



**UNIVERSIDAD HISPANOAMERICANA**

**Faculty of Education**

**Thesis Submitted to Obtain the Licentiate Degree in Teaching English**

**Effectiveness of Applying Bingo, I Spy with my Little Eyes, and Treasure Hunt Games to Enhance the Problem in Writing in Children of First Grade in Zapote School, Sarapiquí, 1<sup>st</sup> Semester, 2023.**

**Jimena Montero Murillo**

**TUTOR:**

**MSc. Roy Alfaro Alfaro**

**October 2023**

## TABLE OF CONTENT

|                                                              |            |
|--------------------------------------------------------------|------------|
| <b>Introduction .....</b>                                    | <b>xvi</b> |
| <b>CHAPTER I .....</b>                                       | <b>1</b>   |
| <b>1.1. Problem Statement.....</b>                           | <b>2</b>   |
| <b>1.1.1. Problem Background .....</b>                       | <b>2</b>   |
| <b>1.1.2. Problematization .....</b>                         | <b>4</b>   |
| <b>1.1.3. Justification .....</b>                            | <b>6</b>   |
| <b>1.1.3. Research Question.....</b>                         | <b>7</b>   |
| <b>1.2 Objectives.....</b>                                   | <b>7</b>   |
| <b>1.2.1. General objective .....</b>                        | <b>7</b>   |
| <b>1.2.2. Specific objectives .....</b>                      | <b>7</b>   |
| <b>1.3. Scope and limitations.....</b>                       | <b>8</b>   |
| <b>1.3.1. Scope.....</b>                                     | <b>8</b>   |
| <b>1.3.2. Limitations.....</b>                               | <b>8</b>   |
| <b>CHAPTER II .....</b>                                      | <b>9</b>   |
| <b>2.2 Historical context School background.....</b>         | <b>10</b>  |
| <b>2.3. Conceptual Framework.....</b>                        | <b>11</b>  |
| <b>2.3.1. History of English teaching in Costa Rica.....</b> | <b>11</b>  |
| <b>2.3.2. Playful Method .....</b>                           | <b>12</b>  |
| <b>2.3.4. Playful Perspectives .....</b>                     | <b>13</b>  |
| <b>2.3.5. Types of Playful Games .....</b>                   | <b>14</b>  |
| <b>2.3.6. Advantages of the Playful Method .....</b>         | <b>15</b>  |
| <b>2.3.7. Writing Problems in School. ....</b>               | <b>16</b>  |
| <b>2.3.8. Traditional Method in English Classes .....</b>    | <b>16</b>  |

|                                                                               |    |
|-------------------------------------------------------------------------------|----|
| 2.3.9. Interest and Motivation .....                                          | 18 |
| 2.3.10. Traditional Didactic Learning Strategies .....                        | 19 |
| 2.3.11. Fine Motor in Writing .....                                           | 21 |
| 2.3.12. Problems Associated with Learning to Write .....                      | 21 |
| 2.3.13. Learn to Write two Languages at the Same Time, Spanish and English .. | 22 |
| 2.3.14. English Phonology and Phonetics .....                                 | 22 |
| 2.3.15. English Words are not Read Phonetically .....                         | 23 |
| 2.4 Hypothesis .....                                                          | 24 |
| 2.4.1. Variables .....                                                        | 24 |
| 2.5 Hypothesis operationalization .....                                       | 24 |
| CHAPTER III .....                                                             | 26 |
| 3.1. Type of Investigation .....                                              | 27 |
| 3.1.1. Purpose (Applied) .....                                                | 27 |
| 3.1.2. Temporal dimension (transversal) .....                                 | 28 |
| 3.1.4. Research approach .....                                                | 29 |
| 3.1.5. Character (Exploratory- Experimental) .....                            | 30 |
| 3.2.2. Sources .....                                                          | 32 |
| 3.3.2. Sample .....                                                           | 35 |
| 3.3.3. Non-Probabilistic .....                                                | 35 |
| 3.4. Instruments .....                                                        | 36 |
| 3.5. Variables operationalization .....                                       | 37 |
| CHAPTER IV .....                                                              | 40 |
| 4.1. Diagnostic Situation .....                                               | 41 |
| 4.1.1. Data Description .....                                                 | 41 |

|                                                    |    |
|----------------------------------------------------|----|
| 4.1.2. Analysis and Interpretation of Results..... | 48 |
| CHAPTER V .....                                    | 51 |
| 5.1. Conclusions .....                             | 52 |
| 5.2. Recommendations .....                         | 52 |
| Annexes.....                                       | 63 |

**LIST OF TABLES**

|                     |           |
|---------------------|-----------|
| <b>Table 1.....</b> | <b>24</b> |
| <b>Table 2.....</b> | <b>32</b> |
| <b>Table 3.....</b> | <b>33</b> |
| <b>Table 4.....</b> | <b>34</b> |
| <b>Table 5.....</b> | <b>37</b> |

**LIST OF GRAPHS**

|                      |           |
|----------------------|-----------|
| <b>Graph 1.....</b>  | <b>41</b> |
| <b>Graph 2.....</b>  | <b>41</b> |
| <b>Graph 3.....</b>  | <b>42</b> |
| <b>Graph 4.....</b>  | <b>43</b> |
| <b>Graph 5.....</b>  | <b>43</b> |
| <b>Graph 6.....</b>  | <b>44</b> |
| <b>Graph 7.....</b>  | <b>44</b> |
| <b>Graph 8.....</b>  | <b>45</b> |
| <b>Graph 9.....</b>  | <b>45</b> |
| <b>Graph 10.....</b> | <b>45</b> |
| <b>Graph 11.....</b> | <b>46</b> |
| <b>Graph 12.....</b> | <b>47</b> |
| <b>Graph 13.....</b> | <b>47</b> |
| <b>Graph 14.....</b> | <b>48</b> |
| <b>Graph 15.....</b> | <b>48</b> |

**SWORN OF DECLARATION**

Yo Jimena Montero Murillo, mayor de edad, portador de la cédula de identidad número 402400556 egresada de la carrera de Enseñanza del Inglés de la Universidad Hispanoamericana, hago constar por medio de éste acto y debidamente apercibido y entendido de las penas y consecuencias con las que se castiga en el Código Penal el delito de perjurio, ante quienes se constituyen en el Tribunal Examinador de mi trabajo de tesis para optar por el título de Licenciatura en la Enseñanza del Inglés, juro solemnemente que mi trabajo de investigación titulado: Effectiveness of Applying Bingo, I Spy with My Little Eyes, and Treasure Hunt Games to Enhance the Problem in Writing in Children of First Grade in Zapote School, Sarapiquí, 1st Semester, 2023, es una obra original que ha respetado todo lo preceptuado por las Leyes Penales, así como la Ley de Derecho de Autor y Derecho Conexos número 6683 del 14 de octubre de 1982 y sus reformas, publicada en la Gaceta número 226 del 25 de noviembre de 1982; incluyendo el numeral 70 de dicha ley que advierte; artículo 70. Es permitido citar a un autor, transcribiendo los pasajes pertinentes siempre que éstos no sean tantos y seguidos, que puedan considerarse como una producción simulada y sustancial, que redunde en perjuicio del autor de la obra original. Asimismo, quedo advertido que la Universidad se reserva el derecho de protocolizar este documento ante Notario Público. en fe de lo anterior, firmo en la ciudad de Heredia, a los veintinueve días del mes de setiembre del año dos mil veintitrés.

Firma del estudiante

Ced: 402400556

## CARTA DEL TUTOR

San José, 27 de setiembre, 2023

Universidad Hispanoamericana

Licenciatura en la Enseñanza del Inglés

Estimados señores:

La estudiante Jimena Montero Murillo, cedula de identidad número 402400556, me ha presentado para efectos de revisión a aprobación, el trabajo de investigación denominado: ***Effectiveness of Applying Bingo, I Spy, and Treasure Hunt Games to Enhance the Problem in Writing in Children of First Grade in Zapote School, Sarapiquí, 1st Semester, 2023***, el cual ha elaborado para optar por el grado académico Licenciatura en la Enseñanza del Inglés. En mi calidad de tutor, He verificado que se han hecho las correcciones indicadas durante el proceso de tutoría y he evaluado los aspectos relativos a la elaboración del problema, objetivos, justificación, antecedentes, marco teórico, marco metodológico, tabulación, análisis de datos, conclusiones y recomendaciones.

De los resultados obtenidos por la postulante se obtienen la siguiente calificación:

|   | <i>Descripción</i>                                                                          | <i>%</i> | <i>% Obt</i> |
|---|---------------------------------------------------------------------------------------------|----------|--------------|
| A | Originalidad del tema                                                                       | 10%      | 10%          |
| B | Cumplimiento de entrega de avances                                                          | 20%      | 20%          |
| C | Coherencia entre los objetivos, instrumentos aplicados y los resultados de la investigación | 30%      | 30%          |
| D | Relevancia de las conclusiones y recomendaciones                                            | 20%      | 20%          |
| E | Calidad detalle del marco teórico                                                           | 20%      | 20%          |
|   | Total                                                                                       | 100%     | 100%         |

En virtud de la calificación obtenida, se avala el traslado al proceso de lectura

**Roy Alfaro** Firmado digitalmente  
por Roy Alfaro Alfaro

**Alfaro** Fecha: 2023.09.27  
10:50:46 -06'00'

MSc. Roy Alfaro Alfaro

Cedula: 2-306-905

## CARTA DE LECTOR

San José,

Universidad Hispanoamericana  
Sede Llorente  
Carrera

Estimado señor

La estudiante Jimena Montero Murillo , cédula de identidad 4-02400556, me ha presentado para efectos de revisión y aprobación, el trabajo de investigación denominado " Effectiveness of Applying Bingo, I Spy, and Treasure Hunt Games to Enhance the Problem in Writing in Children of First Grade in Zapote School, Sarapiquí, 1st Semester, 2023.", el cual ha elaborado para obtener su grado de Licenciatura en la Enseñanza del Inglés.

He revisado y he hecho las observaciones relativas al contenido analizado, particularmente lo relativo a la coherencia entre el marco teórico y análisis de datos, la consistencia de los datos recopilados y la coherencia entre éstos y las conclusiones; asimismo, la aplicabilidad y originalidad de las recomendaciones, en términos de aporte de la investigación. He verificado que se han hecho las modificaciones correspondientes a las observaciones indicadas.

Por consiguiente, este trabajo cuenta con mi aval para ser presentado en la defensa pública.

Atte.

Firma

A handwritten signature in black ink, appearing to read 'Jeffry', is written over a horizontal line.

Nombre Jeffry Montero Nuñez  
Cédula 116160408  
Carné 71002

**UNIVERSIDAD HISPANOAMERICANA  
CENTRO DE INFORMACION TECNOLOGICO (CENIT)  
CARTA DE AUTORIZACIÓN DE LOS AUTORES PARA LA CONSULTA, LA  
REPRODUCCION PARCIAL O TOTAL Y PUBLICACIÓN ELECTRÓNICA  
DE LOS TRABAJOS FINALES DE GRADUACION**

Heredia, 27 de octubre del 2023

Señores:

Universidad Hispanoamericana  
Centro de Información Tecnológico (CENIT)

Estimados Señores:

El suscrito (a) Jimena Montero Murillo con número de identificación 402400556 autor (a) del trabajo de graduación titulado Effectiveness of Applying Bingo, I Spy with my Little Eyes, and Treasure Hunt Games to Enhance the Problem in Writing in Children of First Grade in Zapote School, Sarapiquí, 1st Semester, 2023. presentado y aprobado en el año 2023 como requisito para optar por el título de Licenciatura en enseñanza del Inglés; **SÍ** autorizo al Centro de Información Tecnológico (CENIT) para que con fines académicos, muestre a la comunidad universitaria la producción intelectual contenida en este documento.

De conformidad con lo establecido en la Ley sobre Derechos de Autor y Derechos Conexos N° 6683, Asamblea Legislativa de la República de Costa Rica.

Cordialmente,

  
Firma y Documento de Identidad



## JURY'S APPROVAL SHEET

## DEDICATORY

I dedicate this research to my parents to whom I owe everything that I am, and to whom I am infinitely grateful for giving me the opportunity to obtain this degree that is important to me, and that I know, they longed for it with all their hearts for my future. In addition to being my unconditional support and my strength to complete this process, they have been model parents instilling in me fundamental values and principles for life and professional development, as well as teaching me the importance of educating myself and always be clear that no matter how far we see the things we want, what matters is what we are doing every day to get there.

To my brother who has always motivated me to move ahead and fight to get what I want without letting myself be defeated so easily, and to my sister who has been my lighthouse in the darkness, she lifted me up every day and was with me when I needed it most, taught me to have the best face in the worst times and which is without a doubt my role model.

## **ACKNOWLEDGMENT**

I thank my parents for the opportunity they gave me to opt for a university degree, as well as trusting me to get ahead and always supporting me despite the adversities we faced together as a family.

To my brothers who have been by my side in the worst moments, advising me and encouraging me to achieve this great accomplishment.

To my aunt Nuria for believing in me, always wishing the best for my life, giving me her love, and helping me take this great step as a professional.

To professor Roy Alfaro who has been my tutor and my guide in this process, for always being willing to help and advise me in carrying out this research.

**ABBREVIATIONS**

M.E.P: Ministerio de Educación Pública

Mr: Mister

## ABSTRACT

First grade children at the Zapote school present difficulty in English writing skills, which has a direct impact on poor academic performance caused by the incorporation of synthetic method practices because with this, students perceive classes as boring. Therefore, to counteract these effects, this research was developed in which it is intended to analyze the benefits of the implementation of innovative methods such as playful through three games: I spy, bingo and treasure hunt in students' writing, to compare the results of both methods. These activities were applied in a total of eight lessons and by carrying out a previous diagnosis, and another after the application of the games, it was determined that the children acquired greater knowledge of the letters and completeness of words, as well as better academic performance with the playful method, demonstrating that this is an effective model in teaching English, because it motivates and increases student's interest.

*Keywords:* innovative method, playful games, long-term learning, writing skill improvement, academic performance

## Resumen

Los niños de primer grado de la escuela de Zapote, presentan una dificultad en la habilidad de escritura del inglés, lo cual repercute directamente en un bajo rendimiento académico causado por la utilización del método sintético, debido a que con este los estudiantes perciben las clases aburridas. Para lo cual, se desarrolla esta investigación con el fin de analizar los beneficios de implementar métodos innovadores como el lúdico a través de juegos como veo-veo, bingo y búsqueda del tesoro en la habilidad de escritura, y poder así comparar los resultados de ambos métodos. Para esto, se aplicaron dichas actividades en un total de ocho lecciones, y por medio de la realización de un diagnóstico previo y otro después de la aplicación de los juegos, se determinó que los niños adquirieron un mayor conocimiento de las letras y complete de palabras, así como un mejor rendimiento académico con el método lúdico, demostrando que este es un modelo eficaz en la enseñanza del inglés, ya que motiva y favorece al interés de los estudiantes.

