



Universidad Hispanoamericana

Education Faculty

Bilingual Preschool Education

THE IMPLICATIONS OF IMPLEMENTING THE PLAY-BASED LEARNING APPROACH IN ENHANCING THE SOFT SKILLS (SOCIAL SKILLS, PROBLEM SOLVING, CRITICAL THINKING, LANGUAGE DEVELOPMENT) AMONG THREE- AND FOUR-YEAR-OLD STUDENTS ATTENDING PRE-K LEVEL AT AMADITA PRIMARY SCHOOL IN CORONADO, SAN JOSÉ DURING THE SECOND SEMESTER 2023.

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San José, Costa Rica

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Licenciatura en la Enseñanza del Inglés

Estimados señores:

La estudiante Victoria Campos Rodríguez , cedula de identidad número 1-1343-0690, me ha presentado para efectos de revisión y aprobación, el trabajo de investigación denominado: THE IMPLICATIONS OF IMPLEMENTING THE PLAY-BASED LEARNING APPROACH IN ENHANCING THE SOFT SKILLS (SOCIAL SKILLS, PROBLEM SOLVING, CRITICAL THINKING, LANGUAGE DEVELOPMENT) AMONG 3 AND 4 YEAR-OLD STUDENTS ATTENDING PRE-K LEVEL AT AMADITA PRIMARY SCHOOL IN CORONADO, SAN JOSÉ DURING THE SECOND SEMESTER 2023, el cual ha elaborado para optar por el grado académico Licenciatura en Educación Prescolar Bilingüe. 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 el postulante se obtienen la siguiente calificación:

	<b>Descripción</b>	<b>%</b>	<b>% Obt</b>
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%
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e	Calidad detalle del marco teórico	20%	20%
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Estimados señores:

La estudiante Victoria Cristina Rodríguez Campos, cédula de identidad 1-1343-0690 me ha presentado para efectos de revisión y aprobación, el trabajo de investigación denominado "**The implications of implementing the play-based learning approach in enhancing the soft skills (social skills, problem solving, critical thinking, language development) among three- and four-year-old students attending pre-k level at Amadita primary school in Coronado, San José during the second semester 2023**", el cual ha elaborado para obtener su grado de Licenciatura en la Enseñanza de preescolar bilingüe. 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.

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---

Victoria Rodríguez Campos

## Dedicatory

I dedicate this thesis to my beloved daughters, Olivia and Valentina, my wonderful husband, Rafael, and my amazing mother.

To Olivia and Valentina, you are the light of my life and my greatest inspiration. Your smiles, laughter, and endless curiosity have kept me motivated throughout this long journey. Thank you for your patience, understanding, and unconditional love. You both remind me every day of the joy and wonder in the world, and I am so grateful to have you as my daughters.

To my husband, Rafael, your unwavering support, love, and encouragement have been my anchor. You have stood by me through every late night and early morning, always offering a kind word and a helping hand. Your belief in me has given me the strength to persevere and achieve this milestone. Thank you for being my partner, my confidant, and my greatest cheerleader. I am profoundly grateful for your presence in my life.

To my mother, you are the strongest woman I have ever known. Your guidance, love, and support have been instrumental in my journey. Thank you for raising me with strength and resilience, for always being there for me, and for loving my family unconditionally. Your wisdom and encouragement have helped me navigate through this process, and I am forever thankful for everything you have done for us.

This achievement would not have been possible without the love and support you all have given me. I am deeply blessed and eternally grateful to share my life with you.

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### **Abstract**

The main idea of this investigation is to determine if the Play Based Learning Method might help students enhance their soft skills (social skills, problem solving, critical thinking and language development), but also, to see the happiness and joy that play can bring the students during their learning process, helping them feel more comfortable and enjoying acquiring new concepts and sharing time with their peers.

The Play Based Learning method has been used throughout the years, but nowadays is not so accepted because of the fact that society tend to think that play can't produce any knowledge on daily basis, but nothing can be far from the truth; children actually learn, but they can also improve their social skills and their communication process, among some other benefits.

**Key words:** Play Based Learning / Communication skills / Early Childhood Education

# **CHAPTER I**

## **RESEARCH PROBLEM**

## INTRODUCTION

Education is a process that continues to evolve and change day by day, in order to seek a benefit for children and their well-being during class periods, also to promote the best educational practices that satisfy the needs of the world today. This involves the acquisition of at least a second language, and the continuous education not only for teachers but for parents also.

Children are used to play. This is the way in which they get to know the world that surrounds them. They grow and learn comfortably by doing things that come naturally to them, like playing. Their brains are receptive to learning and they have a better disposition when they are not forced into something they do not like or understand.

For all of these reasons, society should keep an open mind and try to accept new techniques in learning. Techniques that may seem as a waste of time and effort can actually help students acquire knowledge in a very natural and easy manner. The teacher will always be present, guiding the whole process and facilitating all the tools necessary to carry out the whole learning process, being the support, everyone needs in their own time and way.

Life is about changes and evolving and educators and families should try to go along with the process and meet the expectations of the students in terms of learning and in regards to their potential benefits in the long run.

## **1.1 STATEMENT OF THE PROBLEM**

The teaching and learning processes cannot be static over time, but instead must incorporate permanent improvement actions that allow them to offer the student community an educational process that meets the requirements that are required in order to be able to meet job needs.

Based on this reality, the following research question has been posed:

What are the implications of implementing the Play-based Learning method in enhancing the soft skills (social skills, problem solving, critical thinking, language development)) among three- and four-year-old students attending Pre-K level at Amadita Primary School in Coronado, San José during the second semester 2023?

### **1.1.1. Background of the problem**

Taylor and Boyer (2020) state that there are currently more academic expectations regarding preschool education, as well as certain learning standards. They say that to meet this challenge, it is necessary to become familiar with the role of play in the classroom with an emphasis on developmentally appropriate practices such as game-based learning.

From this perspective Taylor and Boyer (2020) mention that the interests and emotions of children must be considered, in addition to the fact that the experiences must be attractive. They comment that:

This article explores the definition of Play - Based Learning (PBL), the theoretical frameworks and historical research that have shaped this approach, the different types of play, the social and academic benefits of this method, and the ways in which educators can facilitate, support, evaluate and use technology to improve the application of this method (parr.2)

Based on the previous paragraph, the incorporation of games in the learning process represents an aid for teachers since it can help facilitate the evaluation of learning. From this perspective, it is sought that these processes must be interactive and facilitate the real learning of the students. All the materials and resources required should be hand by the teacher as a facilitator to the students, in order for them to be able to play. Everything that is displayed in the classroom must be something they can use to learn while playing, but is important that the teacher establishes some rules beforehand in order to make this process fluent and respectful.

In accordance with the above, what is stated by Taylor and Boyer (2020) emphasizes that this learning must be based on evidence, that is, studies that analyze the operation of certain techniques and mechanics in the development of games, without neglecting theoretical aspects. It is a common mistake to think that kids are playing in school and as a consequence they are wasting time and resources, and this cannot be far from the truth. The idea of students having play invitation during the day does not mean in any way, that the academics part is going to be left behind, they will keep learning number, letter, phonemes and everything they need in order to achieve some goals, educationally

speaking; but along with this, they learn some other thing in so many different ways that is relevant to give them playing spaces along the day.

Another of the investigations taken into consideration is the one made by Pyle and Daniels (2016), who commented that there are proven benefits of games in education, but it is still the teacher who directs the teaching in kindergartens. The authors mention the following

There is growing recognition in curriculum and policy of the challenges presented by the lack of play in classrooms and the need to support academic learning using developmentally appropriate practices. (par.3)

They indicate that they prefer a narrow definition of what game-based learning is, where the child is the one who directs the practice. However, they verify that this creates uncertainty in teachers.

The idea of not having control over all the situations that happens during class is an aspect that should be modified in the teacher's brain, they are not less of a teacher or care less for their students just because they give control over play to the students. On the other hand, they are giving them very valuable tools to build up knowledge and evolve as humans in a natural way.

They find two profiles, the first that sees the game as something separate from teaching and therefore with great difficulties in integrating it, the other group was more receptive. They analyze five games used by both groups and conclude that:

Practice or Policy: The Game-Based Learning Continuum provides a broader and more concrete definition of game-based learning to help teachers implement this pedagogical approach and enhance the study of game-based learning in game research. (parr.3)

The idea is for teachers to understand the importance of enhancing this process as much as possible and to facilitate things for the students to learn and develop themselves in many other aspects that can affect their future lives, not only as human beings, but as future professionals. The impact of this little steps must be well known by all the teacher implementing this approach, but also for everyone who is in charge of child care.

Moschini (2006) indicates that there is an accelerated growth of new technologies regarding games as well as changes in the demographics of gamers as well as changes in the profile and, it is a new experience according to people who were born in the middle of the virtuality. Moschini (2006) notes:

This article investigates the problems of user-driven game design in the new area of game-based learning for an adult audience, examines game design theory and its applications to game-based learning, usability-related issues in game-based learning design, gender-inclusive game design, and the relationship between learners/players, designers, and the wider gaming community. Argues for the practice of user centered design in this area and presents work in progress for a game for higher education” (p.1)

Although it is an article that focuses on the adult population, it is valuable for this thesis, because it recalls the main reason to talk about the importance given to digital games, something fundamental to diversify the type of education that is been implemented in school nowadays.

### **1.1.2 Problematization**

The quality in the education system is decreasing and this will directly affect and interfere with the students and the skills they can develop during their early education process; this includes one of the most important ones, their communication skills, which they are going to use all along their lives. Hakkarainen, & Bredikyte, M (2013). Strong Foundation through Play – based Learning (No 3 ) mentioned that “High quality is connected to specific character of learning, imagination and creativity in early age”. The importance of the correct implementation of this approach will enhance the educational process and favor the students by improving their communication skills during this important period in their lives, their early childhood education years, not to mention the importance of practicing a second language.

Children are more prone to play and develop skills through it naturally. In regards to this, Vygotsky (1978) believes that play can promote cognitive, emotional, and social, development in children.

So, this is just the correct time to help children and develop their abilities fully and promote the correct tools to help them improve their fundamental skills.

The benefits of play-based learning outweigh the traditional methods of teaching. Not only will the element of meaningfulness be included in the work they do, but also the added health benefits. Ali E, Constantino KM, Hussain A, et al. The benefits that can come from the adequate implementation of this method can represent a very significant advance in the educational process and will help acquire, modify, and reinforce previously existent knowledge, this will help not only with the acquisition of a language, but also improve soft skills, motivation, confidence, among others.

### **1.1.3 Justification of the problem**

Taylor and Boyer (2020) state that there are currently more academic expectations regarding preschool education, as well as certain learning standards. They say that To meet this challenge, it is necessary to become familiar with the role of play in the classroom with an emphasis on developmentally appropriate practices such as game-based learning.

To achieve a successful Play Based Learning experience there are a lot of factors to get into consideration, none of them is less important than the other and they can all influence the adequate implementation and success of the whole process. For Taylor Boyer (2020), the interests and emotions of children must be considered, in addition to the fact that the experiences must be attractive. They comment that:

This article explores the definition of game-based learning (PBL), the theoretical frameworks and historical research that have shaped PBL, the different types of play, the social and academic benefits of PBL, and the ways in which educators can facilitate, support, evaluate and use technology to improve PBL."

There are many types of play that can be considered into this methodology, to help all the students develop their knowledge and improve in this case their communication skills. The teacher should be prepared to face every aspect that may occur along the way and should always try to find more beneficial practices to help the students grow, learn, and develop as many areas as possible during classes.

Their level of English, their personal situations, learning disabilities, among others are to be considered to create the most helpful class experience, not all the students learn the same way, and have the same developmental skills. Also, the way they relate with their peers is very important, interactions and reactions to certain activities will help the teacher provide the best learning environment.

There are proven benefits of games in education, but it is still the teacher who directs the teaching in kindergartens. They state that “There is growing recognition in curriculum and policy of the challenges presented by the lack of play in classrooms and the need to support academic learning using developmentally appropriate practices” Pyle and Daniels (2016)

They indicate that they prefer a narrow definition of what game-based learning is, where the child is the one who directs the practice. However, they verify that this creates uncertainty in teachers.

To follow what’s mentioned above, the idea is the teacher provides a safe, attractive, interactive, calm environment with all the materials necessary for the students to

create their knowledge, the teacher acts as a facilitator of the learning process, but the students will lead the way, they will ask questions, tell with clear ideas what they want to learn, express concern or inquire into new teaching lines that will expand their knowledge and improve their skills.

With observations and interviews with teachers. They find two profiles, the first that sees the game as something separate from teaching and therefore with great difficulties in integrating it, the other group was more receptive. They analyze five games used by both groups and conclude that "Practice or Policy: The Game-Based Learning Continuum provides a broader and more concrete definition of game-based learning to help teachers implement this pedagogical approach and enhance the study of game-based learning in game research".

Moschini (2006) notes:

"This article investigates the problems of user-driven game design in the new area of game-based learning for an adult audience, examines game design theory and its applications to game-based learning, usability-related issues in game-based learning design, gender-inclusive game design, and the relationship between learners/players, designers, and the wider gaming community." Argues for the practice of user centered design in this area and presents work in progress for a game for higher education" (p.1)

Although it is an article that focuses on the adult population, something that can actually be rescued for the reason of the importance is that it gives to digital games,

something fundamental when it is thought that education in the coming years will be hybrid.

## **1.2 FORMULATION OF THE PROBLEM**

Historically, education has played a very important role in the development of people and countries. In this line, the study of a new language is a way that allows the professional development of people and facilitates their incorporation into workspaces. On this, the Coalition of Development Initiatives (CINDE) determined that by 2008, there were seven thousand vacant positions in which mastery of a second language was one of the essential requirements that those interested had to meet. (CINDE, 2010)

Along this same line, Osturk (2001) mentions that governments, considering the needs that the labor and business sectors require, establish public policies aimed at satisfying these needs. From this perspective, education becomes a means that facilitates the potential development of people and the learning of a second language such as English is of great importance. Therefore, throughout history, educational institutions have sought the means to promote the incorporation of new teaching and learning methodologies so that students can learn a second language.

However, as identified by Hakkarainen, & Bredikyte (2013), the actions carried out to enhance student learning have not always been as effective, an aspect that has affected the development of the skills required in their educational process. For this reason, the aforementioned authors state that it is necessary to establish quality processes that ensure

adequate training for students, in this regard they indicate "High quality is connected to specific character of learning, imagination and creativity in early age" (p.16)

This, basically will sum up the purpose of this investigation, in terms of how much changes can be made in favor of the students and the improvement of the communication skills in early childhood education in a second language in this case, English.

Along these lines, Vygotsky (1978) states that Children are more prone to play and develop skills through it naturally. He believes that play can promote cognitive, emotional, and social development in children. So, this is just the adequate time to help children and develop their abilities fully and promote the correct tools to help them improve their fundamental skills.

In regards to this, is of great importance to clearly establish the benefits of this methodology applied correctly in comparison to other methods that have been applied throughout the years. Educational advances should be made in order to promote significant changes in schools. In addition to this it is important to determine the importance of not only knowledge but other aspects strictly related to education, such as soft skills, gross and fine motor skills, motivation to learn, confidence, relationships between peers, among others.

## **1.3 RESEARCH OBJECTIVES**

### **1.3.1. General Objective**

- a) To determine the implications of implementing the Play-based Learning

approach in enhancing the key skills (social skills, problem solving, critical thinking, language development) among three- and four-year-old students attending Pre-K level at Amadita Primary School in Coronado, San José during the second semester 2023.

