



## **Playfulness and the English Language: The Importance of Learning at the Ana Municipal School Raymunda and Mattos Pereira Gadelha, Located in the City of Manaus- Amazonas/Brazil, in the Period 2023-2024i**

*Playfulness and English Language: The Importance of Learning, at the Ana Raymunda and Mattos Pereira Gadelha Municipal School, Located in the City of Manaus-Amazonas/ Brazil, in the Period 2023-2024*

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### **SUMMARY**

Teaching English is still seen as a challenge in classrooms, requiring teachers to use methodologies that encourage learning more effectively. In this context, playfulness emerges as a pedagogical strategy that stimulates creativity, social interaction, and cognitive development in students, promoting an environment that is more favorable to learning. Given this reality, this research had as its theme "Playfulness and the English Language: The importance of learning at the Ana Raymunda de Mattos Pereira Gadelha Municipal School, in Manaus-AM, in the period 2023-2024", with the general objective of analyzing the importance of using playful activities as a strategic methodology in teaching English in the final years of Elementary School. The specific objectives were: to verify the contributions of playfulness to language learning; to highlight its importance for students' academic development; and to identify activities that can be applied to integrate playfulness into English language teaching. The research adopted a qualitative-quantitative approach, based on a cross-sectional observational study, using questionnaires applied to students and teachers. The results indicated that the use of playful practices significantly favors the teaching-learning process, making classes more interactive and attractive, in addition to improving student engagement in learning the English language.

**Keywords:** English language, playful, teaching and learning.

### **ABSTRACT**

English language teaching is still seen as a challenge within classrooms, requiring teachers to adopt methodologies that encourage learning more effectively. In this context, playfulness emerges as a pedagogical strategy that stimulates creativity, social interaction and cognitive development of students, promoting a more favorable environment for learning. In view of this reality, this research had as its theme "Playfulness and English Language: The importance of learning at the Ana Raymunda de Mattos Pereira Gadelha Municipal School, in Manaus-AM, in the period 2023-2024", with the general objective of analyzing the importance of using playful activities as a strategic methodology in the teaching of the English Language in the final years of Elementary School. The specific objectives were: to verify the contributions of playfulness to language learning; highlight its importance for the school development of students; and identify activities that can be applied to integrate play into English language teaching. The research adopted a qualitative-quantitative approach, based on an observational cross-sectional study, using questionnaires applied to students and teachers. The results indicated that the use of playful practices significantly favors the teaching-learning process, making classes more interactive and attractive, in addition to improving student engagement in English language learning.

**Keywords:** English language, play, teaching learning.



## 1 INTRODUCTION

English is recognized as the main international language, playing a role essential in global communication. Mastering this language has therefore become increasingly relevant, and may represent a decisive factor for social inclusion or exclusion in the job market. However, for the teaching-learning process to be effective, it is essential that the teacher acts as a mediator between the student and the new language, adopting methodologies that connect with students' everyday experiences. Playfulness emerges, in this context, as a pedagogical strategy, capable of making learning meaningful in the final years of Elementary Education.

This study started with the observation of students' lack of motivation to learn English in regular education. Many students show a lack of interest in discipline, questioning its applicability, which is aggravated by factors such as the scarce exposure to the language in the school environment, unattractive teaching methods, lack of adequate teaching resources and insufficient training of teachers who teach the subject. Given this scenario, this work seeks to answer the following question: How are developed the methodologies for teaching English in Elementary Education, years finals, at the Ana Raymunda de Mattos Pereira Gadelha Municipal School, located in Manaus-AM, in the period 2023-2024?

As a result, the following specific questions are proposed: How can Playfulness can contribute to learning English in the final years of high school Fundamental? How important is it in the formation of vocabulary in a foreign language? Innovative methods can be applied to integrate playfulness into English language teaching in this context?

The general objective of the research is to analyze the importance of playfulness as a strategy methodological approach in teaching English in the final years of Elementary School in the aforementioned school. The specific objectives are: To verify the contributions of playfulness to the language learning; point out its relevance in students' academic development; identify fun activities that can be incorporated into English classes.

The relevance of this work lies in the fact that many students at the school investigated demonstrate lack of motivation with the English subject. The adoption of pedagogical strategies more creative, such as playfulness, can be a way to make classes effective, promoting greater engagement on the part of students. Playfulness, in this sense, is seen as an ally of the teacher, contributing to transforming the classroom environment





monotonous, in a stimulating space conducive to learning. The feasibility of the study is ensured by the availability of material resources and the commitment of the researcher in promoting a critical analysis of the observed school reality.

## 2 THEORETICAL FRAMEWORK

### 2.1 THE IMPORTANCE OF THE ENGLISH LANGUAGE THROUGH PLAY

The English language is already included in the curriculum of the final years of High School Elementary and High School, being considered a relevant subject for the comprehensive education of the student. Although it is not a mandatory part of the initial years of education, Fundamental, its presence in children's daily lives is clear. English is the foreign language most spoken in the world, which reinforces its importance in the educational context (Brougeré, 1995).

Mastering a second language represents a differential for personal growth, academic and professional. According to Freire (1996), the teacher must act as an agent motivating, adopting methodologies that provide a dynamic learning environment, participatory and focused on the student's integral development. Unmotivated students tend to show disinterest and abandon studies. Teaching a foreign language, such as English, requires strategies that awaken students' enthusiasm and curiosity.

