

**Strengthening english skills through cooperative games in
second-grade students of the educational institution
INEM Carlos Arturo Torres from Tunja**

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Specialized Analytical Summary

Title	Strengthening English skills through cooperative games in second-grade students of the educational institution INEM Carlos Arturo Torres from Tunja
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Keywords	English language learning, Communicative skills, Cooperative Games, Total Physical Response, Elementary school.
Description	Applied Project
Sources	The present applied project used 66 citations.
Contents	<p>Strengthening English skills through cooperative games in the classroom can enhance the teaching and learning of the English language (Wright et al., 2006). This approach involves using comprehensive information and materials based on relevant sources and selecting the appropriate theoretical and bibliographical foundations from authors in skill development and game-based learning. The study qualitatively analyzed information from journal articles, repositories, books, and other academic texts. Various studies conducted in contexts such as Colombia, Vietnam, and Madrid have explored the use of games as a tool to strengthen English skills.</p> <p>The contributions of authors such as Ostrovsky and Erbiti (2009), Orlick (2006), Johnson and Johnson (1994), Merchán and Brugos (2015) and</p>

Velázquez (2016), among others, offer insights into how practicing the four English language skills in a dynamic and reflective environment enhances students' language acquisition. This research project aims to strengthen English skills through cooperative games. It is essential to note that in the current educational context, there is a persistent lack of interest in learning English in many academic institutions, which represents a significant challenge.

In this regard, implementing teaching practices that strengthen emotional and cognitive skills for language acquisition presents an effective solution. The research was on Second-Grade Students of the Educational Institution INEM Carlos Arturo Torres from Tunja. The study began with an observation phase to identify the main challenges of students' learning English. These challenges included a lack of interest, difficulties in communication and expression, and levels of language proficiency. A qualitative approach was adopted, using the action-research methodology to analyze the teaching and learning process.

The research project, a ludic-pedagogical proposal, was designed and implemented. This proposal focused on using cooperative games to strengthen English language skills while promoting interaction, teamwork, and collaborative learning among students. At the end of the project, the results evaluated improvements in students' English skills and their acceptance of the game's educational proposal. Cooperative games strengthened language learning and enhanced students' motivation and

	<p>enjoyment, improving their learning experience.</p>
<p>Research Line</p>	<p>The present research project is framed within the research line "Pedagogy, Curriculum and Didactics" and involves the work done to design more active teaching methods and strategies. This research recognizes the value of an appropriate curriculum for the process of teaching and learning English in a country where the foreign language is not the mother tongue and also mentions how didactic strategies stimulate learning and games strengthen English language skills, as it is part of the formation of the individual in the sociocultural formation, implementing strategies, and pedagogical methodology action research where its purpose in education is to improve practice used by the teacher of the institution regarding the teaching-learning process of the English language in the integral formation of the students, providing necessary skills for the improvement of English in their family, educational, social environment and in turn how to energize and focus the strengthening of the linguistic competences of the language.</p>
<p>Conclusions</p>	<p>The main objective of this research was to evaluate the impact of cooperative games on the English language skills of second-grade students at INEM Carlos Arturo Torres in Tunja. The findings of this study confirm that games such as Bingo, Memory, and Lottery significantly contributed to the development of students' speaking, listening, reading, and, indirectly, writing skills. These results align with Hadfield's (1990) view that cooperative games offer a low-anxiety environment ideal for communicative language learning.</p>

Through the implementation, it was evident that these playful activities promoted the focus not only on linguistic development but also on other areas of growth. Enhanced teamwork, peer interaction, and mutual support elements were emphasized by Genesse (1994), who advocated for cooperative learning to foster language acquisition and social development. Students felt encouraged to engage in conversations, follow instructions, and support one another, which boosted their confidence and reduced their fear of making mistakes. This emotional reassurance contributed to reduced anxiety and increased motivation, echoing the observations of Parupalli (2019), who highlights that affective factors play a fundamental role in language learning success.

Additionally, the interviews revealed that students appreciated the flexibility and dynamic nature of the cooperative games. This reflects Listiyaningsih's (2017) assertion that game-based learning is particularly effective when the content is relevant and meaningful to students, such as topics related to animals, emotions, and everyday activities. Integrating this content through engaging formats made the learning process more inclusive and enjoyable.

Moreover, the results reaffirm the perspective of Auerbach (1986), who advocated for pedagogical strategies that respond to students' realities and promote active participation. Cooperative games proved to be a valuable alternative to traditional methods, offering a more interactive and student-centered approach. By encouraging meaningful communication and

	<p>collaborative work, these tools fostered not only linguistic competencies but also emotional and interpersonal growth, aligning with the findings of Kim et al. (2021) and Kucukoglu (2013), who emphasized the benefits of integrating cooperative and reflective practices in language instruction. In sum, cooperative games served not only as a catalyst for improving English language skills but also as powerful instruments for promoting holistic development in young learners.</p>
Advisor	Angi Lucero González López

Dedication

To God

I dedicate this project to my Heavenly King, who gave me the courage, the skills, and the knowledge to get this far. He accompanied me day and night, offering me His loving embrace to fight and keep moving forward. Thanks to Him, I found the courage to be brave despite facing numerous frustrations, always with the certainty that His grace was holding me up. He was always by my side, supporting me and giving me strength. This victory, He is the one who has given it to me; He is my way, my life, and my truth.

To My Mother

I dedicated this project to my beautiful mother, my greatest inspiration. Her tenacity, perseverance, and constant struggles taught me to be brave and fight for my dreams daily. She shared her knowledge with me and supported me unconditionally, even while facing serious health challenges. She always radiated warmth and positivity, transferring her strength to me. I will always carry her in my heart. She exemplifies love, courage, sacrifice, and guidance that shape my life.

To My Twin

I dedicate this project to my beautiful twin. Her laughter, companionship, and constant encouragement reminded me that I am confident that I can complete my degree. She often pampered and comforted me and encouraged me to move forward. She has been my complement, strength, and support throughout this journey.

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Throughout this process, I felt recognized for my effort and perseverance. The love of God is indescribable, uniting us like trees whose roots, though invisible, are deeply connected. We are through diversity, love, and strength. Long live languages, discipline, inclusion, respect, honesty, and ethics everything our beloved alma mater represents! Thanks to distance education. I achieved this beautiful goal through hard work and persistence.

Abstract

Strengthening English skills through cooperative games in the classroom can enhance the teaching and learning of the English language (Wright et al., 2006). This approach involves using comprehensive information and materials based on relevant sources and selecting the appropriate theoretical and bibliographical foundations from authors in skill development and game-based learning. The study qualitatively analyzed information from journal articles, repositories, books, and other academic texts. Various studies conducted in contexts such as Colombia, Vietnam, and Madrid have explored the use of games as a tool to strengthen English skills.

The contributions of authors such as Ostrovsky and Erbiti (2009), Orlick (2006), Johnson and Johnson (1994), Merchán and Brugos (2015) and Velázquez (2016), among others, offer insights into how practicing the four English language skills in a dynamic and reflective environment enhances students' language acquisition. This research project aims to strengthen English skills through cooperative games. It is essential to note that in the current educational context, there is a persistent lack of interest in learning English in many academic institutions, which represents a significant challenge.

In this regard, implementing teaching practices that strengthen emotional and cognitive skills for language acquisition presents an effective solution. The research was on Second-Grade Students of the Educational Institution INEM Carlos Arturo Torres from Tunja during the year 2024. The study began with an observation phase to identify the main challenges of students' learning English. These challenges included a lack of interest, difficulties in communication and expression, and levels of language proficiency. A qualitative approach was adopted, using the action-research methodology to analyze the teaching and learning process.

The research project, a ludic-pedagogical proposal, was designed and implemented. This proposal focused on using cooperative games to strengthen English language skills while promoting interaction, teamwork, and collaborative learning among students. At the end of the project, the results evaluated improvements in students' English skills and their acceptance of the game's educational proposal. Cooperative games strengthened language learning and enhanced students' motivation and enjoyment, improving their learning experience.

Keywords: English language learning, Communicative skills, Cooperative Games, Total Physical Response, Elementary school.

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Introduction

The current situation of the English language acquisition process in Colombia highlights the need to evolve and adopt innovative pedagogical strategies, among which cooperative games present themselves as a promising tool. However, in many educational institutions, widespread disinterest and lack of motivation among students to learn this language persist and are common aspects of daily classroom life. In this context, children learn English as a second language and as a tool to socialize, live in a community, and develop communicative skills. However, learning is often influenced by various factors such as insecurity, distrust, and fear of making mistakes while practicing the language.

Using cooperative games offers students an opportunity to overcome their fears and approach English learning from a more positive perspective, focused on dialogue, participation, and cooperation, as suggested by Johnson and Johnson (1994) in their approach to cooperative learning. Through this approach, children learn and acquire a foreign language and develop cognitive, motor, and social skills. Thus, learning English becomes a vital communication channel in all areas of their lives (school, culture, family, and work).

This research project is framed within the research line of "Pedagogy, Curriculum, and Didactics", with a focus on developing active teaching methods and strategies. The research recognizes the importance of an appropriate curriculum for the teaching and learning process of English in a country where the foreign language is not the mother tongue. It highlights how didactic strategies, especially using games, can stimulate learning and strengthen English language skills.

The research is grounded in action research methodology, aiming to improve teaching practices within the institution. Its goal is to enhance the English teaching-learning process,

fostering students' integral development through the acquisition of linguistic competencies that will support their educational, social, and family environments. By focusing on pedagogical strategies that promote active participation and social interaction, this study aims to empower students to improve their English proficiency and cultural integration. This research project aims to implement playful pedagogical activities that strengthen students' English skills through cooperative games. The goal is to provide strategies that allow them to use English in everyday situations and various aspects of their lives. Through playful pedagogical workshops, effective teaching approaches will be applied to strengthen English language competencies.

The research focuses on identifying the difficulties students face in learning English in the classroom and proposing a playful pedagogical intervention to facilitate language acquisition through cooperative games. Additionally, the effectiveness of the implemented strategies will be evaluated to assess their impact on English learning. This proposal aligns with the principles established by Delors (1996), who emphasizes “the importance of four essential learning processes in education: learning to know, learning to do, learning to live together, and learning to be” (p. 34).

During the initial phase of the research, a diagnostic assessment was conducted to identify signs of disinterest, lack of motivation, insecurity, and fear of making mistakes in the classroom. The evaluation also explored issues such as intolerance, lack of solidarity, absence of respect, and the lack of a culture of peace among the students. This diagnostic phase highlighted the need to implement a playful pedagogical approach that transforms students' attitudes toward learning English and empowers them as active participants in their educational journey. The primary objective of this research is to enhance English skills through cooperative games among second-grade students at the Educational Institution INEM Carlos Arturo Torres in Tunja.

This strategy addresses proficiency gaps in students' language abilities, improving their speaking, listening, reading, and writing skills. Therefore, by doing so, we expect to enhance their motivation to learn a second language and cultivate a positive school climate, where teachers can effectively influence students' attitudes, behaviors, and language skills. The implementation of playful pedagogical workshops will involve cooperative games designed to address various English topics, thereby consolidating learning in a dynamic and participatory manner. The research will employ a qualitative action research methodology, incorporating diverse data collection techniques, including field observations, interviews, and analysis of interactions during the workshops.

Lengeling and Malarcher (1997) noted that games can benefit students in several ways, from cognitive aspects of language learning to fostering cooperative group dynamics. Therefore, cooperative games are a key tool for enhancing students' language skills and promoting communication, listening, reading, and speaking in English. Furthermore, by focusing on students' emotional and cognitive development through effective pedagogical practices, we can facilitate language learning and positively impact their academic and personal lives. Expected outcomes include improvements in students' English skills, identification of key weaknesses in their learning process, and the successful implementation of the playful pedagogical proposal in the classroom.

This intervention will not only enhance English proficiency but also strengthen social interaction and coexistence among students, promoting values such as respect, tolerance, and collaboration. Various didactic strategies will be employed to adapt to the diverse learning styles of the children, ensuring that all students can benefit from the learning experience. These strategies will include differentiated instruction, visual aids, interactive activities, and

cooperative group work to address individual needs and preferences. By integrating language learning with social interaction and emotional development, the playful pedagogical approach will serve as a powerful tool for holistic education, preparing students for future academic challenges and fostering a lifelong love of learning.

Significance of the Study

Strengthening skills in the English language is a fundamental aspect of a foreign language's teaching and learning process, especially in the context of foreign language acquisition. In this sense, the present research proposes using cooperative games as a key strategy to improve students' English proficiency. Cooperative games, when applied in the classroom, offer numerous benefits for foreign language acquisition, as they help reduce students' stress and anxiety, allowing them to learn without the fear of making mistakes. Crookall and Rebecca (1990) These games are particularly beneficial because they encourage language practice without the pressure of possible punishment or judgment, which reduces tension and improves the emotional experience of the student, fostering confidence in their language skills.

Cooperative games are especially relevant in this context, as they promote active student interaction, transforming the classroom into a dynamic and positive environment. This creates a space of motivation where students not only learn English but also enjoy the learning process in a fun and meaningful way. By incorporating cooperative games into the classroom, lessons stop being monotonous and become a more productive and enriching space for students and teachers. Learning English in a playful and didactic environment not only reinforces linguistic competencies but also helps children become familiar with the second language, feel connected to it, and develop greater confidence in using their skills.

Through games, students value and enjoy the language, recognizing the opportunities it offers personally and professionally and its connection to intercultural development and improving their quality of life (García, 2007). By overcoming psychological and emotional barriers, students enhance their English level, strengthening both their knowledge and their

confidence in the process. Therefore, the incorporation of these playful strategies into educational institutions in Colombia is highly beneficial, as it combats the disinterest, monotony, and fear often associated with second language learning.

Furthermore, it breaks traditional teaching approaches, offering a more dynamic and motivating alternative. In this regard, this research aims to strengthen English skills through cooperative games, using this tool as an effective option for teaching and learning the language, sparking students' interest and motivation, and increasing their desire to master English. Likewise, teachers need to awaken students' curiosity and enthusiasm in every game, workshop, or activity, creating a trusting environment where children feel comfortable learning. This approach allows them to overcome emotional barriers that hinder English learning. Moreover, providing innovative experiences through authentic materials allows students to practice the language spontaneously and creatively, connecting with their daily experiences and enjoying acquiring a foreign language.

It is important to highlight that cooperative games encourage students' creativity, allowing them to explore, investigate, and generate ideas. This type of meaningful learning contributes to developing cognitive, social, and emotional skills, strengthening their communication, teamwork, and self-esteem abilities. Furthermore, students and teachers benefit from an environment where everyone feels motivated and committed to acquiring a second language. Finally, teachers must foster students' self-esteem, valuing them as learners and individuals. A motivated and dynamic classroom is a challenge, but even more complex is motivating teachers themselves to adopt this approach. Commitment and passion for teaching are key elements in transforming the learning process (Sepúlveda et al., 2003).