### **1.3.2 Specific Objectives:**

- a) To identify methodological strategies from the Play Based Learning method that might contribute to the enhancing of Key Skills (social skills, problem solving, critical thinking, language development).
- b) To describe the effectiveness of using the Play Based Learning method in fostering social skills, problem solving, critical thinking, language development among three and four– year – old students.
- c) To illustrate the impact of the Play Based learning on social skills, problem solving, critical thinking of 3 and 4 – year – old students.
- d) Investigate the role of the teacher in facilitating the Play Based Learning.
- e) Identify potential challenges and barriers faced in implementing play-based learning for 3 and 4 – year – old students in the second semester of 2023 and propose strategies to overcome the obstacles.

## **1.4 SCOPE AND LIMITATIONS**

### **1.4.1. Scopes**

The investigation is going to take place in the Pre-K classroom in Amadita Primary School in Coronado, San José province, the main reason is because the school is taking in this new approach and changing their methodology.

The Play - Based Learning Method will be applied in preschool in order to assess if the application will result in an enhancement of the student's communication skills. This investigation will take place during the second semester of 2023.

#### **1.4.2 Limitations**

The investigation begins with a total of 15 students, one homeroom teacher and one assistant. The investigator is the homeroom teacher.

The population presents real variations, such a student with Autism, Attention Deficit and Hyperactivity Disorder, among others. Also, the lack of the practice of the language at home, or adequate exposure to help them improve their communication skills in their second language.

## **CHAPTER TWO**

### **THEORETICAL FRAMEWORK**

## **2.1 HISTORICAL CONTEXT**

Amadita Primary School, is located in San Isidro de Coronado, the sample group will be taken from the Pre-K section (this will include students, teachers and also administrative personnel).

Amadita Primary School was the first private school in Coronado, founded in 1986 by the educator Amadita Rojas de Malavassi, with the objective of offering a fully bilingual education with excellence, from the levels of First Steps (1 year) through sixth grade, seeking for the integral formation of children from preschool and primary levels.

The school motto is “building champions for life”, which refers to all the skills and abilities that we want their students to develop.

They are convinced that the true champion is not the one who arrives first but the one who always works harder to become their best version.

### **2.1.1 Mission**

To provide a fully bilingual education, academically excellent, committed to the formation of spiritual and moral values, offering opportunities to develop in sports and artistic areas, to achieve a true integral formation.

### **2.1.2 Vision**

To lead the Educational System in the comprehensive training of children by offering a personalized education based on academic excellence with the best cost benefit relation in the area.

## 2. THEORETICAL CONTEXT

### 2.1 Play Based Learning Approach

Nowadays the only thing that seems to matter for parents and teachers is the use of technology, they use it as a learning tool, but it is also used to control children and make them stop their natural process of learning which is playing and enjoying the environment they develop in every day. Society tend to underestimate the importance of play and they say that play in schools is a waste of time, but nothing can be far from the truth.

Play can be developed all along the life, because it is meaningful, it brings joy, is engaging in terms of getting involve in the role or activity they are participating at, in is not static, interaction help students develop a lot of brain connections and help them improve their social and communication skills.

Play-based learning is, essentially, to learn while at play. Although the exact definition of play continues to be an area of debate in research, including what activities can be counted as play, play-based learning is distinct from the broader concept of play. Learning is not necessary for an activity to be perceived as play but remains fundamental to the definition of play-based learning. (Pyle, 2018) In terms of the definition in debate it is important to acknowledge that play can mean a lot of things but can also be used to teach and learn new thing, interact with the surroundings and improve different skills that kids should develop during their early childhood years.

Within studies that have examined the benefits of play-based learning, two different types of play have been the primary focus: free play, which is directed by the children themselves, and guided play, which is play that has some level of teacher guidance or involvement. (Pyle, 2018). Both of these types of play should be used during the Play Invitations in school, some activities require guidance to be able to teach important concepts and information and some others can be carried on their own, sharing, playing, enjoying, and using all the materials and space given by the teacher to interact with their classmates, their teachers and their surroundings which will allow them to interact and feel confident in asking questions, bringing up new questions to the table and most important growing and having fun.

So as a definition of play-based learning (Cole) mentions that Play Based learning draws from children's natural desire to engage in experiences based on their interests, strengths and developing skills. When children initiate play, they are more motivated to learn and develop positive dispositions towards learning.

The educator's role in supporting play-based learning is vital. So as a result of this practice, students get to interact and develop in a very special ambience in which they get to feel happy and motivated, free and calm to play, learn, make mistakes, and all of it carried out in a safe space in which they know what to do and they can always develop themselves and evolve day by day while doing one of the things they like the most, taking them out of the technology zone that has been consuming their time and energy, and that will not bring a lot into the table while using this methodology in class to improve some skills in children.

Children today are immersed in technology and popular culture, and have increasing expectations placed on them regarding academic achievement. This places greater pressure on care and education environments to provide programs that focus on and maintain academic pursuits. However, the importance of play as a vehicle for learning cannot be underestimated.

Basically, in the article wrote by (Cole) mentions the role of the adult, and it is said that a play-based program does not limit or reduce the role of the adult in children's play.

Although children are less likely to want adult intervention in their play as they become older, an interested adult can still play a critical role in enhancing children's play and learning. Effective play-based learning requires adults to have a strong image of the child and view them as capable, competent and co-constructors of the learning environment. This because they need to take care, interact and provide knowledge for the students they have in charge, they can create and imagine things together and get the knowledge acquisition process to another level and it can be individualized because every student is different and every questions and capacity of analysis is also different.

The adult develops positive relationships with children and families and uses their observations of children, information from families and colleagues, and meaningful interactions with children to determine the curriculum. As this knowledge changes, the program is also adapted to mirror children's changing interests and skills. Trust and respect is something that will help students develop adequately, without feeling ashamed of asking

or changing the course of the game, the play invitations are a way to promote learning but they can always go further, and the teacher should always be able to adapt and engage in the process of creativity and fun during class. They should interact all the time with every student and observe all the situations that are happening around them, answer questions and give all the information asked by them, open ended materials are a great way to engage in play invitations with students, this will give them a wide range of possibilities to create.

### **2.2.1 Origins of the Play Based Learning**

Pramling, 2013, mentions that play was introduced, by Froebel as a mean for learning. He used the notions of play, learning and work as three aspects of the child's experiences in kindergarten. Play was strongly related to solving mathematical problems by dealing with various materials and tasks. However, children could also play with other materials and organize role-play. So as mentioned by the author mentioned above, this theory comes a long way, from Froebel in 1839 approximately and it has come a long way, the materials and theory explained by him was clear in terms of the importance of playing during the early childhood years, but society has come to another end in which is more important to impose them thing they can achieve because they are not biologically or mentally ready, such as remain seated for a long time or to be able to control themselves all the time, it is important to go back to basics and improve the way of teaching and giving tools to students in the classroom.

### **2.2.2 Benefits of the Play Based Learning**

Cole mentions in her article that a play-based program has many benefits for children as it facilitates the development of skills, dispositions and knowledge. As effective play-based program can assist children to develop lifelong learning skills that will stay with them beyond the early learning environment. Engaging in play-based learning enables children to use and develop thinking skills such as problem solving, reasoning and lateral thinking. It offers opportunities to interact with others, develop communication strategies and work in collaboration with peers and adults. It can foster literacy, numeracy and the development of scientific concepts. This will allow students to develop integrally and creating and enhancing abilities that will help them in their future, this is something that must be taken into consideration to be more aware of the children's needs not only during classes but also at home, the way they solve situations and interact with others is something that must be carefully observed, frustration management and interaction with peers and adults is a very significant aspect during the play invitations.

As children are empowered to make decisions and initiate play, they become confident and motivated learners. This in turn fosters responsibility and self-regulation. Play also provides children with many opportunities to resolve conflict, challenge unfair play and embrace diversity, (Cole) This will allow teachers and parents to work on many different topics such as bullying, facing different situations along life, determine if they do or do not like the game they are playing with other, decision making, respect of different opinions are things that can be practiced, corrected and improved during this play invitations.

### **2.3 BASIS OF THE NEW TEACHING**

The teacher is the one who, through their daily practice, oversees preparing the instruments, both in the diagnostic phase and in the formative and summative phases, thus feeding back their teaching work.

In the Learning Evaluation Regulation (2019), in its Article 26, it defines daily work as:

The educational activities carried out by the student body with the guidance and orientation of the teacher according to the didactic planning and the study program. For its qualification, technically elaborated instruments must be used, in which information related to the performance of the student is recorded. It is collected over the course of the period and during the development of the lessons, as part of the teaching-learning process and not as a product, it must reflect the gradual progress of the student in their learning. (pp. 17-18).

Within this approach, the daily work responds to the educational activities carried out by the students according to their context, it must respond to the planning and the study program, the technical instruments used for the collection of information are elaborated by the teacher, however this is a guide not a transmitter of the absolute truth, the daily work of the teacher, the importance and development of each teacher is not undervalued, the allocation of the percentage value is not valued as a product but as part of a process.

The Curricular Transformation, in force since 2015, proposes “not imparting finished knowledge. Therefore, educational processes are required, undertaking the promotion of values, attitudes, skills, and abilities necessary for continuous learning throughout life. (pp.9-10). This proposal raises the teaching of skills in various subjects.

In a changing moment for everyone, the need arises to value education as the process capable of fostering continuous learning in people, promoting skills for the future, these skills will allow them to insert themselves in today's globalized society.

According to the Ministry of Public Education (2015) in the Curriculum Transformation, under the vision of educating for a new citizenship, it exposes the need to train the young student for "their integration into educational processes through a series of skills grouped into four dimensions necessary to guide the resume. In turn, the skills are broken down into indicators describing and building exit profiles, as guiding references for student training. (p.13).

Abilities are auxiliary skills and abilities of the student in solving situations of daily life. As mentioned in the MEP Curriculum Transformation document (2015) "understanding this as the ability to solve problems and perform various tasks, within a plurality of conditions, environments and situations" (p. 27). That is, the student learns the ability to make decisions in any circumstance and for this, he must have developed and prepared himself from his school stage to put these skills into practice in the future.

The student is clearly visualized as the center, the protagonist whose abilities must be encouraged and potentiated to face the upcoming challenges in the near future. In this way, a teacher with an unavoidable attitude of responsibility is expected, when assuming the challenge of improving pedagogical strategies, convinced of proposing an innovative classroom action style, willing to introduce the necessary skills for the successful performance of the student. , using the steps or central moments, described below: proposal of a problem, independent student work, interactive and communicative discussion and finally, closing or closure .

## **2.4 PEDAGOGICAL MEDIATION**

As Parra (2010) points out, the importance of pedagogical mediation lies in being the process through which it is possible to express the two planes, both internal and external, and is based on language as a fundamental resource that becomes in turn in a means of self-regulation and the way the student responds to the different situations will depend on the pedagogical culture and values of those involved, which is why when identifying the pedagogical use of the mediation of the teaching and learning processes, the various forms of pedagogical practices of teachers and their accompaniment as mediators.

Taking into consideration the different aspects in which students can be involved becomes very important, it is vital to explore all the possible options and analyze all the situations to understand better the population present in the classroom. Not every student is the same, or react the same to a variety of situations and teacher should be well informed and stay trained in their fields so that they can help the students achieve the educational

process successfully, and taking into consideration the individuality and the importance of keeping in mind that education is not a magic recipe, that can be followed step by step and nothing will change; on the contrary, is always changing and evolving to help the educational community achieve the best education proposal for the students.

Reyes (2013) mentions that mediation corresponds to a process that serves to encourage, guide, continue and facilitate a given situation. What is sought with this is to satisfy needs and for this purpose it is necessary to regulate the very process of communication and conduction through a few simple steps that allow those interested to feel motivated in what is involved, which allows important meanings.; while pedagogy is the science that studies training as a socio-cultural phenomenon.

To extend the concept, Luna and López (2011) point out:

(...) the teacher is responsible for the design, implementation, evaluation, and permanent adjustment of appropriate actions for the comprehensive development of the student through the promotion of learning and the construction of knowledge, skills and attitudes of the subjects in training. This role requires professionals who, with their scientific and pedagogical training, assume an attitude of social and institutional commitment to be able to develop lines of intervention that arise from interpreting realities, defining problems, acting within margins that are not absolute and in the face of specific situations, unique and unrepeatabe. (p.71)

### **2.4.1 Basic aspects of mediation**

Erazo and Larrea (2019) comment that pedagogical mediation must follow the educational curriculum, emphasizing the appropriation of knowledge; this is that the student interprets and uses them in his own way. It is here where the educator, using the appropriate discourse, must be the guide in the process, in this regard they identify learning and group learning as means to strengthen student learning. In this regard, the authors state the following:

Ensure that the student develops a vision of what is written, visual or what he hears. At the time of an activity the student must think about what he is doing. In addition, the teacher must know how to start, develop, and close each topic. (p.17)

Regarding learning, Erazo and Larrea (2019) mention that this deals with the way in which their own experiences are interpreted, this does not focus solely on what a teacher can explain or what is stated in a textbook. This implies, as it is a personal assessment, respect for the student's opinion and in the same way when a student does not wish to participate.

On the other hand, group learning focuses on the development of skills and knowledge in group interaction processes. In this both the students learn to distribute the responsibilities and the fulfillment of achievements.

Erazo and Larrea (2019) affirm that nowadays with virtual education more flexibility is required, both in carrying out tasks and in the learning rhythm of each student. It is emphasized that it is not necessary to be face-to-face, but that the follow-up of the students is always required. Virtual scenarios, well used, can accelerate the construction of

knowledge, where the written is not the only thing that predominates, also the sound and the visual, where the best expression is the videos, either intended for the learner, or that are by its illustrative essence of the given matter. Given the processes of social and economic change, the student must be prepared to assume an attitude of commitment and even promotion of the changing reality, where increasing levels of uncertainty are experienced.

## **2.5 EDUCATIONAL POLICY**

Martínez (2018) states that this concept refers to all those actions that take place in an educational system made up of various institutions that are formed by and for the student body.

At the level of Costa Rica, the educational policy of the Ministry of Public Education (2017) mentions that there are bases on the objectives of increasing competitiveness, reducing educational gaps, strengthening values and comprehensive development of the student body in general.

Based on the above, it can be mentioned that the institutions in charge of the education of infants have an approach in which each student is perceived as a self-taught person with the ability to manage their educational and development process and modify it as needed, this will enrich the learning process and contribute to a better integrated knowledge that will interest every student in class, by giving them a different perspective. Some level of freedom is given to each student to be able to function individually with the support of the faculty to guide each student, explore and conduct their knowledge.

In addition, it can be rescued how this educational policy is not only focused on the academic development of students, but also contains aspects of the technological, moral, cultural, social, historical, environmental area, among others that allow optimal and comprehensive development. of the person in the current educational system.

Despite this, it must be noted that educational policy has provided the theoretical tools and objectives necessary to have an excellent educational system, there is still a long way to go to be able to complete the proposed approaches, with the help of administrative and political agreements and the creation of various educational programs.

Education itself can be considered as a long social process in which people manage to learn and consolidate various skills, abilities and competencies that will allow them to develop optimally in society and that is concentrated in the student, so having an educational policy built in a clear way and with objectives in mind will be able to promote this development that is desired in each student.