Therefore, it is up to the English teacher to diversify their pedagogical practices, incorporating methodologies and resources that involve students. Activities such as discussion groups conversation, group reading, use of music, games, dramatizations, videos, films and technologies are essential to make learning more attractive. Learning English, requires a continuous process marked by social interaction. Collective practice allows students develop skills such as conversation, which is one of the strategies for language assimilation (Brougeré, 1995).

It is observed, however, that many English language classes, especially in children, are marked by traditional methods that ignore the potential of playfulness as element in the educational process. Added to this is the difficulty of some teachers with little language proficiency, which compromises the quality of the education offered. Thus, the proposal for an English class should be enjoyable. The student should feel motivated and have a genuine desire to learn, by perceiving the importance of the English language in your life and by the opportunities that this knowledge can provide in the future (Brougeré, 1995).



From the perspective of child development, Piaget (1975) highlights that the process of learning occurs through three interconnected mechanisms: assimilation, accommodation and adaptation. The author argues that the child, upon arriving at school, carries with him/her a baggage of experiences. Thus, the construction of knowledge must start from the student's reality, being expanded progressively, respecting its rhythm.

According to Piaget (1975), the age range from the first school years, up to around ten or eleven years, is considered an ideal period for introducing a second language.

Vygotsky (2007) also contributes to the understanding of language acquisition by stating that it is related to three factors: social, communicative and cultural. For the author, the language develops through interaction with the environment. The child ceases to be a information receptacle to become an active agent in the process of building the language, simultaneously with the development of thought.

Finally, it is important to emphasize that none of the authors cited — nor scholars of the theme — propose a method for teaching the English language. What exists is a diversity of strategies that can be effective for certain student profiles, considering the learning styles. While some students learn best through listening or reading, others stand out when singing, playing or using technological resources.

### **2.1.1 Teaching English in early childhood education**

The growing presence of the English language in everyday life among children is a reflection of the advance of globalization. During childhood, cognitive, social and linguistic is expanding, which makes this phase conducive to the introduction of a second language. The acquisition of the English language at this stage tends to occur in a similar way to that of the maternal, as long as the teaching process respects the rhythm and individual characteristics of the child. For this, it is essential that the teacher is prepared to use methodologies compatible with their stage of development (Lima, 2022).

Teaching English in childhood requires pedagogical planning that considers the playfulness as a central element (Luckesi, 2014). In Early Childhood Education, play is a fundamental right, as established by the National Common Curricular Base (BNCC). When By integrating recreational activities into English language teaching, the teacher enhances learning through games, stories and other strategies (Lima, 2022). A class taught in a expository tends to generate disinterest among students; on the other hand, an interactive class favors the assimilation of content.



However, the use of play in education should not be confused with games. devoid of pedagogical intentionality. The teacher must be aware of the purpose of each activity, ensuring that it contributes to the teaching-learning process. In this process, must value the student's knowledge and use everyday elements as a starting point starting point for teaching the new language. Playfulness enables the development of skills socio-emotional, such as socialization, empathy and respect for the rules of coexistence. Through Through games, children learn to deal with victory and frustration, to work as a team and to solve problems collaboratively. Therefore, it becomes imperative to rethink practices pedagogical and invest in more attractive methodologies.

### 2.1.2 Playfulness as pedagogical praxis

The use of playfulness in English language classes has proven to be a strategy for promote a participatory learning environment. Considering that there are English words already incorporated into the daily lives of Brazilians — such as "on/off", "power", "delete", "enter" —, using playful activities allows the student to understand the language as something present in your life and not as a distant reality. In this sense, playfulness contributes to the English language teaching-learning process becomes more meaningful.

Several teachers explored the potential of play in their pedagogical practices, finding that its application is beneficial. There is a mistaken perception that language English is difficult to learn. It is up to the teacher to show students that English is part of of your daily life, such as in words that appear on social networks, product packaging, among others. When students recognize these elements, they understand that they have familiarity with the language and become more confident in learning (Carvalho; Bona, 2024).

Play, in this context, serves as a facilitator of learning. During activities playful, the teacher must conduct the dynamics in a way that favors communication between the students, providing situations in which they know what they are saying and understand what listen. Finally, learning the English language will only be effective if there is an exchange of knowledge, encouragement of interaction and frequent communication practices. In this way, it will be possible to promote the appropriation of the English language in a more fluid way.





## 2.2 ELEMENTARY EDUCATION AND PLAY AS A TOOL LEARNING

The school is understood as the privileged space for achieving objectives of the educational system and student learning. Its mission includes that of knowledge, culture, science, art, in addition to preparing students for the exercise citizenship (Romanowski, 2007). The author identifies four theoretical strands that guide the pedagogical practice in schools: traditional, technical, new school and sociocultural. In traditional approach, the centrality of teaching is in the transmission of knowledge, having based on the selection of fixed content and the expository class. The teacher is seen as the holder of knowledge, while the student occupies a passive role, limited to memorizing information. The assessment, in turn, is centered on the mechanical reproduction of the contents.