*Palabras clave:* Método innovador, juegos lúdicos, aprendizaje a largo plazo, mejora de la habilidad de escritura, rendimiento académico

## Introduction

According to Picado (2022), Costa Rica is a country in which English started in Costa Rican education at the end of the 19th century due to the need of the government for the population to learn a foreign language to carry out economic agreements with countries like the United States and England. However, it is until the beginning of the 20<sup>th</sup> century that the state shows more significant interest in teaching this language and begins with the implementation of many strategies that increase interest and facilitate the learning of English for children and youth of the country.

With the incorporation of English in the Costa Rican educational system, the aim was to improve the academic training of the student community, to turn it into a bilingual population and better able to successfully function in different areas, places, and countries. The teaching of this language was based on the use of the traditional method, which is a system on which the education of this country is currently based and refers to a repetitive, boring, and repressive methodology that consists of the implementation of strategies rote and conformists that force the student only to repeat and obey (Córdoba *et al*, 2005; Galván-Cardoso & Siado-Ramos (2021).

The traditional model of teaching English demands the use of a series of activities that are not very attractive to students, which are mainly since the child must receive daily information from the teacher to later be evaluated through an exam, to determine the level of knowledge acquired. In addition, this method uses other strategies such as translations with the help of the dictionary, the use of copies, books, and others (Perez & Palacio, 2018; Galván-Cardoso & Siado-Ramos (2021).

This conventional methodology has great consequences in the learning of English in children and young people because being composed of a set of uncreative strategies, it limits the understanding and acquisition of knowledge of this language, makes students

lose interest in learning the language, perceive boring classes, among other attitudes that are reflected in poor academic performance (Juan & García, 2013).

Due to the impacts that traditional classes have caused on the learning of English in primary students, it is necessary to update the academic curriculum, which seeks the creation of a study plan that is directed towards the integration of a new teaching system that is based on the implementation of playful strategies. The latter refers to all those activities that encourage student learning in a fun, attractive and creative way, which are out of the ordinary (Estupiñan, 2015; Nascimento, 2017).

In the playful method, there are a series of activities, some of which are: games, songs, dramatizations, illustrations, and others. However, for the psychologist Jean Piaget, the game is one of the most important and efficient strategies in student learning because it is an action that allows the student community to express themselves and behave freely, as well as to explore and expand their ability to learn (Chaves, 2022).

The use of playful strategies is a tool that contributes to the improvement of the development of the four linguistic skills of English, increases the interest and motivation of students to learn a new language, stimulates long-term learning, increases academic performance, and favors writing among others (Nova, 2010).

**CHAPTER I**  
**PROBLEM APPROACH**

### **1.1. Problem Statement**

The Zapote school is in an area a bit far from Puerto Viejo district and in which most of the people are operators of the banana and pineapple plants in the area and do not have an education, therefore it is difficult for them to help their children with homework and educational activities like reading and writing. It is for this reason that learning to write a foreign language such as English is so complex for first grade students, since most receive help in this process of writing in the native language, only in the educational center, which delays the process and therefore the understanding of English writing is affected, since children confuse the letters and sounds of both languages.

On the other hand, since the school is in a sparsely populated area and without recreation centers, the children find in the school a place to have fun and share with their classmates, the breaks being the most anticipated moments of the day and leaving aside the interest in learning a foreign language that most find difficult and boring. It is for this reason that this research aims to improve student learning through playful strategies that capture the interest of children.

This problem is developed below in greater detail and the possible solution proposed in the research to help children learn to write.

#### **1.1.1 Problem Background**

This investigation is based on some investigations carried out on the ludic methodology, which serves as support and a foundation for the satisfactory development of this investigation.

Pérez (2018) in his research intends to investigate the importance of implementing playful activities as a method of learning English in children, having as the main objective the design of a proposal in which the game is a playful-pedagogical complement in the development of the English skills in a second language. The research is qualitative and is carried out through observation and interviews based on various theories such as Stephen Krashen's and some other very important ones. The work concludes that indeed learning English is difficult for first -

cycle students and adaptations to a new methodology by the teacher are necessary for the student to learn.

As a second investigation, the thesis of Vásquez (2017) is taken, which has very valuable contributions because it recognizes the importance of playful activities in classes so that children can learn and that teachers not only focus on compliance with the study program to be followed. The problem presented by this thesis is the low motivation due to the boring methodologies that are little enjoyed by students, which is determined by a mixed study (descriptive and correlational) carried out on sixth-grade children from Asunción elementary school and college, Honduras, through surveys of each child, information collected in the teacher's diary and more.

In conclusion, the investigator mentions that although not all teachers know about playful methods, they show interest once they are discussed and recognize the change that can occur in classes and student learning in a new language, since Vásquez believes that the language creates a tense and very anxious environment in children, mainly in the first cycle.

On the other hand, Miletic (2017) investigates the role of playful activities in primary English classes, with the aim of analyzing the effect that a permanent implementation of the playful method and constant motivation can have in English classes, develops the theses in children between eight and nine years of a school in Portugal, active and playful classes are implemented, and information is collected through questionnaires and teacher notes. Miletic realizes that students are attracted to this way of learning, they are curious and entertained, since it is something completely new for them to realize that they can learn and play at the same time.

Even though this method is attractive for classes, most research focuses on the four skills or only on listening and speaking, leaving writing aside, but Soledispa & Pico (2022) carry out a thesis based on the importance of writing strategies to strengthen writing skills and in

this, they emphasize that learning to write is a challenge for students regardless of the grade, since it requires a lot of time and patience to carry out its development and that it is good to create activities and didactic material that allows the development of children as well as their writing abilities.

An observation is made for 10 days to find out the level of participation of the children in the class, the methodology used by the teacher, the materials, teaching techniques, and the knowledge that teachers have about ludic methodology. According to the data obtained, they determine that it is unknown about other methods than the traditional ones, children do not like to write, their participation in class, the attention must be paid to the needs they present, such as learning from a more dynamic and less boring way.

### **1.1.2 Problematization**

The research to be carried out focuses on the difficulty that first-grade students have in learning to write the English language at Zapote school, Sarapiquí in the first semester of 2023. These are children who are between six and seven years of age. Most of their parents are generally illiterate and work for a company dedicated to the production of bananas, oil palm, and pineapple.

Learning to write is one of the biggest problems facing the educational system since children have their first encounters with letters until they are in first grade. Writing is known as a linguistic skill that allows people to organize and express their thoughts in a physical way; This is one of the most complex, long, and tedious processes for both educators and students since they must start by making firm strokes, recognizing the letters, and even their sound, since in English the sound of the letters varies according to the Spanish and this adds difficulty to learning (Soledispa & Pico, 2022).

Another aspect that increases the difficulty of learning to write English in primary school children refers to the use of traditional teaching methods, which are made up of a set of repressive strategies such as memorization, the use of books, copies, tests, quizzes, and other

non-dynamic, creative, attractive, and interesting teaching materials that do not encourage students to acquire knowledge on their own (Picado, 2022).

These methodologies are currently used to maintain order in the classroom, due to the little interest shown by teachers in building striking and productive materials and strategies that increase interest in learning, due to the outdated nature of educators and the lack of knowledge of the new systems of learning (Galván-Cardoso & Siado-Ramos (2021).

The traditional way of teaching English limits the development of students' skills, negatively affecting their motivation, creativity, and academic performance. Scientifically it has been proven that children, due to their neuroplasticity, learn better through learning experiences, games, and interactive activities that are pleasurable to them (Picado, 2022). For this reason, the implementation of playful strategies is currently sought, which according to Vásquez (2017) are all those actions that are based on the use of games or challenges as a means of learning and whose objective is to preserve the interest of students in learning. learn a second language by strengthening writing skills in a dynamic and entertaining context that facilitates a more lasting knowledge of the language.

According to (Vasquez, 2017; Chaves, 2022) Jean Piaget was a psychologist who believed that play was the most appropriate and efficient method for children's learning, especially those between the ages of 2 and 7, since that, at this stage of their lives, infants are more exploratory and make greater use of their imagination, thereby increasing their social and cognitive development. On the other hand, Soledispa & Pico (2022) explain that these strategies can mostly help to reduce the lag that first-grade students present with learning to write English because they help students to improve their motor skills (gross and fine)

### 1.1.3. Justification

According to Gonzáles (2023)<sup>1</sup>, the growing loss of interest and the reduced development of the English writing ability that first-grade children have presented over the years in the Sarapiquí canton and specifically in the Zapote school is attributed to the lack of support from parents and mainly the traditional models such as the synthetic method to learn literacy which is defined by Chakrabarti (2018) as a method that begins with the individual learning of the letters of the alphabet, to form words and thus be able to start writing sentences. However, children who learn to read and write in this way do not know what they are writing or reading, and in most cases, it becomes a tedious and boring method. Because of this, is necessary to search for a new teaching-learning system with which children increase their motivation to acquire a new language.

For Soledispa & Pico (2022), the mentioned before can be achieved with the implementation of the ludic methodology, which is defined as a teaching system, which consists of encouraging teachers to create and include fun activities in their classes, to foster in children fun, active, and long-term learning. In addition, these actions give students the ability to be self-taught, that is, to acquire knowledge on their own, as well as to significantly improve their writing in English (Cevallos & Palma, 2022).

According to Estupiñan (2015), recreational activities include the use of games, which she defines as recreational and fun actions that allow students to express themselves freely and strengthen the development of the four English language skills. For her part, Vasquez (2017) in her thesis exposes the theories of some thinkers, among which are Jean Piaget, Vygotsky, and David Ausubel, in which they explain the importance of games as learning methods because they mention that this is a process that requires social interactions to be more successful, and that children learn from lived experiences.

---

<sup>1</sup>(J. Gonzáles, personal communication, February 13<sup>th</sup>, 2023)

According to Chaves (2022) the use of the game in children between the ages of 2 to 7 years of age, is a fundamental tool if you want to increase the learning of the infant because it helps the student to improve their social and intellectual capacity, to interact with the other members of the group, to explore, to develop the senses, among other advantages that facilitate the learning of a second language. However, Soledispa & Pico (2022) mentions that teachers who use playful strategies in their classes direct the activities for teaching three of the language skills (reading, listening, and speaking), excluding writing, since the latter demands a greater amount of time, care, and patience due to the lack of previous knowledge of the language.

Due to the above, this research was chosen to work with recreational activities for the development of English writing in first-grade children of the Zapote de Sarapiquí school, Costa Rica, since, with this, it is intended to determine whether the playful model has positive effects on the learning of writing skills in children between 6 and 7 years of age or if its benefits are aimed solely at improving reading, listening and speaking of this language.

### **1.1.3 Research Question**

What is the effectiveness of applying Bingo, I spy with my little eyes and treasure hunt games to enhance the problem in English writing in children of first grade in Zapote school, Sarapiquí during the I semester 2023?

## **1.2 Objectives**

### **1.2.1 General objective**

To analyze the effectiveness of applying games as ludic activities to enhance the problem in writing in children of first grade in Zapote school, Sarapiquí, I Semester, 2023.

### **1.2.2 Specific objective**

1. To determine the performance of first grade children in learning to write prior to the application of the ludic method.

2. To compare the effectiveness of the synthetic method and the ludic method in first grade children's learning to write.
3. To interpret the results obtained with the ludic method in learning to write in first grade children.

### **1.3. Scope and limitations**

#### **1.3.1. Scope**

It is intended to show English teachers that there are other interesting and functional methods for students to teach the language at both the primary and secondary levels.

Establish fun and different strategies to improve the performance of first grade children in English writing skills, which is generally what they find most difficult in the language.

Raise awareness among teachers about the need that exists in rural schools to provide support to children through attractive and easy-to-learn strategies, because most parents do not have the necessary knowledge about the English language and they cannot help their children, which makes students feel afraid and unmotivated in classes.

#### **1.3.2. Limitations**

During the development of this research, two considerable limitations were presented that directly influenced the obtaining of information and creation of this document, which are shown below:

- Lack of information about the synthetic alphabetic method, since, despite being a model used by teachers for many years, there is not enough information about it in the teaching of the English language.
- Little time in the development of the activities, this is because the schools have five English lessons per week and therefore not all the lessons can be available to carry out the games and evaluations required for the research, which makes the process slower and more complicated for data collection.

**CHAPTER II**  
**THEORETICAL FRAMEWORK**

## **2.1. Theoretical Framework**

This chapter includes specific information on the aspects that the author considers fundamental for the development of the investigation. This details the traditional teaching model and the playful method, as well as the games or tasks that comprise each of these methods and the benefits of their implementation in the educational system to increase academic performance. In addition, this document contains the main problems that may be affecting learning in the ability to write English in first-grade children and the strategies that can be used as a solution to the lack of motivation, interest, and acquisition of knowledge in said ability in the first-grade population.

## **2.2 Historical context School background**

The study will be developed in the community of Zapote, which belongs to the district of Puerto Viejo, Sarapiquí, Heredia. According to Mr. Alexis Mora (2023)<sup>2</sup>, this is a town that was initially mountainous, without electrical service, with trail-type roads, whose purpose was to improve communication with neighbors, transport crops in oxen and horses, and have access to the Puerto Viejo district. This town was formed by a total of five families (Mora, Picado, Quintanilla, Arias, and Rojas), who together carried out different recreational activities such as shifts, and soccer games, among others to collect funds and materials for the construction of the school, the church and the communal hall on the respective lands that were donated by Mr. Geovanni Rojas.

The school in its beginnings was a small house with wooden walls and other materials donated by the neighbors or bought, which were transported with oxen from Puerto Viejo. This was built in 1971 with the aim of educating the population and having better opportunities. Starting in the 1990s, the farmers dedicated to rice production, sold their lands to banana and

---

<sup>2</sup> (A. Mora, personal communication, Jun 8<sup>th</sup>, 2023)

pineapple companies and oil palm producers that did not contribute to the town, and which are currently dedicated to exporting their products.

Years later, the MEP builds a new school in the same territory, which has changed over time; It currently has concrete walls and ceramic floors and has a total of four classrooms, a dining hall, an office, a storage room, and bathrooms. In addition, it is important to emphasize that the house in which the educational center began is now the teacher's house, which is generally found in all areas of difficult access to facilitate the teacher's permanence.

## **2.3. Conceptual Framework**

### **2.3.1. History of English teaching in Costa Rica**

According to Picado (2022) English has been a fundamental part of economic and professional development for many years, and that is why for many countries it is so important that the language be taught in educational centers, and Costa Rica is no exception. The same author mentions that this is a language that started the national territory at the end of the 19th century due to the need to establish free trade agreements with other nations. This together with the construction of the railroad and the development of the United Fruit Company during the year 1940, favored the implementation of the foreign language in the country's schools; a situation that has continued to this day with the teaching and learning of this language that is becoming more important every day.

