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Traditional Games of Nicaragua as strategies of motivation in the learning English of students seventh grade from San Luis Gonzaga High school Matagalpa.

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Summary

The purpose of this research is to collect and analyze data about strategies of motivation in English learning. As teachers, we have observed that students do not show enough interest in their classes, especially when it comes to learning a new language. That is the reason why strategies are not implemented in a way that children can express themselves making use of their own reality. According to Kant (1724), all knowledge begins in the experience but not everything comes from the experience since the sensations that come from the outside, be ordered in the thought. We argue that learning English has to do with motivation; therefore, we propose the use of traditional games as an alternative in the English classroom.

1. Introduction

Traditional games are those typical games of a region or country that are carried out without the aid or intervention of technologically complex toys (Vanegas Rubiales, García Ortega, & Vanegas Rubiales, 2018,p.16). Commonly, playing these games implies the use corporal guests and materials that can be obtained easily of nature (stones, branches, earth, flowers, etc.), as well as household objects such as buttons, threads, ropes, boards, etc.

Traditional games allow children to learn a little more about the cultural roots of their region, contributing to the preservation of the culture of a country. This is possible because the collective experiences of generations are shared and enriched, creating a helpful means of teaching so that children learn by playing and then using their knowledge, traditions, and culture. The fact of reactivating the knowledge about traditional games learned involves deepening the roots of the culture and being able to understand the present better. The objective of traditional games can be variable and can be executed individually or collectively, although commonly based on the interaction of two or more players; their rules are simple (J_definTista, 2016).

Games encourage the relationship among students who learn the language through using various ways of communication, for instance: guessing, singing, drills, etc. Through games, children develop feelings, attitudes, and behaviors. Thus, in this context, students learn significant aspects such as cooperation, competition, acceptance or rejection, participation, awareness of the image that others have of them or the expression of the feeling. The traditional games offer us these advantages:

1. Variety of situations which improves learning situations.

2. The atmosphere of the class changes positively and maintains the motivation of the students.

3. The formal learning setting can be "relaxed" renewing the energies of students.

4. It can provide a "hidden" practice of language patterns, vocabulary, and pronunciation.

5. Improves listening, attention and concentration skills.

6. The participation of students is encouraged by assisting to the shyest children to gain confidence.

7. Communication among students increases their fluency. In addition, it reduces the dominant role of the teacher in class.

8. The relationship between student and teacher becomes closer thanks to the use of fun activities (Garcia Velasquez, 2009, p.240)

Games integrate elements in which students develop social values. They are immensely used in the development of the personality of the children because they approach problematic situations in context. As well, children make decisions and elaborate strategies of action. Games require participants to seek solutions and agree on the group's interest.

Games promote the relationship that makes possible it; there are two ideas of particular relevance about this: on the one hand, the role of the game as an instrument for socialization; on the other hand, the need for a positive social interaction, that is to say, the dependence of the social sphere for it to develop. The game demands children to initiate and coordinate their actions with others (Garcia Velasquez, 2009, p.240).

1. History of Traditional Games

The word game comes from two Latin words "iocum" and "ludus-ludere", used together they have come to refer to a play as an activity to have fun. A lot of theories and authors denote the word game and contributed with their ideas for the evolution and transformation of it, for example.

- Evolutionary Theory of Spencer and Hall

Spencer (1855) in his book "Principles of Psychology" talks about the game as a means of spending the excess energy accumulated. The experts said that the inability to participate in activities where the student invests energy in extra activities such as gambling or art. The surf plus energy discharge model makes studies of the game oriented towards the motor games, in which the waste of physical energy is very remarkable.

Hall (1921) has an evolutionary perspective and sees the game as a recapitulation of activities of our ancestors. Game content and order of appearance would reflect the different stages that preceded the appearance of man.

- Theory of the pre-exercise of Gross

Gross conceives games as a way of exercising or practicing one´s instincts before full development. This observation served as a point of reference against which to develop alternative theories. The game is one consequence of the specific characteristics of childhood. Childhood has features different from those of adults; therefore, they are nine different visible behaviors. For example, shyness, impulsivity or pathos is the condition of childhood that make play possible (Gross, 2007).