## **2.6 CURRICULUM POLICY**

The curricular policy is defined as any action implemented with the aim of improving the current academic curriculum (Barraza, 2004). With this definition already mentioned, it can be said that the curricular policy of Costa Rica contains an approach quite like the educational policy, in such a way that it is stipulated that all academic curricula must focus on the integral development of each student, promoting social development,

cultural, technological, and environmental based on criticality, towards society and introspectively, and on human rights.

In this way, it is possible to observe the way in which the curricular policy is conceived as the backbone of any academic curriculum, in such a way that it serves to trace a basic path to follow to achieve a curriculum that meets all the objectives and covers all desired areas. In addition, the curricular policy values the risks and challenges that it has on the society in which it is based.

On the other hand, it can be mentioned that the curricular policy, like the educational policy, has a constructivist approach, in which the center of education and learning itself is the student, so that it is the same person who that can develop the skills and abilities to enhance their development and improve their personal life at various levels, with the materials and methods provided by the teaching staff.

As mentioned by the Ministry of Public Education (2015), the importance that all academic centers and teaching staff manage to abide by the measures proposed by the Ministry of Public Education to be able to implement, including in various ways, but always considering the provisions of the curricular policy, activities that promote the development of students. This is how attention should not only be paid to the implementation of the proposed policies, but also a focus should be given to the correct education that teachers should receive so that they can empower students during the school cycles.

Continuous education is important for every professional, but teachers need to be up to date on every methodology and the correct way to implement it, this will help them isolate cases and get to the extent of helping students in every possible way. Teacher might also need the support of some other specialties to create a better and integral environment for the students to feel heard and well attended.

Keeping teachers capacitated will reduce the stress reaction due to the lack of information or the impotence of not knowing how to implement methodologies adequately.

## **2.7 THE NEW SKILLS OF THE TEACHER AND THE STUDENT IN THE 21<sup>ST</sup> CENTURY**

Considering the multiple difficulties that teachers go through, given the new elements and demands coming from the social context, the skills of students and the new skills and abilities to develop, the role of the teacher in the 21st century aims to be linked to the participation in the construction of the curriculum, coupled with new conceptions of himself, leaving aside the traditionalist vision of the teacher isolated from his environment.

The obstacles that the teacher has for the mediation of the learning process are a subject widely treated, the fact that competencies are necessary to improve said pedagogical mediation skills with the support of technologies is recurrent.

For the education and training of teachers there is a wide range of knowledge that is related to the use of technologies as means, since they must be associated "with objectives, content, strategies instructional, according to its practical purpose of improving the educational process" Cabero, Duarte and Barroso (2019), (p. 112).

Based on the foregoing, it means that it is no longer valid for the teacher to remain simply with the reproduction of content to fulfill tasks or follow a program, but rather the teacher should always be involved in the construction of new knowledge, critical thinking and expanding the student's vocabulary, through technical-methodological support, can be incorporated into the curriculum that he implements.

In summary, the relationship between the quality of education, the learning process, the mediation of learning and the use of new technologies as teaching aids is the key, which together with the new digital skills of the teacher to achieve the functionality between new knowledge and previously acquired elements in the cognitive structure.

This allows to conclude the great importance of the decisions that the teacher adopts to choose the technologies with which they will carry out their proposal of implementation of strategies in benefit of the student body.

## **2.8 TEACHING ENGLISH IN COSTA RICA**

Today, the use of the English language around the world has increased due to globalization. Instructional brochures, games, computer programs, cell phone applications,

and trendy print media are written in this language. It is outstanding for scholars aware that reading comprehension proficiency will help them understand and apply the language in future experiences and circumstances. Therefore, taking advantage of the academic years in which education is free and compulsory, must be a priority for students in order to obtain the skills and abilities they will need for the future.

Marin (2012) states that the purposes of teaching English seek to encourage the student to have a critical knowledge of English, through the teaching of the language, linking it with the values of the Costa Rican culture. Respect and appreciation of themselves and others are also strengthened through learning a language such as English.

Another aspect mentioned by Marin (2012) is to promote the development of a critical and dynamic face of any information presented in English and inside and outside the educational center. The correct educational formation of the student will lead to contribute to a national development in terms of education and employment in a near future, also a bigger ratio of opportunities to expand not only their knowledge further in life, but to get better job opportunities through all the opportunities that not only English, but any other language can offer. It is also of great importance to let students know, that they can keep learning all the time and it is important to do so, this will make their careers more competitive and gives them a sense of need to keep inquiring into new things, create, explore and develop whatever they feel is possible it is also important to understand that students will develop techniques for self-control and management of their own learning achievements.

Mastering the English language has become a necessity for Costa Rican society, since English-speaking foreigners come to Costa Rica not only for tourism, but also to invest with their companies. Thus, having contact with them in any setting has become a regular interaction for society. For this reason, Solano (2012) points out:

In 2008, the government approved decrees No. 34535-MP-MEP-COMEX and No. 34425-MEP- COMEX to officially declare the learning and teaching of English as a matter of national interest and to support the creation of the Fundación Costa Rica Multilingual, an entity in charge of leading language teaching throughout the country. Such recognition of teaching and learning English as a national priority is possibly the first in the country's history. (p.69)

This important advance in the teaching of the English language has been accompanied by the implementation of the new English programs developed by the Ministry of Public Education, with a completely new methodology and proposal for implementation in the classroom.

A series of principles that Ortiz (2018) points out can be presented that must be considered for the teaching of oral skills:

Provide students with a practice that consists of fluency and precision, trying to avoid correcting errors in oral communication, allowing them to learn, making mistakes as part of natural learning.

Exploring will help them find new answers, new techniques and new ways of communicating, their brains will look for different ways to express themselves and involve critical thinking and allowing themselves to be mistaken and not be ashamed. This a very important aspect of the acquisition of a learning process and it is of great importance for students to know, that mistakes will be made, and it is ok not to know everything, this will benefit the pursuing of new knowledge:

Provide opportunities for students to speak in groups or in pairs, limiting the participation of the teacher.

Team work with peers gives them a vote of confidence and the feeling of freedom to express themselves in whichever way they can, creating interesting dialogues and interventions, this will provide tools for the to seek for knowledge and question their peers reasoning and be able to debate and defend their own point of view, keeping the environment bullying free, learning that every person can have and express different ideas, that not necessarily need to be the same as my own, respect will encourage a lot of healthy coexistence to learn.

Design activities for the class, based on guidance and practice in a transactional and interactive environment. (p.52)

The Play Based Learning Approach facilitates the interaction between peers and limits the action of the teacher in their activities, guidance should be given, but not in terms of guiding the experience but in terms of helping with vocabulary, guiding some situations, and letting them involve in different processes with their classmates.

In this line, according to what the author proposes, teachers must generate an adequate training space that promotes learning processes. This implies, on the part of the teacher, the planning and analysis of the characteristics of the students so that they use the appropriate teaching and learning strategies.

### **2.8.1 Teaching English**

Teachers of English as a second language must always be seeking for the best method that might suit the needs and requirements of their students., it should help the teacher to get them to practice more but not in a notorious way, it should be smoother and feels more natural, just like when we were learning Spanish.

Ortega (2018) points out the following teaching methods that can be used in classrooms and among them the most used is the Communicative. The communicative approach states that it allows student to acquire abilities needed to use English as something they already know.

Grammar and translation method consist of students learning the grammatical rules of the language and thanks to this they manage to translate the texts.

Costa Rica in a Latin American country in which we speak Spanish as our first language. People who learn English in this country are students that are not fully immersed in the language as a native speaker; this is exactly what we find in our classrooms nowadays, kids that want to learn but don't have the abilities and skills necessary, not because they do not want to, but because they do not know how. So it is unavoidable for

them to use translation as a way of expressing themselves, understand and learn new words and concepts.

Direct or natural method. Through this method, the student learns live, that is, he is exposed to situations where he must use the language he is learning and, in this way, he is able to practice and evaluate the mistakes he makes in the process. This is also applied during classes, the Play Based Learning reinforces this situation by allowing students to explore directly into what they want to know giving them the chance to acquire vocabulary in a very natural and unnoticeable way, giving them the chance to avoid using Spanish as much.

Communicative approach. This is a form of learning in which greater importance is given to the student's interaction with the new language. It is worth mentioning that in this grammar is incorporated. During the Invitations to Play they will interact with peers and if needed they will also interact with the teacher, this will help them try to express themselves freely and allows them to make mistakes without being pointed out, but to be encouraged to keep going and learning more by practicing.

As Zyoud (2016) mentioned:

Linguistic expertise concerns with language structure and language content. Teaching speaking is not like listening, reading, and writing. It needs habit formation because it is a real communication and speaking is a productive skill, so it needs practicing as often as possible. (p.3)

From this perspective, the methodologies used in classes should strengthen the student's learning process and thereby provide a space in which they can develop without boundaries, but with very clear rules, so that the construction of the knowledge and acquisition of the language (English) will be developed smoothly and respectfully.

Giving the students the proper space to interact with their classmates and teachers, make mistakes, talk, imagine, create and exploring knowledge, will help them feel more comfortable and willing to keep their motivations up to enhance their learning process.

### **2.8.2 Defining Play**

Most children enjoy activities that incorporate play, so it is important that games can be incorporated into children's daily activities. However, it is complex to establish a single conceptualization of the game as such. Daniels and Pyle (2018) attribute this difficulty to determining the activities that can be considered as part of the game.

For their part, Roskos and Christie (2013) mention that many activities can be incorporated into the characterization of games, such as sociodramatic activities, fantasy games, imaginary games, among others. In addition to this, these authors consider that in their conceptualization the cultural and historical perspective cannot be left aside, which has allowed the incorporation of many activities within the games.

With the emergence of technologies and the easy access that children have today, the traditional perspective of the game has been transformed into virtual spaces where children can interact and interact with other people around the world. In this line, Moyles (2012) states that even when a consensus cannot be established, due to the previously indicated aspects, it is possible to determine the type of behaviors that are characteristic of children when they are immersed in game activities. And in this line, some characteristic features are that they are "intrinsically motivated", concerned more with the process than with the results, free to impose their own rules and willing to bond with the other participants during the game.

Peter Gray (2018) states that by applying the play-based learning technique, the child is encouraged to feel motivated and self-directed, since he explores and learns from what he likes to do. That is why Gray argues that the game becomes an unstructured activity in which the child can get out of the real world and use his imagination.

The Department of Education and Early Childhood Development (2019) states that ". . . play has a purpose. It's how children make sense of the world around them and find a place in it. Play is defined as fun, open-ended, and spontaneous activity chosen by the player." (p.39). It is a teacher job to pursue the best proposals for them and see that they get everything they need to learn adequately through play. The way children actually see and get to know the world is by using the game as their learning tool. Providing tools and rules for students, will allow them to create more knowledge and vocabulary day by day.

Daniels and Pyle (2018) mention that in the game that is directed by the teacher, he establishes planned activities so that the student can get involved in the learning process of a specific concept. In this line the teacher does not have a passive role but is involved in the activities. The activities planned by the teacher should give students the opportunity to explore every possibility and if they want to go further, they should be able to continue exploring with different materials from the class, or different approaches from the ones provided by the facilitator, given them control over what they want to learn and making learning a greater experience.

Moyles (2010) states that when simulation activities are carried out, children are expected to integrate their life experiences in the game, with the purpose that they can be linked to the learning process. From this perspective, Piaget's thought (1962) is taken up, in which symbolism is an essential element of the learning process. This is essential in the process of developing abstract thinking in children.

There, Akhtar and Hussain (2018) mention the following in this regard:

Play-based learning allows students to engage in purposeful activities that will allow for the simulation of such experiences they are likely to encounter. This is generally defined as having the following four features: 1) It is usually voluntary; 2) It is intrinsically motivating, that is it is pleasurable for its own sake and is not dependent on external rewards; 3) It involves some level of activity, often physical, engagement; and 4) It is distinct from other behaviors by having a make-believe quality.

The main idea of implementing the Play Based Learning approach is to help the student fully develop all their possible capabilities and skills; giving them space to engage in the play invitation will allow them to do it naturally.

Students will play voluntarily, because is what they do, they do not need any motivation to get to play, it is just a sense of enjoying their own time and themselves by playing alone or with their classmates and teachers, gross and fine motor activities will help them feel busy and increase their level of engagement by feeling they are not seating on a chair doing something boring.

Each feature leaves room for the fostering of strong metacognitive skills and the ability to build independence as well as co-dependency on their peers. Students benefit greatly from their play experiences through the innate learning method, educators can manipulate scenarios to teach children certain curriculum goals.

(p.6809)

Many necessary skills can be developed and enhance by giving students the right materials and spaces in accordance to their ages and needs. Providing safe spaces and giving them the right time to engage in a play invitation will allow them to make choices, talk, enjoy and create memories that will last longer and can be meaningful in the long ride. The creation of knowledge and interaction with classmates will help their brains create connections and then relate that knowledge to learn more over time.

From this perspective, it can be considered that the incorporation of games in the classroom is a learning strategy that can bring many benefits to children in their development process and in the learning of certain curriculum. But most importantly is the idea of creating activities not because they are pretty and would actually look nice when they finish it, but because they have a learning purpose, that will help the student grow and evolve, creating a sense of confidence and developing different areas giving the opportunity for the students to practice skills, enjoy the activities, interact with their peers and essentially enjoying the process and learning in the most natural possible way.

## **2.9 DEVELOPMENT AREAS IMPACTED BY PLAY**

Moyles (2012) mentions Vygotsky's perspective that social interactions have a significant impact on people's cognitive development. In this line, when games are incorporated into classes, interaction processes between children are strengthened, some areas are going to be enhanced more than other, but throughout the variation in the Invitations to Play, the teacher can manage to help them develop some areas that might be left behind. By working in groups, they find more joy in the learning process, so it does not turn into something they need to complete and keep going, but on something they are actually enjoying.

That is why Moyles (2012) mentions that in the brain of children there are more than 100 million brain cells, which are strengthened with the processes of social interaction. Neuronal plasticity in this way allows the brain to grow and change, and these changes have a greater impact in 5-year-olds. About this Walther (2019) mentions:

This shows the optimal time for children's brain to grow is during preschool. The brain develops from stimulation and the fundamental stimulation for children is play (Moyles, 2012). Lack of play has been shown to have long-term effects including physical harm, social harm, emotional harm, and may not be able to cope with pressures (Moyles, 2012). (p.9)

Presenting adequate and attractive Play Invitations, students get to think and find new ways of learning and creating knowledge, by doing this the brain will keep creating brain connections that will last longer and will help the acquisition of future new knowledge.

Stimulating their natural desire of learning will only help them want to keep learning and develop new ideas of play that will help them grow and learn.

## **2.10 TYPES OF PLAY**

Walther (2019) mentions that teachers have an important responsibility in the process of developing skills and abilities in children, which is why the choice of techniques that promote academic and social development is transcendental. As mentioned before, finding new ways and presenting activities that might result attractive to children, might help them be more interested in what they can learn and develop capabilities they were not even sure they had.

Walther (2019) suggests that different categories of play can be identified:

Unstructured game: It makes it easier for children to learn to share, negotiate and work in a group, as well as making it easier for them to resolve conflicts.

Giving space and materials to the students to engage in play invitation will help them enjoy and create on their way, step by step; by sharing with their classmates and trying to figure out different ways to develop their personal creations in this play invitations.

Structured or guided games: The teacher establishes defined learning objectives.

Students are guided in the development of activities that strengthen them and generate academic skills and concepts.

Sometimes the invitations to play might be set up as something less loose and more guided, because this is the requirement of the topic and the teachers plans and it is fine to have some guidance during some of this learning experiences, in very specific times it is important to achieve some specific goals and guidance will allow some control over it.