Statement of the Problem

At the INEM Carlos Arturo Torres Educational Institution, the second-grade study group consisted of 32 students, aged between 6 and 8, who attended a public institution in a vulnerable area. In this context, serious deficiencies in English language learning were observed. These were attributed to both social and family problems in the environment (intrafamily violence, economic scarcity, lack of resources) and the lack of adequate adaptations in the institution.

Although, according to the Basic Standards of Competencies in Foreign Languages established by the Ministry of National Education (MEN), second-grade students are expected to develop listening, speaking, reading, and writing skills at an initial level, the group showed a notable lack of motivation, inattention, and low performance in the language. These difficulties inspired the research to implement a playful pedagogical proposal that would overcome these barriers and strengthen the acquisition of a foreign language through an innovative methodology.

During the classes conducted as part of the diagnostic phase of this research, several difficulties in the students' English language learning were observed. Among the main needs identified were a noticeable lack of interest in academic activities related to the English subject, as well as a generalized fear of expressing themselves due to concerns about making mistakes in pronunciation and comprehension of the language. This situation has led to frequent interruptions during lessons, requiring the teacher to intervene to reinforce the concepts and motivate active participation from the students.

The fear of making mistakes and its impact on second language learning has been widely studied. Horwitz et al. (1986) explain that anxiety in language learning can lead to the avoidance of participation, negatively affecting linguistic skills development. Similarly, Krashen (1982) proposes in his Affective Filter Hypothesis that emotional factors such as anxiety and lack of

confidence can block language acquisition. Additionally, Dörnyei (2001) highlights the importance of motivation in second language learning, pointing out that a demotivating environment reduces students' willingness to learn.

On the other hand, Schunk (2012) emphasizes the relevance of self-efficacy and the perception of competence in the learning process, suggesting that more motivating and effective teaching strategies could improve students' willingness to learn. Likewise, López (2005) focuses on the importance of classroom management and how a lack of discipline and disinterest can affect learning, a situation that is reflected in the previously described context. In this context, an innovative approach is proposed, focusing on the use of cooperative games as a pedagogical strategy to strengthen the language skills of second-grade students.

Cooperative games can increase motivation and interest in learning English by promoting interaction and collaboration among students, this fosters a positive atmosphere of coexistence and respect. These games can be a key tool to overcome the emotional and psychological barriers that hinder learning, creating a space where students feel more secure in expressing themselves in English without fearing making mistakes. The main objective of this research is to propose solutions that contribute to improving the student's ability to understand and master English skills, as well as to apply the language practically in their daily lives. This approach also aims to improve aspects such as active participation in class, intrinsic motivation to learn English, and the ability to work as a team, all within a more dynamic and collaborative educational environment. Therefore, after analyzing the observations in the chosen school context and posing the problem to be addressed, the following research question arises: How can the English skills of second-grade students at the INEM Carlos Arturo Torres Educational Institution be strengthened through cooperative games?

Objectives

General Objective

To strengthen English skills by implementing a playful pedagogical proposal through cooperative games in second-grade students of the Educational Institution INEM Carlos Arturo Torres in Tunja.

Specific Objectives

To diagnose, through a learning assessment, the English language skills in which students have a low level of proficiency.

To implement a playful pedagogical proposal to strengthen students' English skills through cooperative games.

To assess the strategies implemented through the analysis of results and a semi-structured descriptive interview, to determine the effectiveness of the cooperative game-based pedagogical proposal.

Antecedents of the Study

Using cooperative games in teaching English has been extensively researched across different educational contexts. Studies highlight the benefits of interactive learning, particularly in fostering communication, motivation, and language retention. Cooperative learning strategies are based on the idea that students achieve better results when working together in structured group activities rather than relying solely on individual learning. Research consistently shows that cooperative games create a dynamic and inclusive environment, helping learners improve their fluency and confidence in using English as a second language.

Several international and national studies have explored the impact of cooperative games on English language acquisition. Internationally, research focuses on how cooperative learning strategies enhance students' cognitive and social skills while promoting engagement in second-language learning. Meanwhile, studies in Latin America, particularly in Colombia, emphasize the importance of implementing innovative teaching methodologies aligned with bilingual education policies. These national studies demonstrate how cooperative games help address the challenges of English learning in both public and private schools by supporting language development through collaborative and playful strategies.

International Background

The use of cooperative games in English teaching is a widely studied topic internationally. After a literature review, three relevant studies that support this methodology have been identified. These works were developed mainly in the Asian continent, specifically in India (Parupalli, 2019) and Indonesia (Listiyarningsih, 2017). These investigations demonstrate the effectiveness of cooperative games in improving language skills, increasing student participation, and creating a more positive learning environment. Additionally, the work of

Gillies (2016) was analyzed, a review of multiple interventions that emphasizes the benefits of peer interaction and teamwork in the acquisition of a new language. In Latin America using cooperative games in teaching English has been widely studied in various educational contexts. Some of the most relevant studies include.

Parupalli (2019)

Although not focused exclusively on games, Parupalli's study addresses the challenges faced by learners in developing speaking skills in English as a second language. He advocates for the inclusion of interactive techniques such as cooperative games, group discussions, and role-plays as essential tools for communicative development. The study draws from multiple classroom observations in Indian schools and concludes that students perform better when learning is collaborative and contextualized.

The research highlights how cooperative strategies allow learners to engage in meaningful conversation, practice vocabulary, and correct each other's mistakes naturally. The author recommends the use of structured speaking games to promote fluency and to create a communicative environment that supports language growth. This reinforces the idea that cooperative games are valuable for fostering active participation and building student confidence.

Listiyaningsih (2017)

This action research was implemented in an Indonesian junior high school, where cooperative games were introduced as a strategy to enhance vocabulary acquisition. The study was carried out in two cycles and involved activities such as word-matching, memory games, and vocabulary bingo. Findings revealed that students' vocabulary test scores increased after the

implementation of games, and classroom observations showed higher levels of student engagement.

The researcher emphasized that cooperative games promote active learning by encouraging students to interact, negotiate meaning, and repeat vocabulary in various contexts. The playful nature of the activities also reduced classroom tension and created a safe environment for language practice. The author concluded that integrating games into English lessons is effective not only for vocabulary development but also for strengthening social relationships among learners.

Gillies (2016)

Gillies (2016) analyzed the role of peer interaction in language learning, emphasizing the benefits of cooperative games. His study focused on the social and cognitive advantages of working in teams, particularly in language acquisition. He reviewed multiple classroom-based interventions, exploring how structured group activities influenced student learning outcomes.

His findings revealed that cooperative games improve linguistic abilities by promoting peer communication, active listening, and collaborative problem-solving. He observed that students engaged in cooperative tasks developed stronger speaking and comprehension skills than in individual learning settings. Gillies concluded that teamwork fosters meaningful learning experiences, making language acquisition more engaging and effective.

National Background

In Colombia, the use of cooperative games as a strategy for teaching English has been the subject of study in various educational contexts. The literature review of national works allowed for the identification of three relevant studies that demonstrate the effectiveness of this methodology. These works were developed in different cities of the country: Bogotá (Jiménez &

Ávila, 2012), Medellín (Rodríguez & Pérez, 2015), and Cali (Gómez & Restrepo, 2019). These investigations confirm that the application of cooperative games in the English classroom contributes significantly to improving fluency and confidence in the oral communication of primary school students. Recurring findings in these studies indicate that playful activities increase student participation and motivation, reduce anxiety about making mistakes, and improve the retention of vocabulary and grammatical structures. In line with these results, national research reinforces the need to implement innovative pedagogical strategies to strengthen English acquisition from an early age, especially in schools with limited resources.

Jiménez & Ávila (2012)

Jiménez and Ávila (2012) conducted a study in Bogotá, Colombia, examining the impact of cooperative games on English language learning among primary school students. Their research aimed to assess whether interactive activities could enhance fluency and confidence in young learners. They applied an action research approach, implementing cooperative games over a semester and measuring improvements in students' oral and written communication.

The study found that students who participated in cooperative games demonstrated higher fluency levels and greater confidence when speaking English. Teachers also reported increased classroom participation and enthusiasm among students. Jiménez and Ávila concluded that interactive learning approaches significantly contribute to language acquisition, reinforcing the need for playful yet structured activities in early English education.

Rodríguez & Pérez (2015)

Rodríguez and Pérez (2015) explored the use of cooperative activities in public schools in Medellín, Colombia. Their study aimed to determine whether students learning English through

games retained vocabulary and grammatical structures better than traditional methods. They employed a quasi-experimental design, comparing two groups of students over an academic year.

Their findings showed that students who engaged in cooperative learning activities had a higher retention rate of new vocabulary and grammar. The researchers also noted that students became more engaged and less anxious about making mistakes when speaking in English.

Rodríguez and Pérez emphasized integrating cooperative games as a fundamental component of second-language instruction in schools with limited resources.

Gómez & Restrepo (2019)

Gómez and Restrepo (2019) developed a cooperative game-based strategy to enhance English communication skills among primary school students in Cali, Colombia. Their study investigated whether structured play-based methodologies could increase students' motivation and interaction in the language classroom. The intervention incorporated cooperative games targeting different language skills, including speaking, listening, and writing.

Their findings revealed that students exposed to cooperative games exhibited a greater interest in learning English and participated more actively in class discussions. Teachers also observed increased willingness among students to engage in peer feedback and collaborative tasks. The study reinforced the idea that cooperative learning not only improves language proficiency but also fosters essential social skills, making the learning process more dynamic and enjoyable.

Moreover, national and international research supports the effectiveness of cooperative games in teaching English to second-grade children. These studies demonstrate that teamwork activities foster active participation, confidence in oral communication, and meaningful and motivating language retention. In line with these findings, educational research suggests the

implementation of innovative strategies to strengthen English learning from an early age, reinforcing the role of cooperative learning in early language acquisition.

Legal Background

Various government entities, especially the Ministry of National Education, have consistently shown interest in addressing issues such as school conflict, the development of citizenship competencies, and the strengthening of communicative competencies, integrating the learning of a foreign language with the social and cultural context of the student. Moreover, in recent years, these efforts have focused on consolidating educational processes that promote the formation of integral, cooperative, and self-sufficient individuals, capable of establishing interpersonal relationships based on respect and assuming an autonomous role in their learning process, especially in mastering a foreign language such as English.

According to Law 115 of 1994, General Education, in its Title V, Chapter 1, Article 91, “The student or learner is the center of the educational process and must actively participate in their comprehensive education. The Institutional Educational Project shall recognize this character” (MEN, 1994, p. 1). Therefore, it is essential to emphasize the importance of the student or learner, who constitutes the central axis of this research. Educational institutions regularly face contexts where interpersonal conflicts are part of the usual dynamics in the classroom and other school spaces, highlighting the need to strengthen not only students’ academic competencies but also their social, communicative, and citizenship skills, which enable them to interact peacefully, collaboratively, and respectfully.

Furthermore, from this perspective, learning a foreign language, combined with pedagogical strategies such as cooperative games, becomes a powerful tool for promoting school coexistence, teamwork, and the comprehensive development of learners. Likewise, we focus on Article 92, which addresses the formation of the learner: “Education must promote the full development of the learner’s personality, provide access to culture, the achievement of scientific

and technical knowledge, and the formation of ethical, aesthetic, moral, civic, and religious values that facilitate the realization of a useful activity for the country's socioeconomic development.

Thus, educational institutions shall incorporate in the Institutional Educational Project pedagogical actions that favor the balanced and harmonious development of learners' skills, especially capacities for decision-making, acquisition of criteria, teamwork, efficient time management, assumption of responsibilities, conflict resolution, and skills for communication, negotiation, and participation" (MEN, 1994, p. 1). Continuing with the study, this research is also based on the National Bilingualism Program, implemented by the Ministry of National Education of Colombia, whose primary objective is to strengthen the teaching and learning of foreign languages among students at the preschool, primary, and secondary education levels.

This program promotes educational quality through the improvement of communicative competencies in English, enabling students to thrive in globalized and multicultural contexts. On the other hand, although the versions consulted of the Institutional Educational Project (PEI) of the INEM Carlos Arturo Torres Educational Institution in Tunja do not explicitly mention the learning of English as a foreign language, this aspect is fundamental for the integral formation of students and aligned with national educational policies. This represents an opportunity for the institution to strengthen and enrich its PEI by incorporating strategies and programs that enhance the development of communicative competencies in English.

Accordingly, the Basic Competency Standards in foreign languages: English serve as a guide for guide for teachers to plan, execute, and evaluate effective teaching and learning processes, considering the characteristics of the context and students' needs. Within this framework, the implementation of cooperative games is configured as a relevant, innovative

methodological strategy aligned with national educational policies, promoting a meaningful and contextualized English learning experience.

Theoretical Framework

Build a Strong Foundation for Learning

The communicative approach, as described by Roberts (2004), combines elements from various English teaching methodologies. It promotes the use of varied and motivating activities, including images, structures, dialogues, games, and exercises across all communicative areas. This approach emphasizes thematic, functional, grammatical, and lexical components, and encourages interactive, content-based activities focused on communicative and playful learning. It supports the use of both individual and collaborative tasks, incorporating pedagogical strategies such as project-based learning and games. These activities enable students to engage in meaningful interactions in various contexts, thereby facilitating the recognition and use of English in everyday situations.

Additionally, methods such as Total Physical Response (TPR), developed by Asher (1969), contribute to language learning by requiring students to respond physically to verbal commands. This kinesthetic approach aligns with Krashen (1982) theory of comprehensible input, which underscores the importance of allowing learners to produce language only when they feel ready. Both approaches aim to lower learners' anxiety levels and foster a more natural acquisition of language.

Furthermore, various studies highlight that incorporating games into English language didactics not only aligns with communicative methodologies like TPR but also fosters motivation and engagement, particularly among children. By using authentic materials such as games, songs, and real objects, rather than traditional textbooks, students become more interested in the foreign language learning process. This is particularly effective in promoting the four

essential language skills: listening, speaking, reading, and writing, as these activities create reflective, interactive, and dynamic learning environments.

This research adopts a qualitative approach, utilizing action research methodology throughout its phases and data collection process. This methodology is appropriate as it allows the researcher to observe and reflect on the educational practice, especially when examining the impact of game-based learning on linguistic competence. The following section presents previous studies and relevant literature related to the core themes of this research: linguistic competence, the use of games, and the enhancement of English language skills. }

Motivation

Motivation is understood as the interest, willingness, and curiosity that students show towards learning a subject, as well as their desire to acquire knowledge related to it. Gardner and Lambert (1972) proposed a classification of motivation into two main categories: integrative and instrumental motivation. On one hand, integrative motivation, also known as intrinsic motivation, arises when the learner wants to learn a language in order to establish communicative and cultural connections with its speakers, or because of an interest in identifying with the social group that uses the language.

On the other hand, instrumental motivation, or extrinsic motivation, refers to more practical reasons, such as accessing job opportunities, obtaining a scholarship, or passing an exam. The role of emotions in the learning process has been widely acknowledged in the educational field. From the early stages of knowledge acquisition, emotions play a fundamental role that can either facilitate or hinder learning. As Arnold (1999) emphasizes that teachers play a crucial role in creating emotionally supportive classroom environments. Positive emotions tend

to increase student engagement and enhance learning outcomes, while negative emotions can hinder academic progress.