In the technical aspect, the emphasis shifts to the application of techniques and procedures aimed at developing skills for the job market. The teacher assumes the role of facilitator, mediator of the process, requiring mastery of the discipline and strategies pedagogical techniques to diagnose and solve learning problems. The practice escolanovista prioritizes the student as the center of the educational process and values learning active. Finally, the sociocultural approach understands the educational process as an action intentional aimed at transforming society (Romanowski, 2007).

From the sociocultural conception, school education aims to promote changes qualitative aspects in the development of students. This perspective considers the human being in constant development, as a result of the interaction between external factors, as defended by Palangana (1998). According to Alexandre (2010), learning is understood as a process of transformation of behavior mediated by experiences in which the subject is inserted. Complementing this view, Díaz (2011) emphasizes that learning is a process in which each subject manifests his individuality, although when exposed to same contents.

Rego (1995), when interpreting Vygotsky's thought, highlights the concept that the human development results from the appropriation of the group's historical and cultural experience social context in which the individual is inserted. From this perspective, the biological and the social are not dissociated; on the contrary, they are integrated into the constitution of the subject. It is, therefore, a perspective socio-interactionist, which understands learning as a result of interactions between subject, object of knowledge and social environment. The class, in this sense, must avoid rigidity of exposition



unilateral, favoring practices that stimulate interaction, problematization and the relationship between the content and knowledge already acquired.

The historical-cultural conception, developed by Vygotsky and deepened by theorists like Leontiev and Luria, represents a break with the maturationist paradigm. For Vygotsky et al., (2010), development and learning are in permanent dialogue: the teaching must provoke and enhance it. In this context, the concept of Zone of Proximal Development (ZPD) represents one of his most innovative contributions. The ZPD refers to the distance between the child's current developmental level — what he or she is capable of to accomplish alone — and the potential level — what she can accomplish with the help of adults or more experienced peers. Thus, learning takes place in a territory of interaction, and the role of the teacher is fundamental as a mediator of this process.

Overcoming the understanding that learning depends on the student's maturity is essential to breaking with prejudices present in everyday school life. It is at this point that inserts the relevance of a critical pedagogy, capable of understanding that not all students learn in the same way. Thus, by recognizing learning as a social process, it becomes possible to think of an education committed to the formation of the human being. The practice teaching, it ceases to be the application of techniques and content and becomes a transformative act. Vygotsky, by basing his work on historical materialism, proposed a vision of man as a subject and producer of his social reality, breaking with the idea that the subject adapts to the environment. On the contrary, it transforms this environment, appropriating the language, the symbolic tools and accumulated knowledge (Vygotsky, 2007).

Elementary education is provided for in Law No. 9,394/1996 (LDB), which establishes a common training for the exercise of citizenship and preparation for work and future studies. In 2006, Law No. 11,274 extended elementary education to nine years, including children aged six years. This change required the school to promote an interest in discoveries and learning. The document "Nine-Year Elementary Education: Guidelines for the inclusion of six-year-old children" (Brazil, 2006) proposes to guarantee the development integral care of these children without losing sight of their childhood.

It is common to associate play with early childhood education, but in the initial years of elementary school it is fundamental for cognitive and social development. For Piaget (2014), this is the phase of the most intense imagination and creativity. Examples of playful activities include: Language Portuguese: memory games, parodies, jokes; Mathematics: board games, bowling with PET bottles; History and Geography: models, construction of historical characters; Sciences:





experiments with materials, building models; Physical Education: sports and games with hula hoops, balls; Arts: theater, dances.

For Piaget (1975) play is an impulse for intellectual development. Vygotsky, in turn, highlighted that the child develops in social interactions and that games and play allows her to transform reality. However, society limits play, associating it with immaturity. Children are discouraged from playing, with the increased use of technologies and isolation in front of screens. Therefore, it is necessary to balance the use of technologies with the encouragement of traditional play.

### 2.3 PLAY AND ITS APPLICABILITY IN TEACHING AND LEARNING

Education has undergone transformations, both in methods and content. In recent years, the incorporation of technologies has driven changes to keep up with social customs (Almeida, 2007). For Vygotsky (1978), the game represents a transformation of the child's reality, reflecting their first social experiences and their inclinations. Piaget (1975), a precursor of mental development through play, defends that the interaction between human beings and their environment forms their intelligence, considering the game essential for the construction of children's knowledge.

The use of play as a strategy for teaching subjects is essential for children in the first school years, who face the challenge of adapting to the discipline required by school environment. Piaget (1975) also classifies games into three types: exercise, rules and symbols. In the exercises, language emerges and develops through activities present throughout childhood, such as playing with string or cars. In the symbol phase, which occurs around the age of six to seven, the child begins to use mental symbols, such as words and objects, to represent the world.

Collaboration between family and school is essential for educational success, as these spheres complement each other. It is important for the educator to understand that there are different types of families, and that a methodology for one child may not be for another. Children with disabilities, require a specific school system and the active participation of the family so that the educational process is efficient. Oliveira (2008) reinforces that the teacher is responsible for transmit empirical knowledge, building teaching methods that give students freedom, while respecting educational standards. Kellerhals and Montandon (1991) highlight that family educational practices involve four components: parental goals, techniques pedagogical, educational rules and coordination between education agents.