This language was taught through traditional methods based on memorization and grammatical translation to evaluate the knowledge acquired by students through oral exams. Currently, English is considered a basic subject in schools and colleges in Costa Rica, which makes it necessary to modify current strategies and methods with others that favor and promote the learning of a foreign language in a more attractive way for children and young people (Córdoba et al, 2005; Galván-Cardoso & Siado-Ramos (2021)

### **2.3.2. Playful Method**

Normally when learning a language, teachers use unattractive methods and sometimes it is even difficult for students to grasp the explanations or understand the vocabulary. It is for this reason that other methodologies have had to be sought, such as the playful method, which helps the teacher that the student wants to be in class, learn, and inquire more about a language such as English, which is so important today (Miletic, 2017).

Estupiñan (2014) believes that the playful method is:

an attractive and successful way to teach because the game in the child is a vital, exciting, and pleasurable activity form. It is not only fun, but this method is also focused on socialization, construction, research, creation, is adaptation to reality, respect, and follows rules. (p.8)

Learning through the playful method is based on creativity of the teacher to create games, activities, turn the routine into something different to capture the attention of the students, make the classes entertaining, full of fun and exploration of knowledge where the student feel free to learn but being clear that there are limits and that the game is a fun way to learn more about the subject (Jiménez, 2022).

### **2.3.3. Games as Ludic Activities**

Learning English is not an easy task, but some time ago the term "lucidity" was implemented, which means the activities that people perform freely and significantly for his development and which has become a perfect complement for learning English in various areas (Lopes, n.d, p. 4). The same author mentions that many authors associate playfulness with play and believe that it is very important in people's lives so that knowledge can be developed in a free and stimulated way.

The implementation of the game in educational activities is an innovative way to capture the attention of children and promote learning in an attractive, entertaining, and meaningful way. The transition process from kindergarten to school is often somewhat complicated for children,

as they go from exploring their own knowledge through stimuli and games to undergoing traditional methods of listening to the teacher and beginning to develop writing, reading, and reading skills. Speaking and listening, which is tedious on some occasions (Cîrceie, 2015).

There are theorists that involve the game as recreational activities that are important for the childhood stage and that benefit learning in people. Some of these perspectives are developed in the following point.

#### **2.3.4. Playful Perspectives**

For many years, some theorists such as Jean Piaget, Vygotsky, Johan Huizinga, and many more have noted that play is an important element in the development of people, and that through its stimuli that benefit the acquisition of knowledge are aroused. In the first place, there is the contribution of Johan Huizinga, who considered that the game is the way for an individual to forget about reality for a moment and create a free space, but with limits and rules where they can socialize and acquire knowledge in an enriching way (Ramsey, 2020).

Piaget thought that a person's mind developed when playing and that there were three types: games with rules, symbolic games that are based on imagination, and games which the complexity increased according to the level. More, however, Piaget (1962, as cited in Ramsey, 2020) said that “games with rules are the most sophisticated and developmentally advanced types of play that children engage in. One of the key characteristics of games with rules is that they involve social and interpersonal relationships.” (p. 11). These games with rules are the most beneficial for education.

On the other hand, Smilansky considered more important the functional game that consisted of sensorimotor activities where the children explored by themselves and acquired experiences, as well as the constructivists based on the creation of things, objects, etc. using materials of different types and in where the children consider themselves a wise person or creator. (Smilansky, 1990, as cited in Ramsey, 2020, pp. 11-12).

The game is not only to entertain or spend time with friends, it is a very useful tool to acquire knowledge in classes, it can be used to learn literacy, vocabulary, develop oral and written skills, etc. and that the child feels free and motivated to learn new things, it can also be used from preschool to adulthood (Hassinger-Das *et al*, 2017).

### **2.3.5. Types of Playful Games**

Playful games are defined by Muñoz & Ceter (2019) as "activities based on play that allow the achievement of meaningful learning in pleasant environments in an attractive and natural way, developing skills" (p.19), which allows the child to feel attracted to learn and begin to build their own knowledge without sitting for a long time in a classroom repeating vocabulary and imitating their teacher.

There are several types of games, including:

**a. Rule Games.** Rule games are defined as those activities that may or may not be supervised by an adult, but which are based on compliance with a set of rules proposed by an adult or by children, which seek to promote competitiveness, improve the development of communicative, emotional, and social skills, as well as increasing cooperation between individuals (López, 2015; Riaño & Diosa, 2019). On the other hand, the use of rule games is tools that allow children to increase their creativity and imagination, since they have the possibility of creating their own activities and guidelines (Beltrán *et al*, 2021).

According to the research by Beltrán *et al* (2021), the implementation of rules in the games used for student learning contribute to the responsibility of children because it forces them to abide by the opinion of teachers and their peers, respect different perspectives and promotes meaningful learning to increase performance.

**b. Simulation or Symbolic Games.** It is very common to see children playing house, with the family, imitating the role of adults, or giving life to objects that they use symbolically, such as a cardboard box that represents a car for them, etc. Mora says that this is what free or symbolic play refers to. The child performs in a natural environment without rules, where the

main tools are imagination and exploration. On the other hand, teachers consider that this game can be seen as an advantage in the learning process rather than as a waste of time, since creativity and disposition in classes can be encouraged through it (Mora *et al*, 2016).

**c. Building Games.** Sarlé *et al* (2014) mentions that construction games are those that are based on the exploration and investigation of children, which encourages the acquisition of their own knowledge, through the use and combination of objects. This allows students to expand their imagination, observation, and analysis, which makes it easier for them to create more creative solutions to respond to a problem that is presented to them.

For their part, Castillo *et al* (2020) indicate that construction games can improve the learning of children in schools because it allows this population to have critical thinking, build their knowledge in different areas based on movement and creativity, improve the development of group work and concentration, reasons that help individuals to feel motivated in class and increase interest in learning.

### **2.3.6. Advantages of the Playful Method**

This playful method is known for creating a natural learning environment, in which it promotes fun, entertainment and creativity through games, outdoor activities, music, plays, poetry, among others, with which it is intended that students achieve knowledge, participate in class, perform practices satisfactorily, see the English language as an opportunity to get ahead and not as something boring or unimportant, interact with each other to improve group work (Jimenez, 2022; Siek-Piskozub, 2016).

According to what Jiménez (2022) mentions, this teaching model contributes to reducing the anxiety that children often present in class to go out for recess, since it allows the creation of an entertaining environment in the classroom like the one that normally develops in the classroom recreation, for which children are not subjected to a stressful situation since the child is stimulated through recreation.

### **2.3.7. Writing Problems in School.**

Teaching to write is considered a difficult task for teachers and it is also complicated for the person who is learning. Nunan (n.d, as cited in Sri & Rao, 2018) says “Writing is an extremely complex cognitive activity in which the writer is required to demonstrate control of variables simultaneously. At the sentence level, these include control of contents, format, sentence structure, vocabulary, spelling, and letter formation” (p.1). Despite not being an easy task, the development of writing skills is necessary for people's lives to be able to communicate better and function in daily tasks and work.

Rodríguez (2013) mentions that for a child to successfully achieve the goal of writing, cognitive problems must also be avoided, such as poorly developed fine motor skills, incorrect postures when writing, little physical activity or boring activities that tire the child from spending a lot of time with a pencil in the hand. On the other hand, Soledispa & Pico (2022) believe that the lack of motivation, outdated and traditional teaching strategies, little vocabulary learning, and other elements, affect the child's interest in learning to write in a foreign language such as English and therefore there are writing problems in schools. Some of the present problems are developed below.

### **2.3.8. Traditional Method in English Classes**

Education has been known to be implemented through different methods, including the most popular method that has lasted for centuries, the traditional method, which according to Bernad (2007, as cited in Galván-Cardoso & Siado-Ramos (2021)) consists of memorizing information, undergoing a routine of learning where the teacher is the one who speaks and the student listens and repeats, and the result is a group of people without decision, obedient, without intellect and creativity.

This unattractive method does not allow children to develop their learning through discovery, but the teacher is the only way to obtain it through master classes that allow the accumulation of all the information that the teacher considers important to later evaluate what

has been learned through exams. (Bernad, 2007, as cited in Galván-Cardoso & Siado-Ramos (2021))

In language teaching, some traditional methods are also used to mainly teach literacy, which is defined by Cambridge University (2013) as the reading and writing process that individuals go through when they are learning to write and read fluently so they can communicate effectively with others. Although there are several methods that are currently used to start literacy with first-grade children, the most normal or common is defined below.

**a. Synthetic Method.** It is a method that is used mainly in adults focused on graphemes, which are defined by Pulgram (2015) as the elements that help distinguish words or differentiate them from others, such as symbols or letters. The method consists of learning each letter of the alphabet (grapheme) to form syllables, then words with more than one syllables are joined and therefore conclude in short and simple sentences, made by the students. Even though it has been implemented throughout life in schools and they considered it an easy and practical methodology to apply, Fuente (2014) says that:

This method is decontextualized and meaningless since it focuses exclusively on the deciphering of the graphemes producing more or less fluent reading, but without understanding and interpreting the hidden message of the text and its overall meaning, thus dealing with a mechanical reading. (p.15)

The synthetic method is divided into several methods known as traditional, which will be defined below.

**b. Literal Method.** It is divided in two.

- **Phonic.** which according to Quintero (2014) "consists of teaching the sound that each letter has" ("Método sintético", para. 1). The sound of each letter is essential in the literacy process since the consonants of the vowels and each of the letters must be differentiated that make up the alphabet to be able to form syllables and therefore words. The order of learning is decided by the teacher.

Despite being a very common method, it has its disadvantages as it is not an attractive method, and it can be confusing for people because the sounds of the letters change once they are joined into syllables and words (Quintero, 2014).

- **Alphabetical.** The most used method in schools, consists of first understanding the vowels, learning, and recognizing them, and then starting with the alphabet, however, it is not taught by means of the sound of these but by their name. e.g., Aa = ei, Bb = bi, etc. It is a meaningless and confusing method to teach "The student is forced to mechanical and meaningless work, they are taught an unreal pronunciation" (Quintero, 2014, "Métodos sintéticos", para 1). Learning the alphabet is the most important thing in this method and the teacher is the one who decides what should be learned first according to the need of the process.

**c. Syllabic Method.** This method is a fusion of the previously mentioned methods (alphabetic and phonic) in which the base is the syllable that is formed from a vowel and a consonant and images or words can be used to facilitate the understanding of this. Despite being easy for the teacher to teach, Quintero (2014) refers to the fact that it is not a very attractive method for reading in English.

### 2.3.9. Interest and Motivation

Sellan (2016) defines motivation as "the engine that drives us to achieve a certain objective" ("Introducción", para. 4). Every individual creates his knowledge based on his interests, the more he likes or is interested in something, the more desire to know he will have. This same author mentions that one is not born with motivation, but people acquire it according to their daily experiences and experiences when relating to others and it is generally evidenced through actions, such as wanting to do new things, trying activities, investigating, learning and meet the proposed goals without being forced by third parties (Sellan, 2016).

In education, it is of great importance that the teacher motivates the student, Aebli (2001, as cited in Sellan, 2016) says that "Where the motivation to learn is lacking, learning

does not take place" ("Materiales y métodos", para. 1). A teacher who seeks a way to encouraging their students, through active strategies, games, phrases that make them feel good is a teacher who will not waste time teaching, because students will be interested in learning new things every day.

This same author believes that great positive results can be obtained through motivation since he believes that:

By improving student motivation, their interest, and willingness to make an effort will increase, and they will focus on learning tasks, with which, consequently, their performance will increase, their results will improve, their disruptive behaviors in the classroom will decrease, and conflicts with others will decrease your parents and teachers, your relationships with them will improve, your self-esteem will increase and, ultimately, you will feel more satisfied with yourself.

(Sellan, 2016, p. 2)

On the other hand, traditional methods do not care about the student's interest in learning, much less about motivation, since their only objective is to memorize the information, repeat it, and perform well in exams (Carrasco, 2014).

### **2.3.10. Traditional Didactic Learning Strategies**

An important aspect to consider in the learning process is through which teachers transmit information to students. Navarro & Piñeiro (2012) say that teaching strategies are a good tool to create or implement the best techniques or activities appropriate to the need of the students since they define them as "the discipline that studies techniques, procedures, strategies, and methods to enhance the teaching process for students to approach in a wide, deep, and significant way the knowledge in the process of acquisition of English as a foreign language." (p.234), through these teaching strategies many teachers help to develop the four English language skills, however, some teachers have difficulty teaching first-children to write,

perhaps because they do not feel prepared, or the activities are not very functional because they are outdated or traditional strategies as they are popularly known.

A few years ago, in schools they normally used different strategies such as handwriting, transcribing paragraphs or words, copying the texts given by the teacher and others to learn to write, so that students were able to write their own texts, but these strategies take a long time (Gardemann, 2009).

Some other commonly used strategies for writing in a language like English are:

**a. Shared Writing.** Gardemann (2009) says that it consists of students collectively or individually thinking of words to create a story or short sentences and saying them aloud while the teacher writes them on the blackboard in English. This for the children to see how their ideas are being written and how it is done, also allows them to know which students have difficulty expressing their ideas or recognizing letters since students can write the texts or sentences after being written by the teacher.

**b. Interactive Writing.** It is a strategy in which the students and the teacher form a paragraph and transcribe it together to try to model the phonology of the letters, the pronunciation of words, and so on. This is very similar to the strategy described above; however, it involves more student participation and gives them the opportunity to review important aspects of spelling, grapheme review, punctuation, etc.

On the other hand, Gardemann (2009) says that “The learning environment teachers create during interactive writing should support risk taking as a part of student learning.” (p.19) This is because the children are the ones who participate the most in the process, but they are starting to write so it is normal that they still do not recognize some sounds of the words or how they are written and there are probably many errors in the writing development of the activity.

**c. Writing Workshop.** This is another strategy implemented for teaching writing, although it can be difficult for students to use it. It consists of promoting writing through steps such as observations by the teacher while the students carry out writing exercises, to determine

the aspects that must be improved or that are achieved successfully, then based on this, the teacher prepares material, activities, and, others for students to work without help, then the correct way to write using capital letters, punctuation marks, etc. is explained to children and young people and finally, the means to communicate these messages are taught, through crafts such as small books, letters, cards, etc.

This method is carried out to show students the entire writing process and how writers create their books so that they are read by many people, thus being able to encourage writing skills (Gardemann, 2009, p. 22).

### **2.3.11. Fine Motor in Writing**

The early writing ability that a child has also depends on aspects such as how developed fine motor skills are, which is “the level of coordination of and ability to manipulate smaller body parts (such as using thumb and forefinger to pick up a raisin)” (Wisconsin Department of Health Services, 2018, p. 14). This involves learning to hold a pencil, and to be able to draw in eye coordination, and much more.

With fine motor skills, manipulation of objects is modeled, especially the smallest ones, copying images with simple drawings, cutting paper, etc. aspects that are merely related to writing. Chandler *et al* (2021) state that children who have a higher fine motor development before the writing process will be able to recognize words and spelling more easily, while those children who do not have a good level of fine motor development will have problems developing in class, mainly in writing, which is a complicated task (Chandler *et al*, 2021).

