THE ROLE OF PLAY TO MOTIVATE THE PROCESS OF

LEARNING ENGLISH AS A FOREIGN LANGUAGE OF

STUDENTS FROM 3 TO 6 YEARS OLD

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Monograph

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by

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SPECIALIZED ANALYTICAL SUMMARY

Title	The role of play to motivate the process of learning English as a foreign language of students from 3 to 6 years old.
Author(s)	Paula Andrea Henao Ariza
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Keywords	Child's development, play, motor skills, learning a second language, motivation, teaching practices, didactic strategy
Description	Monograph
Sources	100 references totally
Contents	Este estudio documental "El papel del juego para motivar el proceso de aprender inglés como lengua extranjera de estudiantes de 3 a 6 años", este tema es de suma importancia ya que las escuelas que se centran en las edades tempranas siguen un modelo tradicionalista con el mismo estándar del sistema educativo que se aplica a los estudiantes mayores. Esta enseñanza tradicional demostró ser ineficaz, generando en el estudiante un desinterés en el área de trabajo y un bajo rendimiento. Este estudio se realizó para conocer la importancia y los beneficios que tienen al aplicar el juego como estrategia para el proceso de aprendizaje de un segundo idioma. Este estudio cualitativo analiza los distintos tipos de motivación en los niños, y cómo esto influye en su desarrollo desde la primera infancia tiene una oportunidad significativa para construir un aprendizaje sólido a través del juego. Los resultados del estudio mostraron que el juego tiene un papel importante en el proceso de aprendizaje, no solo para motivar a los niños mientras aprenden inglés como segundo idioma, sino también para desarrollar habilidades motoras y adquirir conocimientos, a través del juego, pueden identificar sus emociones y preocupaciones, También explora cómo el juego es entendido por diferentes autores que apoyan la idea de sus beneficios. Los hallazgos también revelaron que la relación entre Profesor-Estudiante juega un papel importante en la motivación. Según los hallazgos, las estrategias a utilizar para la enseñanza en la primera infancia son fundamentales, por lo tanto, busca demostrar y apoyar las diferentes opiniones que existen sobre los beneficios de aplicar el juego en el campo educativo, además, sensibilizar a los docentes e instituciones

	sobre las ventajas de esta herramienta de apoyo para adquirir conocimiento en un nuevo idioma.
Research Line	Brief description of the methodological design used in the research and where in ECEDU's line is part of

Documentary study where the qualitative method is applied, it allows deepening on the importance of play citing different authors who, with their studies based on constant observations on children's behaviors, determine the importance of play in learning and the benefits it has when applying it. Moreover, the qualitative method is the most appropriate since this includes observations and the analysis of the research itself.

To carry out the analysis of the exposed content, a collection of a set of texts obtained from books and articles has been carried out. The analysis has focused on the interpretation and understanding of this information which has been gotten along this research.

ECEDU's Pedagogy line, didactics, and curriculum. |
| Conclusions | Playing is fundamental in the child's development, it allows learning through social interactions and it is the best way to motivate and direct children's interest in learning a second language, at the same time, the importance of playing on children who can become self-motivated when their natural curiosity is encouraged and support, doing things that children like, motivated to learn and explore even when the topic is uninterested for them.

Likewise, it is noticeable the play has a significant role in the learning process, not only to motivate children while learning English as a second language but to develop motor skills, and acquire knowledge. Consequently, this is how play is defined as the pillar of children's development so that it becomes effective depending on factors such as the correct use of it, and the role played by the teacher in the teaching process, all this has a significant influence on strengthening the basic processes necessary for children's learning in the early stages. |
| Advisor | Diana Constanza Cruz Galeano |

PLAYING AS A WAY TO MOTIVATE THE PROCESS OF LEARNING ENGLISH

ABSTRACT

Student, Henao P., *The role of play to motivate the process of learning English as a foreign language of students from 3 to 6 years old*

Licenciatura en Lenguas Extranjeras con énfasis en Inglés, May, 2020, Universidad Nacional Abierta y a Distancia.

This documentary study "The role of play to motivate the process of learning English as a foreign language of students from 3 to 6 years old", this issue is of the utmost importance since schools that focus on the early ages follow a traditionalist model with the same standard of the educational system that applies to older students. This traditional teaching, proved to be ineffective, generating in the student a disinterest in the area to work, and poor performance.

This study was carried out to know the importance and benefits that have when applying the game as a strategy for the learning process of a second language. This qualitative study analyzes the distinct types of motivation in children, and how this influences their development since early childhood has a significant opportunity to build solid learning through play.

The findings of the study showed the play has an important role in the learning process, not only to motivate children while learning English as a second language but to develop motor skills, and acquire knowledge, through play, they can identify their emotions and concerns, also explores how the game is understood by different authors supporting the idea of its benefits. The findings also revealed the relationship between Teacher-Student plays an important role in motivation.

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According on the findings, the strategies to use for teaching in early childhood are fundamental, thus, seeks to demonstrate and support the different opinions that exist about the benefits of applying the game in the educational field, furthermore, raising among teachers and institutions awareness about the advantages of this supporting tool for acquiring knowledge in a new language.

KEYWORDS: child's development, play, motor skills, learning a second language, motivation, teaching practices, didactic strategy.

ACKNOWLEDGMENTS

The accomplishment of concluding my thesis fills me with joy and emotion since it is an achievement obtained both personally and professionally, words are not enough to express my gratitude to many people for their support and encouragement. Firstly, to God all-powerful, who gave me health to continue with my professional studies. My deepest thanks to my supervisor, Professor Diana, who has supported me to continue, with her critical comments has guided me to achieve my goals.

My deepest thanks to my mother and friends, especially my husband, his advice that encouraged me to follow when I saw everything lost, for his constant support, his words and his time throughout my study.

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CHAPTER I

Introduction

This document deals with a fundamental topic for the teaching English in the most important stages of their childhood. Thus, with the development of this work, the aim is to expose the advantages and the role that play has in education, being an exponent of motivation and stimulus for learning English.

Therefore, in the first chapter, it is shown how this study will guide the teacher to understand the several opportunities they have when applying the game while teaching a second language, which has experienced various problems of the use of the methodology in its teaching because of the absence of a specialized program, that is why the objectives are established based on the interest of finding statements about the role of the play in the motivation of students between 3 and 6 years towards their learning process.

Likewise, in the second chapter, the significance of applying the game in the child's development is analyzed because implementing this can generate environments which help in the relation between the teacher and the student that generate social skills that the child needs to integrate into the group and be open to taking part in the activities, likewise, playing helps the child to see the learning of English language in a fun way, and not only the difficult side it may look like.

Besides, motivation is discussed, which is a fundamental part of teaching English, since Castela affirms that "every learning process must begin with motivation", in this way, this

research seeks to highlight the different factors that can positively influence the student in the

learning process, taking into account their needs, interests, and objectives, which leads us to

know the fundamental theories that explain the different types of motivation and its function in

the teaching-learning English as a second language. Also, the connection with the different

strategies that can be applied to promote the learning process.

Correspondingly this chapter exposes the consequences that arise in the learning process

when not implementing the game as a strategy for teaching English, thus complicating the

development of social and intellectual skills that are acquired through playing to succeed in adult

life. Also, this document shows what authors state how play allows children to explore and learn

through experience, in this chapter it is discussed that the child who grows up in an environment

where play does not exist reflects a blockage of knowledge and learning through experience.

In the third, this research explains the methodology used for the development of this

document that allows obtaining the pertinent information to be able to understand concepts ideas

in topics that are not well understood, as well as the compilation and analysis of different theories

that different authors have affirmed according to their studies and observations.

The fourth chapter indicates the results that were obtained through the investigation,

compilation, and analysis of the theories of the different authors who dedicated a large part of

their lives in the observation of the game and its influence on the child's development.

