them and imitating if necessary in order to increase the amount of verbs students know with its infinitive, past and past participle. The teacher will apply a kahoot game. The teacher will repeat each verbs with students in order to check pronunciation | | 70 min. | |
| | | C. Closure | The teacher will ask students to create groups of 3 and imitate the verbs may appear | | 10 min. | |

**DAILY LESSON PLAN UNIT 4: "Volunteer work"**

Name: Juan Pablo Miranda Date: November 12th, 2019
Time: 90 minutes          Grade: 3rd senior

OA1: By the end of the class, students will be able to apply the conditional structure 0,1,2, through online activities.
OAT: To express a positive attitude, and respect others opinions

| Date | Objective | Stage | Activities | Materials | Time | |
|------|-----------|-------|------------|-----------|------|---|
| | | | **Teacher** | | | |
| Oct 2019 | | **A. Warm up** | The teacher will make a review of the structures seen with some verbs. Due to the national convergence, the teacher will play games instead of teaching more contents. | Notebooks. Whiteboard. Kahoot | 10 min. | |
| | | **B. Development** | The teacher will play a kahoot game using the structures of each conditional and the verbs seen in class. The students must answer correctly the questions. | | 70 min. | |
| | | **C. Closure** | The teacher will still play the game. | | 10 min. | |

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**ANNEX 12:**

**Pre-test: Quiz for 2ⁿᵈ Senior A and B, Colegio Juanita Fernández.**

Colegio Juanita Fernández
Viña del Mar

## Vocabulary Quiz.

Name: _____     Date: _____     Grade: _____

A. Match the vocabulary with their corresponding definitions. (2 points each)

| ____ The process of growing or developing. |
|---|

_____ The process of growing or developing.

_____ Able to continue over a period of time.

_____ The surroundings in which a person, animal, or plant lives.

_____ A branch of science concerned with the interrelationship of organisms and their environments.

_____ Is the permanent destruction of forests in order to make the land available for other uses.

| 1. | Sustainable Development |
|---|---|
| 2. | Environment |
| 3. | Resources |
| 4. | Development |
| 5. | Ecology |
| 6. | Sustainable |
| 7. | Desertification |
| 8. | Natural resources |
| 9. | Deforestation |

_____ Something that a country, person, or organization has that they can use.

_____ Maintaining a delicate balance between the human need to improve lifestyles and feeling of well-being on one hand, and preserving natural resources and ecosystems, on which we and future generations depend.

_____ The process by which fertile land becomes desert, typically as a result of drought, deforestation, or inappropriate agriculture.

_____ Are all the land, forests, energy sources and minerals existing naturally in a place that can be used by people.

B. Complete the sentences with the words below. (1 point each)

**DESERTIFICATION – SUSTAINABLE – ENVIRONMENT – DEFORESTATION**

1. There are a number of things we can do to protect our _____.
2. The destruction of trees by charcoal-burners has resulted in the almost complete _____ of the island.
3. The materials had to be from _____ sources and not injurious to the environment.
4. Many people were starving in Africa due to the _____ of their land.

# ANNEX 13:

## Lesson plan: 2nd Senior A, Traditional Games. Colegio Juanita Fernández.

FUNDACIÓN KEPA BILBAO LACA
COLEGIO JUANITA FERNÁNDEZ

DAILY LESSON PLAN
"Past Perfect"

**Teacher:** Carla Torres Galarce **School:** Colegio Juanita Fernández **Date:** October 2nd, 2019.
**Time:** 90 minutes **Grade:** 2nd A
OA: To demonstrate knowledge about the use of past perfect by applying and identifying on a test.
OAT: To express a positive attitude towards the class, promote good communication between students and respect other opinions.

