DEVELOPING GAME MATERIALS ON COLOMBIAN CULTURE TO TEACH SPANISH TO FOREIGN PEOPLE

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PROYECTO CURRICULAR DE LICENCIATURA EN EDUCACIÓN BÁSICA CON ÉNFASIS EN INGLÉS
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Modalidad: Creación e Innovación

*Developing Game Materials on Colombian Culture to Teach Spanish to Foreign People*

**Abstract**

Learning Spanish as a second language could be a complex process in which we can find the traditional techniques but sometimes they turn boring and tedious. We aimed at creating a game based on the Colombian context for Spanish learning as a second language. This is directed towards foreign learners whose native language is English. This game can be part of either daily classes as a complementary material or extracurricular ones. Both students and even teachers can play this game to cooperate, interact and learn.

Teaching Colombian culture is the broad concept used to design a game and activities focused on Colombian culture, as part of the principal aspects of our work for intermediate and advanced Spanish students. These activities are based on the classic game “Monopoly.” They represent Colombian culture through specific activities for different levels. The use of games is an innovative didactic material in education. In this way, Spanish learners can understand Colombian culture while practicing a new language. It is an attractive, simple and a different way to engage with students and native speakers.

Our study is focused on designing this material and game; it is developed fully centered on our Colombian culture to engage in teaching Spanish to foreigners of all ages with the association of different skills including speaking, reading and grammar.

**Keywords:**

Second Language Acquisition, Spanish, Learning, Colombian culture, games.
Chapter I

Introduction

In this chapter, we set the basis of the study’s aims and how this project will implement learning a second language. Additionally how teaching and implementing designed materials such as games can be a strategy to reach new educational levels that adopt context and the culture as a cornerstone in developing learning attitudes. This helps students see language as something tangible, interesting and accessible. Furthermore, this goes beyond the classroom and into the real Spanish context.

Creation of teaching materials is a way to innovate in education and can facilitate learning. As second language teachers, we are seeking different ways to learn Spanish; it is why our work focuses on the creation of training materials for teaching Spanish as a foreign language. By teaching lessons through a classic game, participants can learn about Colombian culture while playing games. The game will have different levels of difficulty which for students is attractive, simple and yet a different way to learn and interact among themselves or with native Spanish speakers.

There are some problem areas that teacher as curriculum developers may find difficult to experience. These problems relate to some of the difficulties not only of the task of devising new material but also in including the context of student’s backgrounds. Although the student and teacher’s outcomes are beneficial, there are some issues to overcome and that is key to contextualize in our Colombian culture. With this, they are satisfying multiple needs suggested by Tomlinson (2003), such as:

- Responding to cultural consciousness and argumentative skills in the materials
- Plagiarism
Institutional support and sponsorship

Designing a systematic evaluation process

“Satisfying the multiple requirements to develop materials may be a shortcoming worth analyzing by teacher as materials developers.” (Tomlinson, 2003) He also suggests that when developing materials, diverse needs and wants ought to be considered. Student and teacher’s needs and administrative requirements must be addressed in order to consider all the agents involved in the process of developing materials. Therefore learners, teachers and administrators have to be consulted while the materials are being conceived (Tomlinson, 2003). In addition, he mentions that integrating the feedback provided by these agents makes the material more suitable for the specific context where it is developed.

In conclusion, we have to account a guiding question and some design objectives to work on these difficulties mentioned above.

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<tr>
<th>Guiding Question</th>
<th>Design material Objectives</th>
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<td>What is the role of playing in the process of learning Spanish as a foreign language through Teachers’ ludic materials?</td>
<td><strong>Create a game-based material about the Colombian culture to complement the task of teaching language and culture</strong></td>
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<td>integrate Colombian culture through engaging students in a game that familiarizes with Colombian context</td>
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<td>To adapt and validate a classic game and material as a way to increase speaking skills of Spanish as L2.</td>
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We consider that the learning of Spanish for foreigners is as important as teaching English which is what we are ready for in our career. However implementing context into the learning process is key to teach foreigners about Spanish in Colombia. About not only words and vocabulary but also the beautiful things within Colombia and highlighting them to better develop strategies to implement the newly designed game.

**Justification & Purpose**

The principal reason for developing this study was to achieve not only what another material could do for learners of a L2, but also to provide something different and new. Additionally to supplement teaching and learning processes with the socio-cultural aspects of Colombian culture as a way to develop learning strategies. This could foster a better understanding of the language, by using expressions that are only familiar in a specific context, which in this case is learning about Colombian culture.

Our basis for developing this material is the social construction of knowledge. Higher psychological processes such as perception, logical reasoning, thinking and memory are mediated by tools, instruments, which are social creation and as products of human activity throughout its history (Vygotsky 1978, pp. 1932, 1934).

**Description of the Area**

Our area of focus is material development is basically dealing with selection, adaptation, and creation of teaching materials (Nunan, 1991). Our proposal is to adapt a table game to practice the Spanish as a second language, we are going to focus on, intermediate and advanced level of the learners.

