THE USE OF GAMIFICATION TO IMPROVE ENGLISH LANGUAGE IN A TEACHING – LEARNING PROCESS AT A SCHOOL IN CHONE

EL USO DE LA GAMIFICACIÓN PARA MEJORAR EL IDIOMA INGLÉS EN UN PROCESO DE ENSEÑANZA – APRENDIZAJE EN UNA ESCUELA DE CHONE

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The use of Gamification to Improve English Language in a Teaching – Learning Process at a School in Chone

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ABSTRACT

The objective of the research was: Analyze how to improve English language learning through gamification at a school in Chone. Updated investigative information was examined that allowed us to identify reasons that limit students learning and that teachers face, which is why the use of recreational activities is considered important to use for a better teaching process, the literary review indicates that songs help students learn faster, enjoy classes, the gamification strategy, which is a technique that uses the game as a mechanism for non-playful contexts, which aims to optimize the stimulation and collaboration of students, to make music learning fun and interactive. The affirmation of the positive of the use of music is because the student becomes emotionally involved and facilitates a notable and explanatory argument for learning. The approach and type of research was quantitative and qualitative, the methodological process was a bibliographic review of specialists on the subject, scientific journals on the Internet, among others, in addition, and the results achieved indicate that 100% of those surveyed consider the use of gamification to be transcendental for the teaching-learning process of English as a second language, which will give students the opportunity to insert themselves into the current interconnected global world, which will be of pedagogical benefit, formative, social and economic.

Keywords: learning, gamification, strategies, recreational activities

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El Uso de la Gamificación para Mejorar el Idioma Inglés en un Proceso de Enseñanza – Aprendizaje en una Escuela de Chone

RESUMEN

El objetivo de la investigación fue: Analizar cómo mejorar el aprendizaje del idioma inglés a través de la gamificación en una escuela de Chone. Se examinó información investigativa actualizada que permitió identificar razones que limitan el aprendizaje de los estudiantes y que enfrentan los docentes, es por ello que se considera importante el uso de actividades recreativas para un mejor proceso de enseñanza, la revisión literaria indica que las canciones ayudan a los estudiantes a aprender más rápido, disfruta de las clases, la estrategia de gamificación, que es una técnica que utiliza el juego como mecanismo para contextos no lúdicos, que tiene como objetivo optimizar la estimulación y colaboración de los estudiantes, para hacer que el aprendizaje musical sea divertido e interactivo. La afirmación de lo positivo del uso de la música se debe a que el estudiante se involucra emocionalmente y facilita una argumentación notable y explicativa para el aprendizaje. El enfoque y tipo de investigación fue cuantitativo y cualitativo, el proceso metodológico fue una revisión bibliográfica de especialistas en el tema, revistas científicas en Internet, entre otras, además, los resultados alcanzados indican que el 100% de los encuestados considera el uso de la gamificación será trascendental para el proceso de enseñanza-aprendizaje del inglés como segunda lengua, lo que brindará a los estudiantes la oportunidad de insertarse en el actual mundo global interconectado, lo que será de beneficio pedagógico, formativo, social y económico.

Palabras clave: aprendizaje, gamificación, estrategias, actividades recreativas

INTRODUCTION

The present research about the use of gamification to improve English language in a teaching – learning process is a study at school in Chone. The problem that arises is to optimize the learning of English as a foreign language, so that game-based learning, which is the application of gamification in the teaching process, provides this ideal environment. The best games are those that actively involve students, so that they appreciate the pleasure of studying and understanding a new procedure, which is achieved by stimulating language and critical thinking and problem-solving skills in students, which encourages commitment and participation.

(Esteves , Avilés, & Matamoros, 2018), (Rindilla & Rika, 2021) indicate "the objective of early stimulation is to develop and enhance the cognitive, linguistic, motor and social functions of the child through the use of games, teaching materials, exercises, techniques and other resources. From what has been examined, it is considered important to consider recreational activities to improve the teaching-learning process of the English language in a school in Chone. Research is important to achieve a teaching-learning process of the English language that satisfies teachers and students, the studies cited indicate that the teaching of the English language in school should be taught at age early and mentions the reasons:

 "Learning a foreign language helps children develop their cognitive, linguistic and emotional progress. By learning a foreign language at an early age, children can maximize the use of their native language and also develop their memory, perception and imagination" (p.3)

Some reasons that limit the English teaching process are presented; a variety of studies agree on five periodic factors in schools: outdated programs, inconsistency between expected goals, little variation in educational dynamics, lack or ineffective use of resources, lack of teacher training in the English language (Pearson, 2023)

From what was stated arises the formulation of the problem: How is the learning of the

English as a foreign language related to gamification in the students of a school in Chone?