These two theories served to raise children's play as a key concept at the time to understand human development (Hall, 1997).

1. Classification of traditional games.

Traditional games come to keep a better relationship between generation oldest and youngest. We know that there are a lot of traditional games, so we make a selection of the most important to use like motivation learning strategies.

Sayings.

According to Samuel Flores Huerta, sayings are true "collective instruments" that humanity has forged through the centuries to store and share knowledge about daily life, However, at the end of the nineteenth century different scholars have ventured the idea that proverbs are used less today than in the past. Or rather, that the use of proverbs changes as societies "develop," and that modern societies use fewer proverbs than more "traditional" societies (Flores Huerta, 2016. P. 22).

Sayings have etymological origin referred to the French language and the word refrain. It is a brief sentence, whose use is shared by a community, which promotes reflection, conveys teaching or serves as an example. The main characteristic of a saying is that it arises from people´s experience. Through your expression, you can explain an action or give advice. That is why sayings have an instructive to learn the knowledge of their ancestors.

Songs

The children's song facilitate the integration of the students and help the children to get to know each other better. They promote respect, rules and healthy coexistence. Songs are a social activity that develops creativity, imagination and improves motor skills. They develop basic motor skills and represent the basic musical elements through the body and space (Marquez, 2009).

2. Antecedents

Many researchers have studied traditional Games, but with different objectives and much explained according to the necessities of education. In this chapter, we will name some researchers studied this topic. All of them had results according to their study perspective. For instance, scholars have researched the role of traditional games in an attempt to close the generation gap between the oldest and youngest living generation; so, to develop the skill and competence to speak and learn about the traditional between generation and generation (https://bridging3generations.com, 2016). Another team analyzed the traditional child games played in Kenya region in terms of development fields of children. This study focused on developing all skills through the games in the children, on the other hand, showed how the children enjoy playing and how they can use all their ability to win (Gelisli & Yazici, 2015). Others have analyzed the effect of traditional games intervention programme in the enhancement school-children′s motor skills. This study explored the effectiveness of traditional games intervention program in the enhancement of form one school-age children′s motor skills (Gipit, Abdullah, Rabiu, & Azura, 2017). In addition, another study considered the implementation of traditional games in kindergartens in different states of the United States. Wish established that the student have preferential for those games where they use movement, music, and racing (Rothlein, Einspruch, & Goldberg, 1998).

Other studies have a relation with traditional games, but we considered but we used only the above mentioned as a reference.

3. Justification

Education is going through a process of profound changes and transformations that forces to return to learn, to teach, and to learn to construct different models from those who knew and known until today. Learning is not limited to study for a particular time using the whiteboard. Education involves integrating a motivating environment to develop of the contents.

Traditional games will get them involved in their culture. Games are a fun and entertaining way to learn a new language. These kinds of activities will allow them to make use of their previous knowledge and at the same time, improve in different skills such as listening and vocabulary. Students need a motivational environment that will allow them to develop and learn the skills required to master the new language.

Traditional games are vital because they have different functions, such as increasing learning by helping students to perform tasks and make learning faster and more enjoyable. That is why students are encouraged to make the proposed strategies a habit for self-learning. Here the teacher is the only facilitator. In this paper, we will describe some traditional games that can be used and applied as motivational strategies for learning English.

Popular sayings, sayings, stories, riddles, among others passed from one generation to another, and that is learned and practiced almost daily by children, young and adults; translated into a new language allow to awaken the children's interest and motivation for the new language. This will facilitate the learning of English and develop a better motivation for the students learning, which they would be using in their own culture and their environment

Finally, we hope that these strategies can be a handy tool for learning English in different stages, from primary to secondary school.

4. Statement problem.

English as a second language is oriented as one of the central educational policies of the ministry of education now offered to the first grade of primary school. The role of different motivational strategies would allow elementary learning of English at all educational levels.