| Date | Objective | Stage | Activities | | Materials | Time |
|------|-----------|-------|------------|---|-----------|------|
| | | | Teacher | Students | | |
| OCT 2nd | A. To fill out a questionnaire "Convivencia escolar en el aula" | A. WARM-UP | A. The teacher will give instructions to fill out a questionnaire about classroom climate "Convivencia escolar en el aula" | A. Students will fill out a questionnaire about classroom climate "Convivencia escolar en el aula" | - Questionnaire. - Evaluation of Past Perfect. | A. 10 - 15 minutes. |
| | B1. To recall the structure and use of past perfect. | B1. DEVELOPMENT | B1. The teacher will ask questions about past perfect to practice for the evaluation. | B1. The students will recall the use and structure of the past perfect to practice for the evaluation. | | B1. 10 minutes. |
| | B2. To apply the past perfect through an evaluation. | B2. DEVELOPMENT | B2. The will give instructions about the evaluation of the past perfect. - Students will have 60 minutes to the evaluation. | B2. The students will pay attention to teacher's instruction about the evaluation of the past perfect and will have 60 min to complete it. | | B2. 60 minutes. |
| | C. To reflect about the evaluation. | C. CLOSURE | C. In the last 5 minutes of class, the teacher will ask questions about how the evaluation was, if it was difficult or easy for them. | C. In the last 5 minutes of class, the students will reflect about the evaluation. | | C. 3 - 5 minutes. |

FUNDACIÓN KEPA BILBAO LACA
COLEGIO JUANITA FERNÁNDEZ

DAILY LESSON PLAN
Unit 4: Sustainable Dvelopment.

**Teacher:** Carla Torres Galarce **School:** Colegio Juanita Fernández **Date:** October 9th, 2019.
**Time:** 90 minutes **Grade:** 2nd A
OA: At the end of the lesson, the students will be able to identify and use the vocabulary related to Sustainable Development.
OAT: To express a positive attitude towards the class, promote good communication between students and respect other opinions.

| Date | Objective | Stage | Activities | | Materials | Time |
|------|-----------|-------|------------|---|-----------|------|
| | | | Teacher | Students | | |
| OCT 9th | A. To recognize vocabulary of the new unit with a brainstorming. | A. WARM-UP | A. The teacher will do a brainstorming on the board with ideas given by the students. | A. Students will give ideas to do a brainstorming about the new unit. | - PPT - Video (https://www.youtube.com/watch?v=orLwiZBVoyA) | A. 3 - 5 minutes. |
| | B. To identify and define vocabulary related to Sustainable development. | B. DEVELOPMENT | B. - The teacher will ask students if they know something about sustainable development. - The teacher will show a video about sustainable development, two times if necessary. (2:42min) https://www.youtube.com/watch?v=orLwiZBVoyA - The teacher will project a PPT related to the unit and will give the definition about sustainable development. - The teacher will ask students to look for the meaning of the vocabulary related to the unit in the dictionary. - Then, the teacher will ask students at random to say the meaning of the words. - The teacher will show the definition of each word on the ppt. - After the vocabulary, the teacher will explain the exercise related to the vocabulary. - The teacher will do the review of the exercise on the board and will choose students at random to do it. | B. The students will think about the topic from the class and will say out loud raising their hand if they know something about it. - Students will watch a video about sustainable development. - Student will reflect about the video. - Students will look for the meaning of the words in the dictionary. - Students at random will say their definition of the vocabulary out loud. - Students will do an exercise related to the vocabulary and at the end, they will review it in the board. | | B. 80 minutes. |
| | C. To reflect about the new unit. | C. CLOSURE | C. In the last 5 minutes of class, the teacher will ask questions about the new unit. | C. In the last 5 minutes of class, the students will reflect about the new unit. | | C. 3 - 5 minutes. |

**ANNEX 14:**

## Lesson plan: 2nd Senior B, Technological Games. Colegio Juanita Fernández.

FUNDACIÓN KEPA BILBAO LACA
COLEGIO JUANITA FERNÁNDEZ

DAILY LESSON PLAN
"Sustainable Development"

**Teacher:** Carla Torres Galarce **School:** Colegio Juanita Fernández  **Date:** October 1st, 2019.
**Time:** 90 minutes          **Grade:** 2nd B
OA: At the end of the lesson, the students will be able to identify and use the vocabulary related to Sustainable Development.
OAT: To express a positive attitude towards the class, promote good communication between students and respect other opinions.