The Importance of Motivation in Language Learning

The learning of a foreign language is strongly influenced by the student's level of motivation, which depends on the reasons that drive them to participate in the process. When students lack motivation or do not actively engage in classroom activities, it becomes more difficult for them to acquire the language. Several studies have shown that motivation affects not only the speed at which a language is learned, but also the quality of that learning. Likewise, students' attitudes, emotions, and confidence levels directly impact their preferences and performance.

According to Krashen (1981), a stress-free and anxiety-reducing environment facilitates the acquisition of a second language. Factors such as lack of self-confidence, a negative attitude towards the course, or fear of making mistakes may interfere with effective language learning. Although some learners are intrinsically motivated, the teachers' role is essential in encouraging and sustaining extrinsic motivation. As educators, we must be aware of our influence and adopt strategies that foster enthusiasm and participation. In this regard, the use of technological tools has shown a positive impact on the teaching and learning process, particularly in the development of listening skills.

Cooperative Games as a Pedagogical Strategy

The cooperative game fosters dynamic and inclusive participation among participants, establishing a level of communication, motivation, and teamwork to achieve a common goal. Cooperative games are activities in which the participation of all members is essential, breaking away from the concepts of a good or bad player. All participants can contribute to their different

skills or abilities. Each participant is valuable and has an equal opportunity to win. This approach reduces potential conflicts that arise from competition (Ostrovsky & Erbiti, 2009). Cooperative games can improve coexistence in classrooms by creating a favorable environment for skill development in English classes. These games make learning more enjoyable and immersive, enabling students to experience the foreign language naturally and their communicative skills in real-life contexts.

According to Orlick (2006) cooperative games are based on playing with others, not against them. They focus on achieving objectives together, without stepping on others, and on encouraging enjoyment and the pleasure of the gaming experience. The author claims that self-esteem shouldn't come at the cost of others' self-esteem. Johnson and Johnson (1994) argue that cooperative games enhance language acquisition and create a comfortable, motivating environment for active student participation. In teaching a foreign language to second-grade students, cooperative games help children develop social and linguistic skills simultaneously, facilitating learning through interaction and mutual support among peers.

In the teaching of foreign languages, Johnson et al. (1994) have extensively developed the theory and practice of cooperative games in the educational context. In their work, Johnson et al. (1994) argue that cooperative games are a powerful tool for learning foreign languages, as they promote interaction among students, encourage teamwork, and allow students to practice language skills meaningfully and motivating. Cooperative games provide many advantages when used in the classroom. One of the most significant benefits is their ability to foster positive social relationships and skills, creating an environment of mutual appreciation that encourages enjoyment and learning. Furthermore, these games promote the development of empathetic communication among students.

As mentioned by Merchán and Brugos (2015), another key advantage is that they encourage the active participation of all members, creating an atmosphere of trust and mutual respect while reinforcing self-esteem and a positive self-concept. In these activities, essential qualities like self-esteem, confidence, and self-assurance. A key characteristic of cooperative games is that there are no winners or losers. All participants can achieve success without anyone else having to fail. Cooperative games in English language teaching promote deep and meaningful learning, as students are engaged in language practice and problem-solving in real-life contexts, which facilitates long-term retention of vocabulary and grammatical structures.

According to Gillies (2007), cooperative learning allows students to interact in a meaningful way within a learning context, which facilitates language practice more naturally and effectively. Additionally, this approach contributes to the development of social and teamwork skills, promoting collaboration that goes beyond simple academic performance. In his approach, cooperative learning shares ideas and corrects mistakes in a supportive environment. In this setting, each group member depends on the others for shared success. Cooperative games encourage teamwork and enhance communication among participants, who share and compare their ideas to achieve a common goal. These activities also foster empathy and understanding among group members.

According to Velázquez (2016), cooperative games can be divided into two types: those with quantifiable objectives and those with non-quantifiable objectives. Games with quantifiable objectives allow participants to track progress through a score to surpass or a specific target to reach. In contrast, games with non-quantifiable objectives are guided by flexible evaluation criteria and loosely defined goals, allowing for adaptability throughout the activity. As discussed, cooperative games in the classroom enable students to set aside the competitive atmosphere that

often dominates academic activities. Rather than viewing their peers as rivals, students learn to see them as partners and sources of support.

Cooperative games require students to speak and listen in English constantly and promote the acquisition of vocabulary, grammar, and language structures practically and spontaneously. According to Guitart (2002), one of the main elements in attitudinal learning processes is experience, as it is through this that a person can recognize the results of their attitudes, whether positive or negative factors are promoted through cooperative games, which foster experiential learning, allowing everyone to experience the consequences of their attitudes and actions. Thus, the experiences and learning gained through cooperative games enable individuals to appreciate the diverse skills, attitudes, ways of thinking, and knowledge of others in the group.

The Role of Games in Language Learning

In the classroom, incorporating games allows students to practice the language in a fun and engaging way, which can enhance their motivation and participation. According to Wright et al. (2006), games provide meaningful contexts for language use, making learning more enjoyable and effective. Additionally, games promote social interaction, cooperation, and creativity, fostering a more dynamic and less formal learning environment (Hadfield, 1999). In summary, games are effective pedagogical tools that facilitate language learning, improve vocabulary acquisition, enhance comprehension, and boost fluency, making language teaching more engaging and effective.

As stated by Lee (1995), games help students develop their communicative competence by offering opportunities for real-life language use. Furthermore, Krashen (1982) argues that a low-anxiety environment is crucial for language acquisition, and games contribute to this by reducing stress and creating a relaxed atmosphere for learning. In this context, games are not

merely tools for entertainment; they play a crucial role in developing linguistic skills such as listening comprehension, speaking, reading, and writing. Research by Ellis (2003) highlights that games facilitate vocabulary retention and pronunciation practice, while Richards and Rodgers (2001) emphasize their importance in communicative language teaching.

On the other hand, Agarwal and Nagar (2010) mention that collaborative games encourage constant interaction among students, allowing them to develop language skills in authentic contexts. Finally, Piaget and Inhelder (2016) argue that play is essential for children's cognitive development, enabling them to explore, experiment, and actively engage with knowledge. Although they do not focus exclusively on learning through play, Piaget's theory of cognitive development emphasizes how this activity facilitates the understanding and practice of new skills and concepts. Furthermore, play plays a crucial role in language development, as it provides children with opportunities to interact with language in meaningful and motivating ways, promoting progress in their linguistic abilities while exploring the world around them.

Moreover, Vygotsky and Cole (1978) emphasize the role of social interaction in cognitive development, suggesting that games provide an excellent opportunity for learners to scaffold their knowledge through collaboration with peers and guidance from more proficient speakers. This interaction helps students internalize linguistic structures and apply them in real-life situations, ultimately leading to more lasting language acquisition. Vygotsky's theory highlights the significance of learning through social interaction, notably through the Zone of Proximal Development (ZPD). This zone demonstrates how children can complete tasks with help that they cannot achieve independently. Engaging in cooperative play enables learners to access more advanced cognitive processes, which support their language development and enhances their problem-solving skills.

Furthermore, Vygotsky argued that language is a crucial tool for cognitive development. While playing, children practice language structures, internalize communication rules, and develop problem-solving strategies. These social learning opportunities help them refine their reasoning skills and strengthen their language abilities in a meaningful and motivating context. As a result, play serves as an essential mechanism for internalizing knowledge and developing higher psychological functions, ultimately promoting lasting language acquisition through social interaction.

The Integration of Games in the Foreign Language Classroom

Using games in the foreign language classroom is an effective pedagogical strategy for strengthening the teaching-learning process in English. It promotes commitment, motivation, teamwork, and the development of cognitive skills in children. It is pertinent to consider what the pedagogue Moyles (2010) assures play leads naturally to creativity because, at all levels of play, children are forced to employ skills and processes that provide them with opportunities to be creative by gaining understanding, stimulation, and motivation. Therefore, the above is very relevant because, as teachers, it is paramount to consider guiding practical actions that generate a positive impact on the teaching-learning processes so that students develop a high level of the English language.

Continuing with the study, the Common European Framework (Council of Europe, 2001) in Chapter 7 discusses the role of tasks in the learning-teaching process, highlighting two sections: the ludic uses of the language and the aesthetic uses of the language. Likewise, it emphasizes the ludic use of a foreign language and different classifications of games, such as: "linguistic games of a social nature: oral (the game of I see, I see), written (the game of hangman). Games of individual activities (crossword puzzles, riddles). Word games (graffiti,

advertisements)" (Council of Europe, 2001, p.71). They play an important role in language learning and development.

Likewise, when selecting the games for each class, it is necessary to consider what British researchers Janet Morris and Linda Mort state "We teachers need to build a repertoire of games that can be useful for the different stages of a class, lesson or unit we may find ourselves in" (Morris & Mort, 1990). Give clear and simple instructions and choose language learning tools that contribute to and encourage authentic and playful English practice. Provide a clear explanation (mime, tokens, facial expressions). Alcedo and Chacón (2011) state that play is not a mere spontaneous activity but is made available because it allows the socialization of children in the school environment, favors meaningful learning, stimulates the imagination, enhances logical thinking, promotes emotional learning, and favors critical learning situations.

Accordingly, they present a research article whose general objective is to support the pedagogical arguments in such a way that English is taught to elementary school students based on the objectives and educational behaviors of Bolivia. In the execution of this research, they used instruments such as participant observation and techniques such as group work, collaborative work, and the execution of workshops proposed to strengthen English, as a result, they obtained the implementation of playful activities that promoted a significant learning of the foreign language in children, generating fluency in pronunciation, reading, writing, and listening to English in the classroom.

Characteristics and Functions of Cooperative Games

The role of games is essential in the learning stage of children because they strengthen their social, intellectual, psychomotor, and emotional state, as well as develop their motor and sensory skills. In this way, the game assimilates in a fun and assertive way the learning of the

foreign language where the child is involved in real situations and, in turn, can express himself by becoming creative and stimulating his motivation, making the game a primary instrument for the process of teaching and learning a second language. Genesse (1994) states that using games in the foreign language classroom is an essential element in language learning, especially in the early stages of the language learning process. especially in its early stages, as it introduces us to certain skills necessary for today's society from a didactic point of view.

It should be noted that the game allows socialization, tolerance, and empathy, so it is essential to implement this strategy in learning a foreign language, it is clear that learning a second language requires dedication, patience, effort, and perseverance, so through the games, children awaken interest and increases confidence in them for learning a foreign language, as defined by the pedagogue Moyles (2010) asserts that the game leads naturally to creativity because, at the educational levels, children use skills and processes that provide them to be creative.

The game is considered a relevant aspect in the formation of children and their learning process because the game allows motivation, and creativity where teachers create authentic material to keep the attention of children in learning a second language by creating activities that allow internalizing learning and obtaining an effective assertive communication encouraging students, which allows them to become autonomous transforming a traditional learning in an innovative teaching where they can build their knowledge where children are allowed to have the approach to interculturality profitable.

Types of Cooperative Games

Hadfield (1987, as cited in Rubio et al., 2013) proposes classifying games based on their internal functioning rather than their objectives or applications. Similarly, Auerbach (2006, as

cited in Rubio et al., 2013) classifies games according to the resources required to play them.

Considering these viewpoints, the following classification synthesizes these and other theoretical frameworks, categorizing games based on their purpose, mechanics, and required materials. This research is based on the concept of cooperative games, utilizing the classifications suggested by various authors as a foundation for designing and developing pedagogical workshops. These games offer a structured yet flexible framework that promotes collaboration, engagement, and language acquisition.

Board Games

Objective. To practice grammatical structures, vocabulary, and listening and speaking skills.

Benefits. These games promote oral interaction, quick thinking, and content consolidation.

Question and answer games

Objective. To practice grammatical structures, vocabulary, and listening and speaking skills.

Benefits. These games promote oral interaction, quick thinking, and content consolidation.

Matching Games

Objective. To associate words, images, definitions, or phrases.

Benefits.

They help students strengthen their understanding and memory of vocabulary and linguistic structures.

Vocabulary Games

Objective. To improve and reinforce students' vocabulary.

Benefits. These games stimulate the acquisition of new vocabulary and enhance fluency by using words in context.

Memory Games

Objective. To strengthen visual and auditory memory.

Benefits. Develops short- and long-term memory while reinforcing vocabulary and phrases.

Puzzle Games

Objective. To encourage problem-solving while practicing structures and vocabulary.

Benefits. Helps students associate words with their meaning, improve problem-solving skills, and enhance reading comprehension.

Role-Play Game

Objective. To simulate real-life situations to practice conversations and language structures.

Benefits. Helps students gain confidence in oral production and use the language in authentic situations.

Construction Games

Objective. To foster creativity and collaboration while practicing the language.

Benefits. Enhances creativity, teamwork, and the ability to construct narratives or explain concepts in a foreign language.

Development Capacity

Games can also be classified based on the cognitive and social skills they develop.

Psychomotor Games

Psychomotor games focus on physical activities that help improve motor skills and coordination, often linked to the development of physical awareness and actions in coordination with cognitive processing. In language teaching, these games can integrate language use while also promoting movement and physical engagement.

Cognitive Games

Cognitive games are designed to stimulate thinking, reasoning, problem-solving, and memory. They challenge students to use their brains to make decisions, recognize patterns, and process information.

Affective Games

Affective games aim to promote emotional engagement, empathy, and self-awareness, helping students connect emotionally with the language learning process. These games encourage students to express their feelings, understand others' emotions, and reflect on their learning experiences.

Social Games

Social games focus on the development of communication skills in interactive and group contexts. These games help students practice the language in a way that mimics real-world social interactions, promoting conversational skills, listening, and collaboration.

Genres of Language Games

In foreign language games, most genres typically correspond to the type of activity or the focus of the games. Each genre can be adapted to various learning levels and educational objectives, making learning a foreign language more engaging and enjoyable.

Educational Games

They are games that combine learning and fun to learn in an engaging and meaningful way.

Word Games

They improve vocabulary and spelling.

Simulation Games

They simulate real-life situations to practice the language.

Action Games

They promote quick responses and improve fluency.

Adventure Games

They encourage storytelling and the descriptive use of language.

Trivia Games

They reinforce knowledge and understanding of the language through questions and answers.

Strategy Games

They develop decision-making skills and critical thinking in the language.

Promoting English Skills through Cooperative Games***Speaking Skill***

According to Parupalli (2019), its purpose is to demonstrate the importance of oral expression that teachers should implement in the classroom, as this skill is fundamental for people to communicate effectively. Therefore, students should take up the challenge together with teachers. They should motivate and encourage students to yearn to acquire a second language where they interact, this skill is basic. However, it is difficult for them to speak without acquiring the respective grammatical structures and vocabulary. Through the acquisition of this skill, students manage to raise their self-esteem and have confidence in their level of English.