Some concepts must be acquired in certain ways or maybe it is easier to present it that way to them, so that the comprehension can be talked and guided during class by the teacher and the assistant if they have one in class.

. (pp.9-10)

Based on the above, with the games presented in class, the teacher has many opportunities and options to observe the learning results of the children and observe their

interaction processes with their peers. All of these types of games enhance their collaboration process and will help them share different moments and spaces with their peers, which will help them develop tolerance, confidence, knowledge, cooperative techniques and respect, sharing with others and playing while learning as natural as it sounds will build connections in their brains that will last longer and will serve their purpose in a near future.

## **2.11 THE GAME**

The authors Tamayo and Restrepo (2017) carried out their research in Colombia with a group of children who had difficulties in their ability to interact with others and with the environment, due to their harmful behaviors; Among the behaviors were peer aggression, self-injury, violation of the norm, low tolerance for frustration, disrespect for authority, among other behaviors treated medically with drugs; and complemented with a therapeutic character development plan, in charge of professionals in the area of education, this project was worked under a pedagogical and behavioral vision based on playfulness; which would allow each child to acquire the necessary skills for the development of their daily activities, interactions and relationships with other people; which would contribute to improving the quality of life of boys and girls.

It is proven and stated in different researches that the game as an educational tool is of great importance, self-regulation comes along with the process and teachers can help students in need of aim to regulate and understand that the way they are behaving in not correct, they will learn this and will not even notice, just because rules for Play Invitations

are clearly stated and they will all know what is admitted and what is not. Giving them the opportunity to understand the idea of being respectful and enjoying the process.

With this work, data was provided and we can infer that the game can be a very helpful tool to generate not only behavioral but also social changes, since the ideal means to achieve it are provided to develop in the students, intellectual, motor, personal balance and bonding capacities with others. . And this is how the challenge changing the education process from the game approach is raised from an updated perspective, in which the experiences that the students are immersed in is loaded with the pedagogical and playful component; since according to the writers the game has a number of benefits, which can be categorized in the following way according to Tamayo and Restrepo (2017):

From the cognitive level: it facilitates observation, analysis, interpretation, and problem solving; allows learning as a motivating factor of the first order.

Learning more and doing more will give students the possibility to analyze situations and infer solutions that will help solve different situation, not only as kids, but will give them the tools to know what to do and how to react in various situations.

Play Invitations can help develop and improve motor skills (gross and fine motor skills), it can also contribute to the integral development of children.

Students get to practice gross and fine motor skills, they will enjoy different practices through play invitations that will help them develop their body strength and movement skills, also how do they perceive their bodies in space and how to control it.

During this period of time, they learn how to manage their emotions, develop their personalities, handle frustration and help them integrate in personal relationships with their classmates that will provide them of moments of fun and joy.

They will have to deal with different situation during the play sessions in which they will have to decide the correct way to react and interact with many different situations, this will give them the tools to understand how other can feel if they react in a certain way and the idea of learning how to respect different ways of thinking among other thing will help them grow into an integral human being.

In the social aspect: it favors the socialization process; facilitates the knowledge of others, allowing the acceptance of others; it allows the learning of group work, as a team, in collaboration, in search of a common goal; promotes responsibility, as part of the individual performance in the game. (p.113)

It is clearly instated that they get to socialize more when they work with their peers and enjoy long periods of time doing what the most, playing,

Melo and Hernández (2014) in their research carried out in Mexico reflect how the game can be an ideal strategy for teaching natural sciences, expressing that the game is proper and inherent to the human being because with it we obtain contributions as relevant as joy, pleasure and fun; That is why the learning process is so significant since it enhances cognitive, affective and communicative development, which are determining aspects in the social construction of knowledge. Melo and Hernández (2014) mention:

Like Piaget who focuses his research on circular reactions; that highlights the value of the game as a basis for the construction of the human being, both in the cognitive field and in the moral and social, for him despite the fact that the activity is "free"; immersed in it are the rules and regulations that must be followed, thus affirming that "the game, as a process of assimilation, allows us to give meaning to things based on the relationships established with it. (p.3)

Understanding with this that the game is a strategy to assimilate or understand situations of a different nature, from a specific object, that however this object with the passage of time is subordinated to the system of meanings that the social environment gives it; therefore, the object is characterized as an element loaded with social meanings that allow the child's learning from assimilation or play; In short, the child extrapolates the knowledge, makes it part of himself, putting it into practice in daily life.

## **2.12 BENEFITS OF PLAY**

The implementation of the game in the classroom has been shown to bring several benefits in the development and learning process of children. Walther (2019) mentions that teachers often neglect the development of social and emotional skills in children and with the implementation of games, an important benefit has been seen in these, from self-regulation or thinking about themselves, to processes of social interaction that facilitate negotiation, dialogue, and conflict resolution.

About this Walther (2019) mentions:

In a study, twenty-two percent of parents stated that their child play far less often at home than they did as a child (Rhonda & Stone, 2018). If students are not playing as much at home, then early childhood educators are providing students with their only time to play with what they choose and to explore, problem solve, and make decisions. In another study, the data revealed that children showed knowledge of past literacy lessons from school within their play (Yoon,2014). Watching students engage in play, many times someone may see them including academic pieces that they previously learned in school in their play. (p.12)

From the constructivist perspective, applied in the classroom, children participate in training processes in which they receive both social and cognitive information, for example new words, concepts, and objects. Bell, et al, (2016) mention that studies have shown that playing with other children, behavior patterns are linked to academic activities. This gives them opportunities to develop language and communication, to discuss their academic knowledge and to enrich it.

Sharing ideas, materials and spaces with their peers help them build patterns and knowledge, but they do not realize they are building their own knowledge on a very easy way. Exploring different areas and making decisions is part of building their knowledge.

### **2.13 ROLE OF PLAY IN CHILD DEVELOPMENT**

Romo (2007) mentions that the game can be a tool that, if well implemented, would make it easier for children to have adequate childhood development and thus prevent any threat of playful activity.

Some adults take for granted the opportunity given to children to use play as a developmental tool. Parents do not like much the idea of their kids playing at school, because they are not actually learning, what they cannot imagine is that they are getting more knowledge than they expected and is getting in their brains so smoothly that they would not know what they are achieving.

The resolution of problems is another of the elements that are evident in the game processes, on that Smith and Dutton (1979) in their study manage to demonstrate that although this ability can be enhanced in regular classes, with the game it has been shown that this is an element that can be more effective. Children will face difficulties, because even though they are playing they will have to deal with different perspectives and make decisions to collaborate or respect others decisions; play becomes a handy tool when it comes to this particular situation, conflict resolution must be addressed during the play session and if the teacher is required to intervene, then she will help them guide their thought and will bring the environment back to normal.

The game, for child development, can be considered an important aspect since it facilitates the creative resolution of problems. The teacher can only act as a facilitator, sometimes while trying to avoid a mess and keeping everything organized and in order they would not let the students create and play, get dirty or wet and enjoy the time they get to engage in a play invitation with no restrictions in terms of enjoying themselves, but the teacher should actually state clear rules that will enhance the experience for them.

## **2.14 RELATIONSHIP OF PLAY AND CREATIVITY**

According to Zapata (2015), different investigations have shown that the left hemisphere of the brain develops what is called lateral thinking. That is why at the earliest ages, training processes can help stimulate the development of both hemispheres in a complementary way. In this regard Zapata (2015) mention:

At the earliest ages, it is convenient to promote the development of both hemispheres in a complementary way because both types of thinking are necessary. The teacher will be in charge of developing creative thinking trying to encourage all types of thinking. (Madrid, 2002). (p.12)

In this way and considering that the implementation of games has been closely linked to the development of creativity, classrooms become the appropriate space to help children to stimulate both hemispheres and also enhance creativity. The game therefore facilitates the imagination, the development of artistic skills and the constructive spirit.

## **2.15 NEUROEDUCATION**

It is important to inquire about the investigations of the functions of the brain and which one's work in teaching-learning processes, knowing the functioning of the brain to be able to give it a new meaning when teaching will give us the guidelines to elaborate a series of neuro-didactic strategies, specialized in executive functions for working in the classroom with the population.

So, it should be considered the application of the Paly Based Learning Approach because it stimulates knowledge acquisition while playing.

Educators can establish neuro-didactic strategies, which are understood as the steps to follow to achieve a specific purpose or goal; that is, there is strategic planning in different activities of professional work. In this case, it is about skills that the educator must have to facilitate the application of neuroscience in the classroom.

According to Guirado (2017), neuro-didactics complements the educational process, as it is a discipline to develop learning capacity, since there is an intimate relationship between brain plasticity and learning capacity. “The mission of neuro-didactics would therefore be to guide neurological knowledge towards didactics and apply it to educational processes.” (p.21)

This Neuro-didactic discipline, Neuro-pedagogy or Neuroeducation as it is known, is applied to promote and study the development of high achievements and the maximum empowerment of education and training methods.

As mentioned by Pacosillo (2017):

Neurodidactics, Neuropedagogy or Neuroeducation as he calls it, becomes that kind of link that ends up bringing together what epistemology, neurology, cognitive sciences, learning psychology and pedagogy have always tried to understand, and

that has to do with the best way to learn that in turn allows us to organize the best way to teach. (p.28)

This concept of Neuroeducation is the one that unifies psychology, pedagogy, neurology, and cognitive sciences, for the benefit of learners and the acquisition of knowledge. All this invites us to think about new learning methods that consider the neuropsychology of the developing brain, since the pedagogical and didactic objectives must modify the strategies since it is not about continuing with old methods applying new resources.

According to Campos (2014) of the Ibero-American Center for Neuroscience, Education and Human Development, the studies and research that have been validated regarding the subject of neuro-didactics indicate that there are pillars that are fundamental and some of these are mentioned below:

Each human being has their own pace of development and learning, linked to their genetic history and the environment in which they grow and develop.

Every learning process in every kid should always be respected and should always contribute to their learning process or help them achieve goals and skills according to their ages.

- The brain is not a static organ, it learns and changes thanks to the experiences lived from the first moments of life.
- The brain development process is gradual and therefore learning must be built respecting this neurodevelopment process.

- The brain is the only organ in the human body that has the ability to learn and at the same time teach itself.

The brain is so important that it is the controller of everything that happens in our body, but it also has the great ability of learning at every chance we give them the opportunity, so every experience will modify or create any memories we might have. Early childhood years are very valuable, because it is a specific moment in which their brains absorb all the information that comes and goes in front of them, so that is one of the main reasons why giving them the right tools and spaces to develop all the possible capabilities will allow them to grow and explore further in life and knowledge.

Brain plasticity allows human beings to learn throughout life (...) (p.22)

Neurosciences explain how the learning process occurs and every good teacher should know it so that with an excellent pedagogical practice they stimulate the generation of optimal learning in all areas and opportunities. Teachers through neuroeducation can gain knowledge through the study of the brain, where they can evaluate from the neuronal process of each child and if something is being demanded of them that they cannot give. What can lead to consider the process of brain maturation to design teaching strategies.

Pherez, Vargas and Jerez (2018) mention some factors that teachers can practice in teaching so that the brain is more willing to receive and capture information:

**Exercise and diet:** Nutrition and exercise affect neural signaling pathways important for synaptic plasticity and cognitive function.

Sensitive learning periods: The brain changes as the individual grows, this indicates creating or strengthening some neural connections and weakening or eliminating others.

Exercise, diet and the sensitive learning periods are something not only teachers, but parents and everyone who is in charge of a kid should know about and try to do their best in accordance to their capabilities, these three aspects interfere directly in the condition our students are in, and will allow them to develop fully and in their best disposition.

**Neuroplasticity:** The brain's ability to form new nerve connections in response to new information or stimulation, that is, to strengthen or eliminate synaptic connections to incorporate learning.

**Serenization of the brain:** Stress reduces blood flow to the prefrontal cortex, the center of common sense and decision making. (pp.33-34)

The brain, as mentioned before is an organ that can keep creating memories and acquiring new knowledge at any age, so, by giving students a great learning space in which they can feel, happy, relaxed, and calm will stimulate the acquisition of knowledge and the generation of new brain connections that will remain longer and will be more meaningful than teaching them forcefully without any objective at all.

### **2.15.1 Neuroscience**

For a better understanding of Neuroeducation, it is necessary to know a little about Neuroscience, which gives rise to many new methods applied to the teaching and learning process.

Barrio (2019), defines neuroscience as follows “... scientific study of the nervous system (mainly the brain) and its functions. It studies the complex functions of approximately 86 billion neurons or nerve cells that we have” (p.16).

The elementary task that neuroscience has is to try to say how those million nerve cells work to produce behaviors and how they influence the different environments where the individual develops along with other people.

The concept of neuroscience is very recent, but studies on the brain and its functioning are already quite old. Neuroscientists study everything related to the nervous system, but the study of neuroscience is much broader and includes many areas, including education. For this reason, it is assumed that the brain is plastic and experiences changes, especially in childhood and adolescence, as Hurtado (2015) expresses it, mentioning Fornaguera, a Neuroscience researcher at the University of Costa Rica: “The brain always changes: it is more plastic when we are young; every stimulus has the potential to generate more neuronal junctions” (para. 16).

Therefore, if the teaching staff is able to carry out an adequate stimulation in which students are interested and manageable, through appropriate activities and even some of movement such as the educational game, and awaken interest in things through the environmental resources around them (visual, tactile, auditory, movement, spatial, affective, emotional...) the student body will maintain good brain development and will create the conditions for effective learning.

Neuroscience not only allows the analysis of the brain in an isolated way, but it has also been incorporated into the cognitive, affective or emotional, social and educational

areas, which has been evidenced through studies and scientific contributions from various entities in charge of disseminate the benefits that such inclusion entails.

As Campos (2014) mentions, based on studies carried out in each branch of neuroscience, the educational system has the possibility of being transformed and strengthened. Where, "studies related to social cognition, cognitive development, memory systems, executive functions, emotional self-regulation or empathy, all of high relevance for the educational context and learning" can be mentioned. (p.12). There are so many educational tools that have not been used during the past few years, but are so helpful they should be brought back and applied to the new methodologies of teaching, all of this not to brag about all teachers know and apply during classes, but on how much they can help and benefit students in every developmental area.

So, there is an important link between education and the science of knowledge of the brain, since it is impossible to separate it from the teaching and learning processes, which today is increasingly clear and shows a need to understand respect Campos (2014):

Educational neuroscience can be understood as an emerging scientific field, which is bringing together biology, cognitive science (cognitive psychology, cognitive neuroscience), developmental (and neurodevelopmental) science, and education, mainly to investigate the biological bases of learning processes. teaching and learning. (p.19-20)

Neuroscience strengthens four branches: cognitive, affective-emotional, social, and educational. The educational system is strengthened, for example, in cognitive development, memory systems, social cognition, emotional self-regulation or empathy.

Neuroscience is involved in the educational field trying to solve the learning problems of infants, providing innovative ideas to the educator, transforming pedagogical practices. By uniting neuroscience and education, they try to know the relationship between the brain and learning, directing the educator how the child's brain learns, processes, registers and preserves the information.

### **2.15.2 Neuroeducation Strategies in Costa Rica**

Neuroeducation is a new discipline that has been applied in different parts of the world and also in Costa Rica, with the intention of knowing and promoting the development of high capacities and the maximum enhancement of learning, a process during which the circuits of the brain suffer. changes. Its purpose is to help educators develop better learning strategies.