### **2.3.12. Problems Associated with Learning to Write**

As previously mentioned, according to Said (2018, as cited in Sarwat *et al*, 2021), writing is important when learning a language like English, because vocabulary can be written correctly, and grammar is learned more easily. However, there are other problems apart from those described above that are also closely related to the problem of learning to write and which are described below.

### **2.3.13. Learn to Write two Languages at the Same Time, Spanish and English**

One of the main challenges that children have when they start the school stage is writing, and even more so if they are learning a second language, since for Erkan & Saban (2011, as cited in Javadi- Safa, 2018) learning to write in a second Language requires a lot of linguistic knowledge, vocabulary, and grammar, as well as the development of skills to express what is thought.

The present problem in Costa Rica is that children start school without knowing how to write in their own mother tongue. Ministerio de Educación Pública (MEP) (2013) says:

Our students do not know how to read and write adequately. The foregoing is verified with the results of the diagnostic tests of the sixth and ninth year; it is observed in the performance shown by students in universities and with the results of the PISA tests (International Program for Student Assessment, for its acronym in English) (p. 7).

This is a problem for English teachers, since Zhang (2022) says that a child who has developed their skills in their mother tongue will have an advantage because they will learn faster than a child who has not yet mastered these skills in their own language. Therefore, children who still do not know how to write in Spanish, which is the mother tongue of Costa Ricans, will have more problems learning to write in a second language such as English, because as the same author says, “children will mix languages for a period of time” (Zhang, 2022, p. 3), while learning both languages at the same time.

### **2.3.14. English Phonology and Phonetics**

Each language has its own characteristics, no language is better than others, but there are some more used in different parts of the world, such as English. Language is a linguistic expression used to communicate with people orally or in writing and each one has its own phonetics and phonology, which allows the words pronounced to have a meaning and can be differentiated from others (Hamka, 2016). The same author defines phonetics as “the study of

speech sounds; how they are produced in the vocal tract or production of speech sounds, the study of the transmission and their physical properties, and how they are perceived” (Hamka, 2016, p. 348). It depends on phonetics that words can be produced correctly.

In addition, phonetics is accompanied by phonology, Hamka (2016) defines it as “the study of the sound system of language; how the particular sounds used in each language form and integrated system for encoding information and how such systems differ from one language to another.” (p. 348) Normally a language is known through the phonemes or the pronunciation that each letter of the alphabet has.

The phonological and phonetic difference between languages such as Spanish and English makes learning to write English difficult. Uribe *et al* (2019), mention that “In the English system there are twelve pure vowels, eight diphthongs and twenty-four consonants. In contrast, in the Spanish language there are five pure vowels, five diphthongs and nineteen consonants.” (p. 219), which is complicated for children, since there are many more sounds that must be learned.

On the other hand, the same author highlights the pronunciation of both languages and the articulation to produce those sounds, because although in some cases they sound or the tongue is positioned, etc. in the same place as when speaking in Spanish, most of the sounds are different, breathing changes, the phonemes are not the same and the sequence of consonants is not the same, English has silent consonants, with vibration, etc. therefore, these variations are not very easy to understand, much less when the native language itself is not yet mastered (Uribe *et al*, 2019, pp. 219-222).

### **2.3.15. English Words are not Read Phonetically**

In Spanish, each letter of the alphabet can be recognized according to its sound and reading can be taught using phonics, which is defined by Reinking & Reinking (2022) as the way to teach people to read, relating letters with sounds. These authors consider that writing in English is more difficult than writing in Spanish, since English is not a phonic language because

words cannot be read as they are written because the sound of the letters varies, as in the case of the vowel /i/ in “see”, also the same vowel can have two or more sounds.

## **2.4 Hypothesis**

Students who learn English through games will be able to write in an easier and more attractive way.

### **2.4.1 Variables**

For the purposes of this investigation, two types of variables are identified: one independent and one dependent. The first of them corresponds to the games, which are the main element of the study, since they are the tool to apply the playful method, while the second refers to the ability to write in an easier and more attractive way, being this is the expected result with the investigation.

## **2.5 Hypothesis operationalization**

### **Table 1.**

*Hypothesis operationalization*

| <b>Hypothesis</b>                                                                                    | <b>Variables</b>                                    | <b>Conceptual</b>                                                               | <b>Operational</b>                         |
|------------------------------------------------------------------------------------------------------|-----------------------------------------------------|---------------------------------------------------------------------------------|--------------------------------------------|
| Students who learn English through games will be able to write in an easier and more attractive way. | Games                                               | Recreational activities to entertain and amuse an individual.                   | Didactic strategies for learning to write. |
|                                                                                                      | Able to write in an easier and more attractive way. | Process to express ideas or thoughts through letters in a beautiful and fun way | Use games to learn to write.               |

## **CHAPTER III**

### **METHODOLOGICAL FRAMEWORK**

This chapter contains in detail all the information regarding the methodology that the author uses for the development of this research, as well as the aspects that characterize it. This contains the temporal dimension of the study, which refers to the duration in months, the scope, which in this case is local, the nature (quantitative, qualitative, or mixed), and explains why it is considered a study of an exploratory-experimental nature. In addition, reference is made to the universe and sample on which the research is to be implemented, the characteristics that influenced its choice, and the tools that will be used to measure the results.

### **3.1. Type of Investigation**

The present investigation is exploratory-experimental since according to Fernández & Baptista (2014), the exploratory scope of a study consists of inquiring about a topic that has almost no information, either because it is new or little studied. On the other hand, it presents an experimental design which is defined by Ramos-Galarza (2021) as a scope that is based on the manipulation of the independent variable, to know or determine the degree of influence that it exerts on the dependent variable.

#### **3.1.1. Purpose (Applied)**

The investigations are carried out with the purpose of acquiring knowledge through exploration, data collection that is obtained when the scientific method is applied and the application of strategies or methods that allow to inform and put into practice the knowledge developed. In the case of the research to be carried out, it is of an applied type, which, according to Sabino (1996, as cited in Castro-Maldonado et al, 2022), "...concentrates its attention on identifying needs, problems or opportunities in the context for, subsequently, apply knowledge and respond to these requirements from the application of the scientific method" (p. 15). Therefore, the purpose of the study to develop is to apply the ludic method through games such as bingo, I Spy with my little eyes and treasure hunt in English classes with first grade children to determine if an improvement is obtained in the performance of writing through new strategies.

In the community where the research is going to be carried out there are difficulties in learning to write, and it is intended to help solve this problem that affects both, the academic performance of students and teachers, since they are delayed in other skills and competencies that are also important in the English language, through an attractive and entertaining method, which has been previously investigated by the researcher and it is desired to put into practice the knowledge acquired with first grade children.

### **3.1.2. Temporal dimension (transversal)**

Normally when talking about an investigation it is thought that the process involves many years of data collection, studies and so on, but there are two dimensions of time to carry them out; longitudinal, which requires a lot of time to constantly collect data through observations of the phenomena to be studied, stories, etc. and thus provide an accurate and reliable result on the problem studied, and the transversal dimension. Huaire (2019)

This research is carried out cross-sectionally, since Huaire (2019) mentions that it "Collects data in a single moment, in a single time" ("Investigación Transversal", para. 1). Due to the little time available to investigate due to the school period remaining in schools to conclude the school cycle, and the availability of the researcher to carry out studies in greater depth and for a longer period of time, it must be carried out in a period short of this year, where the necessary information is collected to determine the effectiveness of the aforementioned games and thus conclude the investigation.

### **3.1.3. Framework**

To develop the investigations, there are several levels that allow the scope of the study to be defined, among them are the mega, which refers to very general studies and which takes a population in different parts of the world to obtain a broader result. In this research, it refers to the different educational centers in the country that teach a foreign language such as English in primary school. The macro, which bases the inquiry regionally or nationally depending on what you want to study, in this case, the macro consists of the student population of the Zapote

school and finally the micro level, which are those studies that are carried out locally or with small groups of people or samples as in this case (Buele & Vidueira (2018).

The researcher takes a group of first grade children between the ages of 6 and 7 from the Zapote school, which is in a small community known as Zapote, in Puerto Viejo de Sarapiquí de Heredia, where the production of pineapple and bananas for export. In this case it was delimited in this way first; because the school has a small infrastructure and student community, because it is located in a remote and sparsely populated area, therefore there is only a first grade group, second because the time established for the investigation is limited and third because the problem to be solved is the performance of the writing ability that persists in the group of first grade children due to several previously explained factors.

#### **3.1.4. Research approach**

When a topic of study is raised, it is necessary to think about what kind of approach it will have, whether quantitative, qualitative, or mixed, this depends on what you want to achieve with the research. When talking about a quantitative approach, Hernández et al (2014) mention that, "It uses data collection to test hypotheses based on numerical measurement and statistical analysis, in order to establish behavior patterns and test theories." (p. 4). They are those inquiries that reflect the results in statistics so that they can be better interpreted, as in the case of measuring student performance, it is very useful if the graphs are presented in percentages.

On the other hand, Creswell (2003, as cited in Khaldi, 2017) says that quantitative research "Is a means for testing objective theories by examining the relationship among variables. These variables in turn, can be measured typically on instruments, so that numbered data can be analyzed using statistical procedures" (p. 19). Aspect that adapts to the type of inquiry that is desired in this case. However, the qualitative defined by the same author should also be mentioned as:

a means for exploring and understanding the meaning individuals or groups ascribe to a social or human problem. The process of research involves emerging

questions and procedures. Data typically collected in the participant's setting data analysis inductively building from particulars to general themes and the researcher making interpretations of the meaning of the data (Creswell, 2003, as cited in Khaldi, 2017, p. 21)

This research is also developed in a qualitative way since according to Hernández et al (2014) "It uses the collection and analysis of data to refine the research questions or reveal new questions in the interpretation process" (p. 7). Therefore, it is expected to analyze the data obtained from the observations and comparison between both methods (synthetic and playful) and thus be able to determine a result from this.

On the other hand, there is also the mixed approach, Hernández-Samperi (2014) says that "The goal of mixed research is not to replace quantitative research or qualitative research, but to use the strengths of both types of inquiry, combining them and trying to minimize their potential weaknesses" (p. 532). This further favors the researcher since it gives it flexibility to work with the population and develop the research.

In addition, the researcher intends that the information collected during the study can be interpreted in various ways and the result can be clearly understood, it is for this reason that the inquiry has this mixed nature because "...in mixed methods researchers use both types of data because these combined provide the best understanding of a research problem (Khaldi, 2017, p. 22). Which brings more validity and importance to the research.

### **3.1.5. Character (Exploratory- Experimental)**

The type of character of this research is exploratory, for which Hernández (2014) mentions that "They are used when the objective is to examine a little-studied or novel topic" (p. 91). As in the case of the ludic method, which is a topic unknown to many teachers, since it is normally considered something recreational rather than didactic, and very few have felt attracted to give an entertaining and dynamic meaning to the classes.

There is little research on this subject, and it was necessary to investigate, since there is little knowledge on the subject for the development of research, therefore, some theories, theses and recent studies on games as an innovative method in classes were taken as a basis of English, mainly in the learning of writing and in this way to present the problem of this investigation and thus be able to determine throughout the investigation if it is a worthwhile topic or not that continues to be investigated by other authors in future explorations.

In addition, it also has an experimental character since for the purposes of this research it is intended to determine the incidence of the traditional method on the performance of students in the writing ability and for this it is necessary to manipulate the variables of the study. Vásquez (2016) mentions about experimental studies that “In them the researcher wants to verify the effects of a specific intervention, in this case the researcher has an active role, since he carries out an intervention” (“Estudios experimentales”, para. 1). As in the case of this research that wants to demonstrate the effect that the implementation of games as a playful method can have, so first grade children learn to write in English in a more fun and effective way.

For the development of this study, a group of first grade students is chosen and undergoes a defined period with both traditional and playful strategies to make different observations and collect data based on this, and thus establish a result, which is expected to be positive for the researcher and that in this way it can be contributed to other investigations through conclusions and recommendations, as well as to the inquiry itself.

## **3.2. Sources and Subjects of Information**

### **3.2.1 Subjects**

When it is intended to carry out an investigation regardless of the area, topic, or type, it is essential to choose a population or sample, which will be subjected to the different necessary studies that will be carried out throughout the investigation to obtain the data that after being

analyzed will give results to the investigation. These subjects or objects of study can be people, plants, insects, animals and many more (Arias-Gómez et al, 2016).

There are two categories to define the research participants: population and sample. The first is defined by Arias-Gómez et al (2016) as "... a set of cases, defined, limited and accessible, which will form the reference for the selection of the sample, and which meets a series of predetermined criteria" (p 202). In this case, the population of this investigation is all the students of the educational center of Zapote, from first to sixth grade.

On the other hand, the sample defined by Hernández et al (2014) as "Subgroup of the universe or population from which the data is collected, and which must be representative of it" (p. 173). It is the most important part of the investigation, since depends on it, the study can be developed, obtaining the required data, based on this, it is mentioned that the entire first grade group is selected as a sample for the project.

### **3.2.2. Sources**

**a. Firsthand Sources.** For the development of this research, it was necessary to investigate various topics such as the playful method, traditional method, writing in primary school children and others, for which many information sources are taken as theses, among others, the most relevant being detailed below in table 2.

**Table 2.**

*Primary Sources of the Research.*

| Author or authors                                                                                  | University or Organization                   | Country    | Year |
|----------------------------------------------------------------------------------------------------|----------------------------------------------|------------|------|
| Beltrán Mora Ángela Vanesa,<br>Guzmán Ospina Ángela<br>Jireth & Salazar Castillo Lina<br>Patricia. | Corporación Universitaria<br>Minuto de Dios  | Colombia   | 2021 |
| Chaves Pérez, William<br>Osvaldo.                                                                  | Universidad Latina de Costa<br>Rica          | Costa Rica | 2022 |
| Estupiñan Jaramillo, Evelin<br>Dayana.                                                             | Pontifical Catholic University<br>of Ecuador | Ecuador    | 2015 |
| López Trinidad María de los<br>Ángeles.                                                            | Universidad Pedagógica<br>Nacional           | México     | 2015 |
| Miletic, Eunice Ascensão<br>Nascimento.                                                            | Universidade Nova de Lisboa                  | Portugal   | 2017 |
| Soledispa Peñaherrera<br>Debora Cristina & Pico Pardo<br>Mariuxi del Rocío.                        | Universidad de Guayaquil                     | Ecuador    | 2022 |
| Vásquez Paredes, Diana<br>Eulalia.                                                                 | Universidad de Cuenca                        | Ecuador    | 2017 |

**c. Secondhand Resources.** Some books are used for the literary review of the theoretical framework, as well as the development of the rest of the research. Table 3 shows the books used.