It is essential to teach oral expression in the classroom because through this skill students can share their experiences and ideas, beliefs with people from all over the world and perform in any context, they can present themselves without fear, be critical and make accurate and relevant decisions, even in conflict resolution, and develop personal and interpersonal relationships. There are many advantages that the acquisition of oral expression allows students to participate in activities individually or in groups, present themselves effectively in public, communicate with others, learn about beliefs and cultures from around the world, gain self-confidence, and raise their self-esteem.

Therefore, teachers must design and apply methods, techniques, strategies, and approaches to speaking skills. Choosing authentic, easy-to-encourage material to spark students' interest in learning a foreign language is essential for teachers to implement speaking in the classroom and reinforce this valuable communicative skill.

Listening Skill

Listiyarningsih (2017) analyzes in her article the interviews she conducted with five students who are part of a fifth-semester pedagogy career and have experience with English language acquisition in listening skills. The purpose of Listiyarningsih's study is to show how to strengthen listening skills through songs, based on which she provides consistent ways to reinforce this skill simply and effectively. She asserts that "listening is the ability to accurately receive and interpret messages in the communication process" (Listiyarningsih's, 2017, p. 41). Therefore, she emphasizes that the skill of listening is the primary communication tool for people, as it allows us to build personal and interpersonal relationships.

In this sense, teachers should carefully select information that is authentic material, through which they awaken students' interest, ensure that there is no monotony in the classes,

and stimulate learning. Create creative and innovative games and materials that allow students to reflect on their knowledge and experiences, giving them the freedom to express themselves through a reflective and participatory process.

Reading Skill

Therefore, it is necessary to consider what Kucukoglu (2013), in her study, shows that teachers should be prepared to create reading comprehension methods for such a reason. The purpose of her study is to examine reading strategies to strengthen reading skills in learning a foreign language. It should be noted that reading comprehension in education is a very complex skill to acquire for that reason the author reflects various strategies such as prediction where the teacher makes known the central objective, through which students create ideas, where interaction between teacher and students is promoted, strengthening interest, and strengthening reading comprehension, the teacher must implement title, index, images, and keywords.

Therefore, another strategy is to establish connections. This method can be implemented in the learning of reading comprehension, where students can activate their knowledge, identify their personal experiences, and intertwine them with the ideas of their lives, as well as express their ideas through drawings reflecting the outside world and what they have acquired.

Writing Skill

It is necessary to consider that Kim et al. (2021) state that writing is fundamental in the process of learning and acquiring a foreign language. The purpose of their research was to recognize that this skill is essential because it is the most complex to acquire and develop. They argue that students should be motivated because written comprehension is supported by various aspects, such as linguistic and cognitive skills, where students can demonstrate their knowledge

and socioemotional skills. Teachers should provide clear instructions and implement techniques, strategies, and teaching methods, considering students' abilities and learning styles.

Plan their classes involving concrete objectives where a process of self-reflection, self-reinforcement, different approaches, and components such as the SRSD (Self-Regulated Strategy Development) Model are fundamental and more in early childhood education where each one of them becomes more productive, creator of ideas and their essence when expressing an idea or a concept on paper involving the English language and making known their improvement in the ability of written comprehension, improving their grammar, spelling, and handwriting.

Methodology

Research Pathway to Execution

The following describes the research approach, type of research, line of research, population, sample, and sampling chosen to carry out this research. Likewise, techniques and instruments, the phases of the research, the workshops and games, the study's analysis, and the research project's results and conclusions are defined and described.

Research Approach

During the development of this research, the research approach to be used is qualitative, according to Taylor and Bogdan (1986), it is a way of inductively approaching the empirical world, making a detailed observation, and interacting and collecting relevant information in natural settings since qualitative studies are guided by a flexible research design.

Qualitative research has an inductive form, based on the creation of concepts, understanding, and construction from the data obtained, where researchers analyze the context of their subjects and their daily life situations. This approach will be used in this research because it will allow us to identify characteristics, qualities, needs, difficulties, and learning styles presented by students in their school life, as well as to analyze the communication between students, teachers, parents, directors, and the entire educational institution, since the data for the analysis of this research will be obtained in the following way: interviews with open questions, playful-pedagogical workshops and observation diaries in fieldwork.

Type of Research

During the development of this proposal we will take into account the methodology of action research where its purpose in education is to improve practice, as an opportunity for collective and communicative learning, where participants, i.e. practitioners investigate the

reality of their students by analyzing the causes, problems and possible solutions to intervene in their context for the benefit of the community, according to Alban et al. (2020) is a research method that seeks to identify the problems that have been occurring for years in the educational act of teaching. Therefore, educational action research will be the springboard to help educational entities find ways to improve their work in their daily life and work.

This method involves reflecting on the teacher's actions in the classroom. For Parra (2002), the purpose of action research for a teacher is to develop practical knowledge by incorporating it into their professional practice and improving educational practices in their classroom. We conclude that it is necessary to mention what Martínez (2000) assures, "the action research method, so modest in its appearance, hides and implies a new vision of man and science, more than a process with different techniques" (p.28).

Research Line

The present research proposal is framed within the research line "Pedagogy, Curriculum and didactics" and involves the work done to design more active teaching methods and strategies. This research recognizes the value of an appropriate curriculum for the process of teaching and learning English in a country where the foreign language is not the mother tongue, and also mentions how didactic strategies stimulate learning and through play strengthen English language skills, as it is part of the formation of the individual in the sociocultural formation, implementing strategies and pedagogical methodologies used by the teacher of the institution regarding the teaching-learning process of the English language in the integral formation of the students, providing necessary skills for the improvement of English in their family, educational, social environment and in turn how to energize and focus the strengthening of the linguistic competences of the language.

Population

This engaging educational proposal is at the Educational Institution INEM Carlos Arturo Torres in the Las Américas neighborhood of Tunja, Boyacá. The school serves 300 students, spanning preschool and elementary levels from kindergarten to fifth grade. The institution operates as a public school and functions as a branch of the main central campus. The institution's objective is to promote the integral development of individuals through meaningful learning, aiming for peaceful coexistence. The student population generally comes from low to middle-socioeconomic backgrounds, which presents both challenges and opportunities in the educational process. Most families at the school are reconstituted or extended, encompassing various family structures, including those with mothers, fathers, stepfathers, stepmothers, single-headed households, uncles, and grandparents. The institution is staffed by one (1) rector who serves as the legal representative, one (1) coordinator, ten (10) teachers, and two (2) general service staff members.

Sample

For the implementation of this pedagogical strategy, the second grade of primary school will be taken as a sample, with sixteen girls (16) and sixteen boys (16) for a total of thirty-two (32) students between the ages of seven and eight.

Sampling

During the development of this investigation, the sampling that will be used is convenient sampling. According to Tamayo (2001), "This sampling can be used in cases where it is desired to obtain information from the population quickly. Convenience samples can be used in exploratory stages of research as a basis for generating hypotheses and for conclusive studies." (p.13). Also, this sampling is used if a specific population is selected, thus capturing all the

required information very deeply. The rector and the coordinator will observe that the intern is going to implement and develop games and workshops to strengthen English skills.

Table 1

Techniques and Instruments

General objective			
To strengthen english skills by implementing a playful pedagogical proposal through cooperative games in second-grade students of the educational institution inem carlos arturo torres in tunja.			
Phases of the research	Specific Objectives	Techniques	Instruments
First phase	To identify through a learning assessment the English language skills in which students have a low level of proficiency.	Participant observation	Learning assessment Field journal Recording of observation Photographic recording
Second phase	To implement a playful pedagogical proposal to strengthen students' English skills through cooperative games.	Playful-pedagogical workshops Group sessions	Field journal Recording of observation Evaluation rubric Photographic recording
Third phase	To evaluate the strategies implemented	Analysis of interview	Semi-structured interview

through the analysis of results and a semi-structured descriptive interview, to determine the effectiveness of the cooperative game-based pedagogical proposal.	information descriptive	Recording of observation Photographic recording
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Note. Table 1 shows the data collection techniques and instruments designed by the researcher for the development of this study.

Techniques

Participant Observation

Its purpose is that the researcher, at the time of data collection, becomes directly involved with the group of people, object, or activity of observation, using which he/she can obtain information about the behaviors, emotions, way of relating, characteristics, skills, as well as the cultural and social aspects of the learners. According to Schmuck (1997), participant observation allows researchers to employ methods to analyze nonverbal expressions and people's feelings, observe different situations, and identify how they interact and communicate, as well as how much time they spend on their activities.

Playful-Pedagogical Workshop

Considering what Jiménez (2015) states, "He defines a playful-pedagogical workshop as an innovative didactic strategy that enables the development of human playfulness through cultural expressions such as music, games, and crafts to solve problems through knowledge,

know-how, and know-how to interaction with the participation of protagonists". (p.9). The purpose of this technique is that students acquire new knowledge through strategies and methodologies that are implemented in the classroom, to ensure that everyone participates positively, strengthening their attitudes and behaviors as well as establishing excellent relationships between teachers and students, obtaining an effective collaborative work where there is assertive and interpersonal communication.

Work Plan

It is necessary to consider what Reyes-Salvador (2016) states, that the planned educational activity is structured through tasks created by the teacher, supporting the continuous development of students. Incorporating didactic principles into the planning process further enhances a development-oriented education. The objective of this technique is to plan guides based on the methodologies, learning styles, or strategies to be implemented along with the step-by-step processes to be carried out to strengthen foreign language skills through play, motivating students' learning, and fostering the learning of a second language.

Analysis of Interview Information

Its purpose is to be competent in describing all the facts along with attitudes, beliefs, stimuli, feelings, and everything concerning observation subjects to obtain clear ideas.

Therefore, according to Diaz et al. (2013), "They assure that this iterative process of data collection and analysis, during the process of interpretation and theorization leads to valuable results, being possible to find out unobservable facts such as can be: meanings, motives, points of view, opinions, insinuations, valuations, emotions" (p.165).

Instruments

Field Journal

Espinoza and Ríos (2017) state that it is a training tool that facilitates involvement and develops introspection and research, that develops observation and self-observation by collecting observations of various kinds. The analysis considers the entire practice, documenting the process step by step. It includes advancements and setbacks related to enhancing English language skills in the classroom. Additionally, it records all the games and workshops developed.

Recording of Observation

Díaz (2011) states that observation is a daily action that participates in the interpretation of daily events, where it can also examine, stop, and sustain contributing and intertwining in each fact, thus achieving a permanent course where it is achieved evidenced for other subjects to understand it and likewise evaluate it. Therefore, the observation record is based fundamentally on three parts, such as the field diary, the notebook, or maps, and diagrams of the place where the respective observations are made. These three implements allow the researcher to collect the information truthfully and analyze each situation and the observed group.

Evaluation Rubric

Gordillo et al. (2010), consider that the evaluation rubric has the objective of evaluating the student's knowledge, serving as an instrument of reflection that allows them to become aware of what they have learned, serving the students as a guide that relates the parts and structure of an activity, supporting the teacher's tutorial action. Therefore, the evaluation rubric allows teachers to use this instrument to perform the respective evaluation, identifying the knowledge acquired by each of our students and knowing if the methodologies or strategies implemented are adequate for the development of the activities.

Photographic Recording

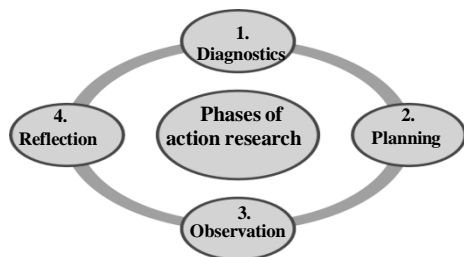
Augustowsky (2017) considers that "in this case, the taking of photographs is used as a means for the collection of information during fieldwork. It is a record that teachers use as an instrument, and in the development of this research, it was decided to implement it because a qualitative approach is being carried out to achieve a clearer and more enriching observation of all the activities executed.

Semi-structured Interview

Folgueiras (2016) states that the semi-structured interview decides in advance what type of information it requires and, based on this, establishes a script of questions. However, the questions are elaborated in an open-ended manner and allow for the collection of richer and more nuanced information. Through this it will be possible to obtain direct and essential information about the perceptions that each actor has about the problem posed and what their role is about it, in the same way, it will be possible to evaluate and know the impact of the execution of the processes where strengths and weaknesses will be worked on and where the interviewer must have a good attitude being open and flexible, generating an assertive interaction.

Research Phases

According to Lewin (1946, cited in Latorre, 2019), the stages for the approach with the action-research methodology begin with the diagnosis, then the construction of the action plan, the implementation of the preferred strategy, its respective observation, and the reflection and interpretation of results.

Figure 1*Phases of Action Research*

Note. Action research: Understanding and changing educational practice. From: La investigación-acción: Conocer y cambiar la práctica educativa (Latorre, 2019).

<https://www.uv.mx/rmipe/files/2019/07/La-investigacion-accion-conocer-y-cambiar-la-practica-educativa.pdf>

Therefore, Colmenares (2012), describes the phases of the research as follows:

Diagnostic phase

It is necessary to consider what Colmenares (2012) states “This phase, is related to discovering a thematic concern where the search for testimonies, contributions, and considerations of interested researchers is carried out, which allows the collection of information to clarify the selected topic or problem” (p.107). Consequently, during this phase, the different disruptive behaviors, disinterest, and lack of motivation on the part of the students will be observed, where a need will be evidenced, or teachers and academic bodies, should be addressed and intervene to strengthen the level of English through the game.

In this phase, the researcher will conduct a diagnostic assessment to identify the students’ level in terms of foreign language acquisition, lack of motivation, and difficulties in learning English. Likewise, the context of the second-grade group at the INEM Carlos Arturo Torres

institution will be analyzed, using a sample of 32 students, to define the specific needs that justify intervention with playful-ludic strategies.

Planning phase

Colmenares (2012) states, “In this phase, the construction of the action plan is carried out, to outline the actions agreed upon for the solution of the situation identified in an area of knowledge, in a community, an organization, or in a selected reality” (p.107). In this phase, games and ludic-pedagogical activities will be organized and designed to respond to the needs and different difficulties in the English foreign language.

At this stage, workshops and cooperative games will be designed to address the difficulties identified during the diagnostic phase. The planning will include playful activities adapted to the students' level and characteristics, aimed at strengthening communicative skills in English while fostering motivation and interest. Furthermore, coordination with the school principal and the teaching staff will be carried out to ensure the relevance and feasibility of the plan.

Observation phase

Considering what Colmenares (2012) states “This phase corresponds to the execution of the action plan that has been previously built and that represents the actions tending to achieve the improvements, transformations, or changes that are considered pertinent” (p.107). During this phase, the performance, creativity, skills, and abilities of the group of students in each activity are sought.

The researcher will implement the planned activities in the classroom, monitoring the process through field journals, photographic records, and an evaluation rubric that demonstrates the students' participation, creativity, and progress in each workshop and cooperative game.

Particular focus will be placed on observing how these activities influence motivation and performance in learning English.

Reflection phase

Colmenares (2012) states “This phase comprises the processes of permanent reflection, during the development of the research, systematization, codification, categorization of information, the respective consolidation of the research report that accounts for the actions, reflections, and transformations propitiated during the research” (p.107). Ultimately, the goal is to provide evidence of students' skills, participation, interest, motivation, punctuality, attitude, and reflection in strengthening their English skills through playful pedagogical workshops.