In early childhood education, games must accompany the development of children. children. Games vary in language, rules and objectives, reflecting different social contexts. Winnicott (1975) highlights that playing stimulates creativity and reinforces children's personality, promoting self-knowledge in the first contact with the world. The family, in this process, is the initial reference for behavior and customs. Schultz et al. (2006) emphasize that play, present since the dawn of humanity, is a teaching facilitator.

According to Almeida (2007), in ancient times, games were seen as recreation linked to bad luck. Already in the Renaissance, play began to be related to cognitive development and to school learning. Playing allowed children to understand reality and ensure their survival (Aguiar, 2006). With the emergence of cities in 3,000 BC, social changes impacted education and play (Cintra *et al.*, 2010). In the 19th century, psychology children gained strength, with Groos relating psychological and biological aspects to child development.

Brazilian legislation, through the Statute of Children and Adolescents (ECA), guarantees the right to education and leisure, highlighting the role of the family, the community and the public power in guaranteeing these rights (Brazil, 1990). The National Curricular Reference for Early Childhood Education (RCNEI) of 1998 also emphasizes that playful activities should be permanent in educational institutions, guided by adults. The Federal Constitution of 1988 and the Law of Guidelines and Bases of National Education (LDB) reinforce the importance of education children, ensuring fundamental rights such as health, food, culture and leisure for children and adolescents (Brazil, 1988).

Rubem Alves (2004) highlights that education must awaken the student's interest, using play as a tool to facilitate learning. Through playful activities systematized, the child develops skills to follow rules, live in groups and develop strategies for social coexistence. Freire (1996) reinforces that the game favors motor and intellectual development, being imperative in the education of children and young people.

Playing, therefore, must be encouraged as a constant practice in everyday life. school, as it contributes to the physical, emotional, social and cognitive development of children. To this end, institutions must have teams of professionals capable, who understand the meaning of play and know how to use it as a tool pedagogical. Thus, the school can be a space where learning takes place, ensuring the integral development of students.





### 2.3.1 Theater, Dance, Music and Games as Playful Techniques in Education

The use of Theater and Theater Games is considered relevant as techniques that contribute to the development of children. In a certain way, the child reproduces, through of the theater, its adventures, which contributes to practical learning. The PCN's (1997) highlight that theater, as an artistic manifestation, was consolidated by the Greeks, evolving until it reached a structured theatrical space, marked by tradition and learning. It is important emphasize the application of art as a pedagogical methodology, as it plays a role fundamental in the development of the individual, organizing itself in its physical structure, articulation and movement, and highlighting the need for expression and dialogue.

Theater works as an instrument that enables the learner to develop effective, helping him in social coexistence. Involvement with theater and theatrical games in teaching-learning process promotes advances in the areas of affectivity, motor skills and cognition. These resources encourage social interaction, compliance with rules and respect for another, contributing to the integral development of the child in the social context in which he/she is inserted (Sousa et al., 2025).

Dance is considered an important tool in the educational process, as helps in the development of the child's motor and cognitive skills, complementing pedagogical activities. Dance is related to education, configuring itself as a playful technique that enhances the development of children's skills and improves work pedagogical. Dance and music, although distinct, expand the possibilities of the universe children's play. Contact with music encourages the child's full involvement, encouraging their active participation and the development of their discoveries.

From intrauterine life, the baby is already able to hear. From the fifth month of pregnancy, he listens to the sounds of the mother's body, recognizes the mother's voice, reacts with movements and changes in heart rate, creating a sound environment that influences your future emotional and cognitive development. This early sound immersion highlights the importance of musicalization in childhood, which develops attention, sociability, hearing, intelligence, emotional stability, among others. It is important to understand that music is composed of three fundamental elements: melody, harmony and rhythm which, integrated, form the basis for children's musical and artistic development.

- **Harmony:** Musically, harmony can be understood as the learning of relationships between sounds and the spaces that connect them. Depending on the combination of notes, the The resulting timbre can express a variety of feelings, such as joy, sadness, fear, among others.





others. Harmony and melody maintain a close relationship: harmony shapes the show and the melody, the main actress. Rhythm influences the expression of feelings and shapes different atmospheres, making the music more lively, slow or danceable.

According to the National Curricular Parameters (PCNs), the game became the object of interest of psychologists, educators and researchers due to its importance in child development and in the construction of knowledge. Early childhood education is configured as the natural space for play and games, strengthening the idea that learning, including mathematical content, occurs through these playful activities, which involve the active participation of the child (PCNs, 1997). The game is, therefore, a playful technique fundamental for learning in early childhood education, being an important ally in literacy. It is agreed that the game facilitates learning, because, when playing and manipulating concrete materials, the child develops his skills.

In the educational field, programs that encourage psychomotor performance through the game promote the student's motor action at levels that only intrinsic stimulation can reach. Therefore, it is necessary to encourage the use of games to promote the psychomotor development of child, since the game impacts aspects of their growth. Although games are divided into categories, it is essential to know how to use them to promote a comprehensive development of the child.

It is important to consider the duration of games for each age group, prioritizing games short and with few rules most of the time. Directed games need to have objectives led by an educator, who must ensure compliance with the rules and respect among participants. In individual games, the child sets the rules. Collective games promote collaboration, group work and social interaction.

- **Symbolic Games:** Symbolic play manifests itself when the child reproduces situations experienced in your daily life, using fantasy to relive experiences. It is understood that symbolic play is a way for children to express themselves, through "make-believe". account", their daily experiences translated into games.