**Table 3**

*Secondary Sources of the Research.*

| Author or Authors                                     | Book Title                                                             | Year |
|-------------------------------------------------------|------------------------------------------------------------------------|------|
| Castillo, R, Castro, M & Ramírez, P                   | El juego en la primera infancia “De la formación a la transformación”. | 2020 |
| Hernández, S. R, Fernández, C. C,<br>& Baptista, L. P | Metodología de la investigación                                        | 2014 |
| Ramsey, David                                         | Play & Playfulness: Definitions & Conceptions.                         | 2020 |

|                                             |                                                                                              |      |
|---------------------------------------------|----------------------------------------------------------------------------------------------|------|
| Rodríguez, M                                | Dificultades de Aprendizaje<br>Relacionadas con la Escritura:<br>Pautas para padres y madres | 2013 |
| Sarlé, P, Rodríguez, S. I &<br>Rodríguez, E | El juego en el Nivel Inicial: Juego<br>de construcción Caminos, puentes<br>y túneles.        | 2014 |
| Wisconsin Department of Health<br>Service   | Active Early: A Wisconsin guide for<br>improving childhood physical<br>activity.             | 2018 |

**d. Thirdhand Resource.** Most of the contributions in this inquiry were taken from magazine articles, which offered very enriching information to continue the investigation. Some of these are shown in Table 4.

**Table 4.**

*Tertiary Sources of the Research.*

| Author or Authors                             | Article                                                                                                                         | Year |
|-----------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|------|
| Galván, C. A & Siado, R. E.                   | Educación Tradicional: Un modelo de enseñanza centrado en el estudiante                                                         | 2021 |
| Mora, C, Plazas, F, Ortiz, A. &<br>Camargo, G | El juego como método de aprendizaje                                                                                             | 2016 |
| Navarro, D. & Piñeiro, M                      | Didactic Strategies for teaching English as a foreign language in seventh and eighth grades in secondary schools in Costa Rica. | 2012 |
| Reinking, D. & Reinking, S. L                 | Why phonics (in English) is difficult to teach, learn, and Apply: what caregivers and teachers need to know.                    | 2022 |
| Sellan, N. M                                  | Importance of motivation in learning.<br>Sinergias educativas                                                                   | 2016 |

### 3.3. Population and sample

#### 3.3.1. Population

The research is carried out in the Zapote educational center, which is located in the community of Zapote in the canton of Sarapiquí and is an institution that belongs to the Ministry of Public Education (MEP), it has a student population of approximately 210 children who are the population of this research, since belonging to the institution, the research also concerns them and it is expected that in a positive way in the improvement of writing of the English language and the implementation of new learning techniques.

### **3.3.2. Sample**

The researcher selected as a sample the first-grade group that belongs to the public institution of Zapote. This is made up of a total of 15 students of both genders (women and men) who mostly live in this community or nearby places. These is submitted in the second semester of 2023 to observations and two tests, whose function is to evaluate the performance and verify the efficiency of the playful method.

### **3.3.3. Non-Probabilistic**

In this case, non-probabilistic sampling was carried out, as Hernández et al (2014) mentions as "... the choice of elements does not depend on probability, but on the characteristics of the investigation" (p. 176). Which means that the researcher chooses the sample according to the convenience or necessity of the investigation.

The decision for which this group was chosen was because the children of this grade share certain characteristics or normally known as selection criteria between them; they are starting the primary school process, they are between 6 and 7 years old, have no knowledge of reading and writing when they start the school stage, have difficulties writing in a language such as English and receive English through traditional methods, mainly by the synthetic.

Since by belonging to the institution, the investigation also concerns them, and it is expected that in a positive way in the improvement of writing. of the English language and the implementation of new learning techniques.

### 3.4. Instruments

According to Hernández and Duanna (2020), data collection is a fundamental phase in all research because obtaining accurate and valid results depends on this, for which the measurements must be carried out correctly and adequately. In addition, they explain that the selection of measurement instruments is a very important aspect in any study.

The data collection instruments refer to all those tools that allow the researcher to make the measurements, which encompass a series of steps for their establishment that are known as techniques. For the first objective, a diagnostic test is used, which consists of certain exercises that the child must solve according to the knowledge that she/he has acquired during the first semester of the school year using the synthetic method. Figure 1 of the annexes shows the evaluation carried out.

The first exercise consists of four items to listen to the sound of a letter and write it in the correct space, the second, the students must write the name in four images previously seen in class example: "Cat", "Apple" and "Ball" and by Lastly, students must match images with letters and complete words. Therefore, the diagnostic test has a total of 14 items, and it is used as a reference for the level of performance that students have in this writing skill up to the moment of its application.

On the other hand, for the second objective, three games were implemented: bingo, I spy and treasure hunt to teach the letters l, m, e, and a in a total of eight lessons. In the first, cards were used with images that represent the sounds of the letters and in which they had to complete the words to win. In the second, the sounds (l, e, m, a) were taught through the game I spy and in which the students had to search on the sheet that was previously given to each one, a word with the sound and paste the image they considered was correct.

For the third game, a route was made inside the classroom and the group was organized into two teams. Each group had a map with the location of the clues that they had to collect to

reach the treasure. Additionally, during the activity the children had to complete small tasks such as form words, identify letters, associate words with images and so on.

After the application of the games, a second diagnostic test is carried out on first grade students to know the learning acquired through the playful method. This was made with the same structure as the first, but words and some images were changed, as can be seen in Figure 2 of the annexes.

Furthermore, in the third objective, the results obtained in the diagnoses of both methods and a questionnaire carried out with the English teachers were tabulated, which consists of thirteen closed questions about games as recreational activities to improve writing skills, as well as the playful and synthetic method. In order to analyze the effectiveness in the academic performance of students, and to know the opinion of teachers about these methods. This instrument is shown in figure 3 of the annexes.

### **3.5. Variables operationalization**

Table 5 shows the operation of the variables for each of the specific objectives that make up the research. In which the process of validity of the variables is detailed through the implementation of the instruments that is used during the collection of data and information to determine the effectiveness of the ludic method in learning to write.

**General Objective:** To analyze the effectiveness of applying games as ludic activities to enhance the problem in writing in children of first grade in Zapote school, Sarapiquí, I Semester, 2023.

#### **Table 5.**

*Variables Chart.*

| Specific Objective                                                                                                      | Variable                                | Conceptual Definition                                                                                                                                                                                                                                                 | Operational Definition                                                                                                                  | Instrumental Definition                                                                                                                                                                                                                                              |
|-------------------------------------------------------------------------------------------------------------------------|-----------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| To determine the performance of first grade children in learning to write prior to the application of the ludic method. | The performance of first grade children | School performance refers to an indicator of learning acquired by students                                                                                                                                                                                            | Evaluation of the knowledge acquired by students through the synthetic method applied by the group teacher.                             | For the collection of data on the performance of the children prior to the application of the ludic method, a diagnostic test is applied, which consists of three writing exercises and letter identification for a total of fourteen items.                         |
| To compare the effectiveness of the synthetic method and the ludic method in first grade children's learning to write.  | The synthetic method and ludic method   | <p>The synthetic method corresponds to a way of learning to write starting with the knowledge of the sounds of the letters and ending with the formation of sentences.</p> <p>The ludic method is a way of teaching with the use of games or creative activities.</p> | Establishing eight lessons based on the use of playful method activities and the evaluation of the knowledge acquired with this method. | To make a comparison between the playful and synthetic method, a second diagnostic test is applied to the children, which consists of 14 items, four of complete words according to their initials, four of write words, and six of match images and complete words. |

|                                                                                                      |                      |                                                                  |                                                                                                            |                                                                                                                                                                                     |
|------------------------------------------------------------------------------------------------------|----------------------|------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| To contrast the results obtained with the ludic method in learning to write in first grade children. | The results obtained | The effect resulting from the implementation of the ludic method | Through the collection of data from the students and a teacher's questionnaire during the evaluated period | Based on the activities of the two previous objectives, and a questionnaire of thirteen closed questions applied to English teachers, the results obtained are explain from graphs. |
|------------------------------------------------------------------------------------------------------|----------------------|------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

---

**CHAPTER IV**  
**RESULTS AND ANALYSIS OF DATA**

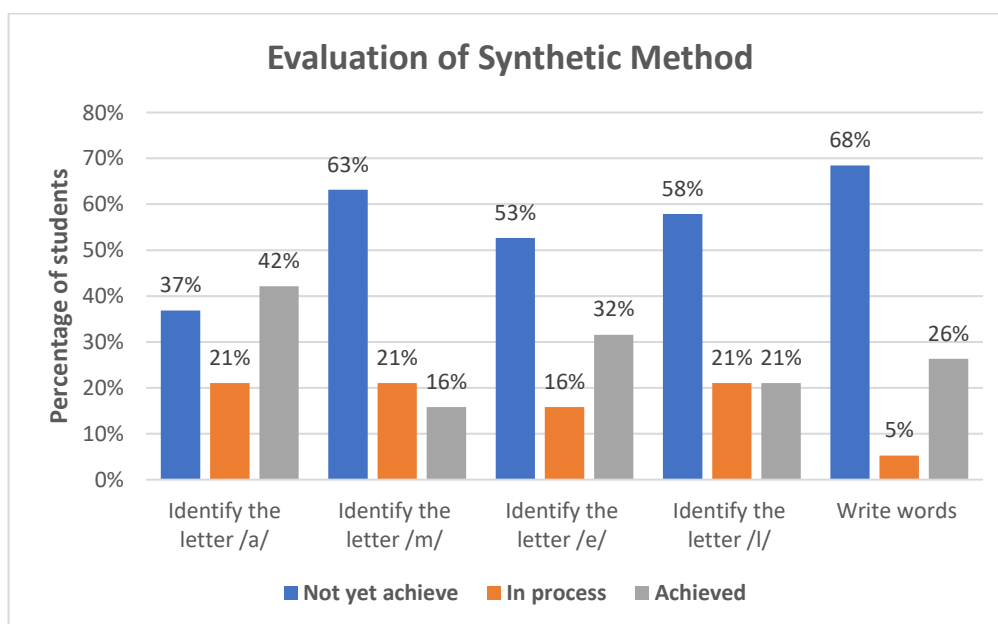
## 4.1. Diagnostic Situation

### 4.1.1. Data Description

In the first diagnosis, the synthetic method used by the teacher was evaluated, in which learning indicators were established such as the identification of sounds of the letters a, m, e, and i, as well as the measurement of words written by first-year students. The performance scale “not achieved”, “in process” and “achieved” was established as shown in graph 1. This evaluation reflected mostly negative results in learning letters and writing words.

**Graph 1**

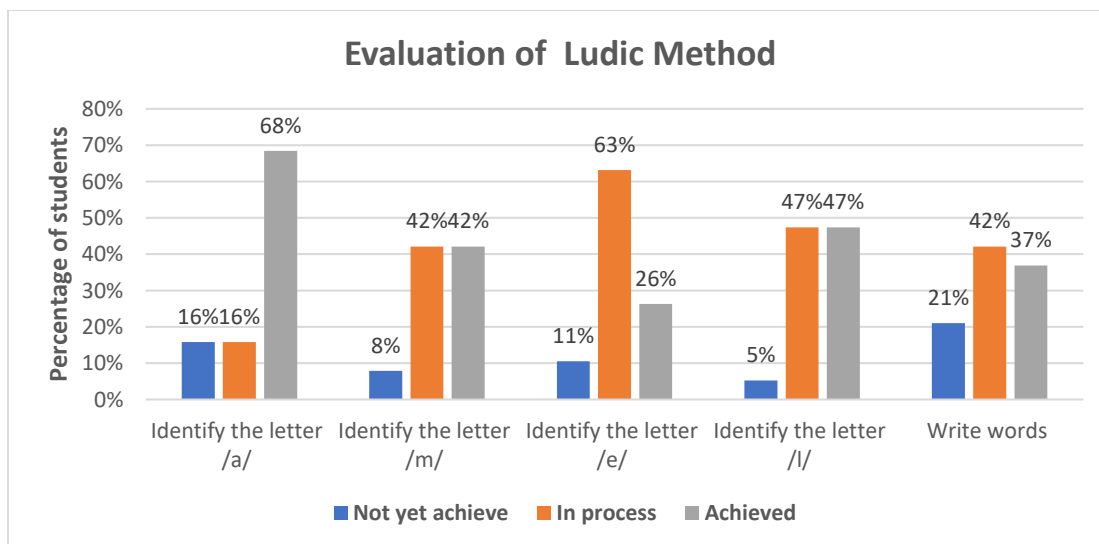
*Evaluation of the Synthetic Method.*



Graph 2 shows the learning acquired by students after the implementation of three games as a recreational strategy: I spy, treasure hunt and bingo, in which an improvement is observed in the identification of letters and the writing words according to the results obtained in the diagnosis.

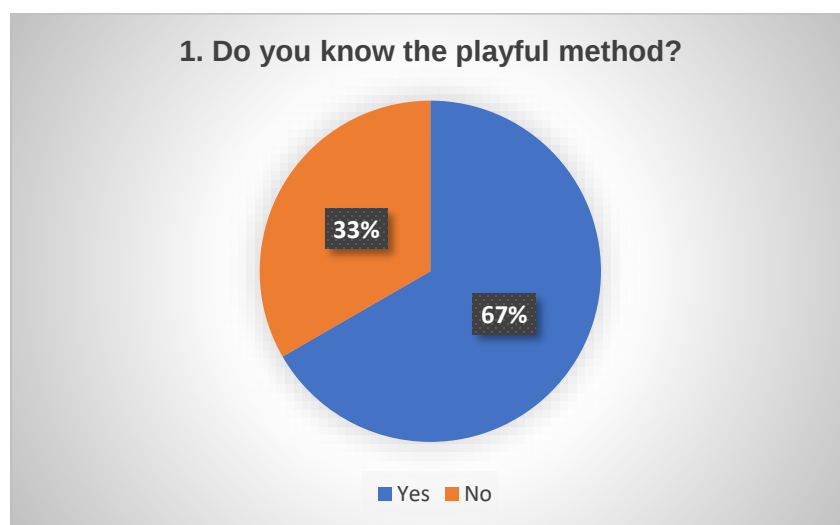
**Graph 2.**

*Evaluation of the Ludic Method.*

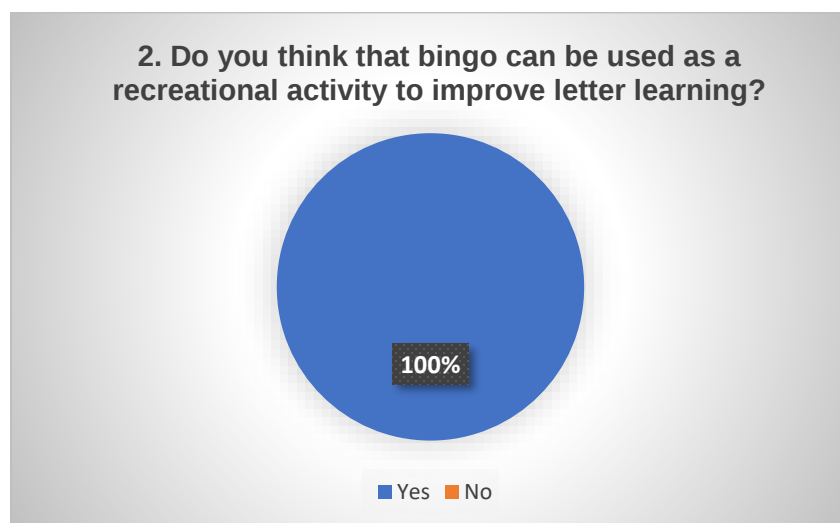


The following graphs present the results of the questionnaire applied to English teachers on the use of the playful and synthetic method, as well as bingo, I spy, and treasure hunt games to improve writing skills in first grade children.