A broad concept about the game and activities focused on our Colombian culture that we
will develop as principal aspects of our work is: “Monopoly” here the participants can interact each other knowing more about Colombian Culture. The game has some properties with specific places in Colombia, each one with a card that contains all the relevant information about that place, then they can buy the property if they answer a question about the information they read before using Spanish as well.

Chapter II

Theoretical, ECT Principles

Introduction

In this chapter we show the different approaches and main constructs that we took to develop this project and how this could be implemented in Colombian culture to teach Spanish as a second language. It is very important to consider different approaches and methods to teach a second language to foreigners as foundation in a research process but at the same time is often challenging for Colombian teachers to locate and receive appropriate theories to fit research projects. This is because there are few studies that center on teaching Spanish as a second language for immersing in Colombian culture. Furthermore, there are few research studies that implement games as a learning method.

After we searched and read about designing materials based on cultural aspects to teach Spanish as second language, we can say unfortunately that there is no much research related with this area.

It is also a positive aspect because it makes it more challenging for us to take that role and implement materials that are not new, but that in the context and the environment that we are going to focus. It could show us some interesting results for us to understand how foreign people could develop their learning skills with the culture that they are immersed in.
In the Colombian context Núñez, Téllez, Castellanos, and Ramos (2009), have addressed some of the reasons why teachers should develop not only their own materials but to use it as a building process engaged with Colombia’s cultural aspects. In the same token Mendez (2013), claims that teachers can promote alternatives and initiatives to solve problems not only inside the classroom but out of it to reflect upon their own practice. Their thoughts can be summarized in two main ideas. First, materials devised by English teachers tend to stimulate students’ learning process because they introduce changes and new ideas, they invite students to take part in demanding learning activities, and they attract students’ attention. Second, teachers who develop materials improve their teaching insights, practices and procedures while being active agents of change, part of one of the outcomes of our research proposal as we learn and teach more about ourselves.

A background research from Universidad Pedagogical carried out by two professors argues the implications in this area of innovations gives ideas and research background of teaching Spanish, throughout some cultural and social aspects of Colombian culture. In their articles, Holguin, Morales (2014) mentions the importance of three aspects related with the development of material itself:

1. The connection between innovation and research that can be made through the development of materials
2. The possibility to work towards a more inclusive environment for education with the materials that we develop
3. The opportunity to close the gap between home and school and universities or institutes that teach languages, in this case Spanish to foreigners.

Another important aspect to highlight is the population of the study, which are foreigners in Colombia learning Spanish as a second language. As some of the past research suggests, there
are not many subjects willing to be studied at early stages of their lives.

It is difficult to link these aspects and adapt it to games or any material as teachers. There are many issues considering the attention and interest of developing a material with another intention different to the basic one of actually learning something, but we consider it is an innovative way to teach a L2 and also research connecting sociocultural aspects to foreign learners of Spanish into Colombian culture.

Some of the ideas and problems we could find and should consider appropriate to mention now to develop this kind of study:

1. A prerequisite for language acquisition is that the learners are exposed to a rich, meaningful and comprehensible input of language in use.

2. In order for the learners, to maximize their exposure to language in use they need to be engaged both affectively and cognitively in the language experience.

3. Language learners who achieve positive affect are much more likely to achieve communicative competence than those who do not.

4. L2 language learners can benefit from using those mental resources, which they typically utilize when acquiring and using their L1.

5. Language learners can benefit from noticing salient features of the input and from discovering how they are used.

6. Learners need opportunities to use language to try to achieve communicative purposes.
**LITERATURE REVIEW / DEFINITIONS / AUTHORS**

**PEDAGOGY**

Is the discipline that deals with the theory and practice of education; it thus concerns the study and practice of how best to teach. Its aims range from the general (full development of the human being via liberal education) to the narrower specifics of vocational education (the imparting and acquisition of specific skills).

**ACTIVE PEDAGOGY**

Active pedagogy is about creating learning environments. It is not about how to quiet students down enough so they can hear you lecture and at the same time keep them entertained enough as you spice up "dry" scientific information with jokes and stories; rather, it is about involving them. Involving does not necessarily mean that all learning occurs via action and busyness; involving means connecting students to the subject matter they learn. Activities are simply a means to help that connecting process along more effectively.

Active learning is a model of instruction that focuses the responsibility of learning on learners.