A reflection will be conducted on the results obtained, analyzing the effectiveness of the implemented playful-pedagogical workshops and cooperative games, as well as the progress observed in the study group. The collected information will be systematized in order to prepare a final report that documents participation, motivation, and progress in English learning, as well as the transformations in teaching practice derived from this intervention.

Playful Pedagogical Workshops

During the development of this research proposal, ten playful pedagogical workshops were presented to Strengthening English Skills through Cooperative Games in Second-Grade Students at the Educational Institution INEM Carlos Arturo Torres from Tunja.

Integration of the Four Language Skills in the Playful Pedagogical Workshops

The design of each playful pedagogical workshop strategically integrates the four essential language skills listening, speaking, reading, and writing as outlined by the Common European Framework of Reference for Languages (CEFR) and the national standards set by MEN. These skills are not treated in isolation but rather interwoven through dynamic and

cooperative activities that simulate real-life communication contexts. The following explains how each skill is addressed across the workshops:

Listening skills are developed using videos, songs, and teacher instructions. Students encounter English in both authentic and semi-authentic contexts. In the Lottery Game workshop, learners watch a video focused on nature vocabulary and listen to the teacher calling out relevant words. In the Mime Game, students attend to their peers' interpretations and follow the teacher's instructions.

Speaking skills are fostered through peer interaction, repetition exercises, and verbal responses during games. Each workshop prompts students to pronounce new words individually and in groups, repeat vocabulary after the teacher, and participate in dialogues or collaborative guessing games. In the Snakes and Ladders workshop, learners state the adjective upon landing on designated spaces. In the Mime Game, they describe and guess actions using spoken language.

Reading is introduced through visual materials, including flashcards, PowerPoint presentations, game boards, and vocabulary cards. Students read single words or short instructions, matching them with images or performing actions accordingly. For example, in the Mime Game and Dominoes Game, students must recognize verbs or emotions in written form and associate them with gestures or images.

Writing is incorporated through vocabulary reinforcement activities, such as writing team names, completing worksheets, labeling images, or copying new vocabulary onto their notebooks. While the emphasis in second grade remains on oral and visual learning, brief writing tasks are used to reinforce spelling and word recognition. In the feedback section, students may write down new vocabulary words or reflect in simple sentences on what they learned.

This multimodal approach facilitates comprehensive development of language skills in a supportive and collaborative environment, which is essential for young learners. Incorporating these skills into playful activities enhances student motivation and strengthens retention of language concepts.

Table 2

Playful Pedagogical Workshop

Playful Pedagogical Workshop		
Participants:	Content:	Comprehension skills:
Grade 2 students	Vocabulary of nature Lottery game	Listening, Reading, Speaking and Writing
Methodology	Lottery Game	
Objective	To recognize English vocabulary related to nature by discovering its context through the lottery game.	
Justification	Cooperative play fosters dynamic and inclusive participation among participants, establishing a level of communication, motivation, and teamwork to achieve a common goal. (Ostrovsky and Erbiti 2009). “Cooperative games are defined as activities in which the participation of all members is essentially sought to break away from the concepts of good or bad players. All participants can contribute with their different skills or abilities. Every participant is important and has an equal chance of being a winner. In this way, conflicts that might arise from the competition are mitigated” (p.26).	

The *Common European Framework* (Council of Europe, 2001) in Chapter 7, the exercise that tasks fulfill in the learning-teaching process, highlighting two sections: the ludic uses of the language and the aesthetic uses of the language. The lottery game is classified as a social language game. This game allows participants to interact with each other, encouraging the use of language in a playful and social context, which contributes to the development of communication skills while strengthening bonds of cooperation and collaboration. This game allows students to improve listening comprehension vocabulary association and recognition of spoken words in a foreign language.

Warm-up	Main Mission	Feedback	Time	Resources
What´s my name?	Lottery game	What did you learn today?		
The children will watch an introductory presentation on the topic. "Own Production."	Then the vocabulary about nature will be reinforced by playing the Lottery game. Following the step-by-step instructions below: Students will form seven groups of five. Seven boards with ten	The teacher will conduct a dynamic process to review the 10 selected words, performing a repetition exercise with the students. Randomly and aloud, she will	Warm-up 20 minutes Main Mission 50 minutes	Television, didactic material, own material, computer, board. Lottery boards,
A song related to				

the topic is presented to the	tokens each will be given out.	encourage the children to repeat	tokens, markers.
students. Available at:	The teacher calls out the object's name and the students select the pieces to complete the boards.	the words in the foreign language, thus fostering their familiarity with the vocabulary and improving their pronunciation.	Feedback 10 minutes
https://www.youtube.com/watch?v=D3h-1mBjYdY	The group that completes its lottery board will raise its arms and shout the lottery.	Using the 10 tokens, the teacher	
Then, seven groups of five children will be formed, their	At that moment the game is over, and the winning group will be awarded a prize.	will present the term to the students and randomly select one student to pronounce it.	
task will be to choose a name related to the vocabulary of nature they saw in the video. The selected word will be the group's name.	Vocabulary: Moon, Sun, Sky, Star, River, Tree, Mountain, Sea, rainbow, flower.	Once the word is pronounced, all the children will repeat its	

pronunciation

together.

Evidence of Design Material

Figure 2

Design Material for the Roulette Game



Note. Own production.

Note. Taken from *Estándares Básicos de Competencias en Lenguas Extranjeras: Inglés (Serie Guías No. 22)*. MEN (2006). <https://santillanaplus.com.co/pdf/estandares-basicos-de-competencias.pdf>

Table 3

Playful Pedagogical Workshop

Playful Pedagogical Workshop

Participants:	Content:	Comprehension skills:
Grade 2 students	Vocabulary of verbs Mime Game	Listening, Reading, Speaking and Writing
Methodology	Mime Game	
Objective	To interpret actions using body gestures to represent the vocabulary of verbs in English through the mime game.	
Justification	<p>Cooperative games can improve coexistence in classrooms by creating a favorable environment for skill development in English classes. These games make learning more enjoyable and immersive, enabling students to experience the foreign language naturally and their communicative skills in real-life contexts. Orlick (2006). "Cooperative games are based on playing with others, not against them. They focus on achieving objectives together, without stepping on others, and encourage enjoyment and the pleasure of the gaming experience. The author claims that self-esteem shouldn't come at the cost of others' self-esteem." (p.27).</p> <p>The <i>Common European Framework</i> (Council of Europe, 2001) in Chapter 7 the exercise that tasks fulfill in the learning-teaching process, highlighting two sections: the ludic uses of the language and the aesthetic uses of the language. The mime game is a social language game. The mime games add a touch of action and spontaneity. In these games, players must act out a word, action, or phrase without speaking, using only gestures and movements.</p>	

This approach encourages teamwork and interaction, enhancing group communication and fostering a more positive and productive classroom environment.

Warm-up	Main Mission	Feedback	Time	Resources
Let's review	Mime game	What did you learn today?		
The children will watch an introductory presentation on the topic. "Own Production."	The vocabulary about verbs will be strengthened through the mime game.	Using the ten flashcards, the teacher will present the term to the students and randomly select one student to perform the action and pronounce it.	Warm-up 20 minutes	Flashcards, markers, television, didactic material, own material, computer, board.
They are then showing a video related to the topic. Available at:	Following the step-by-step instructions below: Students will form pairs. Then, the teacher will give them an example of mime according to vocabulary.	and randomly select one student to perform the action and pronounce it.	Main Mission 50 minutes	
https://www.youtube.com/watch?v=4c6Fyuets	The teacher indicates which pair of children stars. The teacher tells one	After the word, the children will repeat the pronunciation together, working as a	Feedback 10 minutes	

Vo

member of each pair the team.

verb they should act

The teacher will

on.

She will also

remind the

The other participant in

discuss the

children of the

the pair will have to guess

importance of

concepts learned

the verb until the

pronunciation and

from the video

vocabulary is complete.

spelling for

through a point

The teacher distributes

optimal learning.

game.

cards so the rest of the

Each group will

participants can reinforce

select a

the vocabulary in pairs.

representative, and

Vocabulary: Walk,

quickly show each

Stomp, Waddle, Stand,

child a wording at

Run, Jump, Hop, Fly,

the main table

Dance, Climb, Fart,

while the other

Clap, Swim.

children keep their

hands behind their

backs.

The teacher

will show a

word to each

child quickly.

When the children see the word, they must press the bell.

Evidence of Design Material

Figure 3

Design Material for the Mime Game



Note. Own production.

Note. Taken from *Estándares Básicos de Competencias en Lenguas Extranjeras: Inglés (Serie Guías No. 22)*. MEN (2006). <https://santillanaplus.com.co/pdf/estandares-basicos-de-competencias.pdf>

Table 4

Playful Pedagogical Workshop

Playful Pedagogical Workshop

Participants:	Content:	Comprehension skills:
Grade 2 students	Vocabulary of adjectives Snakes and Ladders Game	Listening, Reading, Speaking and Writing
Methodology	Snakes and Ladders Game	
Objective	To identify words related to adjectives, develop skills to expand vocabulary, and better understand contexts close to personal experience through the snakes and ladders.	
Justification	<p>Cooperative play fosters dynamic and inclusive participation among participants, establishing a level of communication, motivation, and teamwork to achieve a common goal. Cooperative games provide many advantages when used in the classroom. One of the most significant benefits is their ability to foster positive social relationships and skills, creating an environment of mutual appreciation that encourages enjoyment and learning. Furthermore, these games promote the development of empathetic communication among students.</p> <p>As mentioned by Merchán and Brugos (2015) in their text "Cooperative Games: learning to Cooperate, cooperating to Learn," another key advantage is that they encourage the active participation of all members, creating an atmosphere of trust and mutual respect while reinforcing self-esteem and a positive self-concept. In these activities, essential qualities like self-esteem, confidence, and self-assurance are essential. A key characteristic of cooperative games is winners or losers. All participants can achieve success without anyone else having to fail.</p>	

related to the topic.	Each group needs a	happy, or big),	
Available at:	Snake and Ladder	and the students	Feedback
https://www.youtube.com/watch?v=LF3crIV28x	board, a die, and a	must guess	10
https://www.youtube.com/watch?v=LF3crIV28x	token for each player.	whether the	minutes
https://www.youtube.com/watch?v=LF3crIV28x	The students take turns	adjective is in	
https://www.youtube.com/watch?v=LF3crIV28x	rolling the die.	the Snakes and	
	The number rolled on the	Ladders game.	
The teacher starts	die will determine how	Finally, the	
the activity by	many spaces they must	teacher will ask	
briefly explaining	move on the board.	the students how	
adjectives,	When a player lands on a	they felt about	
emphasizing that	space, they must say the	using adjectives	
they describe	adjective corresponding to	during the game.	
things, people,	that space's number. For	Which	
animals, and	example, if they land on	adjectives were	
more. Then,	space number 5, they must	easy to	
examples such as	say the adjective on that	remember, and	
big, small, happy,	space, such as big.	which ones were	
and sad, among	If the player cannot say a	more	
others, are	correct adjective, they	challenging?	
provided.	cannot move forward that	The teacher will	
Next, the guessing	turn, and the next student	provide	
game begins: the	will go.	corrections or	

teacher selects an adjective and presents it on the slide, showing images such as a small dog and a big dog, among others.	Ladder: If a player lands on a space with a ladder, they can climb to the space at the top of the ladder without rolling the die. When they climb, the player must say	clarifications if any student makes a mistake or does not fully understand the concept of an adjective.
The students must guess which adjective corresponds to each image. The game continues similarly with different pictures and adjectives.	the adjective that appears in the space (for example strong, etc.). Snake: If a player lands in a space with a snake, they must slide down to the space at the bottom of the snake. When they slide down, the player must say an adjective that appears in the space (short, etc.). Winner:	

The first player to
reach the last space
on the board while
correctly saying the
adjectives.

Vocabulary: Big, Small,
Tall, Short, Weak, Strong,
Slow, Fast, Up, Down,
Open, Close, On, off.

Evidence of Design Material

Figure 4

Design Material for the Ladder Game





Note. Own production.

Note. Taken from *Estándares Básicos de Competencias en Lenguas Extranjeras: Inglés (Serie Guías No. 22)*. MEN (2006). <https://santillanaplus.com.co/pdf/estandares-basicos-de-competencias.pdf>

Table 5

Playful Pedagogical Workshop

Playful Pedagogical Workshop		
Participants:	Content:	Comprehension skills:
Grade 2 students	Vocabulary of emotions Dominoes Game	Listening, Reading, Speaking and Writing
Methodology	Dominoes Game	
Objective	To recognize emotions (happy, sad, angry, etc.) through the domino game using a foreign language.	
Justification	Johnson and Johnson (1994) argue that cooperative games enhance language acquisition and create a comfortable, motivating environment for active student participation. In teaching a foreign language to second-grade	

students, these games help children develop social and linguistic skills simultaneously, facilitating learning through interaction and mutual support among peers.

In their work, Johnson and Johnson (1994) emphasize that cooperative games are a powerful tool for learning foreign languages, as they promote interaction among students, encourage teamwork, and allow them to practice language skills in a meaningful and motivating way.

Rees (2014) highlights that "board games facilitate interaction and language use in a meaningful context, which enhances both vocabulary acquisition and students' communicative skills" (p. 78). Rees argues that board games effectively promote collaboration in foreign language teaching. In this setting, students can practice the language in meaningful ways and authentic contexts, reinforcing their communication skills. Additionally, games enable the integration of various language skills, such as reading, writing, listening, and speaking, within a playful and enjoyable structure, which helps to motivate students.

The game of dominoes offers a valuable opportunity to integrate the learning of emotions with the English language, making it an ideal tool for enhancing linguistic skills, such as reading and listening, as well as interpersonal and social relationships. As children learn to identify, name, and express emotions in a foreign language, they improve their skills and their linguistic abilities while developing greater emotional awareness.

This emotional development is crucial for fostering more effective and positive interactions with their peers. In conclusion, games like dominoes can significantly contribute to children's emotional and social growth within the context of foreign language learning. Board games in foreign language teaching encourage active student participation and create a dynamic environment that fosters natural linguistic practice. By engaging in playful interactions, students learn new vocabulary and grammatical structures while building confidence in their oral expression. They also enhance their problem-solving skills and promote cooperation among peers, all while having fun and maintaining motivation to continue learning.