- **Logic games:** Logic games are usually timed, offering a time limit of time for the student to complete the activity. In this context, the following can be included: classics such as chess and checkers, as well as games such as word searches, crosswords and challenges involving mathematical solutions.

- **Strategic games:** Strategic games focus on wisdom and skills. user management, with regard to construction or administration. These games have the purpose of integrating the student's theoretical knowledge with decision-making practice,





allowing you to learn and apply what you have studied in concrete situations.

In the educational context, when there are students with disabilities, it is essential that the educator understands that educational games play an important role in the development communicative, emotional and cognitive. As pedagogical tools to support learning, games are recognized as integrative resources, as physical limitations, intellectual, linguistic and perceptive may represent barriers to access to knowledge. In this sense, enabling the use of adapted games is a concrete strategy to minimize the difficulties caused by disabilities and facilitate the inclusion of children in environments that favor cognitive development.

### 3 METHODOLOGY

The research was carried out at the Ana Raymunda de Matos Pereira Gadelha Municipal School, located in Manaus (AM), which acts as a space for playful and educational coexistence for students, teachers and the community. The institution seeks to promote experiences shared, keeping their walls open to the community and valuing the participation of parents. The institution understands that its mission is to form critical citizens, capable of exercising their rights and duties and to transform the social context in which they live. In this respect, the school maintains an open dialogue, seeking to build a partnership with families.

Teachers are aware of the social reality of students and modernize themselves through ongoing training, pedagogical meetings and participation in events. The school offers scientific, sports and cultural projects, promoting active student participation as a way of developing the teaching-learning process. Located in the neighborhood in development of Lago Azul, next to the Carmen Nicolau Basic Health Unit, the school faces challenges such as the scarcity of shops and the issue of public safety, in addition to deal with the disorderly growth and the presence of drug use in the region. The infrastructure local faces limitations, such as access to quality internet. The school, in turn, has adopted measures to ensure that these factors do not harm students' learning.

The teaching team assumes a mediating role, promoting the construction of values that enable students to understand the world. Teachers are committed to quality education, intervening to support struggling students. Although most of those responsible attend the requested meetings, there is a group that does not participate. The school remains, however, committed to finding ways to engage these families.



The institution invests in offering environments suitable for the integral development of students, with qualified teachers, pedagogical resources and activities that meet the demands of the school community. Its objective is to be recognized as an educational reference in the municipality, offering excellent education and promoting equal learning in the final years of elementary school. The school emphasizes the ethical formation of students, based on values such as respect, honesty and solidarity. In their projects, the role of economic forces, the inversion of values, the effects of globalization and the impacts of technological evolution.

Given the social context marked by violence, family vulnerability and difficulties of coexistence, the school adopts qualitative strategies that offer future perspectives to students. The Political-Pedagogical Project (PPP) is the theoretical guide for this work, defining the purpose of the school as an agent for the formation of conscious individuals, capable of relating in an ethical manner. Finally, the school seeks to provide conditions for students to achieve material, cultural and political objectives, promoting social justice and integration. In line with the LDB and amid the challenges of neoliberalism, it acts in a decentralized and oriented towards the needs of the school community (PPP, 2023).

### 3.1 TYPE OF RESEARCH

This research is configured as a cross-sectional, observational and descriptive study. This is a synchronous investigation, since the time factor does not interfere in the behavior of the variables analyzed. The cross-sectional approach aims to describe the variables and understand the circumstances surrounding a phenomenon at the time of collection data occurs. The study contributes to the description of English language teaching practices and to the analysis of aspects related to learning and the cultural perception of those involved.

In the case of this study, the descriptive observational character is evident, since the researcher acts as an observer of the phenomena, without interfering or modifying their course natural. Data collection is based on observations and analyses that occur passively, ensuring that the natural behavior of the participants is preserved. In the case of this research, the option for the cross-sectional and descriptive model allowed recording and documenting the particularities of a phenomenon observed in a sample, seeking to understand the aspects of teaching the English language in its real context.



### 3.2 APPROACH

This research adopts a mixed methodological approach, integrating elements of the qualitative and quantitative aspects. The classification of documentary sources allows a qualitative assessment, which is enriched by means of a statistical study comparative. The quantitative strategy is applied with the aim of collecting data that can be analyzed allowing the formulation and testing of hypotheses based on measurements objective. In this process, it is essential that the researcher maintains an impartial stance. On the other hand, the qualitative dimension of research seeks to understand the meanings attributed by participants to their experiences.

### 3.3 POPULATION AND SAMPLE

The research population is defined as the total set of elements that share common characteristics or parameters, being the universe to which the results of the study intend to refer to. In everyday usage, the term "population" is known, associated the total number of people inhabiting a given region, such as a country or state. In However, in the field of scientific research, its meaning expands to include any group of interest that have similar attributes, be they people, institutions, objects or events.

Within this universe, the sample stands out, which represents a reduced part of the population — a subset selected to represent the whole. The sample is composed of individuals or elements of the population who are invited or selected to participate in the study. It can be said that the sample is the segment of the population that will be studied for the purpose of inferring, through statistical and analytical methods, the characteristics or behaviors of the broader population group.