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*VYGOTSKY, Lev S. “Pensamiento y lenguaje”, Ediciones Quinto sol, México, 1996, p. 154*

*Barnes. “Principles of active learning”, 1989*
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<td><strong>Learning</strong> is the act of acquiring new, or modifying and reinforcing, existing knowledge, behaviors, skills, values, or preferences and may involve synthesizing different types of information. <strong>Learning through play</strong> is a term used in education and psychology to describe how a people can learn to make sense of the world around them. Through play, People can develop social and cognitive skills, mature emotionally, and gain the self-confidence required engaging in new experiences and environments.</td>
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<td>In our project, pedagogy is the most important aspect because is the bridge between the theory and the practice, the students that will use the game already have a specific theory background and while they are playing, they will practice all the theory they learned before. During the game, they will acquire three specific skills: Listening, Speaking and grammar knowledge. For that reason we based in active pedagogy, in the process to learn a second language, students must be involve in the context of the language they are learning, our game will connect them with the real context in order to help them to improve their skills practicing Spanish based in Colombian culture.</td>
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Thus the process of learning by playing will help them to reinforce, practice and use the knowledge they already learned about the second language in a real Spanish context gaining self confidence in hand of the developing social and cognitive skills.

MATERIAL DEVELOPMENT

Anything, which is use to help language learners to learn. Materials can be in the form, for example, of a textbook, a workbook, a cassette, a CD-ROM, a video, a photocopied handout, a newspaper, a paragraph written on a whiteboard: anything, which presents or informs about the language being learn.

**Materials adaptation:** Making changes to materials in order to improve them or to make them more suitable for a particular type of learner. Adaptation can include: reducing, adding, omitting, modifying and supplementing. Most teachers adapt materials every time they use a textbook in order to maximize the value of the book for their particular learners.

the learners using them. Evaluation can be pre-use and therefore focused on predictions of potential value. It can be whilst-use and therefore focused on awareness and description of what the learners are actually doing whilst the materials are being use. Moreover, it can be post-use and therefore focused on evaluation of what happened because of using the materials.

**LEARNING – TEACHING MATERIALS**

Proceeding at a different rate in each country, a world movement toward mass higher education is taking place. For this reason, attention should be given to the teaching-learning process in universities and to media innovations.

The latter include television, language laboratories, and teaching machines, electronic response systems, reprographic devices, dial access devices, computers, and Electronic Video Recording (EVR).

**PRINTED MATERIALS – HYPERMEDIA**

Printed Material:
Fiction and non-fiction books, journals, periodicals, magazines, newspapers; works of visual art as well as photography and sheet music are considered as “printed material”.

**Hypermedia:**

An extension of the term hypertext is a nonlinear medium of information, which includes graphics, audio, video, plain text and hyperlinks. This contrasts with the broader term multimedia, which may include non-interactive linear presentations as well as hypermedia. It is also related to the field of electronic literature.

### LEARNING – LEARNING BY DOING

**Learning:** Is the act of acquiring new, or modifying and reinforcing. Existing knowledge, behaviors, skills, values, or preferences and may involve synthesizing different types of information.

**Multimedia Learning:** Educational technology is the effective use of technological tools in learning. As a concept, it concerns an array of tools, such as media, machines and networking hardware, as well as considering underlying theoretical perspectives for their effective application.

| Things to take into account and different strategies to implement printed material in teaching. |
**Learning by doing:** This is a concept in economic theory by which productivity is achieved through practice, self-perfection and minor innovations.

We adapted a classic table game making some changes in order to make it a tool for Spanish learners. The game is based in Colombian context and the participants will find different exercises not only to learn more about our culture but also to practice their listening and speaking skills in Spanish. We decided to add these exercises to a much known game, because it will be a tool based in practice Spanish as a second language. We chose monopoly as our based game because it is known all over the world and the participants should know how to play it, for that reason they will focus in the language and not only in the game.

As a result, our game is based in learning by doing. The games have been used for language teacher and for us was an innovative way to adapt a material and through it help the learners to acquire, reinforce and improve their skill by practice, self-perfection and minor innovations.

**LANGUAGE**

**Language:** Is the ability to acquire and use complex systems of communication, particularly the human ability to do so, and a language is any specific example of such a system. The scientific study of language is called linguistics.

### LANGUAGE ACQUISITION

**Language acquisition:**
The process by which humans acquire the capacity to perceive and comprehend language, as well as to produce and use words and sentences to communicate.

**Vocabulary Acquisition:**
The capacity to acquire the ability to incorporate the pronunciation of new words depends upon many factors. Before anything, the learner needs to be able to hear what they are attempting to pronounce.

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### SECOND LANGUAGE ACQUISITION – DEVELOPMENT

Second-language acquisition or second-language learning:

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BARALO, M. (1999) La adquisición del español como...
The process by which people learn a second language. Second-language acquisition (often abbreviated to SLA) is also the scientific discipline devoted to studying that process.

The field of second-language acquisition is a sub discipline of applied linguistics, but also receives research attention from a variety of other disciplines, such as psychology and education.

The process of language learning could be difficult and delayed, but with the development of different activities and game through the time, it has become in something attractive. Our game will help the learner not only in their language learning process but also will give them new vocabulary in order to they incorporate those new words in their pronunciation practice.