Regarding systematization, the questions arise:

Gamification as an aid in learning the English language?

Is there a correlation between learning the English language with gamification to consider in a Chone study center?

How does gamification help students in the English learning process?

The teaching-learning process of English as a foreign language is a priority in schools because it is one of the resources that gives students the most advantages in the educational, social and professional field, especially at times when communication with Internet users of the globalized world in which we live is mostly done in English. A study carried out in 2022 by the consulting firm Statista presented the results of the level of English in Latin America and the following data was achieved: The three countries with the least proficiency in English that reached a basic intermediate level were Colombia, Ecuador and Mexico (Pearson, 2023).

In Ecuador the Ministry of Education sets out the main objectives of English as a foreign language curriculum (Education, s.f.):

1. Develop students' understanding of the world, other cultures and their own and their ability to communicate their points of view through the foreign language.

2. Develop the personal, social and intellectual skills necessary to reach your potential and participate productively in an increasingly globalized world that operates in other languages.

3. Create a love for language learning from an early age, through interesting and positive learning experiences, in order to foster motivation of students to continue learning (p.1)

The objective of the educational regulatory body in the country has the support teachers of a school in the city of Chone, who strive to fulfill it. The present research has the support of the teaching staff who consider gamification important for the teaching-learning process of English as a foreign language. This investigation is punctual, appropriate and practical for students, which aims to help the students of a school in Chone, which it is considered with the help of gamification, the teachers will achieve the stated objectives. furthermore, future investigations.

As reviewed, to overcome the limitations faced in the teaching-learning process of the English language, which are the same as those faced by teachers in the teaching-learning process, the use of recreational activities is considered to overcome it in accordance with the general objective set: Determine how the use of gamification improve the English language in a teaching-learning process at a school in Chone. The specific objectives to consider are:

- Examine existing strategies to improve English language in a teaching-learning process at a school in Chone.

- Establish how the use of gamification would help to improve a teaching-learning process at a school in Chone.

- Explain the importance of using gamification as a tactic to improve the teaching-learning process at a school in Chone.

Literary Review

(Tigua et al, 2022) indicates with respect to the educational process that is the basis of education "that for its application, methods must be used that help stimulate learning based on efficient practices of students inside and outside the classroom, using strategies that allow obtaining solid and applicable knowledge in their individuality." Regarding learning the subject of English, there are limitations, so it is considered important to expose gamification as an appropriate teaching technique to help improve students´ motivation and performance. The concept of gamification (Aquae, 2020) states: "this method consists of the use of game elements in order to complement educational processes." Furthermore, it indicates:

It is a learning technique that transfers the mechanics of games to the educational field in order to achieve better results, whether to better absorb some knowledge, improve some skill, or distinguish specific actions, among many other objectives (p.1)

The practical application for a Chone school of what has been proposed is to consider the use of Karaoke in the teaching-learning process of students as a way of displaying their artistic skills in the form of a game, which will allow them to achieve the desired results of learning English through this system.

According to (Álvarez, Quejada, & Muñoz, 2020) the tools that help the English language learning process are virtual platforms, video, among others. By applying the instruments, it was concluded that accentuating the teaching of English by increasing the applications of tools such as classroom, podcast and the support of teachers so that their knowledge increases and they are competitive and competent in the educational and work environment (Lobato, 2019) defines: "The Gamification (also known as gamification) is the process by which game techniques are applied to other processes to facilitate their realization and/or understanding", three elements are presented:

1. Dynamics: motivation of the participants. The main ones are: reward, status, achievements, self-expression, competition, altruism.

2. Mechanics: These are the basic components of the game: accumulation of points, scaling levels, obtaining prizes, classifications, challenges, missions.

3. Components: These are the resources and tools that are used to design a specific action. Whether it is an LMS platform or a website specially designed for the gamification process.

From what has been reviewed, the selection of songs from music videos with subtitles and the consideration of choosing songs according to the age of the students is considered a practical tool, considering that this must be repeated regularly, which must be determined with the teachers.

