

Importance of ludic activities on the learning of a second language with children with
oncological illnesses

Let's learn English as brave heroes!

Karoll Nicolle Marín Hine y Laura Tatiana Vargas Ariza

Trabajo de Grado para optar por el título de Licenciadas en Lenguas Extranjeras con Énfasis
en inglés

Director

Luz Mary Quintero

Master in Applied Linguistics to the teaching of English as a foreign language

Universidad Industrial de Santander

Facultad de Ciencias Humanas

Escuela de Idiomas

Bucaramanga

2021

Dedication

This project is dedicated to our families who did their best efforts in order to help us have a better future, for believing in us and being our support throughout all these past five years. Also, it is dedicated to all the people we met and marked a difference in our lives that help us grow personally and professionally. And for those who left too early but are still in our memories, thank you for always listening and supporting every dream we had.

Acknowledgements

For us, it is a pleasure to thank our professor Luz Mary Quintero for having accepted to be part of this journey not only during the creation and implementation of the project but also, for being a light throughout our career, for believing in our capacities and for encouraging us to give the best of ourselves every day. We also want to thank all the children who did part of this project and for teaching that we should keep on smiling no matter what the circumstances are. To the people that offered an opinion, and a word of encouragement during this process. To our lovely pets, Candy, Paca, Manchas, Akira y Tutti who were our company through the toughest nights. Lastly, to each other, because this process wouldn't have been the same without the support and help of such a reliable partner, we are grateful for the friendship that was born during these years of formation.

Table of contents

Introduction	9
1. Theoretical Framework	13
1.1 Theoretical foundations	13
1.2 Legal referent	15
1.3 Ethical issues	16
2. Methodological design	17
2.1 Type of research	17
2.2 Resources and instruments	17
2.3 Stages or operational phases	18
3. Intervention proposal	19
3.1 Diagnosis of the problem situation	19
3.2 Intervention activities carried out	22
3.3 Assessment of activities	29
3.4 General assessment of the intervention	31
4. Conclusions and recommendations	33
References	37
Appendixes	42

Table list

Table 1. <i>Stages of the ludic interventions with their expected objectives.</i>	18
---	----

Appendix list

Appendix A. Authorization form.....	42
Appendix B. Lesson plan design	43
Appendix C. Students drawings.....	44
Appendix D. Students drawings	45
Appendix E. Worksheet #2.....	46
Appendix F. Worksheet #3.....	47
Appendix G. Writing products	48
Appendix H. Description of art types	49
Appendix I. Interview kids	50
Appendix J. Interview parents	52

Abstract

Title: Importance of ludic activities on the learning of a second language with children with oncological illnesses.*

Authors: Karoll Nicolle Marín Hine y Laura Tatiana Vargas Ariza.**

Key words: ludic, cancer, medical considerations, learning, oncology, English.

Description: This project presents the results of a pedagogical project with children with oncological illnesses in order to find out the importance of ludic in the process of learning a second language through playful and meaningful activities. For this, a ten-week intervention was created with the aim of integrating ludic activities as a strategy of pain relief for patients with pediatric cancer during the process of learning English in order to obtain more reliable results. The outcomes obtained showed positive results bearing in mind that when the students were present in the class it was noticeable their motivation and interest during the activities and the topics. As a conclusion, the children were positive regarding the idea of learning a language through ludic interventions since it helped them to learn and to understand better as well as it is of great help to avoid thinking about their medical condition.

* Trabajo de Grado

** Facultad: Ciencias Humanas. Escuela: Idiomas. Director: Luz Mary Quintero. Maestría en lingüística aplicada a la enseñanza del inglés

Resumen

Título: Importancia de las actividades lúdicas en el aprendizaje de una segunda lengua con niños con enfermedades oncológicas.

Autores: Karoll Nicolle Marín Hine y Laura Tatiana Vargas Ariza.

Palabras claves: lúdica, cáncer, consideraciones médicas, aprendizaje, oncología, Inglés.