With the evolution of neurodidactics or neuroeducation in Costa Rica, initiatives have been generated by the Ministry of Public Education and the Neuroscience Research Program of the UCR created in 1999. Where in the Programa de Estado de la Nación (2015) in its chapter on Preschool Education and I Cycle in Costa Rica, mentions that training projects are being generated for teachers, citing one specifically:

The project includes the training of primary school teachers in scientific research, as well as the generation of new technologies to enrich the experience and evaluation in the two cycles of public preschool education. In the participating institutions, this initiative has involved 141 families and 46 teachers, and is maintained thanks to the joint work of researchers and assistants, national preschool advisors, directors, teachers, boys and girls, parents (p.111).

The relevance of this type of project lies in the fact that, from neuroscience, what the brain can perceive in a stimulating way and provide enriching experiences that enable an assimilation of knowledge based on what is already known, will be well accepted; With neuroeducation, it has been possible that this type of incursions with different resources and novel and experiential activities, gradually improve the experiences of the student body in the classroom and outside of them.

All the aforementioned aspects are strategies that could generate significant changes in the student body, since the education system is in search of improvements that are increasingly focused and directed according to what neuroscience provides in the field.

Curiosity, interest, enjoyment and motivation are essential for students. Together they must find, promote and strengthen the educational system.

Therefore, the Programa de Estado de la Nación (2015) adds that "the main contribution that Neuroscience can make to education is linked to the production of inputs for the design of curricula more in line with the state of maturity of the students" (p.112). This can actually vary because in the same class you can have many different maturity states and this will present a challenge to the teacher, who as mentioned before should be well aware of all the theories and resources to state the best way to help their students.

Boscán (2011) defines that the operative strategies are developed from the contexts and interests of the student body, the methodological ones start from the operative and sociocultural ones and, finally, the socio-emotional ones interrelate different physiological, psychological and behavioral elements that are related to the Teaching and learning processes.

## 2.16 GAMIFICATION

Miller (2013) defines Gamification as a model which began to be heard and seen in the literature in 2008, where it was defined as the use of game design elements in non-game contexts. He also adds in regards to the Gamification model for a better understanding of the term, mentioning Gutiérrez (2012):

Brain researchers have shown that learning requires neural connections are made in the brain to store information in memory, and often learning comes from response to a real event. The brain does not distinguish between real events and simulated. Therefore, if we "learn" by simulating such conditions and demonstrating the skill, we form the neural connection in our brain. The appropriate answer is then stored and when we experience an actual event, our learned response will come into match. In a learning game, the results are based on sets knowledge, skills and attitudes (p.197).

With the use of Gamification, it is shown that the game allows students to make use of their imagination, where they can fantasize assuming roles and thereby be able to interpret and decipher situations, where through simulation real phenomena are represented in where students include complex processes through play.

As Prieto, Díaz, Monserrat and Reyes (2014) mention, gamification is a strategy that allows to add to the learning activities characteristics of the video games, which makes it possible to modify the student's behavior, encourage their participation and motivation, involve him in activities of a subject or curriculum and intensify his interaction with the environment.

On the other hand, Fernández (2015) points to the concept of Gamification as a process that consists of the application of concepts and dynamics of the game applied to educational scenarios with the purpose of stimulating and doing more. attractive the process of student interaction in the learning process.

Gamification makes your students want to do something for you to promote that desired behavior, educators hope that with the use of gamification, students in the classroom will increase their motivation to be more active in educational processes; In addition, teachers can view the gamification model as a tool for acquiring knowledge and achieving an increase in skills and problem solving.

When gamification is integrated into the educational process, it brings with it a series of benefits such as those mentioned on the Education 3.0 (2022) website:

There is greater interactivity. Using this technique nothing is handed to students on a tray, there is more interaction in the classroom. Everyone participates and thinks together about how they will overcome the challenges presented. The need to make decisions in the face of the circumstances presented (scenario, problematic situation, etc.) allows learning.

Achieved goals. In games, the solution is always the ultimate goal. Therefore, solving problems to achieve results is the main focus.

Teamwork. Everyone's contribution is very important in a game process. For this reason, gamification in education encourages teamwork due to the search for solutions to learning challenges.

Problems solved. Commitment, teamwork, creativity and focus. With all of this together, students can find solutions based on the information and resources available. (p.72)

## **2.17 GAMIFICATION VS. EDUCATIONAL GAMES**

The terms gamification and educational games should not be confused.

Gamification is not synonymous with playing, but it is the use of elements that make up a game in a non-game context with the aim of achieving the stated objectives. On the other hand, educational games incorporate learning objectives within the game and always address the learning process.

Gamification is a tool that generates a high motivational value among students and the teaching-learning process, which achieves impact cognitive, emotional, behavioral and social areas in students.

## 2.18 GAME-BASED LEARNING METHOD

The game-based learning approach is a term that began to be heard in the early 2000s, where at the curricular level in several countries worldwide they recommend the use of game-based learning, among the countries that implemented that method as innovator were Canada, Sweden, China, United Arab Emirates and New Zealand. (Daniels and Pyle, 2018).

In this learning model, children need to adapt in order to respond to new challenges that may occur within that environment. The combined play and learning activity focus on the creation of new objects or ideas that help children respond to new challenges within their environment at school.

As mentioned by Fesseha and Pyle (2016), game-based pedagogy can be defined:

(...) such as the ways in which early childhood professionals take measures for the game and the approaches playful for learning and teaching, how they design game-based learning environments and all the pedagogical decisions, techniques and strategies they use to support or improve the learning and teaching through play.

(p.3)

The game-based method consists of applying the principles, dynamics and tools that are used in games to the learning process with the aim that students can interact in a more enriching way with the elements and concepts that make up a lesson.

As benefits of the game-based learning method, the following indicated by Fesseha and Pyle (2016) can be mentioned:

Greater motivation of the student, promotion of the development of reasoning and autonomy, allows dynamic learning, the student is in control of their own learning, by presenting these situations the students creativity and imagination processes is enhanced, as is the teamwork and social skills. (p.36)

Every skill and process mentioned above will give students the opportunity to grow and learn, by facilitating processes the student will achieve goals quickly and enjoy their time in school.

For the game-based learning method to work, educators must create an environment propitious that encourages the student to participate in the classroom, so game-based learning can involve the following elements in the process mentioned by Fesseha and Pyle (2016):

Self-direction: The child chooses what he plays and how he plays. Adults can supervise, accompany or potentially suggest ideas, but the child decides the rest.

Unstructured exploration: the child is allowed to explore on their own and select objects or activities based on their own interests.

Fun: The game must be enjoyable for the child. Adults should not force certain activities, as it is important that the child enjoys what he is doing.

Process Oriented: It is the process of the game that is important, there is no end goal and no right answer. (p.33)

Danniels and Pyle (2018) APA point out that the game between children included in the learning processes, makes them develop social skills and their emotional competencies;

where they learn to lead and follow rules, resolve conflicts more easily, learn to negotiate with others to find a solution to a given situation and educators assume a passive and observer role.

As a simple methodological technique that can be applied in the classroom as a form of teaching according to neurodidactics, it is through games that greater attention is achieved from children in the classroom. Where you can develop skills and abilities in children through play to achieve learning by playing that is heard so much among experts.

As Edwards (2017), points out, play provides opportunities for young children to explore ideas, experiment with materials, and express new knowledge. The game despite being defined as a solitary, quiet and reflective activity, the game can also be social, active, and attractive. While play is commonly understood as the foundation for learning in early childhood education, this is not always the case in all settings.

The current neuroeducator must apply techniques in the classroom to children to achieve brain development of these minors, so memory games are a technique through which students learn to know how to keep items in their memory. memory through these techniques.

Imagination in games is something quite important since, as indicated by Vygotsky (2004) mentioned by Edwards (2017):

The creative activity of the imagination is directly dependent on the richness and variety of a person's previous experience because this experience provides the material from which the products of fantasy are built. The richer a person's experience, the richer the material his imagination has access to. That is why a child

has a less rich imagination than an adult because his experience has not been as rich.  
(p.9)

According to Irizarry (2019), it must be considered that through the game technique, skills that help in the learning process can be developed in children, where a series of factors can be identified, such as: the child or girl present a degree of satisfaction, curiosity is stimulated, self-improvement is stimulated, internalization can be favored, and they also keep in physical movement.

From the principles, they show that the student assimilates the different learning processes of an experiential way, being the student who creates strategies to solve the difficulties planned. At the same time, it makes them reflect and imagine situations that may occur in daily task, to learn to face them in a personal way. Thanks to this, the teacher You can get results from your students by watching how they develop in the different activities.

Game-based learning is recommended to start in children from early childhood, which is why Thomas, Warren and Devries (2011) mention in their research that Froebel, known as the founding 'father' of early childhood education childhood, points out that children's learning develops naturally through play, and positions early childhood teachers as guides who need to emulate a family context, since it is in this environment that children develop and learn.

## **2.19 ADVANTAGES OF GAME-BASED LEARNING**

Game-based learning basically consists of making use of tools that provide support for learning, and for it to be assimilated in a more practical way by students. This

model is something innovative and current in the educational experience, where the use of digital educational technologies and games is generally chosen.

Socialization in students is an important requirement, and that begins when children begin school age, where educational aspects are developed through group activities. In This constant interaction that occurs in games is where the child acquires social skills and at the same time internalizes and learns rules. In addition, through games, values and habits are promoted, where little little by little they adapt to life in society, creating in turn a degree of autonomy in the child.

Therefore, the "social skills and self-regulation, are seen benefited by free play, as well as guided play, favors more the acquisition of academic skills" (Molaguero, 2018, p.24).

## **CHAPTER III**

# **METHODOLOGICAL FRAMEWORK**

### **3.1. PURPOSE OF THE INVESTIGATION**

Theoretical research is defined by Barrantes (2014) as "that activity oriented to the search for new knowledge and fields of research... to create a body of theoretical knowledge in some field of science". (p.64).

This research has a theoretical approach, because it seeks to understand the game-based teaching method for learning the English language in preschool children. Fernández (2012) mentions that this approach seeks to understand the phenomena, by exploring them from the perspective of the context and their natural environment, in addition, it allows to enter the subject in depth for its understanding, in a way that allows obtaining the relevant knowledge of the problem of research.

According to Barrantes (2014) applied research has the purpose of solving practical problems, to transform the conditions of a fact that concerns us ... ” (p. 64).

The applied part of this research is related to the study of game-based teaching methods for learning a second language (English), together with the application of neurodidactics techniques to achieve a learning transformation.

#### **3.1.1 Temporal dimension**

In an investigation, two types of dimensions can be presented, which are related to time, where they can be transversal or longitudinal.

According to Hernández, et al. (2014) longitudinal research is one where "(...)" collect data at different times or periods to make inferences regarding change, its determinants and consequences." (p.159).

On the other hand, cross-sectional research according to Hernández, et al (2014) is one where "(...) they collect data in a single moment, in a single time. Its purpose is to describe variables and analyze their incidence and interrelation at a given moment." (p.154)

This research is developed under the cross-sectional research modality because it is developed in a defined period of time, such as the second semester of 2023.

### **3.1.2 Research approach: participatory action research**

This research is developed under the qualitative approach, for Barrantes (2014) "... this approach postulates an inductive, process-oriented conception. It emphasizes the depth of the phenomenon" (p.32).

This is qualitative research since people who are considered key and representative are consulted, their points of view are collected, which are influenced by their vision of the world and their interests, although all opinions will be crossed to have the greatest possible objectivity. theory is also used, not as a reference point to generate hypotheses but as an instrument that guides the research process from its initial stages.

### **3.1.3 Character**

The present investigation is of an exploratory nature, which according to studies are considered exploratory when they present unknown categories or there is a possible lack of

base theory for the study, which leads to emphasize the importance of contextualizing the object under study (Gallardo, 2017).

This research is carried out under the exploratory context due to the absence of previous research that has been carried out on preschool students addressing the game-based teaching method. This is a problem that has not been addressed before, and also represents a new perspective for improving teaching. Therefore, the present investigation is characterized by being of the exploratory type due to the lack or few previous studies on the problem that is covered.

## **3.2 SUBJECTS AND SOURCES OF INFORMATION**

### **3.2.1 Subjects**

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### 3.2.2 Subject Table

Subjects			
Participants	Girls	Boys	Ages
The participants in this thesis are 14 students from Amadita Primary School, Pre K Level	Subject 1	Subject 10	Subjects 1 to 12 4 years old
	Subject 2	Subject 11	
	Subject 3	Subject 12	Subjects 13 and 14, 3 years old.
	Subject 4	Subject 13	
	Subject 5	Subject 14	
	Subject 6		
	Subject 7		
	Subject 8		
	Subject 9		

**Note:** Subjects selected to be in this investigation

### 3.2.3 Primary sources

The primary information sources are those materials that a researcher can have, and which was created by another researcher at a given time, among these documents you can find original materials that have not been evaluated by others.

According to Hernández, et al. (2014) the primary sources " are the ones that systematize the information to a greater extent, go deeper into the subject they develop and are highly specialized, in addition to the fact that they can be accessed online." (p.65)

For this research, the primary sources that will be used will be the teachers, boys and girls who teach and receive preschool education at the Amadita Primary School.

### **3.2.4 Secondary sources**

Secondary sources can be said to consist of written data related to the subject of study, including directories, encyclopedias, bibliographies, among others.

Secondary sources are defined by Bernal (2010) as "(...) all those that offer information on the subject to be investigated, but that are not the original source of the facts or situations, but only refer to them." (p.175).

For the present investigation, the secondary sources that will be consulted will be all the information that is in writing and that is related to the subject of study. Theses, scientific articles, books and research obtained on the internet and that are related to the subject of study will be consulted. Within this, the documentary sources related to the subject, institutional documents of the school, files, among others, will be included.

## **3.3 SAMPLING SELECTION**

### **3.3.1 Population and sample**

The population that will be used for this research is one class of Pre K section constituted by 14 students which ages go from three to four years of age.

The population is made up of all the people who can provide the necessary information for the development of the project, where testimonies from experts and forums of people can be included, consultations can be made from which information can be obtained; which can be collected at the time an event occurs. The researcher can use instruments so that the information is as reliable as possible.

For Tamayo and Tamayo (1997): "The population is defined as the totality of the phenomenon to be studied where the population units have a common characteristic which is studied and gives rise to the research data". (p.114)

### **3.3.2 Sample**

For the purposes of this investigation, the 14 students (boys and girls, with different backgrounds and developmental conditions) of one of the sections of the Amadita Primary School and the teacher in charge is also considered. This sample was chosen for convenience, according to the requirements of the research and the researcher.

The sample is a part of the study population and it must be representative. When the name of the sample is mentioned, Hernández et al. (2014) that when a researcher uses a study instrument to obtain general data about a population, he will take a sector of this population which is considered as a sample.

For this research, the sample will be constituted by the boys and girls chosen for the development of techniques of the teaching method based on the game in the learning of a second language.

This sample is conformed of 14 students from Pre K A and the homeroom teacher. The sample was selected by convenience of the author.

### **3.4 INSTRUMENTS**

A research instrument is that tool that the researcher uses to be able to collect the information of the selected sample of his research and with it to solve the research problem, which later facilitates solving the problem raised. The instruments are composed of measurement scales.

According to Rodríguez (2016) "the techniques are the means used to collect information, among which observation, questionnaire, interview, survey stand out." (p.10).

For the present investigation, the semi-structured interview and the documentary review are used as instruments.

#### **3.4.1 Questionnaire**

The interview is a qualitative research technique which consists of asking questions to talk with the interview participants and collect data on a topic to be studied. In most cases, the researcher is the expert who wants to understand the opinions of the respondents with a well-planned and executed series of questions and answers.