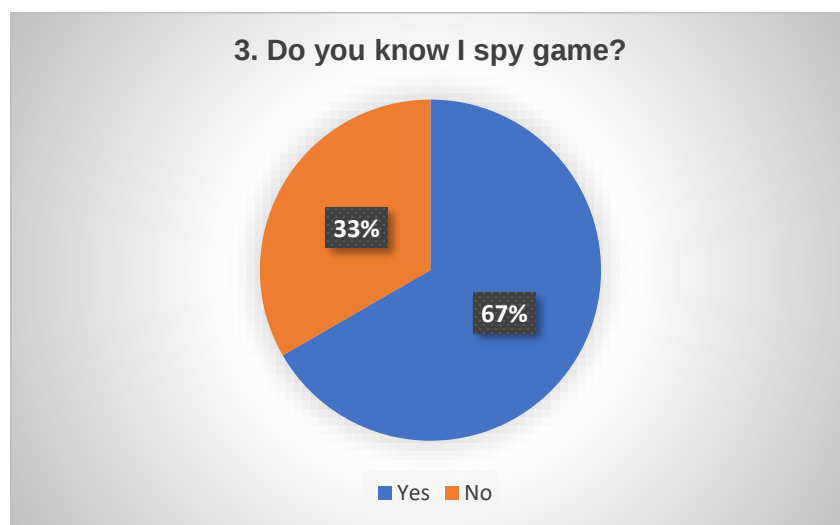
**Graph 3.**



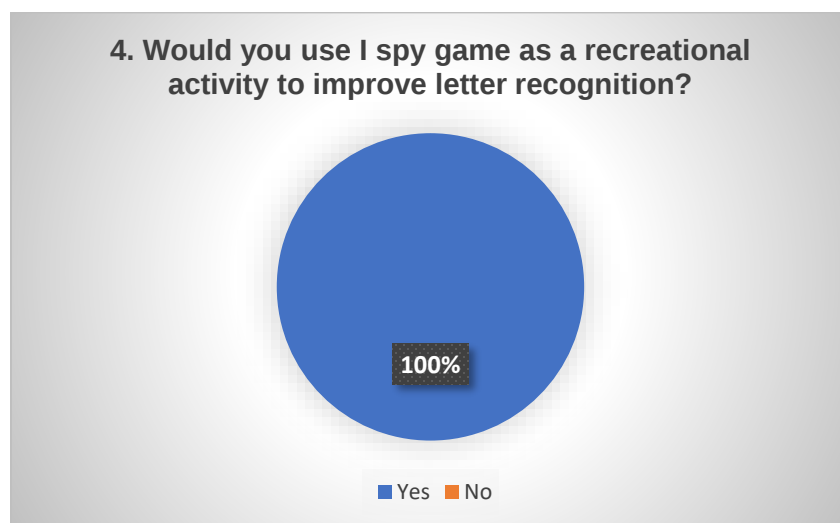
As can be seen in the graph 3, 33% of the teacher do not know the playful method and 67% of them said that they know the method.

**Graph 4.**

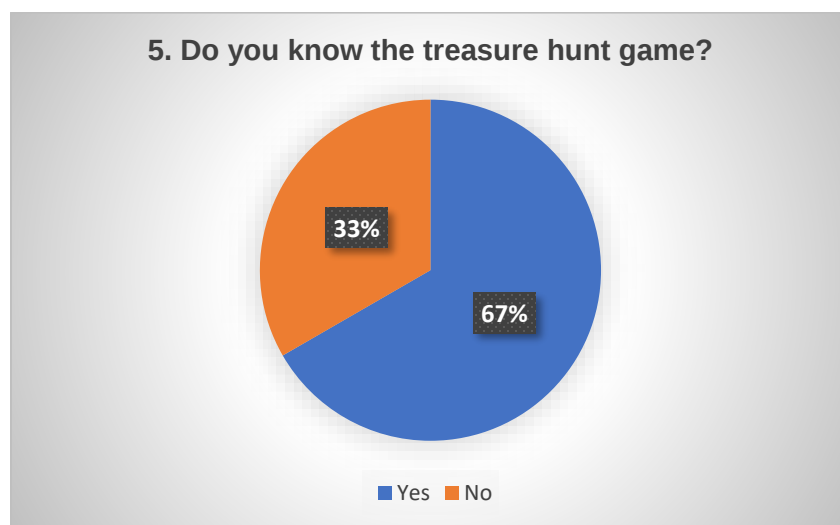
When asking teachers about bingo game, 100% of them believe that it can be used as a recreational activity to improve the learning of different letters.

**Graph 5.**

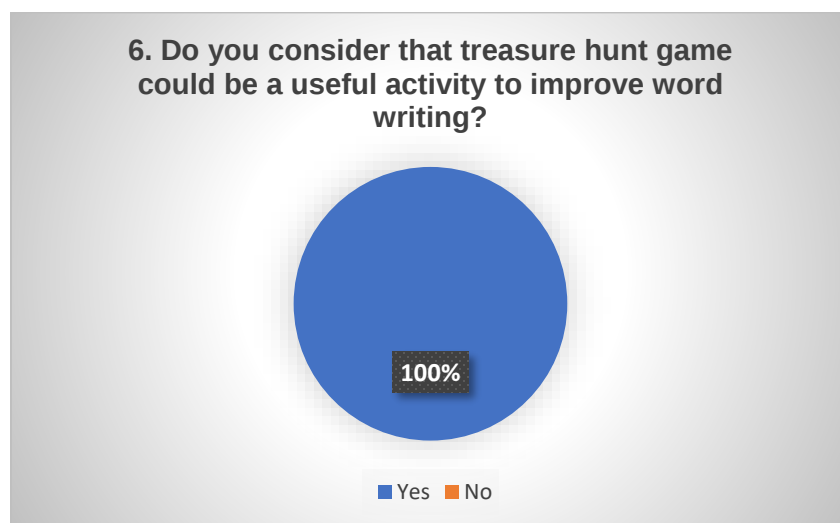
About the "I spy game" according to the questionnaire 33% of the teacher answered that they do not know the game, and 67% teacher answered that they do know the game.

**Graph 6.**

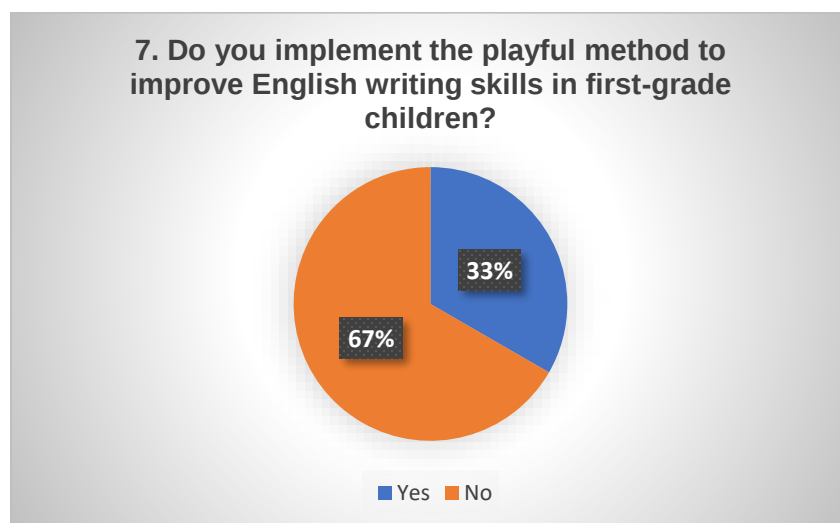
As can be seen on the graph 100% of the teacher believed that the I spy game can be used to improve letter recognition.

**Graph 7.**

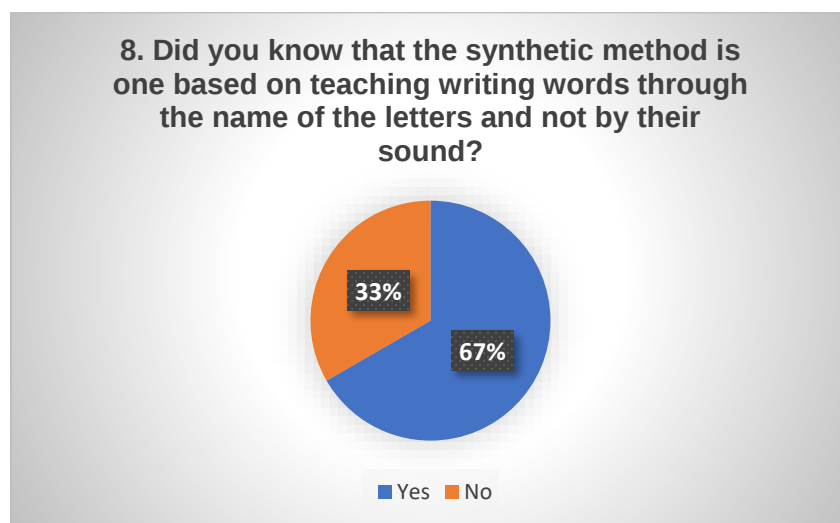
About the “treasure game” as well as the other games 33% of the teacher do not know the game and 67% of them do know it.

**Graph 8.**

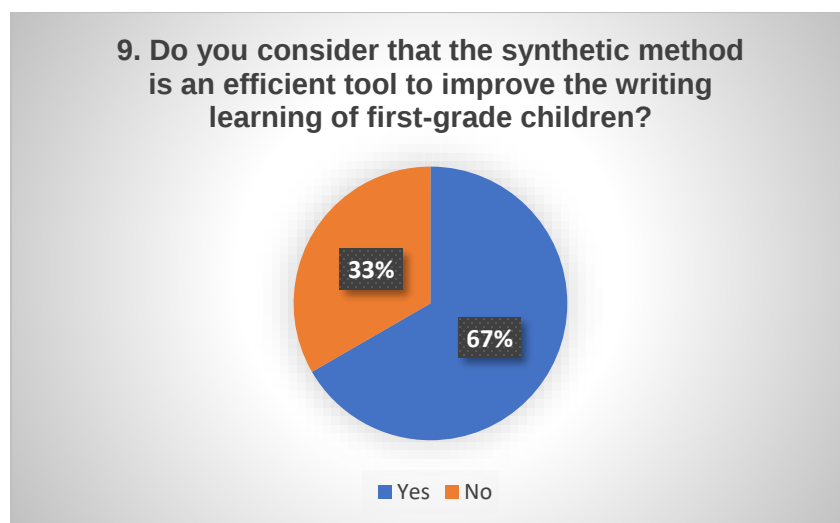
Graph 8 shows that 100% of the teachers agree that the “the treasure hunt” game is a tool that can be used to improve word writing.

**Graph 9.**

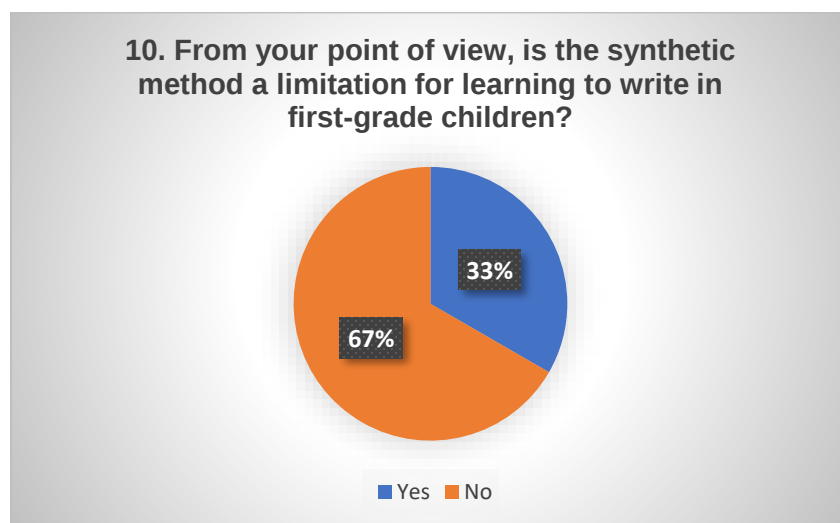
According to the questionnaire applied to the teachers 33% of them implement the playful method to improve English writing, but 67% of the teacher do not implement it.

**Graph 10.**

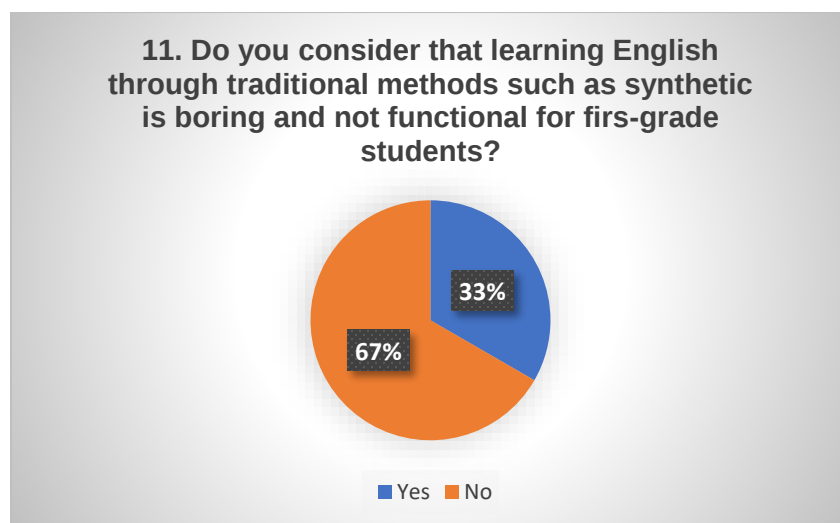
This graph shows that 67% of teachers know that the synthetic method is one that is based on teaching how to write words through the name of the letter and not by its sound.