A study carried out in Nigeria by (Omolara, 2023) indicates that the use of music when teaching English facilitates learning, the approach is based on the belief that music can be an effective and fun way to learn a new language, since which can engage students emotionally and provide a memorable and meaningful context for learning. (Aula CM, 2022) defines the meaning of gamification:

as the use of game dynamics to apply them in professional or business settings, given the social nature and human predisposition to interact with other people, feel part of a community, help others, respond to stimuli or achieve achievements to obtain rewards or differentiate and be recognized compared to others (p.1)

Considering improving the learning process of the English language in a school in the city of Chone, it is important to consider the musical dynamics through games to be used during the teaching-learning process of students to make learning the English language as a second language fascinating. The form of education has developed over time, the way of teaching has changed little, currently knowledge is

obtained on the Internet and computers surpass humans in increasingly confusing cognitive tasks, the educational system must be part of innovation (Bazurto, Velásquez, Moreira, & Rodriguez, 2021). According to (Torres, 2022) it says: "Gamification is a learning method that requires integrating different game elements into the educational context, which can be a very strong motivator for students."

10 gamification suggestions are presented to boost student learning:

1. Explore gamification tools

2. Establish a system of games, levels and rewards

3. Includes a variety of games

4. Turn your students into co-designers

5. Allow them to make mistakes and try again

6. Make progress visible

7. Design challenges or quests instead of tasks and projects

8. Create challenges to solve in teams

9. Don't forget to give feedback

10. Without technology it is also possible to apply gamification (p.1)

The scientific and technological process that is currently obtained confirms the benefits of recreational activities in the teaching-learning process of a second language such as English, it will be possible to ensure the advantages when using them and the students will have highly positive feelings.

(Vathanalaoha, 2020) teachers have learned that teaching English through songs brings joy to the classroom, however, it is necessary to learn how to use songs successfully, to ensure that students learn faster, enjoy classes and decide sing, in addition the teacher must be selective in the use of the songs to use to achieve the participation of the students. The gamification strategy makes virtual language learning fun and interactive, regardless of the audience, the topic being studied or the school level, gamification allows the creation of an exciting, educational and entertaining learning context.

Without the need to convert the virtual classroom into an informal environment without rules or norms, but being a more relaxed activity, it introduces the psychology that drives human commitment, since the rewards in some cases can seem satisfactory and deeply motivating. (Briceño Núñez, 2022). The studies carried out motivate the application of achieving a classroom in a satisfying environment which

creates a receptive environment for the English language teaching process and a camaraderie between students that will lead to an effective learning process.

Regarding the topic (Molina García, 2021), he explains that "more effective teaching strategies are required that promote the mastery of linguistic skills in the student and gamification can become a valuable tool for this purpose." Currently, with scientific and technological development in education, there is a day-to-day variety of learning information on new options for the English language teaching process, such as gaming platforms, communication projects through social networks, karaoke, among others, recreation is an increasingly popular domain.

Gamification has become a transformative guideline in education that aims to make the teaching process more interesting for students in a game environment that aims to learn in an entertaining and humorous way and is understood to provide and encourage students to participate enthusiastically in their educational preparation. (Castillo Cuesta, 2020) Regarding strategies for the application of musical activities for teaching and learning the English language, the opinions raised are considered important to achieve the objective set in the research in a school in Chone.

(Robles & Zambrano, 2020) concludes that the didactic practices carried out with the use of ICTs generate creative learning environments, from the motivation to learn, interaction without geographical barriers, to the creative participation of group work; which allows them to experiment inside and outside the classroom, thereby achieving active cooperation.

(Mora et al, 2023) research carried out suggested that students who participated in gamification activities obtained higher scores and showed a greater commitment to learning English. This study demonstrates that gamification, supported by learning analytics, can be an effective strategy to improve reading skills in learning English, which has a positive impact on the quality of education and the development of language skills. of students. The dynamic techniques to improve skills in the process of teaching English as a second language in the students of a school in the city of Chone are transcendental, for which the classrooms must be adapted for the development of the proposed musical activities.

In the magazine with the theme "Play, Learn, Succeed: Exploring the Impact of Gamification on Children's Learning" it is considered that gamification allows students to enjoy the learning process and excel in their education. Incorporating interactive learning games into your teaching routine would help

unlock a new level of engagement and enthusiasm, the power of play and making the subject more fun and effective for children will be an innovative approach that will make learners are eager to learn (Bajpai, 2023).