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<th>Play and Pedagogy</th>
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<td>&quot;Play is the highest form of Research&quot;</td>
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<td>Albert Einstein</td>
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Pedagogy is a very popular and necessary term in education, but it is challenging to understand how the creation of a game will enhance current pedagogical methods. To answer this
question, education specialist Maria Montessori contributions help us underpin this chapter in regards to showing the various advantages of caring and addressing play in today’s educational context. When we first though about designing a game. We of course thought about the holistic nature of our professional practice that is the pedagogy key, a range of perspectives and theories can challenge traditional ways of seeing children in teaching and learning aspects.

Since the mission of LEBEI is the integral qualification of the English teachers, to help contribute to the improvement of the quality of education of children. Pedagogy is the cornerstone for this aim, that is why our game is an example for educators who give priority to nurturing relationships and providing children with the spaces and materials needed when addressing play as an important activity in everyday classes.

Learning outcomes are most likely to be achieved when educators work in partnership with kids, when we recognized and respond to the children’s needs, we are contributing to our professional practice as well as enhancing children learning.

By developing our professional knowledge as pedagogical teachers and integrating play as a tool to enrich children processes. We strive to find equitable and effective ways to ensure that all learners have opportunities to achieve learning outcomes through play. As Montessori stated:

“The children in our schools have proved to us that their real wish is to be always at work-a thing never before suspected, just as no one had ever before noticed the child’s power of choosing his work spontaneously. Following an inner guide, the children busied themselves with something, which gave them serenity and joy. ”Dr. Maria Montessori, the absorbent mind. (p. 202).
Implications may have teachers and students to reflect upon current practices in the ongoing learning involving: no longer viewing students as passive receptors of knowledge and teachers as providers and reviewing current practices examining external factors such as climate, lack of spaces for children to play, materials, and curriculum quality.

Educators recognize and respond to barriers to children achieving educational success.

Researchers (Mabry & Fucigna, 2009) state:

Children’s social play is one of the most important venues for learning in the early childhood classroom... it is through play with others, that they develop self-direction and self-control, an understanding of symbolic representations, fluency, communication, cooperation, problem solving strategies, and an understanding of cultural rule and social behavior. (p.49)

Jean Piaget and Others

Both Piaget and Sara Smolinsky developed categories of play, as follows:

- Sensory motor play: An infant up to two years of age will use various senses and motor skills to explore objects and their environment.

- Symbolic play: In this type of play, symbols are much more evident. Children can pretend that one object is another. This type of play is usually seen during Piaget’s preoperational stage. This type of play supports their developing technical abilities to express and reflect upon their experiences, ideas and emotions.
• **Games with rules:** In this stage, people follow rules of games, changing their understanding of the purpose of the rules as they get older. Young children are strongly motivated to make sense of their world. From a very young age, they enjoy games with rules and frequently invent their own. As well as helping children to develop their understanding about rules, the main developmental contribution of playing games derives from their essentially social nature. While playing games with their friends, sibling and parents, young children are learning a range of social skills related to sharing, taking turns, understanding others’ perspectives and so on.

**Stages of play**

Smilansky developed three stages of play based her work with Piaget’s, but expanded to include

• **Functional Play:** This occurs in the first two years of life. Infants explore objects using their body, and progress to other physical activities such as throwing.

• **Constructive Play:** This occurs when children begin to manipulate materials to create objects and patterns. They may not be representational at first but are the child’s attempts at working with the materials to produce an effect.

• **Dramatic play:** here children imitate the world around them through their role-play. This leads to cooperative dramatic play around agreed upon themes. Jerome Singer highlights the importance of children’s imagination and curiosity developed through dramatic and socio dramatic play:
‘[Singer]…describes the ability to engage in make-believe play as essential to children’s developing ability for internal imagery, stimulating curiosity, and experimenting with alternative responses to different situations. This capacity, practiced in play settings, enhances children’s ability to engage successfully in new situations.’ (Isenberg & Jalongo, 2001, p.68)

Kenneth H Rubin and his associates have worked since the mid-1970s studying development of children’s social, dramatic and cognitive play. Their studies have been successful in combining both the Parten and Smilansky categories in observing the relationships between social and cognitive play. Results from Rubin’s and his associate’s studies have done much to clarify the developmental levels of children’s play in light of our knowledge about children. They also have identified how children play and how it correlates with Parton’s Stages of social play.

Levels

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<th>DEGREE OF DIFFICULTY (ACTIVITIES AND VOCABULARY)</th>
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<td>Level 2</td>
<td>11 – 19 years old</td>
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<td>In this level, the participants have an initial knowledge about Spanish language and the culture that comes from their families or an experience they had in the Colombian context somewhere.</td>
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<td>Level 3</td>
<td>20 years and up</td>
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<td>In this level the participants not only have an adequate use of the Spanish language but also they show some interest and the possible necessity of know more about the Colombian context and use it to interact with others.</td>
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These levels of learning were working and developing in Research in L2 class, with a background focused on Spanish as second language learners.