However, the reality is the opposite: to speak English is a big challenge for the students. English as a foreign language has meant a problem in the education sector in Nicaragua, this challenge of learning English dates back several years when English was included as a subject of the study in the Nicaraguan education system. The cultural contents are gradually disappearing from the reality that students' lives, a few students develop an interest and enchantment to learn a second language. For this reason, we have created a strategy that brings together the cultural, emotional and striking aspects that student performs daily from childhood as traditional games, drill, song, tongue twisters learned, practiced and then transmitted to a new generation. We would be talking about cultural games as a motivation for learning English, such as traditional games. This strategy intended to make students fall in love with English itself and show interest in learning English, and our research objective is to determine the effectiveness of the implementation of traditional games as motivational strategies for learning English.

5. Research question

What traditional games can be used as motivation strategies to learn English?

How attractive are traditional games for children as a means for learning?

6. Theoretical Framework

Communication is an essential base for learning and expressing our feelings and thoughts. In the communicative approach, real communication and interaction is not the only objective in knowledge, but also the acquisition of grammar and vocabulary; the communicative approach aimed at developing the competence communicative focus on the real-life situation. According to the communicative approach, communication is the principal element for generating and transmitting knowledge (Richards, 2018).

In this research, we consider the communicative approach as the frame for the principles we used in our teaching method, especially the use of traditional games to develop learning English.

For young people, games are essential activities for learning. Games help to develop different aspects of their abilities holistically. Young people get involved in real-life scenarios and get involved in actions, elaborate reasoning, and judgment through games.

Separating games from education would deprive them of one of the most effective instruments for learning. Today's teachers must ensure that they use motivating activities as sources for learning and development of communication in a new language through action and experimentation, they express their interests and motivations and discover the properties of the object, relationships, etc.

The role of the teacher is to facilitate the realization of activities and experiences that connect to the maximum with the needs, interests, and motivations of the learners to help them to learn and develop the English language.

Motivation Strategies

Motivation has a role in the development of language skills, and teachers can play a significant role in motivating learners to learn a foreign language. Motivation is essential in language learning, and it is multidimensional. For this reason, it has different definitions. Burden (2013) defines motivation in general as follows: "A state of cognitive and emotional arousal, which leads to a conscious decision to act and which, gives rise to a

period of sustained intellectual and /or physical effort in order to attain a previously set goals" (p.36).

Motivation is a process. It is not an aim, nor a product. On the contrary, it helps us to reach our objective. First, we feel an interest, set a goal, and decide to take action accordingly. Then, we try to maintain our interest and struggle to realize our purpose. This process plays a significant role in every activity we carry out. Motivation plays a crucial role in language learning. It makes language learning more meaningful. Slavin (1997) describes this process in a general sense: "Motivation is what gets you going, keeps you going and determines where you are trying to go (p.345). As it is obvious, motivation provides students with a direction to follow. It is a concept revealing the reasons why people act and think as they do" (Winner, 2013, p.35-45). In the same line of thought, Brophy,(1998) said:

> Motivation is a theoretical construct used to explain the initiation, direction, intensity, and persistence of behavior, especially goal-directed behavior. In the classroom context, the concept of student motivation is used to explain the degree to which students invest attention and effort in various pursuits, which may or may not be the ones desired by the teacher (p. 3-4)

Motivation constitutes one of the significant backbones of the learning process in student life; hence, many studies place a high value on this concept. However, the lack of motivation still constitutes a serious problem both for teachers and for students in language classrooms. What is essential is to determine the causes of low motivation and know how to handle students lacking motivation. Motivation is necessary to learn a language because it allows students to interact among them and express their feelings, though, and develop communicative skills.

Ludic activities in the learning of English.

It exists in pedagogy an old rule of gold, born of experience, which advanced to teach through the game. Man, since ancient times, has used games in education, aware of its great importance as a motivating factor in the developmental process of the individual.