Warm-up	Main Mission	Feedback	Time	Resources
Guess the Emotion!	“Snakes and Ladders game”	What did you learn today?		
The children will watch an introductory presentation on the topic. "Own Production."	Vocabulary about emotions will be strengthened through the Dominoes game.	Once all the groups have completed the game, the teacher assembles the class for a group review.	Warm-up 20 minutes	Tokens, of dominoes, television, markers, computer, board.
Vocabulary of emotions 4.pptx	Following the step-by-step instructions below:		Main Mission 50 minutes	
They are then	The students will form seven groups of five	The teacher invites some		

showing a video	children.	students to pick a	
related to the topic.	Then, the teacher will	domino card and	
Available at:	distribute the cards and	explain its	Feedback
	explain the dynamics of the	meaning in	10
https://www.youtu	domino game.	English. For	minutes
be.com/watch?v=z		example, the	
Ek48QQSPo4	Explain the Game Pieces:	teacher might ask,	
	Each of you will have a set	What emotion	
The teacher shows	of emotion domino cards.	does this card	
images or	Each card has a picture of a	represent? A	
drawings of	face showing emotions like	student then	
different emotions	happiness, sadness, anger,	selects a card with	
(for example,	or surprise.	the word happy	
happy, sad, angry,	The word on the card	and responds, this	
scared, surprised,	corresponds to the emotion	is happy.	
etc.) and briefly	in the image.	If any student	
explains them in		cannot recall the	
English.	How to Play:	emotion or the	
The teacher	The objective is to match	word, the teacher	
explains to the	the cards. If you have a	will provide	
students how to	card that matches the	feedback and	
play Guess the	emotion on another card,	repeat the	
Emotion. In this	you may place a card next	emotion with the	

game, one student takes an act out of an emotion without speaking. The other students must guess what emotion the student is representing, and when they guess correctly, they must say it aloud in English. The teacher selects a student to come to the front and act out an emotion. The chosen student acts out the emotion dramatically, using gestures and facial expressions. They to it. For instance, if you have a card that says happy and another card shows a face with a big smile, you can match them together because both represent happy. Taking Turns: You take turns placing your cards on the table. The first person who gets rid of all their cards wins! You can only place a card if it matches the emotion of the card next to it, either by the picture or the word. Winning the Game: The first person to use all their cards is the winner of the game!

students. For example, the teacher might say: This is angry. We say angry when we are upset or mad. The teacher asks some questions, such as: How do you feel today? What emotion do you feel when you are playing with friends? What do you do when you feel sad? The teacher invites the students to share their answers in English. At the end of the

cannot speak or		review, the
make sounds.	Replaying:	teacher concludes
The other students	After one round, we can	the activity with a
observe the	play again! Remember to	brief group
performance and	pay attention to the	discussion about
raise their hands	emotions and try to match	emotions.
when they believe	them correctly.	
they know what	Each card features an	This activity
emotion.	illustration that represents	reinforces
The student who	different emotions,	vocabulary related
raises their hand	assisting students in	to emotions but
first can say the	recognizing these	encourages
emotion in English	expressions in their daily	English
(for example,	lives.	interaction,
happy, sad, angry,		allowing students
etc.). If they say it	The children should match	to use emotional
correctly, the	the words with the	expressions in
student who acted	corresponding illustrations,	more natural and
out the emotion	ensuring coherence	relatable contexts
can sit down, and	between each word and its	in their daily
the next student	related image.	lives.
comes to the front	The member of each group	
to act out a new	who runs out of pieces	

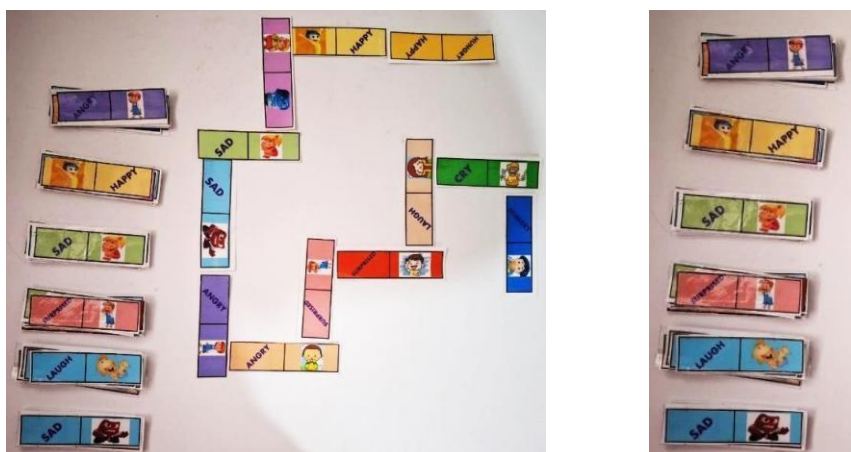
emotion. wins.

This process Each group can repeat the
continues until game.
every student has
acted and guessed. Vocabulary: Happy, Laugh,
Sad, Cry, Angry, Hungry,
Sleepy, Thirsty, Hot, Cold,
Tired, Surprised, Scared,
Excited, Bored.

Evidence of Design Material

Figure 5

Design Material for the Domino Game



Note. Own production.

Note. Taken from *Estándares Básicos de Competencias en Lenguas Extranjeras: Inglés (Serie Guías No. 22)*. MEN (2006). <https://santillanaplus.com.co/pdf/estandares-basicos-de-competencias.pdf>

Table 6

Playful Pedagogical Workshop

Playful Pedagogical Workshop		
Participants:	Content:	Comprehension skills:
Grade 2 students	The vocabulary of personal information Roulette Game	Listening, Reading, Speaking and Writing
Methodology	Roulette Game	
Objective	To identify personal information in a second foreign language through the game of roulette	
Justification	Cooperative games in English language teaching promote deep and meaningful learning, as students are not only engaged in language practice but also problem-solving in real-life contexts, which facilitates long-term retention of vocabulary and grammatical structures. Kagan (1994) states that "cooperative games allow students to interact in a meaningful way within a learning context, promoting language practice more naturally and effectively, while also strengthening teamwork and social skills" (p. 12). In his approach, cooperative learning shares ideas and corrects	

mistakes in a supportive environment. In this setting, each group member depends on the others for shared success.

Roulette is classified as a question-and-answer type of game, where the objective is to answer the questions randomly appearing correctly. It is often used for educational purposes to teach and entertainingly reinforce knowledge. The use of games such as roulette in foreign language teaching fosters dynamic interaction and active learning, allowing students to practice vocabulary and linguistic structures in a playful and low-stress environment. The implementation of interactive games, such as roulette, allows foreign language students to reinforce their vocabulary and grammatical understanding in a dynamic and engaging learning environment.

Warm-up	Main Mission	Feedback	Time	Resources
Let's get to know each other!	Roulette Game	What did you learn today?		
The children will watch an introductory presentation on the topic. "Own Production."	Vocabulary about personal information will be strengthened through the roulette game.	At the end of the game, the teacher gives a general summary of the activity and asks some reflection questions so that students can review what they	Warm-up 20 minutes Main Mission 50 minutes	Roulette, book didactic, pencils, colors, television, markers, computer, board.
Vocabulary of personal information 5.pptx	Following the step-by-step instructions below: Collaborative work: The			

	teacher divides the students	have learned:	
They are then	into seven groups of five	What was your	
showing a video	students.	favorite question	
related to the topic.	Distribution of materials:	to answer? What	Feedback
Available at:	The teacher will hand out a	new word did you	10
https://youtu.be/J7b0jxVB1TE?si=OoYfQ19jZpMMNp5	book (didactic material) to	learn today? Can	minutes
M	each student.	you share one	
	Roulette game: The teacher	sentence you said	
	will spin a roulette	in the game?	
	containing sentences and		
Initial Explanation:	questions about personal	This activity	
The teacher	information. Each group	provides a fun	
explains to the	will take turns spinning the	way to practice	
students that they	roulette.	English and	
will learn to share	When the roulette stops, the	develop	
personal	student must answer the	communication	
information,	corresponding question,	skills in an	
including how to	using complete sentences in	interactive and	
express their name,	English.	positive context.	
age, place of	The teacher will ask the		
origin, and other	question depending on		
details about	where the arrow lands on		
themselves in	the roulette.		

English.	Each time the roulette
Teacher	stops, students will fill in
Presentation:	the required information in
The teacher gives a	the didactic book.
brief personal	
introduction in	Vocabulary: My name is,
English (for	my age is, my mother is,
example, she says	my father is, my brother is,
her name, age,	my sister is, my
where she lives,	grandmother is, my
etc. (Hello! My	grandfather is, my aunt is,
name is Andrea. I	my uncle is, my pet is, my
am twenty-five	favorite color is, my
years old. I am	favorite food is, my
from Tunja.)	favorite sport is, my
Projection of	favorite movie.
Simple Questions:	
The teacher	What is your favorite
presents simple	sport?
questions in	What is your favorite
English for	movie?
students to learn.	What is your favorite
The questions	color?

include: What's What is your favorite food?

your name? How

old are you?

Where are you

from? Do you have

a pet? What's your

favorite color?

Visual Support:

While projecting

the questions, the

teacher shows

images that

illustrate the

concepts, such as a

picture of a pet, a

place, or a color, to

help the students

better understand

the questions.

Pair Formation:

The teacher then

asks the students to

form pairs to

practice the
questions with
each other.

Each pair takes
turns asking and
answering personal
information using
the questions
projected in the
presentation.

Practice in Pairs:

The pairs practice
for a specified
duration, ensuring
they use English to
ask and answer
questions about
their names, places
of origin, and
more.

Evidence of Design Material

Figure 6

Design Material for the Roulette Game



Note. Own production.

Note. Taken from *Estándares Básicos de Competencias en Lenguas Extranjeras: Inglés (Serie Guías No. 22)*. MEN (2006). <https://santillanaplus.com.co/pdf/estandares-basicos-de-competencias.pdf>

Table 7

Playful Pedagogical Workshop

Playful Pedagogical Workshop		
Participants:	Content:	Comprehension skills:
Grade 2 students	Vocabulary of animals Bingo Game	Listening, Reading, Speaking and Writing
Methodology	Bingo Game	
Objective	To recognize vocabulary about animals through the bingo game using a foreign language.	
Justification	Cooperative games encourage teamwork and enhance communication among participants, who share and compare their ideas to achieve a common	

goal. These activities also foster empathy and understanding among group members. Velázquez (2016) distinguishes two types of cooperative games in his text, *Cooperative Physical Activities*: those with quantifiable and non-quantifiable objectives.

Games with quantifiable objectives allow participants to observe whether the goal has been through a score to surpass or a target to reach. In contrast, games with non-quantifiable objectives are guided by flexible evaluation criteria and loosely defined goals, allowing for throughout the activity. As discussed, cooperative games in the classroom enable students to set aside the competitive atmosphere that often dominates academic activities. Rather than viewing their peers as rivals, students learn to see them as partners and sources of support, according to language (Wright, Betteridge, & Buckby, 2006), social games in foreign language teaching promote and create a more dynamic and collaborative environment.

Board games are classified as social games in English language teaching because these games allow students to communicate in a more realistic context, overcoming the barrier of the traditional classroom and developing social and communicative skills essential for language learning.

Warm-up	Main Mission	Feedback	Time	Resources
Animal Sound and Movements	Bingo game	What did you learn today?		
The children will watch an	Vocabulary about animals will be strengthened	Once the game is finished, the	Warm-up	Bingo cards, bag, pencils,

introductory	through the bingo game.	teacher has a short	20	colors,
presentation on the		conversation	minutes	television,
topic. "Own	Following the step-by-step	about the animals		markers,
Production."	instructions below:	that were		computer,
Vocabulary of		mentioned, asking	Main	board.
animals 6.pptx	Formation of the groups:	the students to	Mission	
	The teacher divides the	repeat the names	50	
They are then	students into seven groups.	of the animals in	minutes	
showing a video	Each group receives a	English and make		
related to the topic.	Bingo card and markers.	simple sentences:		
Available at:	Explanation of the game:	I like the		
https://youtu.be/yS	The teacher explains to the	elephant. The lion	Feedback	
1z14g7HLA?si=DP	students that the goal of the	is big. Then, the	10	
84I3tfv0BupNfJ	game is to fill their Bingo	teacher asks	minutes	
	cards with the animals that	questions such as:		
When she shows	the teacher will announce.	Which animal do		
the image of an	The teacher will draw a	you like? What		
animal on the	card with the name or	sound does a cat		
slide, she will ask,	image of an animal and	make? This		
What animal is	announce it aloud, for	activity		
this?	example: Elephant or Cat.	strengthened both		
Once the students	Game development:	the vocabulary		
answer correctly,	The teacher draws a paper	learned and the		

the teacher invites from the bag and conversation
them to make the announces the animal skills in English.
sound of that shown (for example: Frog,
animal and imitate Dog, Elephant). The
its movement. For students must find that
example: animal on their Bingo card
Lion: Sound: Roar! and mark it with their
Movement: Move marker.
their arms as if The students continue
they were the lion's marking the animals that
paws. are called, and the first
Elephant: Sound: group to complete a line
Trumpet! (horizontal, vertical, or
Movement: Move diagonal) shouts Bingo!
their arms as if Verification: The teacher
they were the checks that the line is
elephant's big ears. complete and that the
Dog: Sound: animals mentioned match
Woof! Movement: the ones on the student's
Imitate the card.
movement of a dog Repeat the process:
running or The game continues until a
wagging its tail. group completes all the

The teacher asks	squares and cards and
the students to say	receives a full Bingo.
the name of the	The teacher can continue
animal in English	playing more rounds,
while imitating it.	repeating the process to
This will help	keep practicing the
them reinforce	pronunciation of the
both pronunciation	animals.
and the connection	
between the	Vocabulary: rooster,
vocabulary and the	kangaroo, cow, buffalo,
movement.	penguin, gorilla, monkey,
	mouse, sheep, goat,
	elephant, dog, bird,
	butterfly, pig, snake, camel,
	horse, rhinoceros, fish, cat,
	polar bear, sheep, duck,
	chicken.

Evidence of Design Material

Figure 7

Design Material for the Bingo Game



Note. Own production.

Note. Taken from *Estándares Básicos de Competencias en Lenguas Extranjeras: Inglés (Serie Guías No. 22)*. MEN (2006). <https://santillanaplus.com.co/pdf/estandares-basicos-de-competencias.pdf>

Table 8

Playful Pedagogical Workshop

Playful Pedagogical Workshop		
Participants:	Content:	Comprehension skills:
Grade 2 students	The vocabulary of school supplies	Listening, Reading, Speaking and Writing
	Traveling Suitcase Game	
Methodology	Traveling suitcase game	

Objective	To practice vocabulary related to school supplies through the traveling suitcase game using a foreign language.
Justification	<p>Cooperative games require students to speak and listen in English constantly and promote the acquisition of vocabulary, grammar, and language structures practically and spontaneously. According to Guitart (2002), one of the main elements in attitudinal learning processes is experience, as it is through this that a person can recognize the results of their attitudes, whether positive or negative factors are promoted through cooperative games, which foster experiential learning, allowing everyone to experience the consequences of their attitudes and actions.</p> <p>Thus, the experiences and learning gained through cooperative games allow individuals to appreciate the diverse skills, attitudes, ways of thinking, and knowledge of others in the group. Therefore, following the classification scheme proposed by British teacher Jill Hadfield (1987), the matching type of games involves distributing identical pairs of photos, illustrations, or cards throughout the class. The players must find their pair by describing the given information.</p> <p>The traveling suitcase game is classified within this type of play because it naturally encourages verbal interaction, even among children reluctant to speak. Through the matching game, students can learn English as they learn their native language without realizing they are studying and acquiring new knowledge. This approach allows even the shyest children to participate actively and positively.</p>

They are didactic activities used in English language teaching to help students practice and consolidate vocabulary, grammatical structures, or related concepts. In these games, participants must match elements from two lists or categories, such as words and definitions, images and vocabulary, or questions and correct answers.