The importance of play and the benefit of learning through exploration and some ways in which gamification features can be managed to support children's learning and stimulation are detailed. According to (Kittredge, 2023), the importance of the game and the benefit are presented:

1. Learning through exploration: Play allows children to explore the world around them. Building with blocks, imitating superheroes, online educational games they learn using their senses by observing and experimenting

2. Cognitive development: putting together puzzles, board games or memory games, exercise your thinking, memory and concentration skills

3. Social and emotional growth: Playing with others teaches them to take turns, cooperate, negotiate, and resolve conflicts, express emotions, empathy and communication.

4. Linguistic and communication skills: Simulation games, storytelling, puppets, practice vocabulary, communication and expressive language

5. Joy and motivation to learn: The game brings joy and motivates learning. Commitment, enthusiasm, desire to explore new concepts when it feels like play. Positive attitude, curiosity, desire for new knowledge (p.1)

After reviewing the research on the topic, the achievements and routines to be considered are raised. Teachers committed to achieving change in accordance with the current conditions of the global world that indicates the benefits of the teaching-learning process of a second language such as English and the importance of using the techniques proposed for the benefit of students listen to English in context, naturally, they can listen to a piece repeatedly, participate in activities such as dancing and enjoy learning, they can concentrate and motivate them to remember and retain the language, which is what we want to achieve with students at a school of Chone.

 (Oeamoun & Sriwichai, 2020) points out that in today's increasingly digitalized world in the field of education, it is required for teachers to be in line with current scientific and technological progress, to

train future educators in order to achieve adapt to constantly changing technology and global changes, so implementing service learning is vital.

The research carried out on "the perspectives of karaoke as a teaching method in primary education" indicates (Brkic Bakaric, Mesic, & Nacinovic Prskalo, 2022):

The original purpose of karaoke was to entertain and relax. However, karaoke proved to be an excellent tool for teaching children. Because students enjoy participating in karaoke during their social activities outside of the classroom, there is no reason not to incorporate it into the classroom. Children don't think of karaoke as a chore, but rather as dancing and singing. Therefore, songs must be selected carefully (p.2)

The goal of karaoke when it was created was to entertain, however, it is notable that it is a useful tool to help in the teaching-learning process of the English language in children since they do not perceive it as a task but as an activity and part of their daily activities.

(Barbarán et al, 2020) foreign language learning strategies are concrete actions that a student takes to make learning a language more viable, self-regulated and transferable to new situations. Teachers can use songs in their teaching of English classes and since this brings joy to the classroom, songs benefit students and it is important to use them in a fun and productive way, to use them successfully to get students to learn quickly, enjoy the classes and sing with enthusiasm. 10 benefits of teaching English with the use of songs are presented according to (Teaching English, 2021):

1. Songs help learn vocabulary, grammar and syntax.

2. They can use meaningful language in context

3. Songs can be catchy or reusable

4. Songs improve listening skills

5. They improve fluency when speaking with the natural rhythms of language

6. Appeal to broader learning styles

7. The songs are fun and motivate students

8. Songs can build confidence

9. Songs are memory aids

10. Songs help with classroom management (p.1)

The proposed benefits of teaching English through songs allow students listen to English in context, naturally, they can listen to a piece repeatedly, participate in activities such as dancing and enjoy learning, they can concentrate and motivate them to remember and retain the language, which is what we want to achieve with students in a school of Chone.

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(Yawiloeng, 2020) the effects of English vocabulary video on the process of learning English as a foreign language Thai students acquired vocabulary knowledge after watching the program and four benefits were identified: creativity skills, collaboration, learning environment, video production.

The study carried out by (Raising Children Network, 2023) considered examining the problems and needs in the teaching of the English language of teachers in training in Thailand considering: curriculum and content, teaching materials and teaching methods, it was concluded that the teaching plan studies and content were an insufficient number of hours of study for each English course. Inadequate for specific English skills, an outdated curriculum, and content inapplicable to real life. The reviewed articles confirm that it is necessary to organize the methodologies and materials of recreational activities

such as videos as help in the teaching-learning process of the English language in students of a school in Chone.

(Sanchez Novo, 2020) mentions the musical strategy, it must be carried out interactively, stimulating the interest of the students and increasing the value of the teaching resource. The positive thing about games in the learning environment is that students can quickly develop autonomy and easily self-correct, thus minimizing emotional stress.