In the fifth and last chapter, the conclusions that have been reached are presented taking into account the objectives established for the development of this study, emphasizing the observations and theories of the different authors, concluding that the game is a vital part of child's development, forming and developing in a world where curiosity will lead him to the learning that will be fundamental in his adult life. Likewise, by demonstrating the importance and benefits of acquiring skills in a foreign language since a child, the different factors that are fundamental roles in the process of learning new skills are concluded, as previously explained, with motivation being one of them.

Significance of the Study

The finding of this study will help teachers and institutions that apply and defend traditional education to understand the different opportunities they have when applying the game in teaching, especially to see and analyze what can be used when teaching a second language, proving it is something fun and attractive that arouses the curiosity of the child who explores and learns unconsciously.

Therefore, the different authors cited throughout this document affirm and justify that applying the game in the learning of children at their early ages has beneficial effects on the child's decision-making capacity and intellectual development, showing positive and faster results in terms of learning, in this specific case, learning a second language, demonstrating that the game is a facilitating and useful tool when introducing complex issues at an early age.

Statement of the Problem

The teaching of English as a second language has experienced several phases where it is intended to find a better method of teaching-learning to master a second language quickly and effectively. However, today, it can be observed that the biggest problem is the methodology used to generate effective learning and most schools do not have a specialized program in teaching English. Young et al., (2014) observes: "For students at the elementary and secondary school levels, access to teachers who have the necessary professional knowledge and functional English language skills to teach English effectively is critical" (cited by Richard, 2017).

Likewise, it is not a secret that to achieve better learning it is essential to develop different procedures that help to encourage students' motivation, which is crucial to the easier learning process. Hence, methods that are creative and innovative allow the active participation of the learners are required. According to Sumiati (2009), "the teaching method emphasizes the learning process actively in efforts to acquire the capability of learning outcomes, using appropriate teaching methods is aimed at solving the problems that appear during the learning process". (cited by Adrini, 2016).

Also, the play has an important role because it promotes independence and autonomy, through play, children develop to the fullest all their abilities and knowledge. Ersoz (2000) states: "Games are highly motivating because they are amusing, they can be used to give practice in all language skills and used to practice many types of communication" (cited by Moayad, 2012); thus, the game is an effective strategy that allows students to have a better performance in their learning process. For this reason, having in mind this approach the question to solve in this document is: What role does the play have in the motivation of students from 3 to 6 ages to learn

English as a second language?

Objectives

General Objective

To determine the role of the play in the motivation of students between 3 and 6 years towards their learning process of English as a second language.

Specific Objectives

To stand out the importance that the play offers, to motivate children while learning English as a second language.

To know the fundamental theories that explain extrinsic and intrinsic motivation in learning.

To highlight both intrinsic motivation and extrinsic motivation and the connection with the different strategies that can be applied to encourage the learning process

CHAPTER II

Literature Review

The importance of playing

Eliseo Reclus wrote among many articles, one entitled L'homme et la Terre in which he defended the thesis that "the game has been, after food, the oldest form of human activity", particularly this is the case, through the game people have acquired skills that became engineered inventions that have been useful for the development and progress of their community, according to Brower (1988), "the game is not a luxury, but a necessity for every developing child" (cited by Montero, 2001). Being the game an action that is expressed in an innate and unconscious by every child in its early years. a

Similarly, Díaz (1993) characterizes the game as "a pure activity, where there is no interest; simply playing is spontaneous, it is something that is born and externalized. It's pleasant; It makes the person feel good" (cited by Montero, 2001). This is how we cannot isolate the game of learning because it is through this that the child is self-motivated to explore his surroundings, thus contributing to his integral development.

While it is true that the game has been seen for a moment of leisure and fun, the game has very different meanings that can vary in situations, emotions, feelings with different meanings. It is a fact that both the child and the adult need to play most of their time, either for fun, for entertainment. Progressively, more people and different theorists are supporting and support the claim that playing contributes and is the perfect way to acquire knowledge.

This is what the specialist in education Janet R. Moyles affirms "The situation of the game provides stimulation, variety, interest, concentration and motivation" (1990: 87), more precisely, when referring specifically to the foreign language, learning this in its traditional form results in a discouraging environment for students. However, the game in children helps and manages to keep the motivation in the learning and practice of it.

 It is through playing that children develop motor skills, discover, analyze, acquire knowledge, become aware of themselves, understand and accept the different possibilities they must complete the goal. (Gallardo and Fernández, 2010, Gómez, 2012, Montero, 2017) state "The game is an activity, as well as recreational, recreational and enjoyable, necessary for the development of the child", this suggests that children play for different reasons, they need to learn, have fun, express themselves, experiment, know their physical abilities and those of others, and living these stages they learn through playing.

As Borges and Gutierrez (1994) affirm, "play is a necessity of great importance for the integral development of the child since through it, knowledge skills are acquired and above all, it allows him the opportunity to know himself, to know the others and the world that surrounds them", in other words, the child sees the play as something common and fun, something opposed to the serious tasks of the adult, which are seen as routine and boring, while adults distinguish between work and play, for a child, playing is the main way to learn and exercise skills.

Maria Montessori states that "All children learn through play/work: because play is the work of children." (cited by Montero), hence, for children, everything consists of playing and for the Montessori method, there is no difference between playing and working. All children want to learn; they have an innate motivation to learn.

With playing the child explores and discovers new things, he is in a constant process of learning that he does not perceive and simply enjoys. Carmona and Villanueva (2006) "the game is a way of interacting with reality, determined by the internal factors of who plays with an intrinsically pleasurable activity, and not by the external factors of external reality".

The game over the years has influenced the attitude of people in different situations that are presented in the daily life, Crespillo (2010) says "the game helps the human being to control the body, feelings and solve the emotional problem so he can be a social being and learn to take a place within the community" (p, 3), as can be seen, it is reflected the importance that this has within any situation and the advantages which are reflected in the teaching of a second language.

Also, Okoń (1997) confirms that "play generates facilitating conditions for children to develop social relations and social skills" (cited by Gruss, 2016. p, 83), indeed, is through the play the teacher can create the conditions for interaction, making away with fear and shyness the student might have when participating in the lesson, then the student just focuses on the game which comes into a funny activity to perform, so the student is not inhibited to make mistakes.

For Piaget, children's play is "a cultural activity that develops intelligence", therefore, the game is an important educational resource for children, for their development and the community, the child seeing a game, no matter how complicated it may seem, he is attracted and motivated to participate. The game makes the class something attractive in the child's eyes that can be used to advance the development of learning.

The implementation of games in education is fundamental and can make the classroom a playful place of learning and motivation in many areas that can be seen with great difficulty,

which makes the student remain unmotivated when participating. Groos states that "childhood is a stage in which the individual prepares to be an adult, practicing, through play, the different functions that are related when an adult in an unconscious manner."

The game can not only be seen as something exclusive for fun without a goal, this instead offers us endless strategies, being an excellent tool to acquire essential knowledge of the language that is being learned in an appropriate environment according to their age. Malgren (2011) defines the game as "a change to traditional teaching where the creativity and imagination of students, is focused on learning situations facilitating the acquisition of a language" (cited by Castrillón Díaz), thus, through the game, students learn to listen, and when reaching the established goals the student learns to make their own decisions that lead to his success.

However, all tools need to be implemented properly to ensure that the game can be successfully carried out in the classroom, Pastor (2004) suggests different characteristics that must be taken into account for the game to be effective; "You must have rules to meet your goal, the teacher must allow freedom in performance, the teacher must make it fun" thus, this contributes to the student's opportunities for integration and recognition of new cultures.

Supporting this idea, P. López de Montoya affirms that "the games in which children are to be recreated must be such that they not only serve as recreation but also as teaching", in this way it can be said that the game as many have considered for years, as a playful, recreational activity, which only provides a moment of relaxation, is instead a tool that when properly used by the teacher in the school environment, can become a strategy that will provide various advantages to the teacher, facilitating his work as a teacher.

In the same way, young learners learn a language through words, it is seen in the mother tongue or a second language, from single words children go upwards to create short sentences. As well, we need to remember that young learners are still developing their own language what means that learning some concepts of the second language might come difficult to socialize or put it into practice as they do not know these concepts enough even in their mother tongue.