The goal is to improve comprehension and retention of content in an interactive and fun way. These games encourage active participation, language proficiency, and learning through context, as students must establish relationships between the elements. Additionally, matching games can adapt to different skill levels, from basic (such as simple vocabulary) to more complex structures (such as phrasal verbs or idiomatic expressions).

Warm-up	Main Mission	Feedback	Time	Resources
Action & Word School Supplies	Traveling Suitcase Game	What did you learn today?		
The children will watch an introductory presentation on the topic. "Own Production." Vocabulary of school supplies 7.pptx	Vocabulary about school supplies will be strengthened through the school traveling suitcase game. Following the step-by-step instructions below:	At the end of the game, the teacher reviews with the students all the objects they have placed in the travel suitcase. She conducts a quick round of	Warm-up 20 minutes Main Mission 50 minutes	Traveling suitcase, object cards, colors, television, markers, computer, board.

	Distribution of the cards:	questions like:	
They are then	The teacher will distribute	What's this? She	
showing a video	cards with illustrations of	also does a brief	
related to the topic.	different school supplies	review of the	Feedback
Available at:	(for example, a pencil,	pronunciation of	10
	backpack, notebook, eraser,	the most	minutes
https://youtu.be/A	scissors, ruler, etc.) to the	challenging	
S5nhKzaOqo?si=3	students.	words, helping	
ZMdMSFi0BAypL	Pair formation:	them with	
o-	The students will need to	vocabulary	
	find their partner, as each	acquisition.	
The teacher	will have a card with the		
prepares a series of	same object. The goal is for		
images of school	the students to practice the		
supplies in the	pronunciation of the school		
presentation (for	supplies together.		
example, a pencil,	Calling the illustrations:		
backpack,	The teacher will say aloud		
notebook, eraser,	the name of an object (for		
scissors, ruler,	example, a Book).		
etc.), along with	Identify and read the card:		
their names in	The students will need to		
English.	look at the card and read		

The teacher shows aloud the name of the
the images one by object on the card.
one and asks the Place the illustrations in the
students if they traveling suitcase: Each
know what the student will need to place
object is or if they the corresponding
can say the word in illustration in the traveling
English. For suitcase. Each time the
example, the teacher mentions a new
teacher says: object, the students must
What's this? And identify it on their cards,
the students pronounce it, and place the
respond: Pencil, to card in the suitcase.
practice Active participation:
pronunciation. Each child will actively
The teacher also participate by placing
asks the students to different illustrations in the
add an action or traveling suitcase as the
sound to make the object is called. Each time
activity more the teacher mentions a new
dynamic. For object, the students must
example, when identify it on their cards,
they see the image pronounce it, and place the

of the pencil, the card in the suitcase.
students can mime Vocabulary: book, pencil,
writing or pretend crayons, ruler, scissors,
to write in the air. eraser, pencil case, glue,
mark, paper, pencil
backpack, notebook, colors,
tape.

Evidence of Design Material

Figure 8

Design Material for the School Traveling Suitcase Game



Note. Own production.

Note. Taken from *Estándares Básicos de Competencias en Lenguas Extranjeras: Inglés (Serie Guías No. 22)*. MEN (2006). <https://santillanaplus.com.co/pdf/estandares-basicos-de-competencias.pdf>

Table 9*Playful Pedagogical Workshop*

Playful Pedagogical Workshop		
Participants:	Content:	Comprehension skills:
Grade 2 students	Vocabulary of clothing Dressing the Monster Game	Listening, Reading, Speaking and Writing
Methodology	Dressing the Monster game	
Objective	To identify vocabulary related to clothing through the Dressing the Monster Game using a foreign language.	
Justification	<p>Cooperative games in foreign language teaching foster a collaborative learning environment where students acquire new language skills while developing social competencies, such as empathy and cooperation. Chen, H. and Hsu, L. (2020) reported significant improvements in vocabulary acquisition, as words appeared more frequently along with contextual clues. These clues included words displayed in subtitles, accompanied by sound, used in meaningful dialogues, or associated with images or actions within video games.</p> <p>This approach enhances the understanding of words and the recall of their meanings. The authors suggest that repetition of words is beneficial for vocabulary acquisition; however, they also argue that it is possible to learn words effectively in meaningful contexts, even without repetition. One example of a vocabulary game is Dressing the Monster, an effective tool for</p>	

motivating students and improving vocabulary retention in foreign language learning.

These games enable students to practice interactively and meaningfully, aiding the internalization of new vocabulary. Furthermore, they enhance vocabulary retention and create a more dynamic and motivating learning environment.

Warm-up	Main Mission	Feedback	Time	Resources
Getting to know the clothes	Dressing the Monster Game	What did you learn today?		
The children will watch an introductory presentation on the topic. "Own Production."	Vocabulary about clothing will be strengthened through the Dressing the Monster game.	Once the monster is fully dressed, the teacher will conduct a general review of the vocabulary with the students, practicing the pronunciation of the clothing items.	Warm-up 20 minutes	Monster didactic, tokens of clothing, scissors, colors, pens,
Vocabulary of clothing 8.pptx	Following the step-by-step instructions below: The teacher will set up a table with cards of the clothing items that will be used to dress the monster.	vocabulary with the students, practicing the pronunciation of the clothing items.	Main Mission 50 minutes	tape, colors, television, markers, computer, board.
They are then showing a video related to the topic.	After showing each clothing item, the teacher will ask the students to	will sing a song about the clothing	Feedback	

https://youtu.be/n35adRLXj_Y?si=oeUs7u0aonUjpAM	pronounce it.	items they have	10
https://youtu.be/D_FGBpQ0iOg?si=HmObZLnt-tEC29Qi	The teacher will name a clothing item.	learned.	minutes
w	4. The children will need to look at and read the name of the clothing item and say it out loud.	https://youtu.be/D_FGBpQ0iOg?si=HmObZLnt-tEC29Qi	
The teacher shows the images of clothing items with cartoon characters or children one by one in a PowerPoint presentation and says the words in English, asking the students to repeat after her. For example: T-shirt, pants, shoes, hat, dress.	Each student will dress the monster with the items in the order the teacher names the illustrations.		
Then, for each image, the teacher will ask: What is	All the children will actively participate by gluing the illustrations to dress the monster.		
	Vocabulary: Shirt, Pants, Hat, Pajamas, Flip-flop, Wallet, Shoes, Strap, Sack, Swimwear, Underwear, Socks, Jacket, Hat, Glove, Scarf, Dress, Skirt, Skeleton.		

Note. Taken from *Estándares Básicos de Competencias en Lenguas Extranjeras: Inglés (Serie Guías No. 22)*. MEN (2006). <https://santillanaplus.com.co/pdf/estandares-basicos-de-competencias.pdf>

Table 10

Playful Pedagogical Workshop

Playful Pedagogical Workshop		
Participants:	Content:	Comprehension skills:
Grade 2 students	Vocabulary of fruits Memory Game	Listening, Reading, Speaking and Writing
Methodology	Memory game	
Objective	To identify vocabulary related to fruits through the Memory Game using a foreign language.	
Justification	<p>As mentioned by Merchan and Brugos (2015), in their text “Cooperative games, for their part, are zeros-um games, as everyone can win since there is no confrontation to achieve personal interest, but rather an attempt to achieve a group objective, the aim is to achieve the well-being of all, which helps in the creation of group identity”(p. 10).</p> <p>The person who regularly participates in cooperative activities will adopt behaviors typical of collaborative contexts to increase the likelihood of developing positive attitudes toward cooperation attitudes, which will influence future behaviors, as we are motivated to reduce cognitive</p>	

dissonance generated when our actions are inconsistent with our beliefs and attitudes.

Consistent involvement in cooperative activities encourages individuals to adopt behaviors characteristic of collaborative environments, increasing the likelihood of developing positive attitudes toward cooperation and influencing the future as people seek to alleviate the cognitive dissonance when their actions conflict with their beliefs and attitudes.

In favor of active attitudes, we find the results that Joseph O Connor and John Seymour, experts in the field of neurolinguistics, offer us regarding memory stimulation: We remember 90% of what we do, 10% of what we read, 20% of what we hear, and 30% of what we see (1992, p. 194), for his reason, memory games are an excellent tool for improving both visual memory and concentration, they are using to help players remember and associate words and objects in English, making them an effective tool for teaching vocabulary related to any topic, games allow students to practice the language in a fun and practical way, fostering motivation and engagement while learning.

Warm-up	Main Mission	Feedback	Time	Resources
Fruit Basket Game	Memory Game	What did you learn today?		
The children will watch an introductory	Vocabulary about fruits will be strengthened through the memory game.	End the game with a brief conversation	Warm-up 20 minutes	Flashcards, tape., scissors,

presentation on the		asking the		television,
topic. "Own	Following the step-by-step	students: What is		markers,
Production."	instructions below:	your favorite	Main	computer,
Vocabulary of		fruit?	Mission	board
fruits 9.pptx	The teacher will place		50	
	different flashcards with	The students	minutes	
They are then	illustrations of fruits and	should respond		
showing a song	their respective names on	using the words in		
related to the topic.	the board.	English they have		
Available at:	The students will need to	learned. The	Feedback	
https://youtu.be/5t	form pairs.	teacher helps	10	
B9ZZBUcv4?si=V	Then, the teacher will call	them with	minutes	
2aoW246T_xpPkq	each pair to discover the	sentences like My		
Z	matching fruit illustrations.	favorite fruit is		
	This process will continue	apple, so this way		
The teacher begins	until all pairs have had their	they practice the		
by showing some	turn and found all the	vocabulary		
fruits to the	matches.	learned during the		
students and	Once a pair has found a	class.		
asking them in	match, the students will			
Spanish: What	practice the pronunciation			
fruits do you	of each fruit with the help			
know? Then, she	of the teacher.			

introduces the

words in English

for the fruits, for

example: Apple,

banana, Orange,

grapes, strawberry,

and watermelon.

The teacher

encourages the

students to repeat

each word after

her, emphasizing

the pronunciation.

The teacher

arranges the

students in a circle

(if space allows).

She explains that

she will name

different fruits in

English and the

students should

move, stand up, or

Vocabulary: Grapes,

Lemon, Cherry, Banana,

Apple, Watermelon, Pear,

Pineapple, Strawberry,

Orange.

perform an action

when they hear the

name of that fruit.

Example rules:

- When she says

apple, all students

must raise their

hands as if holding

an apple.

- When she says

Banana, they must

make a gesture as

if peeling a

banana.

- When she says

Grapes, they must

make a gesture of

grabbing grapes

with their hands.

- When she says

Strawberry, they

must imitate the

gesture of eating a

strawberry.

- When she says
watermelon, they
must hug a big
piece of
watermelon
(simulating that
they are holding
it).

The teacher
continues naming
the fruits randomly
and observes how
the students react.

Evidence of Design Material

Figure 10

Design Material for the School Memory Game



Note. Own production.

Note. Taken from *Estándares Básicos de Competencias en Lenguas Extranjeras: Inglés (Serie Guías No. 22)*. MEN (2006). <https://santillanaplus.com.co/pdf/estandares-basicos-de-competencias.pdf>

Table 11

Playful Pedagogical Workshop

Playful Pedagogical Workshop		
Participants:	Content:	Comprehension skills:
Grade 2 students	The vocabulary of parts of the body Puzzle Game	Listening, Reading, Speaking and Writing
Methodology	Puzzle game	
Objective	To recognize parts of the body through the puzzle game using a foreign language.	
Justification	Johnson and Johnson (1994) explain how cooperative games can enhance learning in the English classroom. They argue that games that require student collaboration promote language skills, improve interpersonal	

communication, and foster a positive learning environment. These cooperative games allow students to practice English in a social and dynamic context language more practice.

Cooperative games in the classroom are activities designed to promote collaboration and teamwork among students rather than individual competition. The main objective of these game skills is to improve communication and strengthen shared learning. In an English learning environment, cooperative games practice the language in a more natural way and meaningful context.

Gee (2003) discusses how video games and educational games, such as puzzles, can be powerful tools in foreign language learning. The author argues that games provide active immersion and contextualized practice, facilitating the acquisition of vocabulary, grammar, and communication skills in an interactive and enjoyable environment. Additionally, puzzles are part of educational games, especially those aimed at children.

Warm-up	Main Mission	Feedback	Time	Resources
Simon Says	Puzzle Game	What did you learn today?		
The children will watch an introductory presentation on the topic. "Own	Vocabulary about parts of the body will be strengthened through the puzzle game.	Once the puzzle is finished, the teacher will practice the vocabulary with	Warm-up 20 minutes	Puzzle, Flashcards, television, markers, computer,

Production."	Following the step-by-step	the students,	Main	board, own
Vocabulary of the body parts 10.pptx	instructions below: Students will form seven groups of five children.	strengthening the pronunciation of the body parts.	Mission 50 minutes	material.
They are then showing a video related to the topic.	Then the teacher will hand out the cards and explain the dynamics of the puzzle game.	Then, the teacher and the students will sing a song about the body parts they have learned.	Feedback 10 minutes	
Available at: https://youtu.be/SUt8q0EKbms?si=abhOjDtMdrk2eZx	Each piece includes illustrations and descriptions of body parts to help students recognize their human body.			
F The teacher explains the body parts used in the game (for example: head, shoulders, knees, toes, arms, legs, etc.). The teacher starts	The children must join parts of the body according to the illustrations that represent them so that there is coherence and correspondence between the illustration and its writing. The group that completes the puzzle wins. Each			

the Simon Says group can repeat the game.

game, focusing on Vocabulary: Head, Ears,
body parts. The Eyes, Nose, Mouth, Teeth,
teacher gives Tongue, Neck, Shoulders,
commands such as: Stomach, Hips, Arms,
- Simon says, Hands, Legs, Feet.

touch your head.

- Simon says,

touch your knees.

- Touch your ears.

This is a trap

because Simon

says not to

mention it. If the

students follow a

command without

hearing what

Simon says, they

must return to their

place.

At the end, the

teacher does a

quick round so that

the students can
practice the body
parts in a fun way
while moving
around.

In this way, the
teacher helps the
students become
familiar with the
body parts while
they have fun and
get physically
active.

Additionally, it
reinforces listening
comprehension
and oral
production.

Evidence of Design Material

Figure 11

Design Material for the School Puzzle game



Note. Own production.

Note. Taken from *Estándares Básicos de Competencias en Lenguas Extranjeras: Inglés (Serie Guías No. 22)*. MEN (2006). <https://santillanaplus.com.co/pdf/estandares-basicos-de-competencias.pdf>

Results and Discussion

Analysis of Results

This chapter presents the results obtained from the initial diagnostic assessment and the ludic-pedagogical workshops conducted with second-grade students. The results focus on key areas such as vocabulary, pronunciation, listening comprehension, and contextual use of English. A variety of tools were used, including evaluation rubrics, field journals, and semi-structured interviews with the students to assess the effectiveness of cooperative games.