**Graph 11.**

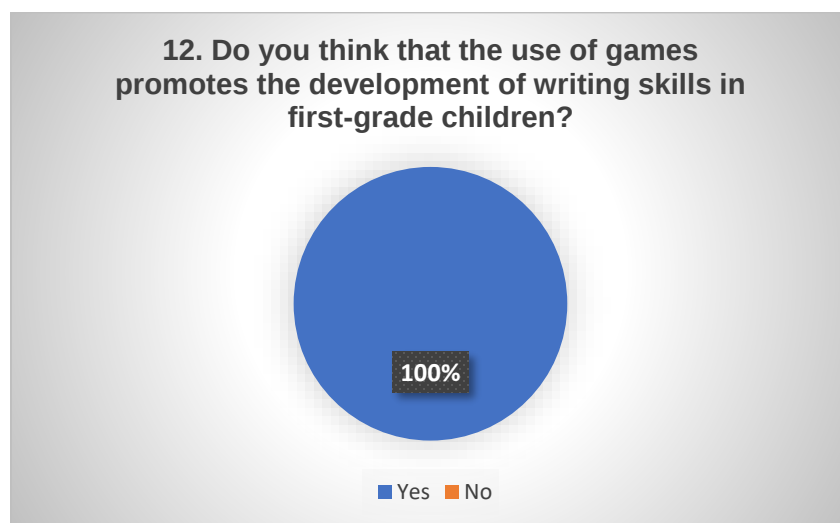
67% of the teachers agreed that the synthetic method is an efficient tool in the learning process of writing in first-grade students, but 33% do not believe so.

**Graph 12.**

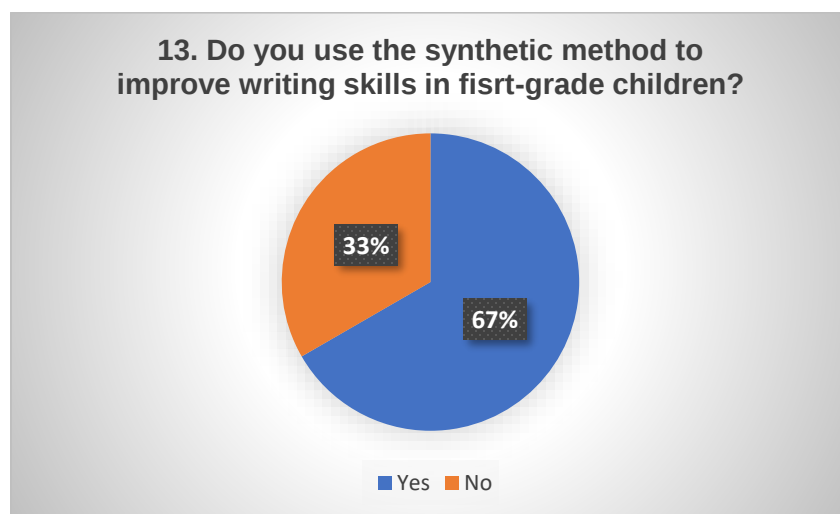
67% of the teachers who answered the questionnaire answered that the synthetic method is not a limitation for learning to write in first-grade children. On the other hand, 33% believed that it does.

**Graph 13.**

The graph shows that 33% of the teachers in the questionnaire believed that the traditional method of learning English is boring and not functional for first grade students.

**Graph 14.**

As can be seen 100% of the teachers that answered the questionnaire believe that the use of games promotes the development of writing skills in first grade children.

**Graph 15.**

Only 33% of the teachers that answer the questionnaire do not use the synthetic method to improve writing in first grade students.

#### **4.1.2. Analysis and Interpretation of result**

According to Cambridge University (2013), the synthetic method is one of the traditional methods most used by teachers to explain the letters of the alphabet because

they consider this is one of the simplest models. The previous is evident in graph 15 where it is observed that this method is used by most of the teachers surveyed. Galván-Cardoso & Siado-Ramos (2021) mention that this is a system made up of a set of practices or strategies based on memorization, repetitiveness, routine, and in which the student must listen to the teacher and their knowledge is measured in an evaluation. In addition, Marqués (2013) and Juan & García (2013) explain that the synthetic alphabetic method is the most used for the initiation of writing, which forces students to memorize the name of each letter of the alphabet instead of recognizing them through their sound, generating confusion when writing and identifying words and making learning a boring, tedious, uninteresting, and less meaningful process. Graphs 11, 12 and 13 show that the majority of surveyed believe that the synthetic method is not boring, it is functional and does not limit the development of English writing skills, however, the teacher in charge of the research group, which represents 37% in the graphs, believes that this synthetic method does not favor the development of this skill, harming the academic performance of the children.

Skinner (1957, as cited in Fuente, 2014) and Albuja & Romero (2022) indicate that the synthetic method does not allow the student to develop actively in class, limiting the participation, analysis and understanding of the information by the children; situation that affects the acquisition of knowledge and generates low academic performance, which is reflected in the results obtained in graph 1, which shows that the largest number of students evaluated did not identify the letters or write the words of the diagnosis despite this is the teaching method used by the teacher.

Cevallos (2022) mentions that the playful method is a set of teaching strategies that allow the development of learning in a fun, exploratory and different way from the actions commonly used, since it is based on carrying out the class through creative activities, songs, videos, poems, games and more. To Estupiñan (2015) these tools benefit

the acquisition of knowledge and meaningful learning in children, increase motivation and create healthy and recreational spaces while learning in the classroom; In addition, these reduce the student's anxiety about going to recess and therefore, greater academic performance is obtained.

The above is demonstrated in the results obtained in graph 2, which shows that the majority of the students evaluated presented a high performance compared to the results in graph 1; situation that may be related to the use of the playful method through games such as bingo, I spy and treasure hunt that improved the motivation and interest of first grade children in learning letters (a, l, m, e) and some words made up of these. According to what is shown in graph 4, 6, and 8, the majority of the teachers surveyed believe that the application of these games can improve the development of this writing skill so that 100% of them would be willing to use them as shown in graph 14.

Additionally, these positive results can be directly related to what Cîrceie (2015) explains about the importance of incorporating games in the teaching of first grade children, because it helps them assimilate the change from transition to first grade, since in this stage prior to I cycle, the activities are developed through games.

According to Nova (2010), other benefits of implementing games in teaching English are that these tools make it easier to develop the four skills: listening, reading, speaking, and writing. The latter is considered one of the skills that most concerned teachers due to the difficulty it presented before learning about the playful method.

## **CHAPTER V**

### **CONCLUSIONS AND RECOMMENDATION**

### **5.1. Conclusions**

Through the evaluation of the synthetic method, the first-grade children presented a low recognition of some letters and in the writing words, because most of the students were not able to complete the different activities of the diagnosis.

In the application of the playful method, a considerable improvement was observed in the identification and completion of words of the first-grade children, since contrary to the results obtained with the synthetic method, most of the children did manage to satisfactorily complete the exercises of the diagnosis.

During the application of the games used, the students were interested, motivated and happy to learn the language while having fun in class, which had a positive impact on academic performance, a situation that was not achieved with the synthetic method applied by the teacher.

Although the traditional synthetic model is normally used by the teacher from the beginning of the school year, the children showed a delay in learning letters and words in English, an aspect that was improved with the use of the playful method only in eight lessons.

According to the survey applied, most teachers continue to use the synthetic method despite recognizing that games are a favorable tool for teaching and developing the English writing skill of first grade children.

### **5.2. Recommendations**

Use innovative methods such as playful that motivate the student and at the same time promote the learning of English and the development of linguistic skills in those that present more difficulty, such as writing.

Avoid the use of traditional methods such as the alphabetic synthetic to teach letters and begin reading and writing, since first grade students do not have a high knowledge of the language and generally these children are also learning their native

language, which results in poor performance in English classes due to the confusion that is generated.

It is necessary to remember that it is essential to keep students motivated in classes to generate interest in learning, reduce the anxiety of going out to recess and help children who are lagging in writing through strategies appropriate to their cognitive level.

## References

- Albuja, L. V. & Romero, F. (2022). Métodos tradicionales y alternativos, su incidencia en la calidad del proceso de enseñanza-aprendizaje de la Estadística Inferencial en la Escuela de Ingeniería Mecánica [Traditional and alternative methods, their impact on the quality of the teaching-learning process of inferential statistics in the School of Mechanical Engineering], *Revista Polo del Conocimiento*, 7(7), 1398-1406. DOI: 10.23857/pc.v7i7
- Arias-Gómez, J., Villasís-Keever, M., & Miranda, N. M. (2016). El protocolo de investigación III: la población de estudio [The research protocol III: the study population]. *Revista Alergia México*, 63(2), 201-206.  
<http://www.redalyc.org/articulo.oa?id=486755023011>
- Beltrán, M. A., Guzmán, O. A. & Salazar, C. L. (2021). *El juego de reglas como estrategia pedagógica para fortalecer el Aprendizaje significativo en el área ciencias naturales* [The game of rules as a pedagogical strategy to strengthen meaningful learning in the area of natural sciences] [Bachelor's Thesis, Corporación Universitaria Minuto de Dios].  
[https://repository.uniminuto.edu/bitstream/10656/12948/1/T.EDI\\_Beltran%20Angela-GuzmanAngela-SalazarLina\\_2021.pdf](https://repository.uniminuto.edu/bitstream/10656/12948/1/T.EDI_Beltran%20Angela-GuzmanAngela-SalazarLina_2021.pdf)
- Buele, N. I. & Vidueira, M. P. (2018). *Presupuesto participativo: una revisión de la investigación científica y sus implicaciones democráticas del 2000 al 2016* [Participatory Budget: a review of scientific research and its democratic implications from 2000 to 2016]. *Universitas*, 28, 159-176.  
<http://dx.doi.org/10.17163/uni.n28.2018.08>
- Cambridge University. (2013). *What is literacy? An investigation into definitions of English as a subject and the relationship between English, literacy and 'being literate'* [PDF File]. <https://www.cambridgeassessment.org.uk/Images/130433->

what-is-literacy-an-investigation-into-definitions-of-english-as-a-subject-and-the-  
relationship-between-english-literacy-and-being-literate-.pdf

Carrasco, M. L. (2014). *Preparación a la lecto-escritura en inglés con el método Jolly Phonics para primer curso de educación primaria* [Preparation for reading and writing in English with the Jolly Phonics method for the first year of primary education] [PDF File]. <http://hdl.handle.net/10637/6977>

Castillo, R., Castro, M. & Ramírez, P. (2020). El juego en la primera infancia “De la formación a la transformación”. Publicaciones Universidad Nacional.  
[https://repositorio.una.ac.cr/bitstream/handle/11056/23300/195720El\\_juego\\_primer\\_a\\_infancia\\_digital.pdf?sequence=1](https://repositorio.una.ac.cr/bitstream/handle/11056/23300/195720El_juego_primer_a_infancia_digital.pdf?sequence=1)

Castro-Maldonado, J., Gómez-Macho, L., & Camargo-Casallas. (2022). Applied research and experimental development in strengthening the competences of the 21st century society. *Tecnura*, 27(75), 1-54. <https://doi.org/10.14483/22487638.19171>

Cevallos, T. L & Palma, V. M. (2022). Estrategias lúdicas para el aprendizaje del idioma inglés en estudiantes de educación básica. [Playful strategies for learning the English language in basic education students]. *Revista MQRinvestigar*, 6(4), 68-90. <https://www.investigarmqr.com/ojs/index.php/mqr/article/view/74/262>

Chandler, C. M., Gerde, K. H., Bowles, P. R., McRoy, Z. K., Pontifex, B. M. & Bingham, E. G. (June 27, 2021). Self-regulation moderates the relationship between fine motor skills and writing in early childhood. *Elsevier*.  
[https://education.msu.edu/kin/hbcl/\\_articles/Chandler\\_2021\\_SelfregulationModeratesTheRelationship.pdf](https://education.msu.edu/kin/hbcl/_articles/Chandler_2021_SelfregulationModeratesTheRelationship.pdf)

Chaves, P. W. (2022). *La integración de la enseñanza del inglés en el proceso de la educación inicial a la educación primaria y los factores que inciden en el desarrollo cognitivo, auditivo y lector en las personas estudiantes de primer grado del Centro Educativo Católico Eulogio López Obando, del circuito 01 de la Dirección Regional*

*de Cañas, periodo 2021*. [The integration of the teaching of English in the process of initial education to primary education and the factors that affect cognitive, auditory, and reading development in first grade students of the Eulogio López Obando Catholic Educational Center, of circuit 01 of the Regional Directorate of Cañas, period 2021] [Bachelor's Thesis, Universidad Latina de Costa Rica].  
<https://hdl.handle.net/20.500.12411/1677>

Cîrceie, E. S. (July 3-4, 2015). The role, educational dimensions, and the range of ludic learning forms at the crossroads of preschool and school cycles. *Elsevier*.  
<https://doi.org/10.1016/j.sbspro.2015.11.249>

Córdoba, C. Patricia; Coto, K. R. & Ramírez, S. M. (2005). La enseñanza del inglés en Costa Rica y la destreza auditiva en el aula desde una perspectiva histórica. [The teaching of English in Costa Rica and listening skills in the classroom from a historical perspective]. *Revista "Actualidades Investigativas en Educación"*, 5(2), 1-12. <https://revistas.ucr.ac.cr/index.php/aie/article/view/9153/17525>

Estupiñan, J. E. (2015). *Teaching English with the ludic methodology to children in the second basic grade at "Velasco Ibarra School" in Esmeralda city Ecuador* [Bachelor's Thesis, Pontifical Catholic University of Ecuador].  
<https://repositorio.pucese.edu.ec/handle/123456789/382>

Figueroa, C. (2015). Los test educativos y sus aportes a la educación: Una mirada a algunos países de Europa, América y Colombia [Educational tests and their contributions to education: A look at some countries in Europe, America and Colombia]. *Interacción*, 14, 157-173.  
<https://revistas.unilibre.edu.co/index.php/interaccion/article/download/2343/1794/35>

Fuente, M. D. (2014). *Iniciación a la lectoescritura en inglés a través del método Jolly Phonics* [Initiation to literacy in English through the Jolly Phonics method] [PDF

File].

<https://uvadoc.uva.es/bitstream/handle/10324/7773/TFGG%20879.pdf;jsessionid=A0A99D16257202A472488AB275B79F9C?sequence=1>

Galván, C. A & Siado, R. E. (2021). Educación Tradicional: Un modelo de enseñanza centrado en el estudiante [Traditional education: A student-centered teaching model]. *CIENCIAMATRIA*, 7(12), 962-975.

<https://cienciamatriarevista.org.ve/index.php/cm/article/view/457/644>

Gardemann, R. (2009). *Effective writing strategies for primary grades* [Master's Thesis, University of Northern Iowa].

[https://scholarworks.uni.edu/grp/735/?utm\\_source=scholarworks.uni.edu%2Fgrp%2F735&utm\\_medium=PDF&utm\\_campaign=PDFCoverPages](https://scholarworks.uni.edu/grp/735/?utm_source=scholarworks.uni.edu%2Fgrp%2F735&utm_medium=PDF&utm_campaign=PDFCoverPages)

Hamka, H. (2016). Phonetic and phonology in teaching English as the theory of language production. *State Institute for Islamic Studies Padansidumpuan*.

<https://ejournal.unp.ac.id/index.php/selt/article/viewFile/6945/5479>

Hassinger-Das, B., Toub, T. S., Zosh, J. M., Golinkoff, J. R., & Hish-Pasek, K. (2017). More than just fun: a place for games in playful learning / Más que diversión: el lugar de los juegos reglados en el aprendizaje lúdico. *Infancia y Aprendizaje Journal for the Study of Education and Development*, 40(2), 191-218.