Therefore, it also corresponds to a strategy that provides the cultural element and promotes progression and students can learn at their own pace, and taking advantage of it in the best way, allows the prolongation of the learning process, since outside the class, it is the song is likely to be remembered, sung and listened to several times, due to its rhythmic nature (Fernandez, 2019). With the aforementioned, musical ability, memorization, motivation, and long-term speed are promoted, desirable when applying karaoke and music techniques that have given positive results with students, what is desired to be achieved in a Chone school.

 (Chávez et al, 2023) the research of contributions and reflections on learning English determined that students who dominate English have better problem-solving skills and higher levels of critical thinking, which contributes to obtaining better academic results and skills. pedagogical aspects that are transcendental for students in the future. The use of games in a learning environment is increasingly common; it helps in the acquisition of explicit skills, competitiveness and content according to (Cornella, Estebanell, & Brusi, 2020) indicates:

> Gamification is based on managing game synthesis to outline learning routines that could take place without enjoying the playful component, but that, when planned reaching the models that characterize this methodology, turns them into interesting and motivating proposals for students. This approach to the use of games in learning is completed with some examples of experiences implemented in the teaching of Earth Sciences over recent years (p.1)

The teacher must consider in their curricular contents the process of teaching the English language with the use of recreational activities that help achieve the goal of learning as a satisfying and pleasant experience with desires to be part of the daily routine which will result in benefits.

Research conducted in Malaysia by (Xodabande & Atai, 2020) students exposed to musical vocabulary demonstrated better word retention compared to those who were not exposed to musical vocabulary. It was found that the use of music in English helped improve listening and speaking skills among the participating students.

According to (Perez Cavero & Sanchez Vargas, 2023), there are three dimensions where the use of music in curricular activities has a positive impact:

1. Prepares students for learning, giving them tools to develop their skills and abilities such as: improvement in information retention, strengthening of motor skills and improvement of abstract reasoning.

2. Facilitates academic achievement in school, as it improves mathematical performance and increases writing and reading skills; and

3. Develops students' creative capacity by improving attention span, strengthening perseverance, increasing self-esteem and developing flexibility, key components of creativity and innovation.

The accelerated dynamics of today's global world requires teachers to deploy their skills in an organized manner to achieve a dynamic school environment. In the present study, this is what is desired to be achieved with the implementation of karaoke classes for learning the English language.

 (Ocak & Karsl1, 2022) in the article prepared concluded that the level of critical reading skill and the number of books read in a month had a common effect on the level of students' creative reading perception. Every day the world becomes digital, especially in the educational area. To have trained teachers, educators must adapt to constantly changing technology and global changes.

The research carried out by (Mora Romero, 2023) in its conclusions explains:

Students who participated in gamification obtained higher scores and showed greater commitment to learning English. This study demonstrates that gamification, supported by learning analytics, can be an effective strategy to improve reading skills in learning English. This has a positive impact on the quality of education and the development of students' language skills.

The documentation obtained about the importance of adapting recreational activities such as Karaoke will allow a teaching-learning process, so it is important that teachers include the aforementioned activities in their curricular activities considering the age of the students, and they must also select the

appropriate songs. the rhythm according to the language, listening to the song, reading the lyrics at the same time, encouraging the student to sing and then to remember singing without looking at the lyrics, the effective thing is to do it regularly.

METHODOLOGY

The purpose of the research is to ensure that students at a school in Chone can improve their English language learning through the use of gamification. To achieve what was proposed, data on the problems they faced was obtained and a survey for teachers and observation was carried out during the class process of the aforementioned language.

In addition, the various existing knowledge on the Internet, scientific journals, books, notes and studies by gamification specialists was reviewed, with the aforementioned contrasted with the results of the survey and the observation sheet made it possible to identify the advantages of applying playful strategies in the teaching-learning process.

The basis on which the project is carried out was considering the population of 45 people, the same ones that corresponded to 10 teachers. A survey was applied with 10 closed-type questions and one mixed one that allowed us to specifically know their opinions; Respondents chose from the predefined options presented to them.

Regarding the observation sheet, it was applied to 35 students, with 10 aspects that were considered important to examine, such as: interest, conversation, song practices, other activities, comprehension and questions to the teachers in English classes, this was carried out during the development of English classes.