Initial Diagnostic Assessment

During the diagnostic assessment, various difficulties were identified in the students' English language skills. It was evident that they had trouble associating vocabulary with images, such as body parts, animals, among others, as well as recognizing the vocabulary present in the song used during the activity and writing the English words observed in the text correctly. Pronunciation was inconsistent, and many students had difficulty remembering complex words. These initial challenges highlighted the need to implement a more dynamic and engaging approach to language learning.

Results from the Ludic-Pedagogical Workshops

In the workshops that incorporated cooperative games, notable improvements in students' language skills were observed. Approximately 85% of students showed improvement in associating words with images, which enhanced their vocabulary retention. Regarding pronunciation, an 80% improvement was observed compared to the initial results. These improvements were achieved through playful repetition and constant vocabulary practice integrated into the games.

The results indicate that cooperative games played a crucial role in helping students overcome their initial difficulties. These activities enhanced their ability to associate words with images, improved pronunciation, and increased their contextual use of language through collaborative practice. All students, regardless of their initial skill level, experienced more effective and accessible learning, highlighting the positive impact of cooperative games in the English language classroom.

Discussion of Results

Linking the Results with Theory

The results obtained in this study are consistent with the theoretical approaches of authors such as Hadfield (1999) and Kim et al. (2021), who emphasize that cooperative games create a participatory and dynamic learning environment that fosters language acquisition. In this study, students not only improved their ability to associate vocabulary with images but also demonstrated improved fluidity and naturalness in using the vocabulary in context.

Moreover, the approaches of Auerbach (1992) and Genesse (1994) support the idea that cooperative games facilitate student interaction and collaboration. This was evident in the study, as students' active engagement and communication improved, facilitating better language learning outcomes.

Impact on the Population and Contributions to Research

This study demonstrates that cooperative games significantly enhance students' linguistic and social skills at basic levels of English. By encouraging collaboration and teamwork, students' motivation and engagement in learning increased. This study offers valuable evidence for foreign language pedagogy, showing that cooperative games not only enhance linguistic skills but also foster important social skills such as teamwork, conflict resolution, and empathy.

Workshop Results

Each of the following workshops focused on different vocabulary areas. Results for each activity highlight students' progress in specific skills, with most showing improvement in vocabulary recall, pronunciation, and active participation.

Workshop 1 Lottery Game (Nature Vocabulary)

Objective. Recognize English vocabulary related to nature.

Results. 85% of students correctly identified words related to nature.

80% improved their pronunciation of terms like "moon", "sun", "sky", and "tree".

Workshop 2 Mime Game (Verb Vocabulary)

Objective. Interpret actions using body gestures to represent English verb vocabulary.

Results. 90% of students correctly identified the actions represented by their peers.

85% improved their pronunciation and understanding of verbs like "walk", "run", "jump", and "swim".

Workshop 3 Snakes and Ladders Game (Adjective Vocabulary)

Objective: Identify English adjectives through the Snakes and Ladders game.

Results. 95% of students recognized at least 5 and 10 adjectives presented during the game.

80% of students used adjectives correctly when describing images during the activity.

Workshop 4 Domino Game (Emotion Vocabulary)

Objective. Recognize emotions in English through the domino game.

Results. 88% of students correctly matched domino cards with the corresponding emotion.

90% actively participated in the final discussion, correctly naming emotions in English.

Workshop 5 Roulette Game (Personal Information Vocabulary)

Objective. Identify personal information in a second language through the roulette game.

Results. 90% of students completed their responses correctly using sentences in English. 85% of students correctly used personal information vocabulary such as "My name is", "I am... years old", and "I am from...".

Workshop 6 Bingo Game (Animal Vocabulary)

Objective. Recognize animal vocabulary through the bingo game in a foreign language.

Results. 95% of students correctly identified at least 7 of the 10 animals mentioned during the game. 80% of students showed an improvement in animal pronunciation by the end of the activity.

Workshop 7 Traveling Suitcase Game (School Supplies Vocabulary)

Objective. Practice vocabulary related to school supplies through the traveling suitcase game in a foreign language.

Results. 90% of students identified and correctly pronounced at least 7 of the 12 school supplies presented during the game. 85% of students actively participated in the activity, correctly placing items in the suitcase when mentioned.

Workshop 8 Dress the Monster Game (Clothing Vocabulary)

Objective. Identify vocabulary related to clothing through the Dress the Monster game in a foreign language.

Results. 92% of students correctly recognized and pronounced 8 and 15 clothing items mentioned during the activity. 88% of students actively participated in the activity, dressing the monster according to the teacher's instructions.

Workshop 9 Memory Game (Fruit Vocabulary)

Objective. Enhance your vocabulary related to fruits by playing a memory game in a foreign language.

Results. 95% of students correctly identified and pronounced 8 of the 10 fruits presented during the game. 90% of students actively participated in the activity, pairing and finding the corresponding fruit cards in the shortest time possible. 80% of students used the learned phrases to express their preferences, such as "My favorite fruit is apple."

Workshop 10 Puzzle Game (Body Parts Vocabulary)

Objective. Recognize body parts through the puzzle game in a foreign language.

Results. 100% of students correctly completed the puzzle with body parts and associated the illustrations with the names of the parts in English. 85% of students actively participated in the game, collaborating with their group to complete the puzzle as quickly as possible. 90% of students were able to correctly pronounce at least 8 of the 12 body parts, such as "head", "hands", and "feet", during the final feedback.

Presentation of Results by Evaluation Criteria

The evaluation rubric was utilized after each workshop to assess students' proficiency in English on the topics covered during the sessions. This rubric was designed to reflect the students' language proficiency levels, considering their individual needs. To ensure clarity and comfort, the rubric included explanations and translations into Spanish, facilitating a better understanding of the evaluation criteria and reducing language barriers.

Evaluation Criteria

Students were evaluated on the following criteria during each workshop: oral participation, listening comprehension, use of vocabulary (nature, verbs, adjectives, emotions, among others), pronunciation and expression, participation in the cooperative game.

Distribution of Results by Criteria

The results obtained from the evaluation rubric demonstrate that cooperative games significantly contributed to the development of students' language skills. The majority of students improved in key areas such as oral participation, listening comprehension, and vocabulary usage. Those who reached high and excellent levels showed significant improvements in fluency and confidence when interacting in English, reflecting positive progress in their language learning.

In conclusion, cooperative games are an effective pedagogical strategy for learning English, particularly at various proficiency levels. These methods enable students to engage actively and learn in a fun, collaborative manner, which enhances both their language and social skills. Integrating cooperative games into the English classroom is crucial for fostering an inclusive, motivating, and dynamic learning environment. Therefore, they should be a vital resource in foreign language instruction.

Relation to Research Objectives

The results support the objectives established in this research, which aimed to use cooperative games to improve students' English skills. Students not only improved their pronunciation and listening comprehension but also showed a greater ability to recall and use new vocabulary effectively. These advancements reflect the success of the applied methodology, aligning with the hypothesis that cooperative games are a valuable tool for language learning.

The complete evaluation rubric used in each playful pedagogical workshop is included in Appendage C for further reference.

Field Journals

During each playful pedagogical workshop, a field journal was kept where detailed observations were recorded about the activities carried out, the students' responses, and the interaction during the process. This journal allowed for precise documentation of the development of each session, providing a clear view of the students' level of participation and the effectiveness of the strategies used. Each day, the records included information about the activity schedule, a description of the dynamics, teacher observations, and student responses. Additionally, key aspects such as vocabulary use, pronunciation, group collaboration, and overall motivation during the workshop were evaluated. These journals were essential for assessing student progress and adjusting pedagogical strategies as needed. The documentation of these observations also served as a basis for feedback and continuous evaluation of the achievements reached in each workshop. The complete field journals used in each playful pedagogical workshop are included in Appendage D for further reference.

Analysis of the Semi-Structured Interview Conducted with the Students

Below is an analysis of the questions asked to the students to understand their perceptions during the implementation of the workshops on the pedagogical proposal. This analysis aimed to evaluate the students' progress, their opinions about the activities carried out, and the main benefits provided by the pedagogical proposal for strengthening English skills through cooperative games. This was done to determine the English level of the second-grade students. The interview was applied to 32 students.

Interview Process

The interview was conducted both individually and in small groups, depending on the availability of the students, to ensure that everyone had the opportunity to participate and express

their thoughts. A comfortable and relaxed environment was provided, allowing the students to feel more at ease when sharing their responses. The interview was conducted in Spanish, the students' native language, to ensure they could express themselves freely and accurately. The questions were clear and direct, encouraging a deeper exploration of their opinions and experiences.

Students were asked to reflect on their experiences with cooperative games, how these influenced their English learning, and whether they noticed improvements in their ability to use the language in contextual situations. Additionally, they were asked to mention the most interesting or fun aspects of the activities and whether they felt the games helped them improve in specific areas such as pronunciation, vocabulary, and listening comprehension.

Specific Results

The results of the interview indicated that most of the students (approximately 85%) perceived a significant improvement in their ability to recall and use new vocabulary. Most of them highlighted that cooperative games helped them remember words in a more enjoyable way and that repetition during the activities allowed them to retain the learned terms better.

75% of the students mentioned that the games helped them improve their pronunciation, as the activities provided more opportunities to practice the words aloud, repetitively, and in a pressure-free environment. A group of students noted that they felt more confident speaking in English due to constant interaction with their peers, which allowed them to gain confidence in their language skills.

Regarding listening comprehension, 70% of the students stated that the games helped them listen to and understand English words and phrases better, especially when they were used in practical, everyday situations within the games. Students also emphasized the importance of

group collaboration, as it encouraged mutual help and problem-solving in teams, making the learning process more dynamic and accessible. The semi-structured interview provided valuable information about how students perceive learning English through cooperative games. The results indicate that these games not only helped students improve their language skills but also strengthened their motivation and confidence when using the language in a more dynamic and collaborative context.

The complete semi-structured interview used in each playful pedagogical workshop is included in Appendage E for further reference.

Conclusions and Recommendations

The main objective of this research was to assess how the use of cooperative games can strengthen the English language skills of second-grade students at INEM Carlos Arturo Torres in Tunja. The findings of this study confirm that games such as Bingo, Memory, and Lottery significantly contributed to the development of students' speaking, listening, reading, and, indirectly, writing skills. These results align with Hadfield's (1990) view that cooperative games offer a low-anxiety environment ideal for communicative language learning.

Through the implementation, it was evident that these playful activities promoted the focus not only on linguistic development but also on other areas of growth. Enhanced teamwork, peer interaction, and mutual support elements were emphasized by Genesse (1994), who advocated for cooperative learning to foster language acquisition and social development. Students felt encouraged to engage in conversations, follow instructions, and support one another, which boosted their confidence and reduced their fear of making mistakes. This emotional reassurance contributed to reduced anxiety and increased motivation, echoing the observations of Parupalli (2019), who highlights that affective factors play a fundamental role in language learning success.

The development of socio-emotional skills, such as pride, joy, empathy, and self-confidence, was also a key outcome of this research. These results are consistent with Moyles (2014), who noted that games not only support cognitive learning but also enhance emotional intelligence and social cohesion in early learners. Students expressed feeling more connected to their peers, achieving a sense of belonging, and experiencing tangible progress in their English acquisition.

In addition, the interviews showed that students appreciated the flexibility and dynamic nature of the cooperative games. This reflects Listiyaningsih's (2017) assertion that game-based learning is particularly effective when the content is relevant and meaningful to students, such as topics related to animals, emotions, and everyday activities. Integrating this content through engaging formats made the learning process more inclusive and enjoyable.

Moreover, the results reaffirm the perspective of Auerbach (1986), who advocated for pedagogical strategies that respond to students' realities and promote active participation. Cooperative games proved to be a valuable alternative to traditional methods, offering a more interactive and student-centered approach. By encouraging meaningful communication and collaborative work, these tools fostered not only linguistic competencies but also emotional and interpersonal growth, aligning with the findings of Kim et al. (2021) and Kucukoglu (2013), who emphasized the benefits of integrating cooperative and reflective practices in language instruction. In sum, cooperative games served not only as a catalyst for improving English language skills but also as powerful instruments for promoting holistic development in young learners.

Based on the findings of this research, it is recommended that teachers incorporate cooperative games as a fundamental component of the English language teaching and learning process, especially at early levels. These games not only promote language development but also help establish a supportive and collaborative learning environment, as emphasized by Hadfield (1990) and Genesse (1994).

Teachers are encouraged to expand the variety of games used in the classroom, given their proven effectiveness and ability to engage students. Including a broader range of interactive activities such as outdoor physical games, guessing games, and creative tasks like songs,

dramatizations, and drawing can enrich the learning experience and address different learning styles, as suggested by Moyles (2014).

It is also essential to adapt these activities to the specific needs and characteristics of each student group. Tailoring games to include relevant and appealing content, such as animals, emotions, or daily routines, can foster motivation and facilitate meaningful learning experiences. This aligns with the observations of Listiyaningsih (2017), who highlights the value of contextualized and student-centered materials.

Moreover, cooperative games should be intentionally used to promote socio-emotional learning. These activities provide valuable opportunities for children to manage frustration, express emotions, and develop empathy components in early childhood development and effective communication (Parupalli, 2019; Kucukoglu, 2013).

The role of the teacher remains central throughout the implementation of cooperative games. While this research confirmed the importance of teacher guidance, future applications should strengthen this support through more personalized feedback, especially in areas such as vocabulary acquisition and comprehension of complex instructions, as noted by Kim et al. (2015).

Finally, encouraging family participation in the learning process can further reinforce the impact of cooperative games. Involving families through shared activities and tasks at home helps connect classroom learning with students' real-life contexts. As Auerbach (1986) affirms, this linkage enhances motivation and retention by making learning more meaningful and relevant.

Future research could explore the use of cooperative games across a wider range of educational contexts, including learners of different ages and varying levels of English

proficiency. Studying how the benefits observed in this research translate to other learning environments would contribute to a broader understanding of the pedagogical potential of cooperative games.

In addition, further investigations could focus on the specific effects of different types of games, cognitive, physical, or artistic, on the development of both language and socio-emotional skills. Such analyses would deepen the theoretical and practical foundations of game-based learning, as proposed by Hadfield (1990), Moyles (2010), and Kim et al. (2015), and support the creation of more targeted and effective educational strategies.

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Appendages

Appendage A

Informed Consent Form From School

[Appendage A Informed Consent Form From School.docx](#)

Appendage B

Learning Assessment

[Appendage B Learning Assessment.docx](#)

Appendage C

Evaluation Rubric

[Appendage C Evaluation Rubric.docx](#)

Appendage D*Field Journals*[Appendage D Field Journals.docx](#)

Appendage E

Interview Transcript (Student's Responses)

[Appendage E Interview Transcript \(Student's Responses\).docx](#)

Appendage F

Evidence of Teaching Materials and Classroom Activities

[Appendage F Evidence of Teaching Materials and Classroom Activities.docx](#)