<https://doi.org/10.1080/02103702.2017.1292684>

Hernández, S. R., Fernández, C. C., & Baptista, L. P. (2014). *Metodología de la investigación*. McGraw-Hill.

<https://www.uca.ac.cr/wpcontent/uploads/2017/10/Investigacion.pdf>

Huaire, I. E. (2019). *Método de investigación* [Research method] [PDF File].

<https://www.aacademica.org/edson.jorge.huaire.inacio/35.pdf>

Javadi-Safa, A. (April 31, 2018). A brief overview of key issues in second language writing teaching and research. *International Journal of Education & Literacy Studies*.

<http://dx.doi.org/10.7575/aiac.ijels.v.6n.2p.15>

Jiménez, M. D. (2022). *Increasing classroom participation by applying ludic activities to decrease stress and anxiety in EFL learners of nine grade at Colegio Técnico Profesional Guaycara* [Baccalaureate Thesis, Universidad Latina de Costa Rica].

[https://repositorio.ulatina.ac.cr/bitstream/20.500.12411/1647/1/TFG\\_Ulatina\\_Daniel\\_a\\_Jimenez\\_Miranda\\_20216312843.pdf](https://repositorio.ulatina.ac.cr/bitstream/20.500.12411/1647/1/TFG_Ulatina_Daniel_a_Jimenez_Miranda_20216312843.pdf)

Juan, R. A & García, C. I. (2013). El uso de juegos en la enseñanza del inglés en la educación primaria [The use of games in the teaching of English in primary education]. *Revista de formación e Innovación Educativa Universitaria*, 6(3), 169-185.

<https://guao.org/sites/default/files/biblioteca/El%20uso%20de%20juegos%20en%20la%20ense%C3%B1anza%20del%20ingl%C3%A9s%20en%20la%20educaci%C3%B3n%20primaria.pdf>

Khalidi, K. (May 2017). Quantitative, Qualitative or Mixed Research: Which Research Paradigm to Use?. *Journal of Educational and Social Research*.

Doi:10.5901/jesr.2017.v7n2p15

Lopes, C. (n.d). *Ludicity- a theoretical term* [PDF File]. [https://studyofplay.org/wp-content/uploads/2021/07/2006\\_HANDOUT\\_04\\_Lopes\\_Ludicity.pdf](https://studyofplay.org/wp-content/uploads/2021/07/2006_HANDOUT_04_Lopes_Ludicity.pdf)

López, T. M. (2015). *“El juego reglado como recurso de aprendizaje significativo en niños de 3 a 4 años de edad”* [“The regulated game as a significant learning resource in children from 3 to 4 years of age”] [Bachelor’s Thesis, Universidad Pedagógica Nacional]. <http://200.23.113.51/pdf/31405.pdf>

- Marqués, C. E. (2013). “*Análisis de los métodos lectores*” [Analysis of reading methods] [Baccalaureate, Universidad de Palencia].  
<https://uvadoc.uva.es/bitstream/handle/10324/4753/TFG-L317.pdf?sequence=1>
- Miletic, N. E. (2017). *The role of ludic activities in primary English classrooms- do they really help children to learn?* [Master’s Thesis, Nova de Lisboa University].  
<http://hdl.handle.net/10362/21868>
- Ministerio de Educación Pública. (2013). *Programa de estudio de español: Primer ciclo de la Educación General Básica* [Spanish study program: First cycle of Basic General Education] [PDF File].  
<https://mep.go.cr/sites/default/files/programadeestudio/programas/espanol1ciclo.pdf>
- Mora, C., Plazas, F., Ortiz, A. & Camargo, G. (2016). El juego como método de aprendizaje [Play as a learning method]. *Rollos nacionales*, 4(40), 137-144.  
<https://doi.org/10.17227/01224328.5244>
- Muñoz, A. R. & Ceter, Q. J. C. (2019). *Juegos lúdicos en el mejoramiento del rendimiento escolar: Guía didáctica con enfoque de destrezas con criterio de desempeño* [Playful games in the improvement of school performance: Didactic guide with a focus on skills with performance criterio] [Bachelor’s Thesis, Universidad de Guayaquil]. <http://repositorio.ug.edu.ec/bitstream/redug/46037/1/BFILO-PD-LP24-07-119%20MU%c3%91OZ%20-%20CETER.pdf>
- Navarro, D. & Piñeiro, M. (2012). Didactic Strategies for teaching English as a foreign language in seventh and eight grades in secondary schools in Costa Rica. *Revista Káñina*, XXXVI(2), 233-251. <https://www.redalyc.org/articulo.oa?id=44249253001>
- Nova, P. RD. (2010). *The advantages and disadvantages of using games in teaching vocabulary to the third graders of top school elementary school*. [Diploma, Sebelas Maret University]. <https://core.ac.uk/download/pdf/12348337.pdf>

- Pérez, M. L. (2018). *El juego como estrategia lúdico-pedagógica para desarrollar habilidades en el aprendizaje del idioma inglés básica primaria* [The game as a playful-pedagogical strategy to develop skills in learning the English language in elementary school] [Bachelor's Thesis, Costa University CUC].  
<http://hdl.handle.net/11323/91>
- Picado, C. S (2022). *Estrategias metodológicas que favorecen el aprendizaje del idioma inglés en los estudiantes que cursan primer ciclo de Primaria Pública costarricense*. [Methodological strategies that favor the learning of the English language in the students who attend the first cycle of Costa Rican Public Elementary] [Master's Thesis, Latinoamericana de Ciencia y Tecnología University -ULACIT]. <https://repositorio.ulacit.ac.cr/handle/123456789/7400>
- Pravita, N. R. (2010). *The advantages and disadvantages of using games in teaching vocabulary to the third graders of top school elementary school*. [Diploma degree, Sebelas Maret University]. <https://core.ac.uk/download/pdf/12345382.pdf>
- Pulgram, E. (2015). Phoneme and Grapheme: A Parallel. *WORD*, 7(1), 15-20.  
<https://doi.org/10.1080/00437956.1951.11659389>
- Quintero, R. D. (2014). *Lectoescritura* [Literacy] [PDF file].  
<https://www3.gobiernodecanarias.org/medusa/edublog/cprofestenerifesur/wp-content/uploads/sites/105/2017/03/lectoescritura.pdf>
- Ramos, C. (2021). *Diseños de investigación experimental* [Experimental Investigation Designs] [PDF File]. <https://dialnet.unirioja.es/descarga/articulo/7890336.pdf>
- Ramsey, D. S. (2020). *Play & Playfulness: Definitions & Conceptions*. MINDSPAIN.  
<https://mindsplain.com/wp-content/uploads/2020/08/play-playfulness-definitions-conceptions.pdf>
- Reinking, D. & Reinking, S. L. (2022). Why phonics (in English) is difficult to teach, learn, and Apply: what caregivers and teachers need to know. *TigerPrints*, 22(1), 1-16.

[https://tigerprints.clemson.edu/cgi/viewcontent.cgi?article=1097&context=eugene\\_pubs](https://tigerprints.clemson.edu/cgi/viewcontent.cgi?article=1097&context=eugene_pubs)

- Riaño, C. E. & Diosa, P. E. (2019). *El Juego De Reglas Como Instrumento Para El Desarrollo De Las Competencias Ciudadanas En Los Niños Del Grado Segundo Del Colegio Palermo De San José* [The Game of Rules as an Instrument for the Development of Civic Competences in Second Grade Children of the Palermo de San José School] [Bachelor's Thesis, Coroporación Universitaria Minuto de Dios]. [http://uniminutodspace.scimago.es:8080/bitstream/10656/13029/1/UVDT.EDI\\_Ria%c3%b1oCuartasEvelynJohanna\\_DiosaPaniaguaEstefania\\_2019.pdf](http://uniminutodspace.scimago.es:8080/bitstream/10656/13029/1/UVDT.EDI_Ria%c3%b1oCuartasEvelynJohanna_DiosaPaniaguaEstefania_2019.pdf)
- Rodríguez, M. (2013). *Dificultades de Aprendizaje Relacionadas con la Escritura: Pautas para padres y madres*. CEAPA. <https://www.preparadosparaaprender.com/pdfs/DificultadesAprendizajeEscritura.pdf>
- Sarlé, P., Rodríguez, S. I. & Rodríguez, E. (2014). *El juego en el Nivel Inicial: Juego de construcción Caminos, puentes y túneles*. OEIECC. [https://oei.org.ar/wpcontent/uploads/2017/08/Guia6Eljuegoenelnivelinicial.pdf?fbclid=IwAR29GEYG3eUXNFb9j0VzIzKrpvd7\\_ySx3e78L1M1zIQGjqu9B7tgY4cePc](https://oei.org.ar/wpcontent/uploads/2017/08/Guia6Eljuegoenelnivelinicial.pdf?fbclid=IwAR29GEYG3eUXNFb9j0VzIzKrpvd7_ySx3e78L1M1zIQGjqu9B7tgY4cePc)
- Sarwat, S., Ullah, N., Shehzad, A. H. & Mehmood, B. T. (2021). Problems and factors affecting students English writing skills elementary level. *xllkogretim Online*, 20(5), 3079-3086. doi: 10.17051/ilkonline.2021.05.332
- Sellan, N. M. (2016). Importance of motivation in learning. *Sinergias educativas*, 2(1), 1-4. <http://portal.amelica.org/ameli/jatsRepo/382/3821587003/3821587003.pdf>
- Siek-Piskozub, T. (2016). The compatibility of positive psychology and the ludic strategy in foreign language education. *Glottodidactica*, 43(1), 97-106. DOI:10.14746/gl.2016.43.1.7

- Soledispa, P. D & Pico, P. M. (2022). *The importance of ludic strategies to strengthen writing skills*. [Bachelor's Thesis, Universidad de Guayaquil].  
<http://repositorio.ug.edu.ec/handle/redug/61114>
- Sri, D. S. & Rao, C. (2018). Developing students' writing skills in English – A process approach. *Journal for research scholars and professionals of English language teaching*, 2(6), 1-5. <https://www.jrspelt.com/wp-content/uploads/2018/05/Satya-writing-skills.pdf>
- Uribe, E. O., Fuentes, H. S., Vargas, P. K. & Rey, P. A. (July- December, 2019). Problematic phonemes for Spanish-speaker's learners of English. *Gist Education and Learning Research Journal*. <https://files.eric.ed.gov/fulltext/EJ1237446.pdf>
- Vásquez, H. I. (2016). *Tipos de estudio y métodos de investigación* [Types of study and research methods] [PDF File].  
<https://nodo.ugto.mx/wpcontent/uploads/2016/05/Tiposdeestudioym%C3%A9todos-de-investigaci%C3%B3n.pdf>
- Vásquez, P. D. (2017). *The effects of ludic activities as a motivational strategy to increase and use English vocabulary in sixth level learners at "Asunción" elementary school*. [Master's Thesis, Cuenca University].  
<http://dspace.ucuenca.edu.ec/handle/123456789/28389>
- Wisconsin Department of Health Services. (2018). *Active Early: A Wisconsin guide for improving childhood physical activity*. Madison.  
<https://dhs.wisconsin.gov/publications/p0/p00280-devel.pdf>
- Zhang, C. (2022). *The advantages and disadvantages of learning a second language early* [PDF File]. <https://www.atlantis-press.com/article/125968656.pdf>

## Annexes

1
2

**DIAGNOSTIC ACTIVITIES**

TASK #1: write the initial letter of each word according to the image.

M - A - L - E



1.



2.



3.



4.

TASK #2: listen and write the words in each picture.

Elephant - Lion - Moon - Ant



1.



2.

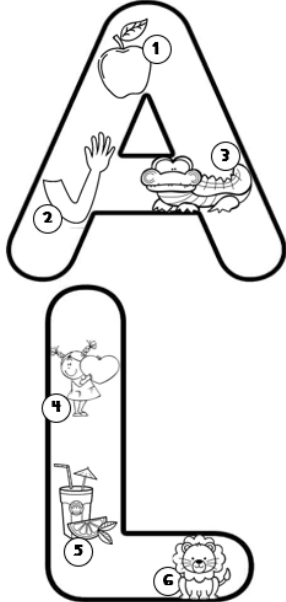


3.



4.

TASK #3: Match the pictures with the words by writing the number in the circle and complete the word with the missing letter.



☐ lligator

☐ ove

☐ emonade

☐ pple

☐ lion

☐ rm

**Figure.1** Diagnosis to evaluate the synthetic method.

1

**#2 DIAGNOSTIC ACTIVITIES**

TASK #1: write the initial letter of each word according to the image.

M - A - L - E



1.



4.



3.



2.

TASK #2: listen and write the words in each picture.

Elf - Apple - Mouse - Lemon



1.



2.



3.



4.

2

TASK #3: Match the pictures with the words by writing the number in the circle and complete the word with the missing letter.



4



1



6



2



3



5

☐ lligator

☐ ove

☐ emonade

☐ pple

☐ ion

☐ rm

**Figure 2.** Diagnosis to evaluate Ludic Method.

Date: \_\_\_\_\_

Place (city and specific site): \_\_\_\_\_

Interviewer: Jimena Montero Murillo

This research is carried out to determine the effectiveness of games as a playful method in teaching English as a foreign language. Your answers will be completely confidential and anonymous. Your opinion is essential to understand better the challenges that teachers face in the process of teaching English as a foreign language due to the scarcity of resources. Therefore, it is expected to use the data collected for exhaustive analysis and thus be able to provide conclusions and recommendations in this regard. The questionnaire lasts approximately 15 minutes and is completely confidential.

#### Questions

1. Do you know the playful method?

Yes ☐ No ☐

2. Do you think that bingo can be used as a recreational activity to improve letter learning?

Yes ☐ No ☐

3. Do you know I spy game?

Yes ☐ No ☐

4. Would you use I spy game as a recreational activity to improve letter recognition?

Yes ☐ No ☐

5. Do you know the treasure hunt game?

Yes ☐ No ☐

6. Do you consider that treasure hunt game could be a useful activity to improve word writing?

Yes ☐ No ☐

7. Do you implement the playful method to improve English writing skills in first-grade children?

Yes ☐ No ☐

8. Did you know that the synthetic method is one based on teaching writing words through the name of the letters and not by their sound?

Yes ☐ No ☐

9. Do you consider that the synthetic method is an efficient tool to improve the writing learning of first-grade children?

Yes ☐ No ☐

10. From your point of view, is the synthetic method a limitation for learning to write in first-grade children?

Yes ☐ No ☐

11. Do you consider that learning English through traditional methods such as synthetic is boring and not functional for first-grade students?

Yes ☐ No ☐

12. Do you think that the use of games promotes the development of writing skills in first-grade children?

Yes ☐ No ☐

13. Do you use the synthetic method to improve writing skills in first-grade children?

Yes ☐ No ☐

**Figure 3.** Questionnaire Applied to English Teachers.