Accordingly, to Harmer (2007): "we might expect children of primary age to acquire much of a foreign language through play, for example, whereas for adults we can reasonably expect greater use of abstract thought" (cited by Sehan, 2018), accordingly, in the young ages is believed and applied children can memorize new words easily which is the pillar for any language.

On the other hand, Alicia Camilloni (1998) states that: "(...) it is essential, for the teacher, to pay attention not only to the topics that must be included in the programs and that should be dealt with in class, but also, and simultaneously, in the way in which it can be considered more convenient than such topics be worked by the students" (cited by Villota, 2018), thus, the relationship between the topics and the way to approach them is so strong that it can be argued that both didactic treatment themes and strategies are inseparable.

As teachers, we have the role of teaching each child individually, guiding and helping them according to their needs, Montessori says, "All children have an absorbing mind: they unconsciously absorb information from the environment", thus, knowledge must not be introduced into the children's heads in a forced way children through previous knowledge will be perceived by them because of their reasoning. In other words, the child does not learn the concepts by force, but by his reasoning when interacting with his surroundings.

Therefore, nowadays one of the strategies used to help to acquire a second language is through the game as a learning method. Lozano (2014) states that "the implementation of games in the classroom is fundamental for the development of students because it supposes greater interest and motivation"(cited by Castrillón Díaz). Hence, the game allows greater interaction and participation in the understanding of different concepts, indeed, students acquire new concepts by fixing this new knowledge without the need for a grammatical or structural explanation, being the game a fun, effective, and informal method.

García (2009) mentions that "learning English in a playful-didactic space as well as strengthening, allows children to become accustomed to the second language and identify with it and, most importantly, enjoy it". This is how the game not only helps the student identify and be involved with their learning but also allows the child to change their attitude towards learning a second language. In addition, since the appearance and recognition of learning theories that consider the child a mentally active subject (Piaget, 1985, Coll, 1983, Inhelder, 1987, Bruner, 1972), the objective shared by educational psychologists, pedagogues and teachers has been to find elements that stimulate this mental activity to increase knowledge in children.

Child development in all areas (physical, motor, social and cognitive) is generating new interests and curiosities in children, that adults must fulfill to help them, from the interaction, to build their knowledge and keeping up the motivation for the learning process.

For Torbert and Schnieder (1986) the game is "the key that opens many doors", accordingly, not only should it be seen from the perspective of a moment of rest or focused on the motor part of the child, it is also important to highlight how the game influences the learning of other areas that are seen as something difficult to process in the minds of the youngest.

Particularly one of the essential functions of the game is the reduction of the tensions born of the inability to give a correct answer, the child at the time of playing clears all fear releasing energy and maintains a balance and concentration at the time of developing the activity, as Vargas (1995) says "In the game, you use large portions of the neuromuscular system not exhausted to regain balance and the lost energies. This balance is produced through play".

In addition, Harmer (2007) states that "we might expect children of primary age to acquire much of a foreign language through play, for example, whereas for adults we can reasonably expect greater use of abstract thought" (cited by Gruss, 2016. p, 77). Additionally, as mentioned, the teacher must take into account the age of the students to organize a program that establishes their needs and the different skills to work on.

According to these words, if teachers focus on children from 3 to 6 ages, their needs and wishes are about playing, kids see everything as a game, this is why learning a second language through playing is an advantage in these ages where they can acquire any type of information, if it is taught properly, at the same time, it is important to mention that teaching through playing will make the learning process easier, dynamic but above all will keep the child's motivation to continue with the learning which is indispensable since it supposes a social as well as cultural development.

Nevertheless, most of the people see the game as a simple way of entertainment, when kids can play at a time which the duties of the lesson are over and then they can fill the extra time in of the class, but with no relation to the working subject, it is why the time is wasted, being that this could be used as a way of reviewing concepts, unfortunately, games are often used as short warm-up activities or when there is some time left at the end of a lesson.

Despite the lack of vision that some people might have about teaching and learning through playing, Lee (1979) observes "A game should not be regarded as a marginal activity filling in odd moments when the teacher and class have nothing better to do" (cited by Uberma, 1998), even so, the simple structure of teaching concepts and practicing through the game can be an acceptable way to use it.

Admittedly, the game helps the student to see the beauty of learning a foreign language, and only the side of difficulty that it might look like. Dybiewska, believes games are a good way of practicing the language because it provides a model of what learners will use the language for in real life in the future (1994:6). In this instance, games are the way to teach an early age. On the other hand, Bedir (2015) examined young learners' views on the program; they found out that young learners had positive attitudes towards learning English, and they were more motivated when they learned English through games and activities. (cited by Asmalı, 2017)

Likewise, Kamra, (2010) concluded that "using games is an efficient way to teach English in the classroom. This way you get the best results in the classroom. It arouses students' motivation" (cited by Mahmoud, 2014), according to this, the game can increase students' motivation, they have a characteristic fun what brings students an enjoyable and pleasure time what is the key when children are learning.

Motivation

It should be noted that no person is not motivated by any type of hobby or a specific topic that called their interest, many of these hobbies have no relation with learning a second language because it does not call their attention and it does not seem attractive to the student's eyes.

Castela (2008) states that "the learning process has to start from the motivation, desires, and needs that the student has, however, one should not forget in this process that there are other influential factors such as the teacher's performance, which must create a stimulating and stimulating climate for children to achieve optimal learning".

Also, Castellano (2012) states that the student in the learning process is not alone, needs motivational agents such as teachers and parents who are responsible for guiding and providing convenient support for the progress of the child, to get to train more people active and efficient in learning. That is why the teacher's role is fundamental, being this the motivating agent that gives the guidelines in the learning process.

Specifically, when talking about motivation, it is about explaining the behavior of a person within the educational context, so the motivation is driven by the fact of learning and discovering new things leading the subject to have a specific behavior in front of the topic to learn and according to their motivation. According to Woolfolk, "motivation is usually defined as something that energizes and directs behavior."

Thus, according to Maslow, "a person's most fundamental needs are for air, food, clothing, and shelter" (cited by Nelson, 2013), this suggests that the teachers should know about student needs and how to motivate them, for example, if students do not get enough to eat the night before, their performance in class the next day might be unsatisfactory.

Moreover, Vockell (2000) stated: "First, understand these needs as thoroughly as possible and either work around them or consider them. Next, help satisfy these needs. Finally, show how learning the subject matter of school can help satisfy learner's needs." (cited by Nelson, 2013), therefore, the school that provides food and clothing is focusing on motivational

aircraft according to the needs of the students.

Meanwhile, Richard and Edward (2000) have shown a detailed description of intrinsic and extrinsic motivation. According to them, "The most basic distinction is between Intrinsic Motivation which refers to doing something because it is inherently interesting or enjoyable, and extrinsic motivation, which refers to doing something because it leads to a separable outcome" (p. 55), from this it can be concluded that motivation intrinsic is related to a personal self-interest and, on the contrary, extrinsic motivation is related to the academic part.

Equally important, the relationship that a teacher has with his student is essential to generate motivation or, on the contrary, demotivation in the student, the teacher has the possibility of creating and establishing a friendly and comfortable relationship, generating interactive communication on both sides. On the other hand, to create a friendly relationship, the teacher must show an interest in knowing the reasons that students have to learn, generating an approach that allows the teacher to encourage the student to achieve their goals.

Furthermore, since intrinsic motivation is a significant element in the learning process, teachers need to create environments where students feel comfortable expressing themselves, making easier the learning process by applying intrinsic motivation. In this way, to this respect, Brophy (1998) says "The simplest way to ensure that students expect success is to make sure that they achieve it constantly" (cited by Zaman, 2015). If students are comfortable with their learning process, it will reach the goal easily.

In contrast, extrinsic motivation can explain with two examples, on the one hand, the student who performs his tasks for fear of parental correction, and on the other hand, the student who performs his tasks to obtain the teacher's attention. In order to, both have separate reasons

for attending the tasks to attain some goals rather than enjoy the task. (Richard and Edward, 2000).