TABLE 01: NUMBER OF STUDENTS BY YEAR OF EDUCATION AND SHIFT

TEACHING STAGE		YEAR	MORNING AFTERNOON			
YEARS FINALS			NT	NE	02	54
		6th Year			02	37
		7th Year	02	41	02	27
		8th Grade	02	41	01	13
		9th Grade	02	30	01	10
TOTAL			08	166	06	87

Source: PPP Organizers, (2021)





For data collection, the researcher selected a sample composed of 166 students of the school investigated. It is worth noting that a sample consists of a representative subgroup of the population, chosen for the purpose of being analyzed. The school in question has the mission offer their students quality learning, promoting development of skills and abilities, with respect to the individual potential of each student.

The desire of students to learn the English language becomes a reality in data collected. Motivation for language learning is driven by factors such as contact with popular culture and the expectation of better opportunities in the job market work. Language acquisition occurs most efficiently in the early stages of life. In this context, the school begins to be recognized as a space of possibilities, where build paths towards a more promising future.

### 3.4 DATA COLLECTION TECHNIQUES AND INSTRUMENTS

Obtaining data for this research constitutes a fundamental process of searching for information capable of supporting and validating the problem investigated. To this end, the following were adopted: methodological strategies, with an emphasis on exploratory research. The organization of the data has with the main objective of guiding the methodological path of the research.

In this context, information collection will be carried out through questionnaires applied to a total of 166 students from the institution studied. A study was conducted documentary, with a survey of school records and data available in digital sources, including pass rates and student performance indices. The questionnaire was chosen as a data collection instrument due to its effectiveness and viability. It is a technique which allows for the standardization of questions, ensures the confidentiality of responses and allows for the achievement of objectives of the study.

Based on Vygotsky's (2007) foundations, it is understood that all functions higher cognitive skills develop through social interaction, being shaped by cultural practices of the society in which the individual is inserted. In this way, cognition is constitutes from the sociocultural context. Language, in this process, serves as mediator of thought and vehicle for internalizing knowledge.

The child's social trajectory, with their personal experience, becomes decisive for the construction of reasoning. In the educational field, this perspective reinforces the importance of playfulness as a learning tool. Games and play are recognized as resources for the integral development of students, contributing to socialization,



engagement and the construction of knowledge. When included in the teaching of foreign languages — like English —, recreational activities encourage students to become interested, stimulate creativity and broaden perception of the proposed content. With the aim to facilitate the application of the research instruments, the researcher divided the 166 students into eight groups, with approximately 20 students each.

## **4 RESULTS ANALYSIS**

### **4.1 ORGANIZATION OF RESULTS**

This study presents a theoretical analysis of a cross-sectional and observational nature on the English language teaching and learning process, with emphasis on the relevance of activities playful methods as a methodological resource. The main objective is to highlight the role of play as a tool capable of stimulating the cognitive, emotional and social development of students in context of early childhood education and elementary education. The aim is to establish connections between playfulness and the teaching of the English language, based on authors who defend the insertion of playful practices in the school environment.

#### **4.1.1 Organization of the Results of the First Specific Objective**

The first specific objective of this study was to investigate the contributions of the use of playfulness for learning a new language in the final years of elementary school, having as a field of analysis the Ana Raymunda de Mattos Pereira Gadelha Municipal School, located in the city of Manaus, Amazonas, during the period from 2023 to 2024.

According to Vygotsky (2007), understanding the relationship between thought and language is essential for understanding intellectual development. Language, in this context, is linked to thought and plays a decisive role in the construction of personality and in organization of reasoning. Before delving into the methodologies aimed at teaching-language learning, it is essential to reflect on the role of language as constitutive tool of the subject.

Orlandi (2003) highlights that language acts as a determining factor in mental development, serving as an instrument for organizing and planning thought. Language, therefore, assumes a social function in the constitution of identity of the individual, mediating their interactions and their insertion in the world. Based on the contributions





by Orlandi (2003), it is understood that, through actions, the human being transforms both the both the physical and social worlds, giving them meaning through language.

From Vygotsky's theories, it becomes evident that human thought is conditioned by the use of language as an instrument mediating cognition. As highlighted Oliveira (1993), in the process of forming thought and intelligence, human beings use mental tools — among them, speech — in practical activities that assist and organize mental processes. Thus, when considering language as the foundation of cognitive and social development, the importance of using playful activities is reinforced in language teaching, promoting contextualized learning. When asked about the groups interviewed, what were their biggest difficulties in the foreign language subject? they replied that:

TABLE 02: MAIN DIFFICULTIES IN LEARNING A FOREIGN LANGUAGE

Group 01	The lack of constant training for English teachers, lack of teaching materials, support from the educational institution and lack of interest on the part of students.
Group 02	Reasons that can make learning English difficult include fear, embarrassment, perfectionism, and even issues related to the curriculum, methodology, and connection with the teacher. In short, both socio-emotional and structural factors can influence this process.
Group 03	Look! Among the most significant challenges when learning a different language, the issue of pronunciation stands out. Many of our colleagues can write the word correctly, understand its meaning, but have difficulty pronouncing it naturally and identically to a native speaker.
Group 04	Problems with pronunciation or hearing; Difficulty reading; Difficulty understanding syntax; And even lack of time to dedicate to studying and improving.
Group 05	Pronunciation and intonation are considered obstacles in the process of learning the English language. This is because English contains words with different pronunciations, depending on the accent or region in which they are used. Therefore, it is essential to dedicate time to practicing pronunciation and intonation in order to improve communication and avoid possible mistakes.
Group 06	One of the main barriers we face is the lack of direct contact with the language and the experience of the culture. We don't know if our pronunciation is correct or not. But... we try our best.
Group 07	• Our group was more direct about the lack of motivation to learn English.
Group 08	We are able to learn more in a partial way, our teacher is dedicated, seeks to innovate her teaching methods, and has made a difference.