The research attempts to demonstrate the need to use recreational activities such as Karaoke, singing activities and others in the teaching-learning process of the English language, which has been known through the application of survey techniques and instruments and observation sheets. used and the existing theoretical review of the topic that confirms what was stated.

In a descriptive manner, the various knowledge of gamification specialists and scholars of the subject was examined, with which it was possible to identify the advantages of its application in the teaching-learning process, which was contrasted with the results obtained from the application of surveys and observation of teachers at a school in Chone.

In a logical and methodical way, the problem was determined and after knowing the various studies on the topic, the solution was proposed that exists in the teaching process of learning the English language as a second language in the basic students of a school in the city of Chone.

The corresponding tabulation was completed and the percentages of the surveys applied to the teachers were obtained and the results achieved were presented graphically with their respective analysis and considering the various studies examined in the research.

This scientific article is intended to be published, it addresses aspects of gamification concepts and the importance of the teaching-learning process of the English language as a second language, various studies from different places in the world on the topic and practical applications that are used with success in the instruction process, the results achieved from the survey and observation sheet applied in a school in the city of Chone are also presented.

RESULTS

Applying the survey to the teachers of a school in the city of Chone, the results are presented:

Graphic 1. In your opinion, the use of recreational activities as a didactic strategy in the teaching of the English language is:
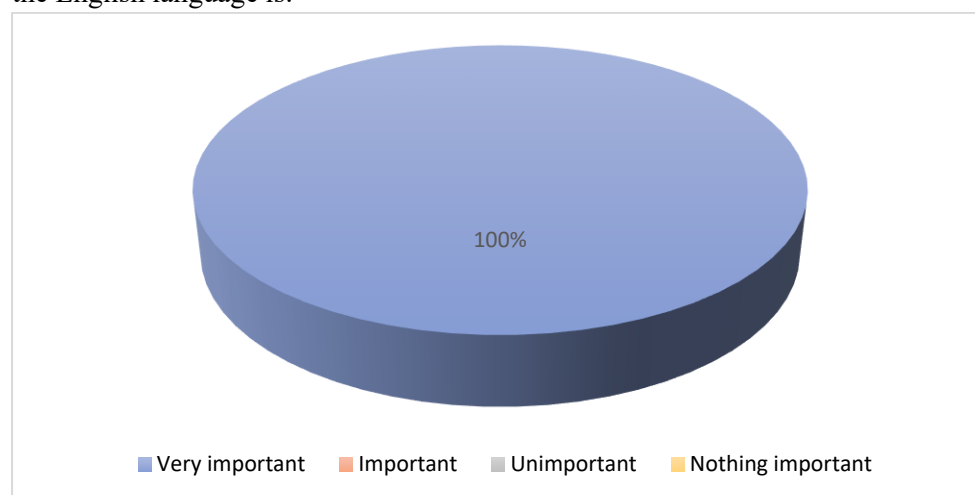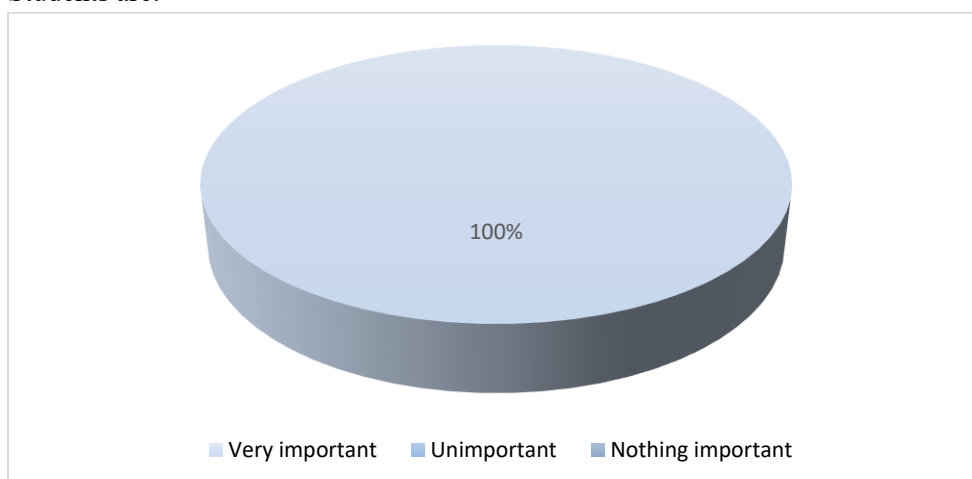