Likewise, both of them have the same function, but these motivated differently, however, it should be pointed out that both complement each other, since intrinsic motivation can be blocked by various factors, such as a monotone teacher generating a boring environment, and likewise, rewarding them for doing something that teacher expected may be the reasons to feel motivated again, hence, both variables play an important role to motivate students, though they have different activities to play.

Thus, Gardner and Lambert (1972) found two types of motivation: instrumental and integrative. Instrumental motivation occurs when the student wants to achieve a specific goal through a second language, get a better job, a specific exam, or the opportunity to improve professionally, on the other hand, integrative motivation occurs when the student wants to learn a language due to cultural interest and wants to identify with that group. (cited by Damavand, 2012)

Thereby, Gardner (2010) states, "In the socio-educational model of second language acquisition it is proposed that integrative motivation is multi-dimensional, involving affective, cognitive, and behavioral components comprise four broad categories of variables, motivation, integrativeness, attitudes toward the learning situation, and language anxiety" (cited by Mickiewicz. p, 216).

Consequently, Hudson (2000) states that Instrumental motivation is generally indicated by the aspiration to get practical benefits from the study of a second language (cited by Zanghar, 2012), furthermore, considering specific goals according to the benefits it can bring, thus,

Gardner (1985) suggested that instrumental motivation was the stimulus for learning generated by utilitarian objectives upon the uses of the languages (cited by Zanhar, 2012). It means that instrumental motivation focusses on a functional reason for learning a second language such as getting a better lifestyle, better job, higher salary.

Likewise, Tileston (2010) states "extrinsic motivation is the desire to do something because of the promise of or hope for a tangible result" (cited by Hamka, 2017). However, it is not possible to teach a language through reasoning with children between 3 and 6 years old, the factor that learning to language brings certain benefits in their adult life is something that does not coexist with the thinking of a child, therefore, instrumental motivation can be the driver, can be used to motivate children to acquire new skills and knowledge; Once acquired this, and they get aware; they can be more intrinsically motivated to develop the skill.

On the other hand, Gardner and Lambert (1972) stated: "Learners who are integratively motivated want to learn the language because they want to know the people who speak that language, they are also interested in the culture associated with that language" (cited by Hamka, 2017), this is how integrative motivation would be more focused on different cultural groups as if the student became a member of it.

Currently, integrative and instrumental motivations are not necessarily mutually exclusive. Brown (2000) stated that "learners rarely select only one type of motivation when learning a second language, thus, the motivation for learning a second language is usually a combination of different forms of orientations". Also, he has cited an example of international students who are residents in the United States, where it is common to see that the international students learn English for academic purposes while wishing to be integrated with the people and

culture of the country at the same time. (cited by Uk essay)

On the other hand, it is visible that different factors that surround the student affected positively or negatively in the success of the students, one of them may be teachers' way of teaching, in this case, a second language, likewise, Yolageldili & Arıkan (2011) proved game-like activities work well with young learners. Thus, for students to develop an intrinsic motivation, an objective must be established, in this case, to learn English, which will cause students to develop an intrinsic motivation while enjoying the learning process. (cited by Asmalı, 2017)

Furthermore, not only these studies focus on the motivation's category, whatever it is integrative, or instrumental, but it also refers to the teacher's role, teacher's characteristics and qualities that can motivate and inspire the learners in the learning process, thus Pomar (2001) states that "the role of the teacher, therefore, is to create innovative and different activities that awake the creativity of the students. The attraction for the unknown or learning new aspects for your life is one of the factors that manage to attract motivation, we can call it motivation for novelty".

Among the limited number of studies, Nikolov (1999) found out that children's motivation to learn English was based on several factors, such as classroom experience, the teacher, external reasons, and utilitarian reasons, thus, it shows that it was important for students to obtain results that are within extrinsic motivation, such as, grades and rewards. (cited by Asmali, 2017)

On the other hand, a highly motivated individual will enjoy learning the language and strive to learn the language. Gardner (1985) stated, "An integratively oriented learner would

likely to have a stronger desire to learn the language, have more positive attitudes towards the

learning situation, and is more likely expend more effort in learning the language". (cited by

Chilingaryan and Gorbatenko, 2015).

figure 1

On the other hand, the figure shows that motivation and ability are interconnected, thus,

Merritt (2013) confirms "learners who study a foreign language to achieve another goal are

instrumentally motivated, in these case, language competence isn't the goal itself", it means that

many students learn a second language as a requirement to achieve a specific objective,

determined to an academic field.

Also, Gardner describes core second language learning motivation is a construct

composed of three characteristics: the attitudes towards learning a language (affect), the desire to

learn the language (want) and motivational intensity (effort), besides, it is worth mentioning that

in the classroom students who do well in the language are more confident than those who are not,

so, the feeling of failure can lead to a downward spiral of a self-perception of low ability – low

motivation – low effort – low achievement – low motivation – low achievement (cited by

Chilingaryan and Gorbatenko, 2015).

This suggests that, if the teacher is not self- motivated, he cannot motivate his students to

work hard. Dornyei (1998) advises encouraging students to set attainable sub-goals and

increasing the attractiveness of the course content, creating a pleasant, relaxed atmosphere in the classroom, developing a good relationship with the learners, increasing the learner's linguistic self-confidence, (…) familiarizing learners with the target language culture (cited by Chilingaryan and Gorbatenko, 2015).

Additionally, nowadays the role of the teacher is recognized as being highly significant in the motivation process, an enthusiastic and motivated teacher prepares a learning environment according to their needs or interest, creating a pleasant environment for the students what facilitates an environment of interaction between the teacher and the student, which shows the influence that the teacher has on the learning process in a second language.

Furthermore, we must know what influences motivation for learners, because if we got the points where we should focus on, then the topic will be understandable, therefore we can check one of the theories that are in the literature widely used was Oxford and Shearin's (1994) theory. It contains six factors that affect motivation in language learning:

Such as attitudes (feelings toward the learning community and the target language); beliefs about the self (self-efficacy, and anxiety); goals (perceived clarity and relevance of learning goals as reasons for learning); involvement (the extent to which the learner actively and consciously participates in the language learning process); environmental support (extent of teacher and peer support, and the integration of cultural); personal attributes (aptitude, age, sex, and previous language learning experience). (cited by Chilingaryan and Gorbatenko, 2015)

According to the research that these six factors have been regarded in the learners' motivation when the school renewed targets. Hence having the language skills results from the interaction between environmental conditions and cognitive structure.

When the school renewed its targets in the learners' motivation these six factors have been taken for consideration, the language obtaining results from the interaction between environmental conditions and cognitive structure. The teacher needs to create the ideal language learning environments, thus the teachers can analyze situations and make adjustments about creating optimal learning conditions.

At the moment of designing learning activities, the language teacher should not forget that learners must be given chances to take part as language learners in a variety of contexts as language learning focuses on the suitability of implementation in various circumstances of use. These activities will cause learners' increased motivation.

To reach relevant learning goals, it is necessary to know what the learners need, in this way, it makes them recognized for the complexities of real-world duties that require them to use language skills in their lives.

Correspondingly, motivating students is necessary, with no motivation teachers have not changed, such as Bray and McClaskey (2015) mentioned, "If you don't believe in yourself or think you cannot do something, it is difficult to get motivated"(cited by Curtis, 2017), therefore, teachers not only must focus on motivating the student to make them take part in the lesson, it is mainly to be a facilitator, but getting closer to students, knowing their needs, their ideas, and their worries are also a way to show the students, they are important and they can do everything they want.

Admittedly, Hill & Rowe (1996) "Teachers play a vital role in their students' engagement and motivation", and Hamre & Pianta (2001) stated: "It is vital that teachers make of the classroom supportive spaces in which students can engage in academically and socially

productive ways". Thus, it is a fact that students who have a positive relationship with their teachers form solid bases that allow them to explore the classroom and feel more confident to participate and work on social development. Likewise Hamre & Pianta (2001) state that "In the relationships, students learn about socially appropriate behaviors as well as academic expectations and how to achieve these expectations". (cited by Curtis, 2017).