Source: The researcher (2024)

As evidenced in the students' responses, the majority indicated that the main barrier in the English language learning process is related to the complexity of the language and the methodology used in the classroom. This data highlights the importance of rethink pedagogical approaches in teaching foreign languages, especially in the years end of elementary school.

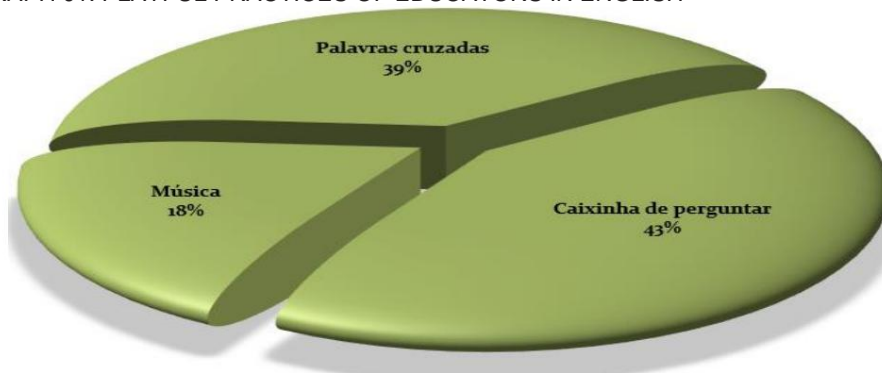
When analyzing the role of English as a tool for child development as a social subject, it is observed that learning this language can strengthen the



student self-confidence from the first school years. In this context, teaching English language in the early stages of education fosters social and cultural interactions child, contributing to their intellectual development through cultural elements present in the language. Gardner (2008) highlights that the teacher's attitude has a direct influence about the student's desire and willingness to learn a language.

Motivation, in turn, can arise from the pleasure of learning, the individual interest of the student, or from external influences such as family and social support. It is essential that educators recognize the existence of both positive and negative attitudes in students. Thus, the student's predisposition to learn a language is linked to his/her attitude towards it. relation to the language and culture in question. When asked about the teams formed by students if at any time the teachers used in their pedagogical practices a teaching that facilitates learning such as: Games, Dynamics? They answered that:

GRAPH 01: PLAYFUL PRACTICES OF EDUCATORS IN ENGLISH



Source: The researcher (2024)

As evidenced in the statements of the student groups, 39% of those interviewed highlighted that their teachers use crosswords as a resource to facilitate learning. This activity aims to expand vocabulary, help with spelling correct and stimulate students' logical reasoning. In the classroom, the teacher can adapt this dynamic for teaching English, for example, presenting the clues in English and requesting that responses be written in Portuguese, or keeping all activity in English, according to the class's proficiency level.

Additionally, 43% of students reported that their teachers use the "teacher box" questions", a resource that motivates students in the learning process, highlighting that questions are formulated in English. Through this strategy, the teacher can ask students students who spell English words or solve simple math problems.

For classes with greater command of the language, the teacher can create questions that require



detailed answers. Already 18% of the participants mentioned that music has been used by teachers as a tool in learning a foreign language, generating positive results.

According to Gardner (2008), the teacher's behavior influences the student's interest and willingness to learn and stay motivated in studying a new subject language. In this sense, educational games emerge as a resource in language teaching, as they arouse students' interest and contribute to the development of different dimensions of their personal and social experience. Through games, students are encouraged to improve your personality, while the teacher acts as a mediator and evaluator of the process of learning.

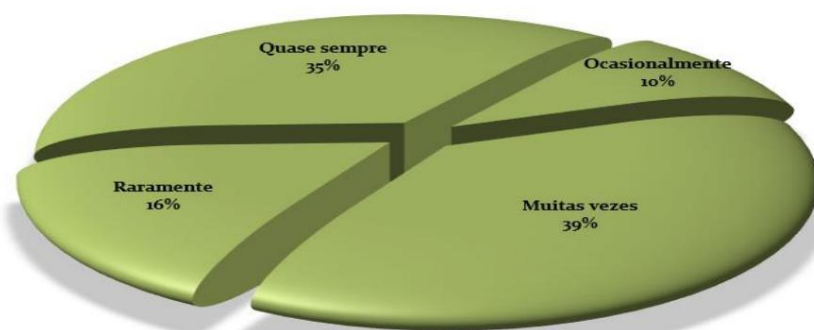
In situations where the student finds it difficult to understand content due to vocabulary limitations, the use of vocabulary-focused games may reveal that the new language is not as complex as it seems. Among the main difficulties encountered in the process of learning English, challenges are mentioned in articulation and tone of voice, language problems, word mastery challenges, oral comprehension challenges, lack of time and lack of organization and fear of making mistakes and interacting in language English.