Source: Teachers at a school in the city of Chone
Elaboration: Isaac Zambrano

100% of the teachers surveyed consider that the use of playful activities is very important, that is, gamification, which must be applied with tactics, which will allow the learning of the English language, especially for students who are educated in a school in the city of Chone, which will improve the teaching-learning process according to the bibliographic review of scholars in the field.
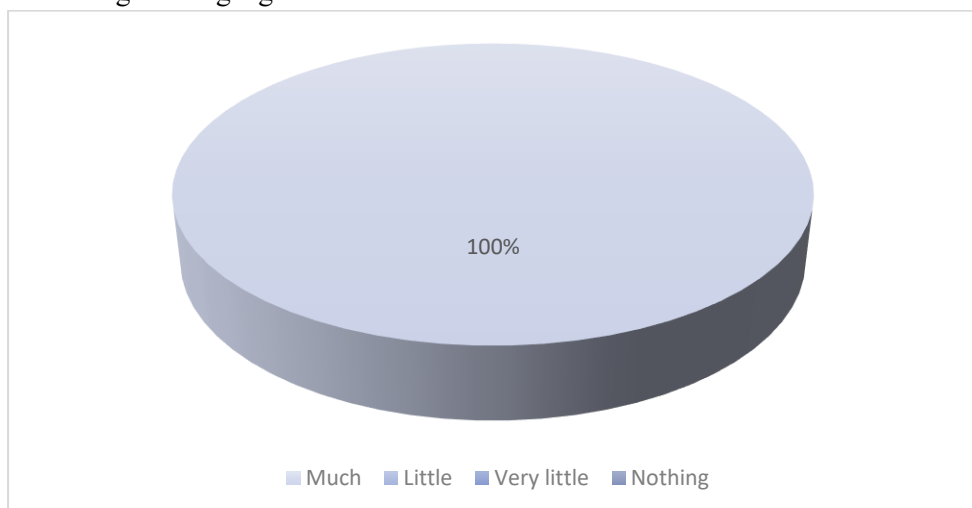
Graphic 2. Do you think the advantages of learning English as a second language in the United States? Students are:

100%

Very important   Unimportant   Nothing important

The survey applied to all teachers, who correspond to 100%, agree that the learning of the English language of the students who attend a school in the city of Chone, will open the doors to a wide variety of opportunities in the globalized world in which they are interconnected on a daily basis, which will benefit them educationally, social, cultural and economic.

Graphic 3. Do you consider the use of karaoke as a recreational activity in the teaching-learning process of the English language?
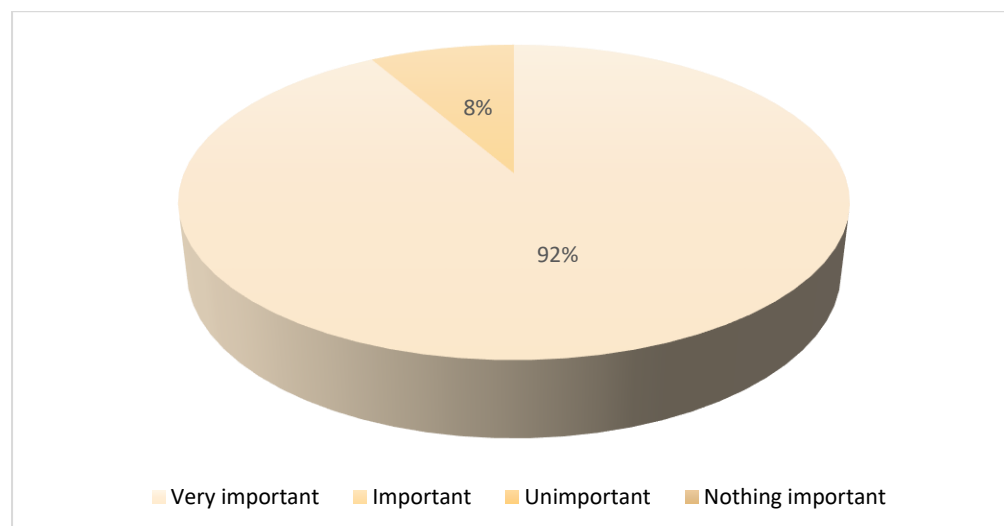

100%

Much   Little   Very little   Nothing

The answers to the questions posed in 100% of the teachers indicate that they strongly agree that activities such as karaoke will help in the teaching-learning process because it allows the development of the reading comprehension and phonics skills of students in the first year of primary school and the

other educational levels of the students of a school in the city of Chone. which will allow their development in speaking and reading the language.