**Game**

According to Sanuy (1998) “the Word game comes from the hindo-european term “ghem” that means jump of joy, in the same it should bring the opportunity to enjoy and have fun at the same moment that you carry out a lot of activities involving the learning and acquiring new knowledge” (p. 13)

Newson (2004) “the game it’s defined as a ludic activity organized to reach specific goals” (p. 26)

The relation between game and learning its natural; the verbs “play” and “learn” converge. Both terms are focused in overcome obstacles, find the way, train, deduct, invent, guess and get the win... to have fun, to advance, and improve (Andres y Garcia, s/f)

The didactic games increase the motivation and catch the attention of the learners, in this case, the foreigners who are ready to learn the Spanish as a second language. The games require the communication between them, provoke, and activate the learning mechanisms. The activities proposed are ignited by a ludic environment and allows to every student develop its own strategies of learning.

According to Ortega (Lopez y Bautista, 2002), the richness of an strategy like this one makes of the game an excellent chance of learning and communication, understanding itself as learning a significant change and stable that is made through the experience.

**Socio-emotional area:** Spontaneity, socialization, pleasure, satisfaction, feelings expression, hobbies, conflict resolutions and self-confidence.
**Verbal-cognitive:** Imagination, creativity, mental agility, memory, attention, creative thinking, language, knowledge interpretation, world comprehension, logical thinking, following instructions, vocabulary expansion and expression of ideas.

**Academic-dimension:** appropriation of contents of various subjects, specially, reading, writing, listening and speaking.

**Didactic objective:** The objective of this research Project based on the didactic approach is set to help the strategies used to apply this games according to some rules, which the goal is to generate in the student a learning that allows them to develop their own creativity throughout the games.

The use of this strategy chase an amount of objectives that are directed to the skills that could be develop with the games. Our focus is the socio-emotional, cognitive-verbal and academic dimension. These skills are set to be carried out during the implementation of the games we want to implement and how the skills that are part of the didactic objective can determine or affect the process of learning a second language based on the cultural and social approach.

**Physical description of the game**

The game is a board designed in paperboard, it has squares from edge to edge, in which the participants would find the different cities and region of Colombia divided in section very similar to the original Monopoly. Each section will have a color and an image that represent that place.

The graphic concept and the thematic used in the whole game is based in the Colombian culture with representative things that are important in our country. This concept was taken from the original monopoly game but the design and the thematic of the game was developed by us, even though the images used in the game were taken from internet, the references and the links could be find in the bibliography.
Description of the game /Materials)

The game was designed by us, taking as reference the original Monopoly game and adapting the images, questions and everything to our Colombian culture. The material was printed in paperboard with a size of 75 x 75 centimeters which makes it a perfect square.

The amount of cards used for the game are:

- 28 properties.
  The card that the player get when they buy a property and the one that they should always keep unless the sell it or trade it with someone else.

- 80 questions (About the Colombian culture which are given to the player randomly in order to answer them and then be able to buy that properties).

- 12 cards (Bonus).
  This cards make the player to do something in the game such as, move to a random properties, go to the jail, pay everyone money, etc)

- 8 tokens with dices.
  This are the tools to identify each other and play the game, these are given to the participants before the game.

- The rules paper.
  The paper with the rules of the game in case someone has a doubt or there is a misunderstanding during the game. (This papers should be carried out by the banker)

- The money used in the game (which is fake money) are fake Colombian bills only useful for the game.
The cost of the game was $180,000, counting everything that was done, printing every card, the board and the tokens and all the things necessary to play the Monopoly game.

The goal of this game is to buy a big amount of properties (especially the ones that are part of the same region to get better benefits in terms of money) and be smart and clever enough to know when to buy, what to buy so when your opponents reach your places they will spend all their money and finally declare themselves as bankrupted until only one is still in place to compete!

(The rules and a more detailed explanation of the game is explained below)

Chapter III

The Process of Creation

Introduction

The process of creation in teaching and learning a language such as Spanish is a topic in which the techniques and methods of this process are the focus of designing material. That fits the necessity and the ideas of the creator to a certain level where he/she feels happy with the final product to see that this material actually works and reach the goals proposed at early stages of its creation. There is no point in creating material based on learning a second language if it is just a piece of activities and games already known with no background specifications and a different approach that shows the print of the creator and actually show something in the field of research for future teachers who can apply this kind of material.

Several paradigms and universals represent the concept of play within classrooms that remain in today's education. For many teachers and educational institutions, the game is a word and a concept that should only be used as an additional tool in a given case that teaching presents
complications or even delimit it only as something for children.

Nevertheless, the game in the teaching process, in particular teaching a second language in an adverse or new context for the learner is of great help to develop not only this language but also in all the communicative and social skills that in this case requires the learning of Spanish to foreigners. This is why we take into account some considerations that emphasize game as an ideal mechanism for interacting, teaching and practicing Spanish:

1. "The games provide an opportunity of real communication, although within artificially defined limits, and therefore constitute a bridge between the class and the real world” (Hadfield, 1987).