#### **4.1.2 Organization of the Results of the Second Specific Objective**

- Point out the importance of playfulness for students' academic development;

Playfulness is a fundamental pedagogical tool to facilitate the learning process. teaching-learning in the initial phase of early childhood education. Play manifests itself in various forms, such as make-believe games, construction games, board games, traditional games, didactic and physical activities, which expand children's knowledge through playful activities. recreational activities create moments of fantasy that translate into life experience, generating functional pleasure (Macedo et al., 2005). When the students interviewed were asked if the applicability of the teachers' activities was dynamic they responded that:





Source: The researcher (2024)

According to graphic data, 39% of respondents say that teachers are bringing new developments in its pedagogical methodologies in the foreign language discipline. Another 35% report that innovations occur partially. 16% say that they rarely do. teachers adopt innovative approaches, while 10% consider that new appear occasionally. In this context, games contribute to creating an environment more balanced school environment, impacting the absorption of knowledge.

Playful pedagogical activities work as an incentive in the classroom, being a strategy to expand knowledge and help the student to discern the game as a form of communication. The game provokes reflections on thought and behavior. The playfulness contributes to the student's development, expanding their knowledge. Thus, it becomes a fundamental component in the development of teaching in all disciplines, including in Foreign Language. However, the application of playfulness in education faces challenges, due to the lack of teacher training to integrate it into lesson plans, which generates a certain resistance to considering it essential in educational practice.

#### 4.1.3 Organization of the Results of the Third Specific Objective

- Identify activities that can be used to introduce playfulness into teaching English Language in Elementary Education in the final years;

The playful methodology is essential to guarantee a learning process in education, making classes interesting. The play space allows the child to improve your skills by encouraging initiative, communication and imagination. For Through play-based teaching, the educator establishes communication with the students, increasing their engagement and contributing to cognitive advancement. In a exploratory analysis in scientific collections the researcher found that such games



explicit below become relevant in foreign language teaching when it involves playfulness.

FIGURE 01: TEACHING PROPOSAL THROUGH PLAYFULNESS  
**APRENDENDO INGLÊS COM O LÚDICO**  
PROPOSTAS DIDÁTICAS- 2024



Source: The researcher (2024)

The educator can use pedagogical practices to innovate their English language classes, and the use of play is one of these strategies. Educational games promote this stimulation in students, as they interact with their peers and use the language in real situations. Playfulness in the classroom makes it easier to learn a foreign language outside of school. traditional environments, which assume that students memorize rules and vocabulary, without ensure that they engage in social language practices.

When playfulness connects with the essence of childhood — playing — it can be guided by the teacher's practices to stimulate student development and provide a quality experience in the school environment. By using play as a tool for pedagogical intervention, the teacher contributes to the socialization of students, to autonomy in activities, to maintain motivation in the classroom and to stimulate creativity.

## 4.2 EVALUATION OF RESULTS





It is essential to plan all activities according to the two-month program, establishing rules and guidelines for the class, which contributes to success in carrying out of the proposals. The formation of teams in competitive activities must consider the number of students, which can be divided into groups such as "boys against girls" or "left against right". During games and competitions, discipline must be maintained, even in the face of natural animation of these moments, and the teacher needs to maintain an impartial and firm stance in their decisions.

In foreign language teaching, recreational activities require the creation of guidelines to achieve the desired goals. Playful activities awaken thought, develop intelligence and raise children's level of interest, impacting their development. Literacy and literacy become effective processes when play is present, as it awakens in children the joy of being at school and learning. Play child involves the senses, providing sensations that help the child to organize, invent, create roles and transform scenarios.

Playing and experiencing games allows children to understand their actions and make decisions. awareness of its context. Play is a decisive educational space in childhood, as enables children to build an autonomous and creative identity, which helps them to interact with the world. During games, the group can experience moments of harmony and disharmony, and guided activities offer opportunities to broaden one's worldview of children. The teacher's observation of children's content and interests is fundamental to support this process.

## FINAL CONSIDERATIONS

This research sought to discuss the relevance of playfulness as a methodology strategic in teaching English to the final years of Elementary School, at the School Municipal Ana Raymunda de Mattos Pereira Gadelha, located in Manaus-AM, during the period 2023-2024. The results showed that the use of recreational activities contributes for the development of speaking and writing skills, as it creates a more light for learning, favoring student engagement.

In the educational context, playfulness promotes students' critical reflection on themselves and about the world, in addition to encouraging the search for knowledge with enthusiasm. By opting for use of playful practices in teaching the English language, an increase in motivation was observed,





participation and safety of students in the classroom. Incorporating playfulness into teaching of a foreign language strengthens social relations and contributes to the formation of subjects autonomous. In view of this, it is concluded that students who experience playful activities in English language teaching-learning process demonstrate greater ease in communication, engagement in activities and safety in interactions.

It is recommended that this study be shared with teachers in the field, as a way to encourage the adoption of more interactive methodologies. Finally, it is important to remember that Playing is more than a recreational activity — it is a form of expression and learning. Playfulness represents an experience that involves the body, mind and emotions, providing comprehensive development. In this sense, playing and learning go hand in hand, forming the basis of a transformative education.

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