The semi-structured interview is the one according to Hernández, et al. (2014) that "focuses on a question guide, and the interviewer is free to introduce additional questions to specify meanings and obtain more information on the desired topics" (p.445).

The semi-structured interview can offer the researcher considerable scope for probing respondents, as well as being able to maintain a basic structure of the interview. Even if it is a guided conversation between researchers and interviewees, there is flexibility.

As indicated above, the semi-structured interview technique to be applied in the present investigation to the education professionals of the Amadita Primary School, in order to reach and create a conversation with the interviewee in which that person feels free to speak and offer information of paramount importance for the study and its purposes

There will be three different interviews that will take place during the investigation and this will be made to the homeroom teacher in order to collect data, that might help the investigation.

### **3.4.2 Observation**

As Merriam Webster Dictionary (n.d) defines, an observation can be defined **as** an act of recognizing and noting a fact or occurrence often involving measurement with instruments.

The observation will result in a great aid to collect information in the ongoing investigation, to collect valuable data related to the research problem in order to understand

and define better the investigation in course, specially related to the Play Based Learning Approach and the communication skills in English that are being developed during classes, but specially during the play invitations. There will be five observations in total.

### 3.5 CRITERIA OPERATIONALIZATION

Specific Objectives	Variable	Conceptual definition	Operational definition	Instrumental definition
<p>1. To identify methodological strategies from the Play Based Learning method that might contribute to the enhancing of Key Skills (social skills, problem solving, critical thinking, language development).</p>	<p>Play - Based Learning</p>	<p>Teaching approach where students develop relevant aspects of the games and learning process by adding them into a learning context designed by educators.</p>	<p>The analysis and the contribution of experts (teachers) will be used</p>	<p>Interview</p>
<p>2. To describe the effectiveness of using the Play Based Learning method in fostering social skills, problem solving, critical thinking, language</p>	<p>Social Skills</p>	<p>Ability used by people to create personal</p>	<p>The bibliographical analysis and the contribution of</p>	<p>Interview</p>

development among 3 and 4 – year – old students.		relationships among peers.	experts (teachers) will be used	
3. To illustrate the impact of the Play Based learning on social skills, problem solving, critical thinking of 3 and 4 – year – old students.	Social Skills	Ability used by people to create personal relationships among peers.	The bibliographical analysis and the contribution of experts (teachers) will be used	Interview
4. Investigate the role of the teacher in facilitating the Play Based Learning.	Play - Based Learning	Teaching approach where students develop relevant aspects of the games and learning process by adding them into a learning context designed by educators.	The bibliographical analysis and the contribution of experts (teachers) will be used	Interview

<p>5. Identify potential challenges and barriers faced in implementing play-based learning for 3 and 4 – year – old students in the second semester of 2023 and propose strategies to overcome the obstacles.</p>	<p>Plan Proposal</p>	<p>Creative way to implement a concept in class</p>	<p>Own Knowledge and previous research and observations</p>	<p>Plan</p>
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## **CHAPTER IV**

# **ANALYSIS AND INTERPRETATION OF DATA**

To analyze the data, the first step in the process was to know and observe the Invitations to Play. Also, there were interviews made to the teacher to assess the information presented and learned during the process. The instruments that collected the information were vital to carry out the investigation properly.

Throughout this research process, there were five observations made, this observation was carried out for an hour or so.

Each observation was constituted by five items to observe and three interviews to the teacher.

For the analysis of the data collected during this period of time, the first thing to take into consideration is the observations and interviews done to the homeroom teacher.

This observation and the period of time spend by the researcher as part of the team work of Pre-K Students has given a clearer view on what to analyze and observe every detail that can help with the analysis of the data collected.

The five observations made during this time were done during a period of one hour, that is the time used to bring the opportunity to have the time to learn and explore by using Invitations to Play.

There were three different interviews made to the homeroom teacher, One at the beginning of the September, another one made in mid-September and the last one for closure done in October. this data was also valuable to collect information related to the implementation.

## **4.1 DIAGNOSTIC OF THE CURRENT SITUATION**

### **4.1.1 Diagnostic of the Situation**

The whole process of understanding the true impact of a research is to analyze all the data collected from all the process carried out during the investigation.

The main objective of this analysis is to see the findings and give recommendations, also recall the findings made during this research with fifteen student whose ages go from three to four years old during their Play Invitations made during their school period, to give the opportunity to explore new ways of learning.

The teachers' instrument is of great value, this will provide the information necessary from her own perspective and will help the investigation process.

### **4.1.2. Description of data**

The information collected during this investigation process comes from the observation of the class to determine the most important and relevant factors during the implementation of the Play Based Learning approach in regards to the Enhancing key skills in preschool students.

This observation might help improve and implement new techniques and ideas that can help students develop their capabilities in regards to their communication process in English, not only with their peers but also with teachers and why not, their families too.

The following pages will show an analysis of the observations made during the Invitations to Play during class.

### Initial Interview to the homeroom teacher

Following the investigation process, we can develop the analysis of the information collected in a written interview made to the teacher. It was designed and presented in English.

**Table 1**

<b>Objective:</b> To identify methodological strategies from the Play Based Learning Approach.	
<b>Question # 1:</b> Define with your own words what is a game?	
<b>Answer</b>	<b>Interpretation</b>
It is basically what children do to learn and explore, it's a natural expression for them, it what would definitely would help them to experience, create, for them to learn in a natural friendly way. This would a be the friendliest way of learning and creating for kids.	In regards to identify the methodological strategies from the approach, the teacher indicates that the main purpose of the teacher is to find the most adequate way to let children explore their surroundings. In terms of Play Based Learning it is important to allow students to be creative and free.
<b>Question # 2:</b> What type of games do you know can apply in education?	

Answer	Interpretation
<p>Because of the freedom and variety of opportunities, we can work with all of them. For example: physical play like dancing or moving games. Social play: by playing with others. Constructive play: we experiment with drawing and building things. Fantasy play: the kids create their own games. Games with rules.</p>	<p>In terms of identifying the methodological strategies, the Play Based Learning methodology gives a big possibility range in terms of learning possibilities, which will help the student learn and develop different developmental areas.</p>

**Question # 3:** Do you know any theories that talk about the use of games in education?

Answer	Interpretation
<p>Play Based Learning and a little bit of Gamification.</p>	<p>The teacher must know the right way to apply this method in order to help students create, learn and explore in a correct educational environment, this is what the home room teacher remarks is important to take into consideration.</p>

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**Question # 4:** What human dimension can be developed through play in education?

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**Answer**

**Interpretation**

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The human being is a whole, and as such, it should be treated and developed as one. Enhancing every possible dimension fully.

The main purpose of the Play Based Learning is to help students grow and develop themselves in the most integral way, in which they can fulfill many different educational aspects. Taking into consideration the integrality of the learning process will help the implementation of the correct methodological strategies during class.

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**Question # 5:** Do you consider that the game can be used as a methodology of teaching? Justify your answer.

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**Answer**

**Interpretation**

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As a teacher who has been watching carefully and applying this methodology as a learning tool I must say that I think it is a great teaching methodology. The

One of the most important methodological strategies is to make learning as fun and natural as possible, this will enhance the learning process and make

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student will seek for many different ways to create knowledge and rely on the teacher as a facilitator of meaningful playing – learning experiences.

students feel comfortable and confident during class. As playing comes natural in children, this strategy will help them develop knowledge more efficiently.

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**Question # 6:** What characteristics should the game have, to be used as a correct teaching methodology?

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**Answer**

**Interpretation**

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Attractive learning scenarios, pedagogical needs in terms of following the curriculum, active student participation, interactivity.

It is important when you plan your strategies to take into consideration many aspects, including, age, interests, the pedagogical objective, this in order to create the best option to present to the students during class, this will enhance the process and create a smooth process during class.

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**Question # 7:** What factors do you consider when you think and plan a play invitation?

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**Answer**

**Interpretation**

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You need to think about the students likes, age, educational – teaching - learning purpose, curriculum, skills, among others.

When a teacher is thinking in the best way to plan and present a Play Invitation it is very important to take many aspects into consideration to make the best presentation and give students the best chance to learn. Taking into consideration every aspect is important to apply the methodological strategies correctly.

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**Question # 8:** Do you consider that the game is necessary to activate knowledge in preschool children? Justify your answer.

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**Answer**

Maybe it is not necessary to activate, but it is actually necessary to enhance and motivate students to learn, participate, share and enjoy during the play invitations.

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**Interpretation**

The implementation of the Play Based Learning approach will give students a better chance to get information and knowledge from the surroundings if the teacher takes into consideration all the benefits and aspects involved in the process.

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This initial interview shows the importance of presenting students with the most attractive Play Invitations, materials and activities, that can be carried out easily and smoothly. Learning through play is actually the natural way for kids to learn. The teacher should be prepared to facilitate and keep their knowledge up to date all the time.

### Diagnostic Interview to the homeroom teacher N° 2

To continue with the investigation and data collection, there was a follow up interview to inquire deeply into the Play Based Learning Approach applied by the teacher during class.

**Table 2**

<b>Objective:</b> To identify methodological strategies from the Play Based Learning method that might contribute to the enhancing of Key Skills.	
<b>Question # 1:</b> As a professional do you considered that Play Based Learning can actually improve key skills, among preschool students?	
<b>Answer</b>	<b>Interpretation</b>
Key skills can be enhanced in many different ways, but knowing and applying the Play Based Learning Method will help them interact, share, exchanging opinions and negotiate. Also, it will help them to share information, talk and get to know other classmates.	In terms of determining the influence of the Play Based Learning Approach to enhance key skills, it is important to mention that the application of this method, is an easy way to acquire not only knowledge but other practical life skills.

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**Question # 2:** Have you implemented new techniques during your class that might enhance key skills?

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**Answer**

**Interpretation**

I think that the fact that they are sharing time during the play invitations, will allow the process to flow and enhance this social and participative skills required for their future life.

The enhancement of this key skills, will be mainly enhance and motivated by the application of the Play Based Learning Method and the interaction between peers.

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**Question # 3:** During your classes, do you enforce your students to communicate with their peers?

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**Answer**

**Interpretation**

All the time. They are seated in group tables, they interact during breaks and play invitations, lunch, snack and many other moments. So, yes as a teacher I try them to interact as much as possible.

The idea of the Play Based Learning is to make students interact and try to communicate during class, the reality of every student is different and is important that they can produce as much as they can on their own, but if they need help in the acquisition of new vocabulary, the teacher should be present to enforce and help them.

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**Question # 4:** What language do you use to communicate and implement your class?

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**Answer**

Mostly English, but this depends on the level of English of new students, maybe you'll have to use some words and commands In English, but also in Spanish, so that everybody can get the information that's been shared.

**Interpretation**

The usage of English during classes is important for them to interiorize the vocabulary used by the teachers, but also during the invitations to play is valuable to keep using English to promote the acquisition of new vocabulary and the correct way to use it. This will also enhance the interaction between them in English.

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**Question # 5:** Do you have to help your students understand better by using Spanish very often?

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**Answer**

Sometimes as I mention on the previous question, this will help some students that might be new to the system to understand the instructions and as a consequence it will favor the interaction between them.

**Interpretation**

As mentioned before not all the students are immerse in a context that will help them produce English as some of their peers. The teacher indicates that the help given depends on every student, is vital

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to identify the English needs of the students in terms of helping them easily to get to learn more vocabulary in the target language.

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For this interview the information recuperated is important in terms of learning the adequate techniques to get to know students and implement the Play Based Learning method correctly and communication skills. Reinforcing English through play might improve all the knowledge. It's important to take into consideration the level of each student and determine ways to help them

### Diagnostic Interview to the homeroom teacher N<sup>o</sup> 3

For closure in terms of taking into consideration the teacher experience and point of view, a third interview was applied to gather as much information as possible. Some of the question are based on personal information that is going to be collected for general knowledge.

**Table 3**

<b>Objective:</b> To identify methodological strategies from the Play Based Learning method that might contribute to the enhancing of Key Skills (social skills, problem solving, critical thinking, language development).	
<b>Question # 1:</b> Teachers name, level she is actually teaching and Working experience.	
<b>Answer</b>	<b>Interpretation</b>
Victoria Rodríguez Campos Pre-K 6 years of experience	This question was asked to learn more about the home room teacher, but also because in terms of applying methodological strategies is important to point out that the experience of the teacher with some other methodologies is vast, but it is also important the transition to the application of

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methodological strategies, from an approach that she has never used before. The capability of change and adaptation to the implementation of new methodologies is a very important characteristic in a teacher.

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**Question # 2:** For how long have you been implementing the Play Based Learning Approach?

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**Answer**

As a teacher assistant for one year and as a teacher for one year.

**Interpretation**

As mentioned in the question above, the application of this methodological strategies in Amadita Primary School is recent, so adapting to it and learn as much as possible will help the teacher improve and implement it correctly.

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**Question # 3:** Have you notice an improvement in the acquisition of knowledge and the enhancement of key skills by using the Play Based Learning Method

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**Answer**

**Interpretation**

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<p>It is important to know your students, because for some of them it will be very easy to acquire knowledge and enhance soft skill, but for others it can be a slower process. Either way, it is important to give the method a chance and work for the best possible results, trusting the process and the ability of every student.</p>	<p>This is not a magical method it is just a very old but good way to help students develop integrally. It is important for the teacher to always be updated in the different techniques that can help students and to base every planning aspect in the most important part of this process, the students and their needs.</p>
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**Question #4:** What strategies do you consider are the most efficient and convenient to present a Play Invitation during class, to acquire knowledge in the regards of the topic studied in class?

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**Answer**

Fun and attractive play invitation experiences.  
Exploring and creating their own knowledge.

**Interpretation**

The teacher indicates that she uses play invitation experiences as a methodological strategy to Play Based Learning, this will indicate the importance of communication and vocabulary acquisition, but also the importance of sharing with peers, sharing materials and enjoy their time at school.

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**Question #5:** Do you consider that the Play Based Learning Method is a good learning tool to teach Preschool students?

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**Answer**

**Interpretation**

It is definitely a good and appropriate method to create a good learning environment, letting them learn throughout the experiences and interacting freely with materials and classmates. It is important that the teacher is present guiding the process.

The answer that the teacher gives is a very accurate way to express the learning experience guided by the Play Based Learning can result in a great teaching tool if applied correctly.

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Many external factors can modify the application of the method correctly, knowing the group and the correct strategies to implement during class, might lead to a successful learning experience and lead the student to achieve many goals in different developmental areas. Visually all the activities presented to the students should be attractive and might invite students to enjoy, participate, play, interact, share materials with peers, among others.

### Teacher's Observation N° 1

This class observation took place on September 1<sup>st</sup>, during the Play Invitation presented to the students in class, this invitation was about how to take care of the environment.

**Table 4**

<b>Observation 1</b>		
<b>Objective:</b> To identify methodological strategies from the Play Based Learning Approach		
<b>Aspects observed</b>	<b>Observation</b>	<b>Data interpretation</b>
<b>Does the teacher apply the method during her class?</b>	<p>The method is applied for the period of time previously determined for this purpose; it is presented to the students in a very natural way.</p> <p>They already know the correct way to proceed and how to react.</p> <p>They know that they can create as much as they want with the materials provided by the teachers and teacher's assistant. The materials used are very attractive and have many purposes and uses, the idea with this is that they can search for many ways to create and explore their natural way of learning.</p>	<p>In regards to identify the methodological strategies of the method mentioned in this research, the teacher presents the method during class in a very natural way, her students went with the flow of the situation and enjoyed the experience.</p> <p>As important as this sounds, the</p>

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material presented by her, were a big part of the activities during class and made a difference for them.