Graphic 4. Do you consider it important to train teachers on the use of gamification for the English language teaching process?

Regarding the training of teachers in gamification, 92% consider it very important and 8% not at all important, the literature review indicates that it is transcendental for the teaching and learning process of students those teachers are trained in updated playful techniques according to technological advances, which will result in improving the instruction of students in a school in the city of Chone.

Graphic 5. What gamification techniques for teaching English would you use?
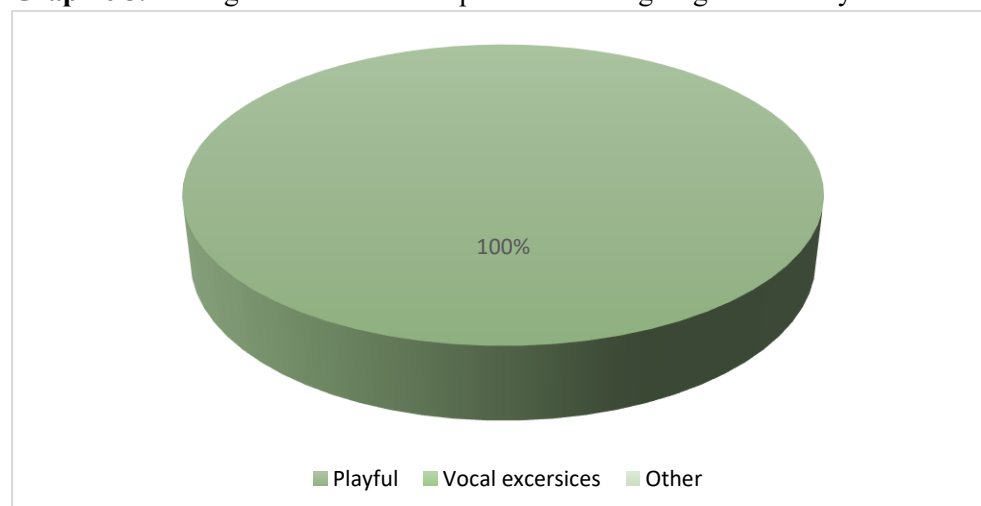
100% of the respondents expressed that they would use playful techniques, karaoke is considered an appropriate methodology due to the combination of reading and vocalization when singing, which will

allow a process of learning the English language according to the current communication needs, achieving the goal of the teaching-learning process of the students of a school in the city of Chone.

CONCLUSIONS

The results of the survey and observation sheet applied conclude:

The teachers indicated that the use of recreational activities such as gamification, especially with the use of songs when used in the process of teaching the English language, helps to improve the learning of students at a school in the city of Chone.

The teachers corroborate that learning the English language will help students obtain a variety of opportunities in today's global world with the existing interconnection in the educational, social, cultural and economic spheres, which is highly positive for the students of a Chone City School.

The results achieved reveal that musical recreational activities are effective in the teaching-learning process because it allows the development of reading comprehension and phonetic skills, as well as the development of speaking and reading of the language of students in the first year of primary school. a school in the city of Chone.

Regarding the importance of training in gamification, the teachers considered that it is important to update according to existing technological advances, which will improve the communicative needs of students by combining reading and vocalization when they use the recreational activity of singing. which will result in improving the learning of the English language of the students of a school in the city of Chone.

Recommendations

It is important that when planning educational activities, the linguistic contents that include grammatical aspects such as tenses, prepositions, the gender of the noun, among others, are considered. The dynamics will depend on the contents that you want to teach, especially when music is used.

A selection of dynamic English songs is suggested, considering the activities or characters that children like, the students' opinion is valuable, and their presentation in class must be examined and analyzed before using it to achieve the stated objective it is attachment to the subject of English.

It is significant that the type of song that is going to be sung is expressed to the student, the vocabulary of the song must be in accordance with what the students know, the new language must be explained if there is one, read and sing the song line by line, then place the rhythmic accompaniments.

The use of musical instruments is suggested according to the selected music, the participation of the teacher sharing with the students and the song should be short for a repetition process that will benefit the children during the teaching-learning process to achieve the proposed goal.

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