From a scientific perspective, the incorporation of the game like a motivating element fosters the creativity and spontaneity of the student. According to the psychology of learning, there

is an intimate relationship between playing and knowledge, so that their combination in the classroom encourages participation spontaneous student in a friendly and comfortable environment.

From a linguistic point of view, the educational game activates mechanisms of learning of the language while generating conditions for the development of practical communication skills, as the student engages in activities that demand the use of the language in authentic communication scenarios. This can see when in the development of a game the child asks questions in English and gives information to fill out a form, or when participating in simulations (role plays), or when he follows the instructions provided by his companions to find an object that has previously been hidden inside the classroom.

Types of motivational strategies

Teaching strategy is equivalent to the potentially conscious sequenced action of the educational professional, of the teaching process in its threefold dimension of knowing, knowing, and doing (Peralta, 2016, p.1).

Teaching strategies are also as means or resources for providing pedagogical assistance. For this reason, the teacher must have a wide range of strategies, knowing what function they have and how they can use appropriately (Peralta, 2016, p.1).

Rebeca Anijovich & Silvia Mora (2002) conceptualize teaching strategies as a set of decisions that the teacher takes to orient the teaching to promote the learning of its students" (p.93). It is important to note that teaching strategies affect students in different ways, such as:

1-They transmit to students,

2-the intellectual work they perform,

3-the values are put at stake in the class situation,

4-the way of understanding social, historical, scientific, artistic, cultural contents, among others.

These strategies can facilitate the internalization, storage, retrieval, or use of the new language. Strategies are necessary tools for the development of communicative skills.

Clouston & Lessard (1992) affirm that Rebecca Oxford wrote:

Cognitive strategies are viewed as processes through which knowledge is obtained, so they relate the cognitive strategy to the process of learning a foreign language. So we can infer that strategy are focused on developing understanding and develop skills of the individual through the motivation.

7. Methodological research design

Research design

A qualitative, descriptive approach was adopted to investigate if traditional games can be used as learning English strategies. This is a qualitative study because it is concerned with the description and the interpretation of what happens in the classroom when students used different games.

7.1 Population and sample.

Population

Polit and Hungler (1999, p.37) refer to the population as an aggregate or totality of all the objects, subjects, or members that conform to a set of specifications. In this study, the population was to 34 students of seventh grade, one teacher and two assistant principals, of Luis Gonzaga School from Matagalpa.

Sample

A sample is a subset of a population selected to participate in the study, and it is a fraction of the whole, chosen to participate in the research project (Brink 1996, pag.133; Polit & Hungler 1999, p.227). In this research, a subset of 20 students of seventh grade was selected out without any preference of the entire population.

Convenience sample

A convenience sample comprising 20 students who requested satisfactory to spectate hoped in the implement of traditional games as learning English strategies. LoBiondo-Wood and Haber (1998, p. 253) describe a convenience sample as the use of readily accessible persons in a study.

7.2 Methods and techniques for collecting and analyzing data.

Designing a study helps the researcher to plan and implement the study in a way that will help the researcher to obtain expected results, thus increasing the chances of getting information that could be associated with the real situation (Burns & Grove 2001:223).In this research, we used qualitative methods and descriptive. It is the blueprint for conducting the

study that maximizes control over factors that could interfere with the validity of the findings we training to implement the traditional games as learning English language strategies.

Data collection techniques are the most critical element in an investigative process because they constitute the fundamental pillar of what is intended to study, analyze, investigate; are the information center that what we want to check the truth or negativity of what we are checking in a particular job.

7.2.1 Observation

Observation is the action and effect of observe. It allows the collection of information by taking notes about phenomena to process it at a later stage (Perez Porto, 2012 actualized 2014).

For the collection of data, we used the observation at the moment students were playing in their classroom. We considered that observation would allow us to obtain relevant data to elicit vital information to analyze and use in the implementation of traditional games as motivation learning strategies.

7.2.2 Interview

The interview is a term like the action to develop a conversation with one or more persons about some topic. The interview can establish communication between two or more persons. This can be scientific, work, studies, research, and others (Perez Porto, 2012 actualized 2014).