**Is the method being applied correctly?**

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The method is actually applied correctly, it is child centered, the teacher is a facilitator of knowledge, but she is not interfering with their process, she is present along with the assistant just in case they need any help or have any questions. All the materials are near them so that they can have everything easy to reach, they work by tables conformed by four or five classmates. They are always interacting during the learning process and talking to find different strategies and ways to apply what they know or what they want to know.

Both, the teacher and the assistant answer questions and encourage the students to keep learning and practicing and also to use English as their main way of communication.

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In regards to the application and the information presented before in this research all the important parts of the method were applied correctly, the presentation of the Play Invitations, the materials used for them are very important, motivation and encouragement are also aspects to considered and the teacher made all this happen during this observation.

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<b>Is the teacher willing to give the space for the students to search for their own knowledge?</b>	All the time, the teacher is giving them tools and learning opportunities to learn, also challenging them to seek for knowledge in many different ways.	The teacher presents the material as part of the methodological strategies and let the students construct and develop knowledge and communication on their own.
<b>Are the students enjoying the process of the Play Based Learning Method?</b>	As they see this as a game they enjoy the process very much, some students with some learning disabilities are not as involved as wished, but with the help of some of their table peers they can focus and produce some language and intervene with the knowledge construction and go along with the process. Sometimes these students can distract their classmates, but the teacher manages to control the situation so that the Play Invitation can go as smooth as planned.	Since the teacher methodological strategies are being presented correctly during class, using the correct materials, time and interactions the result of the application of these methodological strategies is that students get to enjoy the play invitations.
<b>How is the interaction between</b>	Their interaction is fluid, continuous and spontaneous. They get to play, interact, talk, and think together. They seem to be happy and	The students get to communicate spontaneously and easily during the

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<b>peers during the application of the method?</b>	enjoying the materials. Students, might not often interact with classmates using English, but they interact and enjoy.	learning, but also they get to enjoy their time together and their play invitation time, this is a very important part of the correct presentation of the methodological strategies for Play Based Learning.
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As a general interpretation of what this chart shows is that the teacher and the teacher's assistant, act like facilitators of the learning process, they get to see how the students build knowledge right in front of them, while they can feel free to explore different ways, using materials, talking and interacting with their classmates.

The method seems to be a very attractive method for the students and they seem to enjoy the way they can share with their peers, without limitations and hard boundaries, that might restrict the way they think and learn.

Giving them flexibility in terms of building their knowledge while playing gives them the opportunity to explore the world that surrounds them, some of the students went and look for some other materials in the class to create something else, which might give a clue that they use critical thinking during this invitation to play to create brain connections in terms of knowledge that might last longer.

Attractive learning experiences and the correct guiding of the process will result in students interacting, sharing, talking, getting to know other classmates and learning.

### Class Observation N° 1

This observation took place during September 13<sup>th</sup>, this Play Invitation was about Costa Rica, also the place where the school is located and some of the most iconic places in different provinces.

**Table 5**

<b>Observation 2</b>			
<b>Objective:</b> To describe the effectiveness of using the Play Based Learning method in fostering social skills, problem solving, critical thinking, language development among 3 and 4 – year – old students.			
<b>Aspects observed</b>	<b>Student</b>	<b>Observation</b>	<b>Data interpretation</b>
<b>During the application of the Play Based Learning Approach, are students able to foster key skills?</b>	Student 1	This student is mostly nonverbal and communicates very little not only with classmates but also with teachers.	This chart shows that students from Pre K A try as much as they can to communicate with their classmates in English, they know some key words for

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Student 2	This student is very communicative with a very high English level, but he is not always communicating ideas properly or topic related.	small talk, the important part of this observation is that they use the resource of the teacher and teacher's assistant to get some more words and create and
Student 3	These six students work on a	adequate in their own level
Student 4	table together, they are always	conversation so that they can
Student 5	talking and exchanging	try to communicate their ideas
Student 6	information, some of it is	properly and in an assertive
Student 7	shared in English, but when	manner.
Student 8	words turn complicated, they do it in Spanish as an easy way out, this is actually predictable, because it is easier for them.	The relief of pressure they feel once they see they can build knowledge as a game helps them feel freer to enjoy and
Student 9		

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Student 10	These students are able to	create, explore and construct
Student 11	create and communicate	their knowledge.
Student 12	properly in English they can share most of their ideas using a second language and just a little of Spanish is used during their interactions.	The teacher acts as a facilitator of anything they need and the student is in charge of building their knowledge. This activity in particular was a
Student 13	She can't communicate her ideas in English is very difficult to her to form ideas in English and sustain a simple conversation, exploring a little into her background, no one at home speaks English, so she	little bit more guided, because they needed to see a presentation and try to recall some of the places they know to be able to talk with the teacher and their classmates.

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	has nowhere to practice, other than in school.	They get to learn more vocabulary by asking their classmates or teachers about new vocabulary related or not to the topic studied in class. So, at the end the purpose of the Play Based Learning approach is achieved, kids learning through play, enjoying themselves and trying their best during the process with the help of the teachers.
Student 14	Absent during this session.	

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## Class Observation N° 2

This observation took place during September 20<sup>th</sup>, this Play Invitation was about Costa Rica, also the place where the school is located and some of the most iconic places in different provinces.

**Table 6**

<b>Observation 2</b>			
<b>Objective:</b> To illustrate the impact of the Play Based Learning method on social skills, problem solving, critical thinking of 3 to 4-year-old students.			
<b>Aspects observed</b>	<b>Student</b>	<b>Observation</b>	<b>Data interpretation</b>
Are they able to produce more vocabulary, interact, solve problems and express thoughts during these interactions?	Student 1	This student is mostly nonverbal and communicates very little not only with classmates but also with teachers.	The information collected from this observation shows that Pre-K A students feel free and comfortable enough to ask for help from the teacher to improve their vocabulary. Most

		<p>He likes to interact one of his classmates, they seem to bond well, so he tries to talk to her in English, also communicates with the teachers using a second language, even though these are simple commands he manage to acquire vocabulary little by little.</p>	<p>of them show interest in the acquisition of new vocabulary and proper ways to develop a good interaction with their peers and also with the teacher. Full sentences will be used shortly if they can keep up with the interest in learning and practicing a second language.</p>
	Student 2	<p>This student is very communicative with a very high English level, but he is not always communicating ideas properly or topic related. He keeps asking questions and</p>	<p>They know the methodology better and they can use it to learn and interact with their peers. During this interaction they have to solve some</p>

		<p>talking to the teacher. He often talks about some other topics during class, using a lot of different vocabulary.</p>	<p>situations that emerge during the play invitation.</p>
	Student 3	<p>These six students work on a table together, they are always talking and exchanging information, some of it is shared in English, but when words turn complicated, they do it in Spanish as an easy way out, this is actually predictable, because it is easier for them.</p> <p>This group of kids are always sharing moments during the</p>	
	Student 4		
	Student 5		
	Student 6		
	Student 7		
	Student 8		
	Student 10		
	Student 11		
	Student 12		

		<p>day, they ask a lot of questions and like to intervene in class during different moments.</p> <p>They seem interested in learning more all the time. One of them is very shy and needs a little push to start a conversation and a little extra help with new words and phrases.</p>	
	Student 13	<p>This student has trouble with his verbal expression and it turns complicated to talk, but not to interact.</p>	

	Student 14	She communicates easily and fluently when she knows the vocabulary, she is not afraid to ask questions.	
	Student 15	This group cannot focus on the activity, they talk using only Spanish and they keep showing lack of attention and interest.	

### Class Observation N° 3

This observation took place during September 22<sup>nd</sup>, this class was about a sloth and they get to talk and reconstruct all the trip throughout many countries and continents.

**Table 7**

<b>Observation 3</b>			
<b>Objective:</b> Investigate the roll of the teacher in facilitating the Play Based Learning method.			
<b>Aspects observed</b>	<b>Students</b>	<b>Observation</b>	<b>Data interpretation</b>
Is the teacher present at all times?  Are the activities ready and the materials displayed correctly?	Student 1	This student is mostly nonverbal and communicates very little not only with classmates but also with teachers. He only ask basic questions in terms of basic	Talking in a language that is not their mother tongue becomes a complicated task, even though the teacher only speaks English during class a gives a few commands in Spanish, they are

		thing, nothing related to the topic studied in class.	not as familiar with the language as they would like.
	Student 2	This student is very communicative with a very high English level, but he is not always communicating ideas properly or topic related. He was working on his own, wasn't cooperating much during class and was playing with a toy.	By having the chance to know them from the whole year they are past the point of feeling ashamed from asking questions to the teacher, they are not always in a fully English spoken environment, only during class.
	Student 3	These table has conformed a very interesting working group; they get to share ideas and create during classes in a very organized way.	This chart shows that they need to get ahold of Spanish, to communicate some of the ideas, because even though they have the vocabulary necessary to
	Student 4		
	Student 5		
	Student 6		
	Student 7		

Student 8		produce adequate speaking
Student 9	This observation was made	skills, it does not come easy for
Student 10	during a period of time where	them the idea of connecting all
Student 11	this group wasn't able to	the ideas at once. So it is
Student 12	produce much, they were very distracted and weren't asking much about the topic, they weren't very interested and it was hard for them to recreate and remember the sequence of the story.	important to keep on trying with English to improve their communication skills more through play.
Student 13	Communication was a little bit complicated for her today, she wasn't willing to ask or participate much.	

	Student 14	This student attitude has improved with time, participation, motivation and language production has increased. Asking questions and sharing is getting better.	
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### Class Observation N° 4

This observation took place during October 4<sup>th</sup>, during this observation the class was about building and playing in the school gym and review topics studied in class (mountains, rivers, etc.).

**Table 8**

<b>Observation 4</b>			
<b>Objective:</b> To describe the effectiveness of using the Play Based Learning Method in fostering social skills, problem solving, critical thinking, language development, among 3 and 4 – year- students.			
<b>Aspects observed</b>	<b>Students</b>	<b>Observation</b>	<b>Data interpretation</b>
Are students interested in acquiring vocabulary and socialize, interact, solve problems, etc.?	Student 1	This student is mostly nonverbal and communicates very little not only with classmates but also with teachers	During these observations, students were having lots of fun, they were in a very familiar place, which they enjoy very much, so this help with

Student 2	This student is very communicative with a very high English level, but he is not always communicating ideas properly or topic related.	confidence during the Invitation to Play. They develop a lot of different ideas with the materials presented during the Play
Student 3	These six students work on a table together, they are always talking and exchanging information, some of it is shared in English, but when words turn complicated, they do it in Spanish as an easy way out, this is actually predictable, because it is easier for them.	Invitation, they talk and laugh a lot. They communicate with their peers in English with the vocabulary they have fresher in their minds, they also use English, but in general terms it can be said that most of them are able to communicate in English without any difficulties and when they feel the need to
Student 4		
Student 5		
Student 6		
Student 7		
Student 8		
Student 9		

Student 10	These students are able to	ask or use some words in
Student 11	create and communicate	English they do it.
Student 12	properly in English they can share most of their ideas using a second language and just a little of Spanish is used during their interactions.	Most of this conversation occur because they star getting comfortable with the language and can make it their own. They ask, they interact and they
Student 13	These students constructing knowledge together, working and talking, participating using a little bit of both languages.	construct knowledge and new vocabulary. Some of them as well are not doing as well with the acquisition as expected by this time of the year, but the

	Student 14		teacher keeps on working to help them grow and learn.
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### Class Observation N° 5

This observation took place during October 6<sup>th</sup>, this class was about different continents.

**Table 9**

<b>Observation 5</b>			
<b>Objective:</b> To illustrate the impact of the Play Based Learning method in learning social skills, problem solving, critical thinking of 3 and 4 – year – old students.			
<b>Aspect observed</b>	<b>Student</b>	<b>Observation</b>	<b>Data interpretation</b>
Do they seem to enjoy and feel comfortable with the invitations to play and speaking in English?	Student 1	This student is mostly nonverbal and communicates very little not only with classmates but also teachers. But this is not an impediment for him to enjoy outdoors activities and participate in his own way of the activity.	Outdoors activities seem to help them feel more confident in the usage of English, and interacting, this is important to take into consideration, because planning activities like this might help them acquire more vocabulary. This chart shows

	Student 2	Even though this student is always talking in English and communicating pretty well, he didn't seem to enjoy this activity very much, he remains seated most of the time.	that they are actually improving their level of English, by repeating and exploring new topics they like, along with time, this might help them fully interact with peers and teachers only using English
Student 3	These students work really		
Student 4	good together they "travel"		
Student 5	throughout the continents and		
Student 6	enjoy the whole outdoors		
Student 7	activities, they communicate		
Student 8	pretty well, but outdoors activities seem to make them talk mostly in Spanish. Two girls were very interested in		

		learning things about different continents, so they talk to the teacher to know more information, this information was given in English.	
	Student 9	This group of students started to play hide and seek during the lesson, they decided sort of not participating on the activity and they were talking mostly in Spanish, even though the activity of the continents was not very attractive for them, the activity with the airplanes caught their attention and	
	Student 10		
	Student 11		
	Student 12		

		decided to share, talk and ask questions to their peers and also teachers.	
	Student 13	One of her favorite classmates was absent, so it is difficult for her to find someone else to enjoy these activities with, even though she participate, pronounce and learn the name of the continents and she was able to recognize the different continents.	
	Student 14	Enjoy this activity a lot, decided to participate and learn more, she wanted to play with	

		<p>a classmate and this help her feel very happy and comfortable, most of her talking was done in Spanish, with some questions made during the Play Invitation.</p>	
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## **CHAPTER V**

# **CONCLUSIONS AND RECOMMENDATIONS**

## 5.1. CONCLUSIONS

This thesis has shown a lot of valuable information, and it is going to be presented as follows.

Some of the positive aspects that can be recalled from this thesis is that they are actually enhancing their soft skills, through the application of the Play Based Learning Approach they have learn a lot more vocabulary and are able to interact in a very organized and fluent way. Both, the teacher and the assistant are always trying to help them acquire more vocabulary not only during classes and Invitations to Play but also in other periods such as music, breaks, gymnastics, they use English as a main tool, which actually help them develop a wide range of vocabulary in different contexts.

They have developed a natural curiosity to learn and ask questions to know even more, this aspect is something remarkable, since they have been interacting so well, and it is presented for them as play, they seem to love the idea of playing and sharing with their classmates. Some topics make them more interested and outdoors activities make them more prone to ask, explore and be interested in learning and inquiring into different lines of knowledge related to the main topic, which can show that they are actually constructing their own knowledge and learning through play, because for them it is the natural way to learn and explore the world and their immediate surroundings, this helps them discover a lot of different possibilities and it is not as rigid as some other methods.

The adequate presentation of the play invitations is a very important part of the Play Invitations, attractive materials, activities that can caught their attention and the possibility of a little bit of freedom is greatly appreciated by them, and facilitates the

acquisition not only of a second language (English in this case) but also the acquisition of new knowledge.

The usage of English by teacher at every moment of the day is also something positive and helps them understand this in different contexts, which gives them a bigger ratio of information, vocabulary and ideas to keep creating and also facilitates the process of them asking questions, without feeling ashamed or embarrassed of not knowing a words, in this process they also get to invent words on their own and say it out loud, even though it was incorrect, the idea of them trying to look for a way of saying it in English is as important as knowing the word correctly, this because their brain is making connections to improve the language and communication skills day by day.