Consequently, Wentzel (2002) found that students' motivation to learn is impacted positively by having a caring and supportive relationship with a teacher (p.137). At the moment students perceive warm, friendly, and positive relationships with their teachers, they feel more motivated to be engaged and be a part of a school, making an increase in the desire to learn.

On the other hand, Osterman (2000) found that a strong positive relationship exists between students' awareness that they relate or belong in their school community and their academic engagement, (cited by Cutis, 2017). Accordingly, educational leaders and teachers should work on and improve improving their efforts to encourage students' motivation and create positive relations.

Likewise, the motivation is linked to the contact and the relationship that the students have not only with the teachers but also with their environment, at the moment that the student feels motivated this is positively affected in their performance is how the game is also connected and is a fundamental part of development, the game is part of human nature, Huizinga says that "The play is fundamentally linked to the human being is a vital category primary life and as such is the origin and sustenance of human culture" (Briseño 2001, p .two).

Moreover, Huizinga (2002) states that "characteristics of the game are, seeing them as something free, where evasion of real life takes place, he considers that satisfaction is his

realization, the present order is produced, tension, change, emotion, solemnity, rhythm, and enthusiasm".

Furthermore, along with pedagogues and psychologists reiterate once that children's play and motivation, accompanied by work in the team is an essential mental, physical activity that favors/stimulate the development of an integral and harmonious way, also, through play, children have access to the world and have a series of experiences in a pleasant way, which is why, at the same time, the game in education is used as a fundamental part of the motivation.

Strategies that can be applied to encourage the learning process

The main function of teachers is to create optimal environments for students, environments that are suitable for the learning process, these are created by focusing on the interests and needs of students, in other words, on their motivation to learn, furthermore, all human behavior is carried out to achieve a specific objective, hence, motivation is like the development where student behavior is encouraged and guided toward a specific goal. Many studies have been conducted looking for answers to the following question: What are the strategies that help students stay motivated?

As it was explained above, intrinsic and extrinsic motivations are essential and complement to each other in learning English process.; on the one hand, intrinsic motivation is an internal impulse that moves and energetically encourages students to move forward by their innate curiosity, however, it is likely that not all students have an innate curiosity or interest, on the contrary, sometimes, a good grade, fear of failure, the attention of a specific person motivates

the student to take part in different activities; such as Don Hamachek (1989) says "It is clear that extrinsic motivators are sometimes necessary either to get students started first or to start down a path they might not know exists." (cited by Kong, 2009).

Hence, applying activities according to their needs and that are interesting with a certain challenge, these can attract students and thus awaken their curiosity to learn English. Through the game, students can realize that learning English can be fun, being the key to motivating students to participate.

As Aydan Ersoz (2009) explains:

"Well-chosen games are invaluable as they give students a break and at the same time allow them to practice the language skill. The games are very motivating as they are fun and challenging at the same time. In addition, they employ meaningful and useful language in real contexts. They also encourage and increase cooperation".

Applying guessing games, mimics, flashcard hunt, pair, memory, run and find it fast, bingo, hot seat, flashcard twister, stations, singing songs, etc. These interesting activities encourage students to participate and improve learning motivation.

Consequences of The Absence of Playing

The absence of the playing in education has different implications that affect the learning process in the student; one of them is that the teacher cannot connect with the student in their natural environment, making the learning as flat and boring, having as a result demotivation and disinterest by the student.

According to Calero (2013) "The game and education should be correlated because education comes from the Latin -educere-, involves moving, flowing, leaving, unfolding the physical, psychological, social and spiritual potentials, from within the person who is educated. In this context, the game, as an educational medium, should have the same orientation. The game and other experiences are the support of all learning, gravitate in the change of behavior of the individual". (cited by Leyva)

Furthermore, to teach students from 3 to 6 ages, one should use the characteristics and things that children naturally feel attracted to, therefore, if the learning process does not become attractive, there is no fun, it will be difficult to teach the different concepts to the students, likewise, children know very well what they like, motivate them and can not be convinced otherwise by trying to talk to them rationally. However, through play, teachers can serve as links between children and their surrounding world which facilitates the interaction between them.

As a consequence, by denying the possibility of the game while learning, you can easily see a shy child, who does not want to socialize or share with other students, feeling a complete disinterest in being in the classroom and, he will not participate and integrate with others. So, Pellicciottaet al. (1971), states:

"The game is characterized by no other apparent purpose than its realization; correspond to an instinctive impulse; for its pleasant nature; and for being a free and spontaneous expression of the infantile world, that is, of the world as the little one perceives it. In addition to this playing is to strengthen the personality, it is to socialize. The game promotes group activities, the possibility of sharing and collaborating"(cited by Leyva, 2011, p.31)., thus, the playing is the mean which allows the students to get on not only with the learning process but also with the group.

Indeed, Garvey (1985) "The game has been linked to creativity, to the solution of problems, to the learning of language, to the development of social roles and numerous other cognitive and social phenomena" (cited by Leyva). Consequently, by not having a play environment in teaching, the child will not develop the ability to integrate easily with a group of people, communicate easily, and find alternatives to the different situations that arise.

Likewise, games are effective and efficient to improve students' skills, while in the traditional method of teaching English, students must sit and try their best to memorize new English words but through games, students are actively involved in the lesson. Accordingly to Calero (2003) "Faced this reality, the new school is a true mutation in thought and pedagogical action. It has its origins in the Renaissance and Humanism, as opposition to medieval, dogmatic, authoritarian, traditional, mummifying education. It has the virtue of respecting children's freedom and autonomy, their activity, vitality, individuality, and community, it is paidocentrista. The child is the axis of educational action. The game is indeed the most important means to educate ". (cited by Leyva, 2011).

Therefore, the consequences can be important in adult life since, according to the specialists, most of the social and intellectual skills that one needs to succeed in life and work are acquired for the first time through play and during childhood. By omitting the game in the learning process, the child is being denied the opportunity to develop experiences that make it possible to expand his knowledge for his adult life.

Sarlé (2006) says that "the fact that play and teaching are two phenomena that when placed in school build a contextual framework in which it redefines the characteristics that,

separately, each of these processes supposes. The accent is placed in the place that the game has as an expression of the child's cultural world and the creation of meaning, and in the importance of teaching for expanding the child's experience and making possible his development and learning ".

Additionally, it should be understood that "play is not only a possibility of self-expression for children, but also of self-discovery, exploration, and experimentation with sensations, movements, relationships through which they come to know themselves and form concepts about the world "Bañeres (2008) (cited by Leyva). The child growing up in a flat environment, where a play environment is not allowed or not facilitated, blocks the construction of his knowledge, learning through experience.

Likewise, the game is a means to learn not only in the teaching of a second language, but it is also the medium where knowledge is reached in all aspects of life, it is through this that we define what is appropriate or not for our survival as adults. For this, what Pugmire-Stoy (1996) states, concerning playing in children, is rescuable: "Play is as necessary for the full development of the body, the intellect and the personality of the child as food is, housing, clothing, fresh air, exercise, rest and prevention of diseases and accidents for their effective and prolonged existence as a human being "(cited by Leyva, 2011, p.17).

Moreover, Sarlé (2006) states that "the play provides the child in a context within which he can exercise not only the cognitive functions he already has, but also create new cognitive structures. Teaching and play promote children's learning by involving an expansion of the child's

development zone. The play contextualizes the teaching and facilitates in the children the

learning and the contents that are needed to play the game ".

In other words, the game in childhood is fundamental to acquire the social and intellectual

skills that one needs to perform in life and work, children learn through play to control their

impulses, solve problems, negotiate, think creatively and work as a team, without those, the child

hardly can interact and construct knowledge in the physical and social worlds.

Also, Bañereset al. (2008) states that "The game is the most interesting and fun activity

while being a fundamental element for the development of potentialities and the configuration of

the adult personality" (cited by Leyva). Hence by not having a game environment, the child fails

to develop his creative part and can develop several pathologies, such as the English psychologist

Donald Winnicott established, who lists some addictions; psychosomatic disorders, extreme

shyness, leading to an asocial personality, little capacity for freedom, and thought, and even

fanaticism.