| Date | Objective | Stage | Activities | | Materials | Time |
|---|---|---|---|---|---|---|
| | | | Teacher | Students | | |
| OCT 1st | A. To fill out a questionnaire "Convivencia escolar en el aula"<br><br>B. To identify and define vocabulary related to Sustainable development. | A. WARM-UP<br><br><br>B. DEVELOPMENT | A. The teacher will give instructions to fill out a questionnaire about classroom climate "Convivencia escolar en el aula"<br><br>B. - The teacher will ask students if they know something about sustainable development.<br>- The teacher will show a video about sustainable development.<br>- The teacher will do a brainstorm with the student's ideas about the topic and at then, she will explain what they are going to learn in the class.<br>- The teacher will project a PPT containing vocabulary about related to sustainable development and will ask students to look for the meaning of each word in the dictionary.<br>- Then, the teacher will ask students at random to say the meaning of the words and she will give another definition that will be projected in the board, so students understand better.<br>- After the vocabulary, the teacher will explain the exercise related to the vocabulary.<br>- The teacher will do the review of the exercise in the board and will choose students at random to do it. | A. Students will fill out a questionnaire about classroom climate "Convivencia escolar en el aula"<br><br>B. The students will think about the topic from the class and will say out loud raising their hand if they know something about it.<br>- Students will watch a video about sustainable development.<br>- Student will give ideas about the new content.<br>- Students will look for the meaning of the word in the dictionary.<br>- Students at random will say their definition of the vocabulary out loud.<br>- Students will do an exercise related to the vocabulary and at the end, they will review it in the board. | - Questionnaire<br>- PPT "Sustainable Development" | A. 10 -15 minutes.<br><br><br>B. 70 minutes. |
| | C. To reflect about the content of the class. | C. CLOSURE | C. The teacher will ask students to reflect on the content of class out loud. | C. The students will reflect on the content of the class out loud. | | C. 3 - 5 minutes. |

FUNDACIÓN KEPA BILBAO LACA
COLEGIO JUANITA FERNÁNDEZ

DAILY LESSON PLAN
Unit 4: "Sustainable Development"

**Teacher:** Carla Torres Galarce **School:** Colegio Juanita Fernández  **Date:** October 8th, 2019.
**Time:** 90 minutes          **Grade:** 2nd B
OA: At the end of the lesson, the students will be able to identify and use the vocabulary related to Sustainable Development.
OAT: To express a positive attitude towards the class, promote good communication between students and respect other opinions.

| Date | Objective | Stage | Activities | | Materials | Time |
|---|---|---|---|---|---|---|
| | | | Teacher | Students | | |
| OCT 8th | A. Instructions of evaluation. | A. WARM-UP | A. Instructions for the evaluation of the past perfect. | A. Students will listen to the instructions about the evaluation. | - Evaluation past perfect.<br>- PPT<br>-Worksheet | A. 3 -5 minutes. |
| | B1. To apply the past perfect through an evaluation. | B1. DEVELOPMENT | B1. The teacher hand out the evaluation of the past perfect.<br>- Students will have 45 minutes to do the evaluation. | B1. The students will do evaluation of the past perfect and will have 45 min to complete it. | | B1. 45 minutes. |
| | B2. To recall vocabulary related the unit 4. | | B2. The teacher will a PPT with the vocabulary seen the last class. | B2. The students will pay attention to the teacher and will remember the vocabulary seen the last class. | | B2. 10 minutes. |
| | B3. To identify and use vocabulary from the unit. | | B3. The teacher will give the instructions about a worksheet related to the vocabulary of sustainable development. | B3. The students will pay attention to the teacher's instructions about the worksheet related to sustainable development. | | B3. 25 minutes. |
| | C. To demonstrate knowledge about vocabulary related to the unit. | C. CLOSURE | C. The teacher will ask questions about the unit of sustainable development. | C. The students at random will answer the questions of the teacher about sustainable development using the vocabulary. | | C. 3 - 5 minutes. |

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**ANNEX 15:**

## Lesson Plan: 8th grade B, Technological Game. Colegio Juanita Fernández.

FUNDACIÓN KEPA BILBAO LACA
COLEGIO JUANITA FERNÁNDEZ

DAILY LESSON PLAN

**Teacher:** Carla Torres Galarce **School:** Colegio Juanita Fernández **Date:** October 29th, 2019.
**Time:** 45 minutes **Grade:** 8th B
OA: At the end of the lesson, the students will be able to use the comparative and superlative adjectives to compare people, objects and other things.
OAT: To express a positive attitude towards the class, promote good communication between students and respect other opinions.