2. They are activities that stimulate the acquisition of a foreign language because they help to increase the motivation and create an immediate necessity for response.

3. They favor a positive, relaxed, trustworthy and mutual exchange climate.

4. They incite the participation; during the time the game takes, everybody is wrapped in an active way throughout the process.

5. They decrease the teacher’s intervention time.

6. The element of fun they provide motivates in a pleasant way, serious content can be practiced.

7. The proper structure of the game makes not only the students take advantage of their knowledge about the foreign language with flexibility but also it helps them to be more concentrated in the content of their preferences.

8. According to Alejandro Castañeda "The exercises focused in games are especially auspicious for the communicative practice in different grammatical points, because the acceptation of the rules let reduce the notional camp and so attempt to center the communicative practice in
few linguistics exponents” (Castañeda, 1990).

9. They allow recreating different contexts and so turning several linguistics records.

10. Its use is very versatile. The teacher can apply them as a preliminary test on certain aspects that they want to introduce.

- A test of what has been learned.

- A review

- A diagnosis of needs

Identification of a need

In this starting phase of the creation of the game was necessary to identify the purpose of creating a game, which helps Spanish learners in their process. This is directed towards foreign learners whose native language is English. This game can be part of either daily classes as a complementary material or extracurricular ones. Both students and even teachers can play this game to cooperate, interact and learn.

When starting to shape the focus of the game these statements were taking into consideration:

- Learn a second language could be a complex and tedious process, we can make it funnier and more interesting through games

- Engage in interactions with foreigners and Colombian culture to improve their Spanish skills.

- That foreigner explore the culture, grammar, backgrounds and traditions of each city within the context in Colombia.

We named this first phase of creation, Identification of a need; because we as English
learners have been through different process and activities while practicing our second language. For us it was easier to practice and to understand the second language with games and the interaction with native speakers and their cultures.

We had the opportunity to interact with some volunteers here in Colombia and they gave us some ideas in order to create our game based on Colombian Culture for them to practice Spanish while interacting with native speakers.

**Exploration of the need**

We were working with the volunteers teaching English to lower class children, they were focused in English teaching they also wanted to improve their Spanish skills, through the time we had the opportunity to interact with them in different ways and see their needs in our language. After that we started to see that their knowledge improved so much more when they were playing table games with Spanish native speakers. Then we began to play cards and during the game we were experienced that even when they were playing they could not reach the level of interaction and communication that we have as Spanish native speakers. They tried to integrate with us, however, while the game was advancing we saw that they felt frustrated for not being able to express and communicate all their feelings and emotions.

Therefore, we realized that a game is more than play with others. It has to be with communication and interaction between the participants, especially when there are people from different cultures and languages, in this case Colombian people and English native speakers. Although, they are Spanish learners this situation made them feel uncomfortable and difficult for them to practice the language in a real context.

In the exploration of the need we realized that the learners are going to improve the communicative skill because they use the game as a way to have fun and interact, but the game
itself is only the bridge between the learners and the language acquisition as a goal. That is why we focused our game in the communicative approach because, “is based on the idea that learning language successfully comes through having to communicate real meaning. When learners are involved in real communication, their natural strategies for language acquisition will be used, and this will allow them to learn to use the language. (British council, 2005)

*Learners need opportunities to use language to try to achieve communicative purposes.*

**Brian Tomlinson**

Brian Tomlinson postulate that if learners notice for themselves how a language item or feature of this is used, they are more likely to develop their language awareness and they are also more likely to achieve readiness for acquisition. Such noticing is most salient when a learner has been engaged in a text affectively and cognitively and then returns to it to investigate its language use. This is likely to lead to the learner paying more attention to similar uses of that item or feature in subsequent inputs and to increase its potential for eventual acquisition.

This is one of the reasons why we had the idea to integrate materials and the game as cornerstone to learn Spanish by foreigners. Because playing a game in which you have to interact with others in Spanish makes them not only to achieve communicative skills but also to see how the Colombian culture is an interesting little part of what the Spanish language they are trying to learn means.

**Contextual realization**

Based on the foreign learners needs we were observing their behavior while playing and they had some difficulties to express themselves in Spanish. Then according to their interests such as games, making friends, creating bonds and feeling comfortable by playing a game we decided to create the Monopoly to motivate them, and make them feel secure of what they are
communicating in Spanish. The cornerstone of a game is involve the participants into a relaxing environment for them to appropriate the language as their own.

We realized that their context is such a difficult way to learn a second language because it is hard for them to adapt the new culture awareness, because they are volunteers that already have a background in Spanish learning process but their purpose is to spend some time here practicing the language in a real context and not necessarily studying in a formal institution. We develop as mechanism the interaction with their friends and this helps them to be trustful and with this they do not have to be ashamed of the circumstances.

As another mechanism to integrate them with the language and the context they are living in, we designed the Monopoly to make them understand and identify the importance of these places, customs and traditions in the same way we as Colombians enjoy and practice.