On the other hand, Huizinga (1968) says "the game is not the 'ordinary' life or life itself.

Rather it consists of escaping from it to a temporary sphere of activity that has its tendency ... the

game is separated from ordinary life by its place and its duration", thus, through playing the child

gets in touch with things and learns unconsciously its usefulness, and its qualities, the child does

not see learning as a forced activity through play, on the contrary, he explores it and has fun.

According to Bañereset al. (2008), "the game creates and develops structures of thought,

originates and favors children's creativity, is an instrument of cognitive research of the

environment ... the games applied systematically have confirmed that children who have enjoyed these experiences of games have had increases in intelligence, specifically, improvements in the IQ, ability to take perspective, maturity skills for learning, creativity (verbal, graphic, motor ..), language (language skills, creative dialogue, ability to tell stories ...) and mathematics (fluency in mathematics, numerical ability ...) ".

Thus, in the child's cognitive development, when the child plays, he learns and stimulates his thinking abilities, among them, attention, memory, and reasoning. The game allows the child to make use of his creativity, develop his imagination, and enables meaningful learning since the playful activity captures the interest and attention of the child.

Besides, "It has been investigated and verified that the game is closely related to the four basic dimensions of child development: psychomotor, intellectual, social and affective-emotional" Bañeres (2008), in childhood is when children have more opportunities and facilities to develop their cognitive and motor. Also, Bañereset al. (2008), affirms that "employing the game the children:

- Discover new sensations

- Coordinate the movements of their body, which become progressively more precise and effective.

- Develop their perceptive capacity.

- Structure of the mental representation of the body schema.

- Explore their sensory and motor possibilities, and expand these capabilities.

- They discover themselves.

- They are conquering their body and the outside world " (cited by Leyva)

As can be seen, employing the play, social and affective development is formed; they learn behavior norms and at the same time, learn to know themselves, finding their limits and their range, all this thanks to the interaction that is possible through the game.

It should be noted that playing becomes one of the fundamental rights cited in United Nations as Borja & Martín (2007) say "the principle 7, after stating that the child has the right to receive education, free and compulsory, allowing him in equal opportunities develop their skills and their judgment, their sense of moral and social responsibility and become a useful member of society, explains that the child should fully enjoy games and recreations which should be oriented toward the goals pursued by education "(p.10). Hence, omitting the game in the learning process not only implies denying the child the opportunities to develop his fundamental skills but also the fact of breaking his fundamental rights.

Likewise, in the code of childhood and adolescence, article 30, it states:

"children, girls, and adolescents have the right to rest, leisure, play, and other recreational activities typical of their life cycle in the cultural life and the arts. They also have the right to be recognized, respected, and encouraged to know and experience the culture to which they belong ".

Besides, this shows that playing is not only a part of the life and development of the child, but it is also an obligation of the educational institutions who must ensure and comply with the fundamental rights and take them following the curriculum, this is how it is reflected that the denying the game to children, it has as a consequence the deprivation of their rights.

Whereas, Claparede says (1969) "the game for the child is good, it is the ideal of life. It is the only atmosphere in which your psychological being can breathe and can act. The child is a being who plays and nothing else "(p.179), thus, the game as such is a vital part of the life and training of the child, not implementing the game is to deny the child to unfold naturally and freely in front of the different stages of life and their cognitive development.

In this case, it is important to consider the importance of play in early childhood education, as established by Moreno (2002) "its psycho-pedagogical value allows a harmonious growth of the body, intelligence, affectivity, creativity, and sociability. In short, it is key to the development of the personality of the child in all its facets(...)", according to this, we can see the harm that can be caused by not implementing the game for the development and learning of the child.

Likewise, the game is shown in front of the educational quality of children's programs, thanks to scientific findings that show how significant it can be in development and skills, thus, not implementing the game eliminates a source of progress and learning in children. Like Silva (2004), says:

> "The scientific findings show that the practice of the game reflects and produces qualitative and quantitative changes in the different variables of the general functioning of the child, among which we can mention the degree of moral and social development,

intellectual capacity, the adaptability, the language, the emotional and behavioral response, the styles of facing and solving problems, and the ways of perceiving and interpreting the surrounding world "(p.194).

According to this, it is visible the damage caused when the play is not implemented to enhance the development and learning of the child, likewise, it is an important source of progress and an important means for the acquisition of knowledge.

Therefore, in the learning process is important to create a connection between both sides Teacher-student, otherwise, it is not possible to implement the necessary resources that form a combination that achieves to reach learning in a motivating and fun way.

Adding strength to the above argument Bañereset al. (2008) states, "Through the game, it is possible to introduce positive stimuli in the teaching and learning process, awakening the interest of boys and girls for those topics that will be addressed throughout any training program. This will achieve to enrich the work from a double perspective:

"Motivate the students, awakening their interest in the knowledge of the contents to be addressed throughout the teaching, which is important to enrich and speed up the processes of learning and teaching of academic disciplines, enhancing personalized and meaningful learning "(cited by Leyva).

This suggests that the game is not only important because it is considered a fundamental tool in the pedagogical process, but also part of the development of being, with a more in-life look.

Likewise, we can find what UNESCO (1980) points out:

"All the children of the world play and this activity is so preponderant in its existence that it would be said to be the reason to be of childhood. Indeed, play is vital, conditions a harmonious development of the body, intelligence, and affectivity: The child who does not play is a sick child, body, and spirit. The war, misery, leaving the individual devoted solely to the concern of survival, making it difficult or even impossible to play. It makes the personality wither " (p. 5).

Hence, the game can influence in a transcendental way in the personality and the different qualities that come to characterize a child and contribute to their development and formation at the moment of making decisions in their adult life. At the same time, a child who does not play loses a valuable opportunity that can only be exploited in childhood.

Likewise, the game is inherently natural to the child, it is his means of expression in all aspects, which allows him to express his fears, fantasies, desires, thoughts; it is a language that allows the child to externalize his inner world naturally, additionally, Chateau (1958) stated that:

"the game represents an essential aspect in the development of the infant, in that it is linked to the development of knowledge, affectivity, motor skills and socialization of the child, in a few words, the game is the life of the child, it should not be said that a child only grows, it should be said that it develops through play".

Therefore, it can be seen that not only before, but nowadays many scholars are opposed to the game, and only focus on finding quick results, that the student rationalizes at an early age, and the lack of support from parents who they do not show any interest in their children's learning, because of these different situations, losing benefits in their development is reflected,

thus, many people see the game as a simple activity of rest or something unproductive, which leaves nothing productive but distracting.

In other words, it is important to recognize the role of the game in education and not to confuse it as many do with passing activities. Comoe Krou has called attention to the danger of such confusion: "When the adult intervenes in the game as an adult, the game stops being a child's game. If the child's game is allowed to develop freely, it does not correspond to the desire of the educator, who would like to channel it to respond to the educational purposes conceived by him".

With this in mind, it tells us that the game does not give the respective importance it deserves, the teacher falls into the mistake of not giving the corresponding educational function, thus losing the possibility of using this tool as it should, blocking the steps of progress that is achieved by the middle of the game.

By knowing how to use this tool in an appropriately, you can take advantage of the learning time, the game helps not only the child get on its environment, it also provides a different way of acquiring the learning and allows to the teacher guides the student's interest towards topics that can be difficult to teach if it is taught traditionally.

As Prieto says (1984) "The game, as an essential element in the life of the human being, affects differently each period of life: free play for the child and systematized play for the adolescent. the game has for education, that is why so-called didactic or educational games have

been invented, which are elaborated in such a way as to cause the exercise of mental functions in

general or in a particular way "

When analyzing it from Prieto, it can be said that something as serious and important as

education is, not only by the right of every child but also by the favorable development of its

character and professional training, it follows that the game is a combination of serious learning

and fun, connecting and combining something that every child and adult naturally carries in their

being such as playing and the need to explore, and finally, fulfilling a right and duty that has been

developed over the years as is education.