Bigham and Moore (1973) define the interview as a conversation that is held for a definite purpose and not for the mere satisfaction of talking (menteypsicologia.blogspot.com/2011/08/que-es-la-entrevista.html, 2011).

As these experts have expressed, the interview is a means by which essential data can be obtained from what is intended to be documented; such is the investigative situation that we are carrying out now.

For the verification of results obtained of the observation, we pretend using the interview. The interview will allow the direct confirmation of the different point detected during the observation process, amount the direct contact with the participant.

Having defined the instrument used in our research, in the coming chapter, we present our findings.

8   Analysis of results.

8.1 ANALYSIS

8.1.1 What traditional games can be used as motivation strategies to learn English?

During our investigative process we collected a number of traditional games that could be used as strategies of motivation for learning English; among them we have: sayings, riddles, stories, sayings, tongue twisters, songs, sounds, naughty poems, verses, verses and jingles, corridos, games like (arriba la pelota, landa , rayuela, pan pasarán entre otros). Most of these traditional games come from isolated communities which maintain almost intact their cultural roots despite having undergone several generations of transmission from parents to children. We have used these traditional games as a motivational resource in the transfer of knowledge in our schools to determine the most successful motivational English learning strategy. In effect, the student showed an increment in learning a new language. With the use of a variety of traditional games the student likely their vocabulary and exchanged yours listening; they lost the fear to speak or ask something in a new language "English" however is necessary give following to use this strategies and registries all results and two or three years.

We have observed that the most successful strategies of motivation in English learning were: songs, tongue twisters, sayings, and proverbs. These traditional games mentioned above entertained, triggered curiosity, and fostered the integration of the different participants and at the same time allows them to keep all their senses alerts to follow each action. By observing the student playing the traditional games, were able to determine that the students showed more interest in knowing the translation of songs, tongue twisters, sayings, and proverbs also the integration of different groups of other levels, breaking planned schemes according to our scopes. In the observation number 5 of March 13th, we can observe that student show more interest by some traditional game such as songs, saying, and proverbs; at this moment they used the traditional games to integrate other actions and made a new norm according to the play. It is based on these actions displayed by the students that we were able to determine that traditional games are an essential element for motivation and that in turn would be functional as one strategy for learning.

8.1.2 What traditional games are most effective for children English learning?

During our research, we observed that playing was an activity found overall. Games awaken all your five senses. We also noted that the games that are practiced daily by children, young people and adults are traditional.

On the other hand, we concluded that the traditional games were seasonal; therefore, children played some games more than others depending on the season. In interview numbers 4- 12 in the aspects where asked the student what traditional games were more attractive for them? ; The student answer that all traditional games were amusing, and nice because they were easy to play and learn. We were able to determine that traditional games are indeed useful and attractive for the participants. In observation numbers 8, 12, and 13 we could observe that there are many traditional games that student play with more frequency. After the implementation of many traditional games for best results as a strategy of motivation for learning English evidentiary purposes, we confirmed that tongue twisters, songs, proverbs, sayings, and verses, are the most attractions for children and the most popular as entertainment. The integration and participation of several children of different levels we came to confirm that these games mentioned above are presenting a significant attraction for their motivation and integration.

8.2 Discussion

8.2.1What traditional games can be used as motivation strategies to learn English?

Data from observation reveals that children show a high degree of interest in mastering the vocabulary and the way of pronouncing the different phrases and commands used in the games played. On the other hand, this allowed us to make a better selection of traditional games that could be applied as a strategy to motivate the learning of English such as sayings, couplets, sayings, and tongue twisters. When carrying out our probative study of the selected traditional games we were able to verify that these games can indeed be employed as a learning strategy for English.

According to the data thrown by observations 3 to 14, and interviews 4 to 12, which clearly shows the interest and try to master the vocabulary and different phrases used in the games played; we can confirm that the traditional games selected (sayings, couples, sayings, and tongue twisters), are the most suitable to achieve a fundamental learning of English. For these reasons mentioned above, we propose our strategy "traditional games as a motivational strategy for learning English" as one more that furthers the learning of English based on "culture."