**Pedagogical realization**

During the game while they are playing the classic monopoly game with the common rules, they will be developing some activities based on the communicative skill, answering questions centered on the Colombian culture, Spanish grammar and vocabulary. These activities were created to make them be competitive and challenge themselves to answer correctly because if they do not, they couldn’t buy the property and the will not advance in the game.

This game can be played in any place and environment. You only need the participants, the dices, the tokens, the board, the rules, the cards and the instructions given by the banker who should have a high level of Spanish.

**Physical production**

Months later, we were in Seminario Interdisciplinar VI class, we were thinking about what
modality we were going to develop and what we wanted to do as final project. So we decided to focus on materials development. We started to think about a game that could help Spanish learners to practice and improve their communicative skills while playing with cards. Our idea was to make a card game where we could implement Spanish grammar based on the Colombian culture but at the moment we decided to give this idea to our research teacher, he told us that it was a bit tedious and boring especially for foreigners.

He gave us advices of creating a table game that was not only for fun but also to learn more than just a language and grammar structures and that represent us. Therefore, we started to think about a game but it was difficult for us to do it, so we began to search classic table games that could be adapted to what our focus and purpose was. After a long time we found out some reasons why Monopoly was the perfect game to implement our ideas and our goals, some of them were:

- It is a multiplayer game
- It is a fun and competitive game
- It is easy for the participants to interact and develop communicative skills while playing.
- The structure of Monopoly has different groups of properties that can be adapted to the Colombian cities.
- The game allows us to change the classic and traditional vocabulary into the Colombian expressions such as “Tú tranquilo”.
- It also contains two wildcards that lends to make questions about Colombian culture (Food, customs, grammar, vocabulary, places and general knowledge).
- It is a famous game and everybody knows how to play it

Having said that we started to think about how to adapt the Monopoly game to our research
project, after a long time in Research in L2 class, we started the phase two based on the process of creating and designing the game.

During the session’s classes, every week we kept improving and detailing the board and the cards of the game to make it fit to the classic one, we took some important decisions such as the images we were going to use, the cities and the colors. We explain them below.

The first steps were: Play a classic Monopoly game and identify the skills that are used. Then we started to think about what are the places we are going to use instead of properties, we decided to use the most representative cities in Colombia. (Mitú, Leticia, San José del Guaviare, Cúcuta, Bucaramanga, Pasto, Popayán, Neiva, Villavicencio, Arauca, Santa Marta, Barranquilla, Cartagena, Cali, Quibdo, Manizales, Ibagué, Tunja, Medellín y Bogotá)

These cities are located in the game according to their proximity. We used the colors that are in the classic Monopoly game to identify the groups of properties, in this case the players can identify each group of cities with these colors:

- Mitu, Leticia and San José del Guaviare are represented with the color Grey
- Cucúta and Bucaramanga are represented with Yellow
- Pasto, Popayán and Neiva are represented with Pink
- Villavicencio and Arauca are represented with Purple
- Santa Marta, Barranquilla and Cartagena are represented with Orange
- Cali and Quibdo are represented with Red
- Manizales, Ibagué and Tunja are represented with Green
- Medellin and Bogotá are represented with Blue

Each city has a photo that shows one of the most representative places of them with the intention to demonstrate the beauty and the richness of our country. It is important to highlight that
there is not a specific patron of why we choose those images more than the fact that they looked striking.

The Start Square give the participants a welcome sign, as it is common when a foreigner arrives to any place in Colombia. In the middle of each side of the board. There are four means of transport that are ones of the most used here, they are Chalupa, Chiva, Metro and Transmilenio.

We adapt the corner squares to the Colombian context because we wanted to make every single detail looked as it was part of Colombia, for example the corner Jail has an image of three drunk men watched by a policeman. The next corner has a photo of David Ospina who is the goalkeeper of National Colombian Soccer Team, in this square, you can be safe and he is well known by the phrase “Tu tranquilo” that is why we chose it. The last corner “Ve a la carcel” it is the same than the original game but it has an image of the Colombian police giving the order to go to the jail.

We wanted to make the center of the board striking using the three main colors of our Colombian flag, so we put the sketch in the middle with the colors of the flag and in the background we chose a photo of La Candelaria placed in Bogota as part of showing the culture we are part of. We also thought that it would be a nice touch to add more typical things from our country surrounding the outline of the flag such as an accordion, a typical “mochila” sombrero vueltiao, the well known Colombian coffee and two of the most beautiful and unique species of animals that we have such as Condor and Guacamaya. After all this process, we started to set the levels we were going to work with.

As we have highlighted previously, there are many forms of play and different age groups, so we had decided the levels: intermediate and advanced, each one has specific difficulties. Then, we started to design the material and the grammar exercises we will apply in the Monopoly. As we said before, we work with 2 different levels, which means that the questions in the cards are
called to be different because each level has specific topics they need to practice on.