While the importance and seriousness of education can be highlighted, it is well known

that educational systems have been characterized by their rigidity over the years, where it is

believed that being a strict teacher and instilling fear can get to achieve the goal set and that

children learn quicker. However, this method had been valid for a long time when Catholicism

governed the educational system, it is necessary to reevaluate and turn the learning process into

something more personalized, dynamic, and less systematic.

Further, Batllori makes clear that "... games because of their versatility can be used in

knowledge proposals, as long as you keep in mind what you want to transmit. Nothing is more

satisfying than a child who has an evaluation of him with proposals that make it easier for him to

find the elements offered by his teachers without tensions and in a pleasant way". This tells us the

game is a tool that works as a means or a guide for those who participate in its interaction, thus

evaluate (according to the purpose) the knowledge obtained by allowing students to have a less tense form to demonstrate the knowledge acquired.

On the other hand, Guilford (1950) said that "Children's games are original forms of intellectual work, social creation, and re-elaboration of experiences. When playing they know the possibilities of their body, for example, if they can jump faster or run faster. In this way, they acquire security and accept their limitations", therefore, by hindering the game usage or applying it in a way that does not take advantage of its benefits due to the lack of knowledge regarding its usage, give us as a result that a valuable resource that is often overshadowed by a rigid thought where the only thing that matters is to cultivate knowledge in a systematic and memorized way.

Likewise, it is evident the relationship that the game has with the learning process, where the game is not only a moment of fun but also provides diverse educational possibilities, in the gross motor skill the child learns to express himself with his body, control his movements. In the cognitive part, the child acquires knowledge without the necessity that there is an obligation or that it should be imposed, since the game makes a presence in the different stages of the child's development.

Moreover, UNESCO (1980) highlighted some benefits of the game's implementation:

"The game will help the growth of the brain, and as a result of the development of the individual; it is essential to offer the possibility of playing for free, inside and outside the classroom, disposing of the necessary material, and encouraging the inclusion of games and creative activities in the framework of the preschool and the school".

Hence, while the game should be a priority for all children who are part of an educational institution, some institutions indeed apply the game as a basic tool to teach a second language. However, only those who have the economic resources have access to these opportunities.

Thus, many of the traditional schools that because of low resources, teachers with long working hours, or poor academic preparation which leads only specific sociological groups to have the advantage of playing while learning; as a result, the traditional schools continue with a rigid and boring education in which is based on books and spending superior hours of preparation for exams.

Likewise, Rebecca Winthrop & Eileen McGivney state, "Content is not learnable if communication skills are not in place, and critical thinking operates on content, not in a vacuum. In this way, the skills build on and reinforce one another" (cited by Jennifer M. Zosh, 2017). hence, teachers or some institutions can offer a huge of valuable content, but if their methods to teach it do not support developing the communication skills or learning the importance of working as a team with others, probably all those resources will be forgotten in a short time.

Such as Donaldson, Dollwet, & Rao, (2015) stated that it is difficult to learn something new while being sad, angry, or just bored. Likewise, the opposite is perceived when the emotion that is felt when learning something that attracts our attention can be surprisingly reflected in the ease and speed of our learning. Research frequently shows that negative life experiences have implications on learning and development, just as perseverance and positive outlook improve our ability to handle stress and challenges in life. (cited by Jennifer M. Zosh, 2017)

Therefore, making the learning process joyful and interesting is the answer for the lack of interest in topics of specific interest or not, and the game is the key to take them to unlimited learning full of emotion, Peter Gray state: "The predominant emotions of play are interest and joy". Joy, for example, is associated with increased dopamine levels in the brain's reward system linked to enhanced memory, attention, mental shifting, creativity, and motivation (Cools, 2011; Dang, Donde, Madison, O'Neil, Jagust, 2012). (cited by Jennifer M. Zosh, 2017).

On the other hand, Children can relate better ways with different subjects even if they are difficult. Seo and Ginsburg (2004) observed four- and five-year-olds to see how often they engaged in spontaneous mathematics activities. During the fifteen-minute observation period, seventy-nine out of ninety children (88%) participated in at least one a mathematical activity. Of these children, seven out of fifteen minutes on average were spent on the mathematical activity, suggesting that children spent a considerable amount of their free playtime engaged in mathematical concept activities. (cited by Peng, 2011).

According to this, play activities help the cognitive development in a natural way, where even the teacher's guide will often not be so remarkable because the child will instinctively participate in the activity, regardless of whether the topic is of interest or not, the child will focus on the challenge and fun that this looks through the game.

Nevertheless, in schools with traditional methods, it is reflected that the only active and participating person is the teacher, but by teaching through play, he allows the child to be the center and who controls his learning process, this is how the teacher becomes a guide, a

facilitator, the bridge that connects the child with a perhaps unknown world. By implementing the game, the teacher is not only giving the children the tools, but it also allows their imagination and creativity to overcome, propose new challenges.

Likewise, Samuelsson & Johansson (2006) state "...Through play interactions, teachers can validate and challenge children's senses and their thoughts, which will enable children to focus on awareness, interactions, and intentions"(cited by Peng, p. 63), as a result, avoiding or not implementing the games in learning, it only has the consequence that the student does not allow me to brain work on creating and recreating new scenarios, different solutions to the challenges posed, it is limited to follow repetitive instructions that repress his character and his criteria.

In practice, allowing children to interact with the objects, to make mistakes, and to trust they can solve those problems show them through the experience the infinite possibilities they have to find and learn on their own. It is often, when children get some challenges, like using scissors, coloring in the right way, and teacher will want to cut or color; this experience of exploring, solving problems, interacting with the objects, and the environment will be lost.

Likewise, Piaget's (1957) theory that children construct their understanding, led him to emphasize that adults should create environments in which children could discover for themselves. It is then when a familiar, natural environment with controlled resources allows the child to make his exploration, interacting with the different objects and looking for the possible uses of these, where most of the times a teacher's guide is almost discarded, allowing in this way the child to explore and recognize his skills according to the different environments. (cited by Court, 1999)

According to Bondioli (2001), "adult-child interaction during play activities may assist children to foster and exercise the play skills that they have yet to master or develop. Through play interactions, teachers can provide children with developmentally appropriate materials, ideas, practical achievements and support them in the development of their thoughts and interests" (cited by Peng, p.63), thus, the support of the teachers and the guide is a fundamental piece in the development of the different activities and the discovery of them, however, it is important to emphasize that the teacher should limit himself to guide and give options, so that the child does not stop to explore and think for himself, eliminating any possibility of creativity and imagination.

CHAPTER III

Methodology

In the present monograph, a methodological approach of character is handled primarily qualitative since according to Hernandez, F. Faustino, C. (2006), the present approach seeks to "describe, understand and interpret social phenomena or problems through the investigation of perceptions, points of view, experiences, etc., of the subjects",

Likewise, it is a process that lets the researcher understand concepts as its definition says "Qualitative research is expressed in words. It is used to understand concepts, thoughts or experiences" (Streefkerk), thus, it allows deepening on the importance of play citing different authors who studied children's development. This is important for this study since these contributions will serve as support for advanced research on the subject.

Moreover, the purpose of this study was to investigate and document the different authors, pedagogues, and even scientists who, with their studies based on constant observations on children's behaviors, determine the importance of play in learning and the benefits it has when applying it.

When choosing the topic of my interest, I chose the qualitative method to develop this study being the most appropriate since this includes observations and the analysis of the research itself, at the same time, it allows me to base on individual experiences and have a broader idea of the subject and thus be able to justify with more criteria what the different authors expressed.

Likewise, Bryman (1986) identifies two forms of qualitative research, one of them is 'academic', which is the one I have applied to this research, this method not only allows us to explore different ideas but also allows us to generate analysis and interpretation of the different hypotheses.

In order to carry out the analysis of the exposed content, a collection of a set of texts obtained from books and articles has been carried out. The analysis has focused on the interpretation and understanding of this information which has been gotten along this research.