8.2.2 What traditional games are most effective for children English learning?

According to the information shown in observation guides 4 to 13, it is evident that boys and girls have a greater inclination for the traditional games of their culture. On the other hand, at observation guides 7 and 8 we managed to determine that traditional games (songs, sayings, couplets, sayings, and tongue twisters) are the most employed by children as an element of motivation through which they can develop learning by expressing their opinions and emotions. The student used different traditional games as a way of interaction with other students. They developed a new ruler for the various traditional games "do not speak Spanish" if there is a student that used Spanish, this student was out the games. In this case, we can observe that some teacher participates in some games with the student, it was a pleasant experience for us. The songs, proverbs, couplets, tongue twisters are the most used by children making them the most attractive for their amusement. In the application of the selected games, we verify that in fact, they turn out to be of great attraction as a motivating element of scholarship. Nevertheless, we were able to determine that the application of these games as a learning strategy requires an even longer time than what is already planned in a classroom.

9   Conclusions

According to our research, we determined that traditional games effetely can be used as motivation strategies for English learning. When we observed the children play by thyself the different traditional games used as a laboratory to obtain information available for our research; we comprehended that children were developing the learning and they were motivated for used the games by themselves. According to this aspect observed, we could deduce that traditional games can use as motivation in education.

Children who used traditional games, during our intervention, developed listening and pronunciation skills, however, we cannot determine if these students could develop written and reading by using traditional games.

10   Teaching-learning strategy proposal

In search of an alternative language teaching strategy, we have developed the strategy "The traditional games as a motivational strategy for better learning of English."

In the different exploratory works, an investigation was carried out that gives us an account that the motivational part is the critical element for the learning of the students, especially if it is a foreign language. The teachers have been implementing different strategies in the classroom to achieve the objectives of the work, however, with the essence of the students' experience.

After determining and agreeing with the origin of motivation to learn English, we decided to create a strategy that integrates cultural experiences that children acquire their family and the social amount these we have games, sayings, and traditional game. These traditional games are the main pillars of traditional culture that belong to Nicaraguans.

The strategy: "Traditional games as the motivational strategy for learning English," is composed of the three main pillars of Nicaraguan culture (games, sayings). We value the teaching of English as a subject that requires a particular motivation and the implementation of strategies that are striking and integrating elements that are undoubtedly difficult to apply the participants' own experiences. Our strategy "traditional games as a motivation strategy for learning English," not only reflects the traditions and culture of our land but was focused

on the development of integrated personality and the strengthening of interpersonal relationships, training of moral, Christian and social values.

The application of our strategy was focused on the selection of a game telling folk sayings. The strategy was decided by the participants that we selected. The practice before the realization of the game in the classroom is vital, then the orientation to the game in the language that is being learned. The games can be repeated using different words and expressions to expand students' vocabulary.

11   Recommendations

In the absence of the use of traditional games as a strategy for learning English, we recommend the application of these games as icebreakers. On the other hand, we suggest the creation of parallel learning groups for students where make full use of the strategy created as the primary tool for learning English.

The follow-up of the teacher in the implementation of traditional games as an English learning strategy is vital to avoid inadequate training in terms of pronunciation and translation of traditional games.

This research did not test if it is functionally to develop grammar or writing so that we recommend to implement these skills.

12   Experiences learned

During the implementation of the strategy "traditional games as a motivational strategy for learning English" we were able to determine that not only was the class motivated as such, but in most of the participants, the curiosity to learn was aroused through memorization of songs and the games they learned so far.

The observation shed light that the majority of the students became curious and wanted to know the translation of other traditional games and songs familiar in their social context. These students demonstrated a positive attitude towards independent learning whenever they used traditional games.

On the other hand, we found that not only were they interested in learning the traditional games, but they needed to arise an appropriate knowledge of the rules of each game and song in the target language.