The teacher and the assistant is always acting as facilitators, mediating activities, guiding the learning process and making an effort to help the interaction as smooth as possible, of course, it is important to notice that the interaction among children so young, is going to be a little bit complicated taking into consideration that they are not ready at this age to share and interact so calm with their peers, but, if the process is guided correctly they will be able to follow the lead and do it easily.

On the other hand, some of the not so positive aspects are thing not teacher, nor parents or students cannot control and this is the learning disabilities presented very commonly in schools nowadays. ASD, ADHD are disorders that need to be well learn by the teachers around the world and they should have all the tools to provide

everything necessary to help them get all the information and knowledge necessary to learn as much as their peers.

For some students the acquisition of a second language (English in this particular case) turns into a task, not because they cannot or because they do not have the ability to do it, but because their families are not speaking to them in English, or they have to spend lots of time with their grandparents who are not speaking to them in English, so they are in touch with the second language only during the time they are in school, which make it a little harder for them to practice.

In terms of the methodological strategies used by the home room teacher and the assistant is important to point out that they have been studying the method for almost two years, which has allow them to prepare and improve every need the student might have and use the adequate materials and provocations to play, this will allow students to improve, learn and also propose new ideas to build knowledge, which at the end is the most important thing engaging students into a methodology that is fluent, easy, natural and attractive to them. As a result, is shown during class motivation, creativity, new ideas and improvement of the language skills.

## **5.2 RECOMMENDATIONS**

As shown in the closing teacher's interview the strategies applied for every group are different and can be managed by the teacher, so it is very important for the teacher to present different options and a wide variety of activities that will keep the students

interested, also the materials used during the Invitations to Play must be attractive for them to play and enjoy.

Disposition is also a very important part for the success on the application of the method. The teacher needs to know when to let go of the control in class and give the students the chance to create, explore and feel free to learn, the teacher is always a facilitator of knowledge.

Learning through play gives a lot of learning opportunities and develops skills in children that can be developed by being seated on a table the whole school day. It is important to give them the chance to create and explore and let them know that they can learn all they want only by having the desire to do so.

The school should always keep involving and educating teachers into their methodology, this will allow the process to be smooth and engaging all the time, also the acquisition of materials is an important aspect, they should keep on getting loose parts, constructing materials, some materials use in other teaching methodologies might help in the daily use and play invitations.

The teachers should engage and appreciate the process, as seen during this research, they get to enjoy with the students and help them learn and explore in a safe, fun and creative environment, continuous education is a must for the teachers to keep growing and acquiring the best tools to help the students build their knowledge and improve their communication skills in a second language. Also, it is important to point out that

English should be used all the time during class, and when they have doubts try to answer also in English, to avoid translation.

**CHAPTER VI**  
**PROPOSAL OF THE RESEARCH**

## **6.1 NAME OF THE PROPOSAL**

Christmas workshop using Play Based Learning Strategies

### **6.1.1 Place of development**

This workshop will take place at Amadita Primary School, located in San José, San Isidro de Coronado.

### **6.1.2 Population**

This workshop is aimed for Pre-K students who attend Amadita Primary School.

### **6.1.3 General Objective**

- a) To assess the proper use of Play Based Learning strategies during class.

### **6.1.4 Specific Objectives**

- a) To determine how engaged can students are during the activities.
- b) To relate previous knowledge with what they already know.

### **6.1.5 Description of the proposal**

Three examples of activities to be carried out with children are presented with the aim of developing the verbal language of the English language for an adequate expression of ideas, vocabulary, and forms of communication, recognizing the diversity of the English language.

The researcher will present a plan in which can be applied all the knowledge acquired during this investigation, but also to help students carry out their knowledge in the topic studied during the semester and to help them try out their English skills with their peers and teachers.

The following chart will provide all the information required for the workshop

Universidad Hispanoamericana

Bilingual Preschool Program

**Topic:** Christmas workshop using Play Based Learning Strategies

**School:** Amadita Primary School

**Student:** Victoria Rodríguez Campos



Date	Participants	Time	Description	Resources
November 15 <sup>th</sup>	Pre K Students from Amadita Primary School	This workshop will take place during three sessions of one hour each, divided in three different day	<p>Session 1: Christmas an important date, why?</p> <p>The teacher will explain to the students by using videos and all the material required the importance of Christmas. The teacher will facilitate loose materials, such as buttons, pompoms, bottles, glitter, and different decorating materials. The students will create a sensory bottle with the materials they like the most, they will have to interact with their classmates to exchange</p>	<ul style="list-style-type: none"> <li>•</li> <li>• Computer</li> <li>• Book Winter by Gerda Muller</li> <li>• Loose parts</li> <li>• Glitter</li> <li>• Pompoms</li> </ul>

			<p>materials and ideas for creating and decorating their materials.</p>	<ul style="list-style-type: none"> <li>• Bottles</li> <li>• Decorating material</li> <li>• Butcher paper</li> <li>• Color paper</li> <li>• Scissors</li> </ul>
<p>November 17<sup>th</sup></p>			<p><b>Session 2: Why is Christmas Important for our families and friends?</b></p> <p>We will read a story about Christmas called Winter by Gerda Muller. And we will talk about the importance of family and friends and why is it important to spend quality time with them and cherish those moments in our hearts. The students will be given a Christmas tree drawn in butcher paper, they will work by tables and they will have to sort out ideas and materials that they have in class to decorate and create a beautiful tree to put their Secret Santa at. This will allow the possibility to talk, interact, discuss their ideas, agree and disagree and try to do this mostly in English.</p>	

November 21 <sup>st</sup>			<p style="text-align: center;"><b>Session 3: Cutting and creating fun things</b></p> <p>We will decorate our classroom with our own art. The students will be given instruction on how to fold and cut paper in different ways to create their own custom made Christmas Ornament. They will cut, create and decorate their ornaments and we will hand them around the classroom. In small groups they will have to determine where to put each ornament in order to make their classroom look even more beautiful.</p>	
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**8. APENDIXES**

**8.1 Appendix A**

**Table of operationalization of the variables**

Universidad Hispanoamericana

Bilingual Preschool Program

**Topic:** The influence of the Play - Based Learning approach/method application to optimize the acquisition of English as Second Language to improve de communication skills in the Preschool Section of Pre-K from Amadita Primary School during the II semester of 2023.

**School:** Amadita Primary School

**Student:** Victoria Rodríguez Campos



<b>Specific Objectives</b>	<b>Variable</b>	<b>Concept definition</b>	<b>Operational definition</b>	<b>Instrumental definition</b>
1. To identify methodological strategies from the Play Based Learning Method that might contribute to the enhancing of Key Skills (social skills, problem	Play - Based Learning	Teaching approach where students develop relevant aspects	The analysis and the contribution of	Interview

<p>solving, critical thinking, language development).</p>		<p>of the games and learning process by adding them into a learning context designed by educators.</p>	<p>experts (teachers) will be used.</p>	
<p>2. To describe the effectiveness of using the Play Based Learning method in fostering social skills, critical thinking, language development among 3 and 4 – year – old students.</p>	<p>Communication skills.</p>	<p>Ability used by people to give and receive information.</p>	<p>The bibliographical analysis and the contribution of experts (teachers) will be used</p>	<p>Interview</p>
<p>3. To illustrate the impact of the Play Based Learning on social skills,</p>	<p>Social Skills</p>	<p>Ability to share with people in</p>	<p>The bibliographical</p>	<p>Interview Class observation</p>

<p>problem solving, critical thinking in 3 and 4 -year- old students.</p>		<p>different settings.</p>	<p>analysis and the contribution of experts (teachers) will be used</p>	
<p>4. Investigate the roll of the teacher in facilitating the Play Based Learning.</p>	<p>Teacher Roll</p>	<p>See how the teacher present the strategies for learning.</p>	<p>Observation of the class and the interaction between peers and adults in charge of presenting.</p>	<p>Interview Class observation</p>
<p>5. Identify the potential challenges and barriers faced in implementing Play Based Learning for 3 and 4 -year-old students.</p>	<p>Play Based Learning</p>	<p>Teaching approach where students develop relevant aspects</p>	<p>The analysis and the contribution of</p>	<p>Interview Class observation</p>

		of the games and learning process by adding them into a learning context designed by educators.	experts (teachers) will be used.	
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## 8.2 Appendix B

Universidad Hispanoamericana

Bilingual Preschool Program

Topic: The influence of the Play - Based Learning approach/method application to optimize the acquisition of English as Second Language to improve de communication skills in the Preschool Section of Pre-K from Amadita Primary School during the II semester of 2023

School: Amadita Primary School

Interviewer: Victoria Rodríguez Campos

Site: Coronado

Date of interview applied: \_\_\_\_\_



Objective: To identify methodological strategies from the Play Based Learning Approach.

### Diagnostic Questionnaire teachers

1. Define with your own words what is game?
2. What types of games do you know applied in education?
3. Do you know any theories that talks about the use of games in education?
4. What human dimension can be developed through play in education?
5. Do you consider that the game can be used as a methodology of teaching? Justify your answer
6. What characteristics should the game have to be used as a correct teaching methodology?
7. What factors do you consider when you think and plan a play invitation?

8. Do you consider that the game is necessary to activate knowledge in preschool children?

Justify you answer

### 8.3 Appendix C

Universidad Hispanoamericana

Bilingual Preschool Program

Topic: The influence of the Play - Based Learning approach/method application to optimize the acquisition of English as Second Language to improve de communication skills in the Preschool Section of Pre-K from Amadita Primary School during the II semester of 2023

School: Amadita Primary School

Interviewer: Victoria Rodríguez Campos

Site: Coronado

Date of interview applied: \_\_\_\_\_



Objective: To determine the influence of the Play - Based Learning approach/method to improve the English communication skills.

#### **Diagnostic Questionnaire for Homeroom Teacher #2**

1. As a professional, do you considered that Play Based Learning can actually improve key skills, among preschool students?

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2. Have you implemented new techniques during your class that might enhance key kills?

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3. During your classes, do you enforce your students to communicate with peers?

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4. What language do you use to communicate and implement your class?

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5. Do you have to help your students understand better by using Spanish very often?

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## 8.4 Appendix D

Universidad Hispanoamericana

Bilingual Preschool Program

Topic: The influence of the Play - Based Learning approach/method

application to optimize the acquisition of English as Second Language to improve de communication skills in the Preschool Section of Pre-K from Amadita Primary School during the II semester of 2023

School: Amadita Primary School

Interviewer: Victoria Rodríguez Campos

Site: Coronado

Date of interview applied: \_\_\_\_\_



Objective: To identify methodological strategies from the Play Based Learning Approach.

### **Closer diagnostic teacher's Interview 1**

1. Homeroom teacher's name: \_\_\_\_\_

Level taught: \_\_\_\_\_

Working experience: \_\_\_\_\_

2. For how long have you been implementing the Play Based Learning Method?

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3. Have you notice an improvement in the acquisition of knowledge and the enhancement of key skills by using the Play Based Learning Method?

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4. What strategies do you consider are the most efficient and convenient to present a Play Invitation During class, to acquire knowledge in regards of the topic studied?

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5. Do you considered that the Play Based Learning is a good learning tool to teach Preschool students?

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**8.5 Appendix E**

Universidad Hispanoamericana

Bilingual Preschool Program

Topic: The influence of the Play - Based Learning approach/method application to optimize the acquisition of English as Second Language to improve de communication skills in the Preschool Section of Pre K from Amadita Primary School during the II semester of 2023

School: Amadita Primary School

Interviewer: Victoria Rodríguez Campos

Site: Coronado

Date of interview applied: \_\_\_\_\_

**Teacher’s Observation # 1**

Objective: To identify methodological strategies from the Play Based Learning Approach.

Does the teacher apply the method during her class?	Is the method being applied correctly?	Is the teacher willing to give the space for the students to	Is the student enjoying the process of the Play Based Learning Method?	How is the interaction between peers during the
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		search for their own knowledge?		application of the method?



**8.6 Appendix F**

Universidad Hispanoamericana

Bilingual Preschool Program

Topic: The influence of the Play - Based Learning approach/method application to optimize the acquisition of English as Second Language to improve de communication skills in the Preschool Section of Pre-K from Amadita Primary School during the II semester of 2023

School: Amadita Primary School

Interviewer: Victoria Rodríguez Campos

Site: Coronado

Date of interview applied: \_\_\_\_\_

**Classroom Observation**

**Objective:** To determine the influence of the Play - Based Learning approach/method to improve the English communication skills.

Aspects to observe					
	During the application of the Play Based Learning	Are they able to produce more vocabulary,	Is the teacher present at all times?	Are students interested in acquiring vocabulary	Do they seem to enjoy and feel comfortable with the invitations to

	Method, are students able to foster key skills?	interact, solve problems and express thoughts during these interactions?	Are the activities ready and the materials displayed correctly?	and socialize, interact, solve problems, etc.?	play and speaking in English?
Students					
Student 1					
Student 2					
Student 3					
Student 4					
Student 5					
Student 6					
Student 7					
Student 8					
Student 9					

Student 10					
Student 11					
Student 12					
Student 13					
Student 14					
Student 15					
Student 16					
Student 17					
Student 18					
Student 19					
Student 20					
Student 21					
Student 22					
Student 23					
Student 24					

## 8.7 Appendix F

Universidad Hispanoamericana

Bilingual Preschool Program

**Topic:** Christmas workshop using Play Based Learning Strategies

**School:** Amadita Primary School

**Student:** Victoria Rodríguez Campos



Date	Participants	Time	Description	Resources
November 15 <sup>th</sup>	Pre-K Students from Amadita Primary School	This workshop will take place during three sessions of one hour each, divided in three different day	<p>Session 1: Christmas an important date, why?</p> <p>The teacher will explain to the students by using videos and all the material required the importance of Christmas. The teacher will facilitate loose materials, such as buttons, pompoms, bottles, glitter, and different decorating materials. The students will create a sensory bottle with the materials they like the most, they will have to interact with their classmates to exchange</p>	<ul style="list-style-type: none"> <li>•</li> <li>• Computer</li> <li>• Book Winter by Gerda Muller</li> <li>• Loose parts</li> <li>• Glitter</li> <li>• Pompoms</li> </ul>

			<p>materials and ideas for creating and decorating their materials.</p>	<ul style="list-style-type: none"> <li>• Bottles</li> <li>• Decorating material</li> </ul>
<p>November 17<sup>th</sup></p>			<p><b>Session 2: Why is Christmas Important for our families and friends?</b></p> <p>We will read a story about Christmas called Winter by Gerda Muller. And we will talk about the importance of family and friends and why is it important to spend quality time with them and cherish those moments in our hearts. The students will be given a Christmas tree drawn in butcher paper, they will work by tables and they will have to sort out ideas and materials that they have in class to decorate and create a beautiful tree to put their Secret Santa at. This will allow the possibility to talk, interact, discuss their ideas, agree and disagree and try to do this mostly in English.</p>	<ul style="list-style-type: none"> <li>• Butcher paper</li> <li>• Color paper</li> <li>• Scissors</li> </ul>

November 21 <sup>st</sup>			<p style="text-align: center;"><b>Session 3: Cutting and creating fun things</b></p> <p>We will decorate our classroom with our own art. The students will be given instruction on how to fold and cut paper in different ways to create their own custom-made Christmas Ornament. They will cut, create and decorate their ornaments and we will hand them around the classroom. In small groups they will have to determine where to put each ornament in order to make their classroom look even more beautiful.</p>	
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