Altogether, from my experience when working as a preschool teacher, and working in elementary school; I have observed the different opinions on how the game can contribute or not in children's learning and development. However, it has always been agreed in the theory that the

most profitable age to learn, in this case, a second language is early childhood. Being currently

working with children between 3 and 6 years old, I have been able to apply different techniques

in teaching English, from the traditional one trying to make them flat memorize vocabulary, and

then, applying games leading them to learn in an unconscious, fast and fun, the latter being the

best and most efficient way to teach a second language. Which has led me to have a special

interest in the game, understand its importance from the perspective of scholars, and reach deeper

for the correct application of this tool.

CHAPTER IV

Results and Discussion

RESULTS

With this research it is evident how the game is understood by different authors, and how these quotations are related to the general theory when it is mentioned what it is; a free and spontaneous activity, by which the boy and girl can learn and in turn know the world that surrounds without fear of being wrong. Together with Bañeres (2008) who states "It has been investigated and verified that the game is closely limited to all four dimensions basics of child development: psychomotor, intellectual, social and affective-emotional "

Firstly, many schools follow a traditional educational system where the game has been seen for a moment of leisure without much importance, however, through this document, it is evident the play has an important role in the learning process, not only to motivate children while learning English as a second language but to develop motor skills, discover, analyze, acquire knowledge, also, playing is an inherent activity, all children are discovering and exploring new things making them in a constant process of learning that they do not perceive.

Equally important, the present study confirmed the findings relate to the importance of playing on children who can become self-motivated when their natural curiosity is encouraged and support, doing things that children like motivated to learn and explore even when the topic aimed to work on is uninterested for them. Many authors with their studies and observation for long periods about children's development have concluded that if the topic to be learned is not a

factor of interest for the kid, the learning process may not be effective; this is why with these studies, it can be concluded that it is important that learning process is fun at this age.

On the other hand, the difference between extrinsic and intrinsic motivation is understandable. Extrinsic motivation is more related to a goal or achievement; it seems to focus on academic success. Tileston (2010) states that "extrinsic motivation is the desire to do something due to the promise or hope of a tangible result"(cited by Zanghar, p.8), on the other hand, intrinsic motivation is based on animal behavior, the researchers explored that even in the absence of any reward, the animals showed a playful and curious behavior. (White, 1959). "It's about your satisfaction, interest, and curiosity to learn."

This results in the fact taking into account that it is based on learning at an early age, it is not possible to teach a language through reasoning with children between 3 and 6 years old as extrinsic motivation suggests, a child is not conscious or process the information of the importance of learning something in specific, in this case, a second language, the personal and professional benefits that this could demand in the future.

Finally, the relationship between Teacher - Student plays an important role in motivation, you can see a great difference in the child's behavior in front of a strict teacher and a bad character than in front of a kind and friendly teacher, the latter generating an environment adequate where the child feels more motivated to participate, increasing the desire and motivation to learn. That gives us the result that motivation plays a fundamental role not only because if there is no motivation, there is no entrance to learning, but also because motivation is a facilitator to approach the student, to make them happy and to make them see that Learning English is easy and fun.

These findings have brought different theories that support the main source, the importance of the game, likewise, education is a fundamental part and a right of every child, learning a second language is fundamental for their personal and professional future, however, as it has become clear, the child does not rationalize the importance of a second language, institutions and Teachers often fall into the error of forming curricular plans without taking into account the strategies that should be applied to teach these programs with children, although an adult may infer that the topics to be worked are important and connect with their professional or personal interests, But a child can't do it.

In this case, the child lives every day, has high expectations, wants to have fun, play, share with others; That is why strategies are essential to have an account when teaching a second language, to get the child's attention, maintain their motivation and thus be able to progress progressively with learning.

Alicia Camilloni (1998) states that: (...) it is essential, for the teacher, to pay attention not only to the problems that should be included in the programs and that should be addressed in class, but also, and simultaneously, in the how it can be considered more convenient for students to work on these issues ... "

That is why this leaves us with the following questions:

- What do institutions and teachers take into account when organizing curricular programs for teaching children?

- How can they organize the strategies that include the game in the programs?

On the other hand, as explained, teachers must be prepared when applying a game, prepare it and take into account the needs and strengths of children, the game is seen as a tool that

needs to be properly implemented, the game needs to be well structured, so that the child plays

freely within the parameters that make possible the development of the game itself, guiding the

child in its development. Teachers are often not prepared or do not have the knowledge to

organize games following important parameters that are needed for the proper development of

these and thus reach the goal, however, there is no support from institutions to improve or seek

alternatives Help implement the game in the classroom.

This leaves us open the following question:

- What do preschool teachers see as obstacles to using the game as a means to

learn?

To give answers to these questions, it is necessary to carry out a thorough investigation

where different educational institutions, their programs, the training provided to teachers, and the

support against the implementation of the game in the programs can be observed.

Meanwhile, some investigation that relates the game to the different aspects of the child's

learning and development, being this learning process something active, thus, it is necessary to

recognize that students of early ages need an appropriate environment to express, identify,

explore and acquire concrete, motivating and meaningful experiences. This is how the game

plays a fundamental role in the child's learning process, making that, explore, discover, imagine,

intuit, create, and build.

Furthermore, this research leads us to recognize that the game is part of a strategy and a

means that helps strengthen the basic learning processes of children between the ages already

mentioned, since, the game is a way of innate learning that each child has, the game helps to

stimulate and form an interest in the subject, in terms of learning a second language learning the

concepts traditionally is monotonous forming a discouraging environment for students. However,

play in children helps and manages to maintain motivation in its learning and practice.

CHAPTER V

Conclusions and Recommendations

This research aimed to identify different reasons why the game should be implemented in the teaching of a second language, based on the different observations and theories of the authors cited in this document, it has been concluded how vital the game is for the development of children, likewise, the child is curious as to something innate, showing the thirst to learn, as Maria Montessori states that "All children learn through play/work: because play is the work of children".

Besides, to reiterate its importance, play is often regarded as essential in contributing to lifelong learning, inspiring creativity and overall well-being of children, increasing their cognitive, emotional and social skills, at the same time, allows learning through social interactions because for children, everything consists of playing, which clearly says that it is the best way to motivate and direct children's interest in learning a second language, now, this leads us to think of the possibility that schools will accept the game as a curricular basis.

At the same time, when teaching a second language, which does not have daily contact, and understanding it can be difficult, it is necessary to find a connection bridge that helps the teacher to be the guide that the student needs to have a specific behavior in front of the topic to learn and according to their motivation. According to Woolfolk, "motivation is usually defined as something that energizes and directs behavior."

Additionally, according to this study, playing games is the students' favorite activity in English classes. Students develop positive attitudes towards language learning and they prefer activities involving games to classic reading and writing activities. In essence, when learning a second language, learners' motivation is focused on something they interested in more than the topic to work on.

On the other hand, intrinsic and extrinsic motivation influence and lead the students to learn something, this study found that both two variables motivate differently but they have a connection, even these two complement each other, thus, both variables play an important role to motivate students, though they have different activities to play.

Consequently, as Brown stated, "students rarely select a single type of motivation in learning a second language", which leads us to the conclusion that each type of motivation is important and significant influences in the learning process, in this case, the intrinsic motivation related to the student's interest, and on the other hand, the extrinsic motivation related to the students' expectation for a tangible result as a prize.

As can be seen, with this research, citing different authors, it is possible to demonstrate that play is the best strategy that can be implemented to strengthen the basic processes necessary for children's learning in the crucial early stages of their development, in this case from 3 to 6 years old. In particular, this research allows us to recognize the advantages that play has as an applied teaching tool in teaching a second language, being essential to motivate and encourage children in their learning process.

The implementation of the game in the teaching of English as a second language will not only contribute to obtaining the student's interest and participation but will also contribute to the child's motor, cognitive, social and emotional development. Similarly, it is important to know how to implement the different strategies properly for the correct use of the game in the learning process.

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