**Intermediate.**

In this level, the questions are set to be answered by people with at least a B1 level of Spanish based in the Common European Framework of Reference for Languages in which the participant should be able to:

- Understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc.
- Deal with most situations likely to arise while travelling in an area where the language is spoken.
- Produce simple connected text on topics that are familiar or of personal interest.
- Describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.

This considerations are related with grammar and vocabulary. In terms of the cultural questions and knowledge about Colombia, someone who knows just some main things about the country and nothing beyond that should answer the question correctly.

**Advanced**

In the advanced level, the questions are set to be answered by learners with a C1 level of Spanish based also in the Common European Framework of Reference for Languages in which the participant should be able to:

- Can understand a wide range of demanding, longer clauses, and recognize implicit meaning.
- Can express ideas fluently and spontaneously without much obvious searching for expressions.
- Can use language flexibly and effectively for social, academic and professional purposes.
- Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organizational patterns, connectors and cohesive devices.

In terms of the cultural answers and Colombian knowledge the participants are Spanish learners which a better recognition of the country and that had lived or spent some time here as they are able to be challenged with the questions almost as close as a native person could be.

In creating the material, we based our game in the classic Monopoly table game, nevertheless our design is based on the Colombian culture as the board has images about the most relevant cities, transport, places and characters in our country. The cards have some questions about the Colombain culture, Spanish grammar and vocabulary, all of them based and focused in each level.

The process of creating and designing the cards was entirely made by us, using Photoshop and Photifilter as main software to edit and adjust the original Monopoly board to fit the one that we did and with the Colombian culture thematic. The size of each square and rectangle of the board it is the same than the Monopoly and we edited the images of the properties without changing the main design to make the game look familiar to the game. The fonts of the game were changed to the Colombian Style font which can be found for free on internet and for the titles with the rules and cards we used century gothic font, size 18.

We spent almost one year since the moment we start to the last edition of the cards and it required two new adjustments because the printing of the board and the materials needed to be in an specific size to respond to the indications of the printer so after various changes of the cards and the material we finished this process in July 2017.

Finally we revised each part of the game, the images, the cards, the questions, the idioms
in order to make the necessary changes. So we took the final decisions and made the corrections, it also included grammatical mistakes, misspelling, punctuation, all of this changes were necessary and important to correct thanks to the meaningful contribution of our tutor and evaluators.

Chapter IV

Implications in the Context of Education and Language

Teaching through games has been a topic of conversation in the field of Education that has come alive in recent decades. The implementation of strategies such as table games as didactic material to approach to the students’ interests is key to see how this can work specially in a context as Colombian and Spanish for foreigners.

Much of the conversation regarding Spanish teaching and education and its methods of instruction comes to the discipline from a vision of what should be, not necessarily what is occurring in a specific context because the methods and instructions are taken and developed from different contexts where this processes worked appropriately. Therefore, we as teachers sometimes take what is working in other places and forget that in our context, our culture and beliefs of how to teach and how to learn from part of students is very different that for example North American culture and schools are taking into account to teach Spanish. This is key because as our project is based on learning Spanish though games based in the Colombian culture, is important to consider what can and should work and what should be taken with a different approach based on what we see and consider more appropriate even for foreigners to develop a certain knowledge and attitudes towards the learning of a Spanish language.
Chapter V

Conclusions

We would like to conclude this paper by saying that our role as educators makes us reflect on how giving the time and space for play to children and adults who are learning a second language. The benefits of play are immediate a long term, and contribute to all aspects of their health and development into another context and a different language. If we seek to encourage our daily professional’s practices at school or wherever the learning and teaching process takes place, we should see inside first.

With this work, we can say that the role of playing games as tools to learn a second language is key in the education and in the learning process of each individual, not only for kids but for every person who wants to be committed to a learning of another language because by doing this with game, they are able to enjoy, to share, to socialize and get better in the learning by communicating with others and developing love for the language and everything that is related with it.

We mean, before being teachers we are humans and we have the big challenge task to help to overcome different situations and difficulties that a foreigner would face coming to our Colombian culture. Therefore, learning Spanish could involve different approaches that would be benefited by playing this type of game, as playing and sharing with others, it is a great strategy to lose fear and gain fluency and vocabulary of a language.

Meanwhile at the same time they would be able to know more about our Colombian culture, what we are, what we do, what we like and what places and things makes us a great country. Something that helps to change the image of our country around the world by playing games and learning the Spanish language we think is extremely fruitful for English Native
speakers around the world who come to Colombia expecting to see what we have to bring them and what we can teach to them.

With that, the joy and pleasure of playing, of doing thinks for the sake of learning languages and showing our culture to others, rather than performing obligations to adults, enable all kind of people to maintain openness to the world and the languages learning.

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**Diseño Monopoly**

Monopoly (Hasbro)

El diseño del juego está enteramente basado en el juego de mesa MONOPOLY de la compañía HASBRO.