| Date | Objective | Stage | Activities | | Materials | Time |
|------|-----------|-------|-----------|-----------|-----------|------|
| | | | Teacher | Students | | |
| OCT 29th | A. To recall the comparative and superlative adjectives. | A. WARM-UP | A. The teacher will start the class by asking students the structure, ideas or examples about the comparative and superlative adjectives. | A. Students will listen the teacher and will give ideas or examples about the comparative and superlative adjectives. | - Computer and projector. - PPT. - Game. https://create.kahoot.it/details/comparatives-superlatives/91d874ad-36e2-4f6b-b3c7-f2bc2ae23faf | A. 3 -5 minutes. |
| | B1. To remember the use of comparative and superlative adjectives. | B1 – B2. DEVELOPMENT | B1. The teacher will project a PPT with the use and structure of the comparative and superlative adjectives. | B1. Students will pay attention to the teacher's explanation of the ppt about the comparative and superlative adjectives. | | B1. 15 minutes. |
| | B2. To demonstrate knowledge about the comparative and superlative adjectives through games. | | B2. The teacher will project a Kahoot game about comparative and superlative adjectives for students to practice. -The teacher will give a small sheet to each student in which they must qualify the previously implemented game. | B2. Students will play a game about comparative and superlative adjectives using their cellphones. | | B2. 20 minutes. |
| | C. To use the comparative and superlative adjectives. | C. CLOSURE | C. The teacher will ask students at random to give sentences using the comparative and superlative adjectives. | C. The students at random will give sentences using the comparative and superlative adjectives out loud. | | C. 3 - 5 minutes. |

## ANNEX 16: Lesson Plan: 7th grade A, Traditional Game. Juanita Fernández School.

FUNDACIÓN KEPA BILBAO LACA
COLEGIO JUANITA FERNÁNDEZ

DAILY LESSON PLAN
Unit 4: True Stories.

**Teacher:** Carla Torres Galarce **School:** Colegio Juanita Fernández **Date:** November 6th, 2019.
**Time:** 90 minutes **Grade:** 7th
OA: At the end of the lesson, the students will be able to use the sequencing words to create their own daily routine.
OAT: To express a positive attitude towards the class, promote good communication between students and respect other opinions.

| Date | Objective | Stage | Activities | | Materials | Time |
|------|-----------|-------|-----------|-----------|-----------|------|
| | | | Teacher | Students | | |
| NOV 6th | A. To remember content seen the last class. | A. WARM-UP | A. The teacher will start the class asking students what they remember about the last class. | A. Students will answer the question of the teacher about what they were learning the last class. | - PPT - Balloons - Wool | A. 3 – 5 minutes. |
| | B1. To recall sequencing words. | B. DEVELOPMENT | B1. The teacher will show a ppt about the sequencing words (first, next, after that, then and finally) that they were learning the last class in order to remember, solve doubts and play a game using the words. | B1. The students will pay attention to the teacher and will ask questions about the content if they have so the teacher helps them to solve their doubts. | | B1. 10 - 15 minutes. |
| | B2. To apply the sequencing words through a game. | | B2. The teacher will explain the first activity in which students will have to pop balloons with words or sentences inside to create daily routines. | B2. Each student should pop a balloon with a word or a sentence inside to create daily routines. | | B2.30 – 35 minutes |
| | B3. To use sequence words. | | B3. The teacher will explain the last activity in which students will use a ball of wool to pull between each student and say a sentence using the words taught. - The teacher will give a small sheet of paper to each student in which they must qualify the previously implemented game. | B3. Students will listen to the teacher's instructions and then play with a ball of wool to say a sentence using the words taught. | | B3. 25 – 30 minutes. |
| | C. To use and recognize the use of sequencing words. | C. CLOSURE | C. The teacher, at random, will ask question about the content. | C. The students, at random, will answer the questions of the teacher about the content seen in the class. | | C.3 -5 minutes. |

**ANNEX 17:**

**Scale of faces to measure perception.**

Señala con una X la carita que mejor representa lo que te pareció el juego implementado en clases:



| Lo odié | No me gustó | Indiferente | Me Gustó | Me encantó |