We observed the spontaneous formation of different groups during the break. Each group practiced different traditional game using English as the language of communication when playing. We also witnessed the integration of several participants from other groups, especially higher grades. For us, it was evident that the implementation of these games can be useful as a motivational factor in the teaching of English. Furthermore, the appreciation of a positive of attitude about the application of the strategy gives us guidelines to consider it is a strategy that can be used in the different grades with a focus on comprehensive training of students so that they can be able to communicate in the target language. On the other hand, it leaves us the concern to investigate about the level of autonomy this strategy could trigger in the personal and collective learning of the participants, and the level of interaction it can foster in different learning contexts and with different personalities that lead them to increase their knowledge of the English language.

13   Importance of what we have learned as teachers

From the implementation of our motivational strategy, we can deduce that motivation not only has to do with the playful component, it also must be focused on encouraging a class or to release stress to enhance student's interactive learning of the new language.

Learning a new language (in this case, English), can depart from reflecting on cultural experiences. The tradition and the skills acquired through the legacy inherited from our ancestors are the essential points that will lead us to successfully achieve the proposed objective as we understand that motivation can be a trigger for students to learn the target language.

14   Limitations and problems encountered

During the implementation of our strategy, we could appreciate that the main focus of English in the basic national curriculum is on the grammatical and structural development of the language. There is little practical interaction that allows the student to develop the Basic English skills. This became a limitation for putting in practice the new strategy since few

contents allow its application; however, this did not affect the effectiveness of the strategy developed.

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FAREM ESTELI.

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Elaborado por: Estudiantes de Quinto año de licenciatura en Ingles

Guia de observación.

La presente guía de observación está centrada en la recolección de información directa y objetiva que permita validar la viabilidad de la implementacion de los juegos tradicionales como una estrategia de aprendizaje del idioma inglés.

conceptos	Alta	Media	Baja	observación
Conque frecuencia practican los estudiantes los juegos tradicionales implementados como estrategia de aprendizaje del inglés.				
Los juegos tradicionales implementados mejoran el aprendizaje del inglés.				
Los estudiantes muestran un ambiente emocional atractivo durante la práctica de los juegos implementados.				
El nivel de uso del inglés en los juegos practicados por los estudiantes permite un aprendizaje.				
Los juegos tradicionales son una herramienta de aprendizaje del inglés.				

Se evidencia un interés por ampliar los conocimientos del inglés a través de los juegos tradicionales				
Frecuencia de uso de las canciones tradicionales				
Frecuencia de uso de los refranes y dichos				
Frecuencia de uso de los juegos tradicionales				
Frecuencia de uso de las coplas				
Frecuencia de uso rondas				
Frecuencia de uso de las adivinanzas				
Frecuencia de uso de los trabalenguas				

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Estimados estudiantes les solicitamos nos permitan realizarle una entrevista con el objetivo de obtener información basada en los juegos tradicionales como estrategias de enseñanza en inglés, el aporte de cada uno de ustedes será de mucha utilidad ya que esto permitirá que nosotros podamos ver los niveles de alcance y aprendizaje durante la implementacion de los diferentes juegos tradicionales jugados.

¿Considera usted como estudiante que los juegos practicados propician un ambiente emocional que motiva el aprendizaje del idioma inglés, porque?

¿Cuál de los juegos realizados considera mejor para aprender inglés?

¿Con que frecuencia le gustaría practicar estos tipos de juegos para aprender el idioma inglés?

¿Cómo valora el uso de rondas, canciones y dichos para los estudiantes que deseen aprender el idioma inglés?

¿De qué forma los juegos tradicionales le han servido como una herramienta de aprendizaje que facilita el desarrollo del habla y escucha en el idioma inglés?

¿En qué medida los juegos tradicionales le han brindado y facilitado un mejor aprendizaje del idioma inglés?

¿En qué forma cree usted que los juegos tradicionales despierta el interés en los estudiantes con el aprendizaje del idioma inglés?

¿Qué juegos tradicionales son los que más le llama la atención jugar para mejorar su aprendizaje del inglés?