Descripción: Este proyecto presenta los resultados de una intervención con niños con problemas oncológicos con el fin de descubrir la importancia de la lúdica por medio de juegos y actividades significativas durante el aprendizaje de una segunda lengua. Para lograr resultados confiables, se crearon una serie de actividades a desarrollar durante un periodo de diez semanas con el fin de integrar actividades lúdicas como estrategia para aliviar el dolor con niños con cáncer pediátrico. No obstante, durante su desarrollo se presentaron diferentes acontecimientos que obstaculizaron el completo desarrollo de las actividades propuestas en el cronograma. Por otra parte, los resultados obtenidos fueron bastante positivos, si consideramos que los estudiantes presentes en la clase mostraron gran interés y motivación por las actividades y los temas tratados. Por otra parte, es importante mencionar que está fuera de nuestro alcance los motivos que los llevaron a dejar de asistir a las clases considerando que algunos de ellos fueron por razones médicas. Para concluir, esta experiencia de aprender una segunda lengua por medio de actividades lúdicas fue algo muy positivo para los niños ya que les facilitó el aprendizaje y entendimiento del mismo y también a dejar de pensar en su condición médica por unos instantes.

* Bachelor Thesis

**Facultad: Ciencias Humanas. Escuela: Idiomas. Director: Luz Mary Quintero. Master in Applied Linguistics to the teaching of English as a foreign language

Introduction

Héroes y Valientes is a foundation that is in charge of 120 families from Bucaramanga and also from different parts of the country such as San Alberto, Puerto Wilches, and so on in order to receive their medical treatment. This means that the foundation is in charge of 200 to 220 children who suffer from cancer. In this vein, their aim is to provide support not only for the children, but also for their families to facilitate this difficult process. Being that said, the foundation is situated in Bucaramanga, Santander and was created with the intention of helping the children to continue with their education considering the difficulties that they may have due to the different treatments and recommendations given by the doctors, and also to help their parents to make them feel valued and to give the strength they need to move forward. On the other hand, as it was mentioned before, the farm is set up to provide an environment where children may feel comfortable and will be able to interact and spend time either with other kids, the nature or the different animals that surround the farm; factors that are important in any process of healing. In addition, they promote the idea to communicate and express themselves through art, giving them the opportunity of capturing their feelings and showing them to others. As an example of this, is the fact that in alliance with UNAD they have participated in a contest where they won three awards for the kids' creation.

As something new to their objectives, as children are not able to attend school, their intention is to provide them with the same tools and subjects that a school has, including English. To achieve this goal, the farm has different spaces such as the reading corner, the musical space, the drawing tables, and so many other things such as costumes to perform role plays and a space where they can watch movies as well as their bedrooms which are decorated with different themes to make their stay pleasant. Nevertheless, this farm is brand new for the foundation and due to the pandemic along with the end of the year there were not any kids staying in the farm, however, the director not only scheduled a vacation week for the kids to

go there and enjoy the different spaces that they have to offer but also, they helped families who are in need by giving them the basic elements for their sustenance such as food and cleaning supplies, especially in this moment of lockdown.

In view of the previously mentioned, the foundation Héroes y Valientes is a non-governmental foundation meaning that the people who belong to it are volunteers who have the best attitude and disposition to help the foundation continue to grow and to move forward. It is important to highlight that in appreciation of the help given by the foundation most families have donated rooms and spaces to guarantee the growth of them to be able to keep on helping more children and families who are getting through this painful process.

Being the context given, the participants chosen for this study are children between 7 and 15 years old with oncological illnesses who are part of the Fundación Héroes y Valientes and who are receiving medical treatment. As it was mentioned before, some children are from different parts of the country so that, the foundation provides the facility of staying in the farm, which is a headquarter of the foundation, along with transportation during the time required for their medical treatment; matter that facilitates not only the opportunities for them to receive the help needed but also, the evolution of the study due to the fact that the development of the activities were carried out within the same children throughout the whole process of it.

On the other hand, this social work has the purpose of showing the human face that teachers should have inside and outside the classrooms. In this sense, it is important to consider that to be a good professional means, not only to be inclusive with each community that belongs to our society, but also to know how to treat them without marginalizing them. In this vein, the community we have chosen to study and to work with are children who are fighting against cancer and that do not have the opportunity to continue attending school considering the fact that “pediatric cancer has long been considered a highly stressful, burdensome, and even traumatic experience for those children who must face it” (Kazak, 2005; Patenaude & Kupst,

2005, as in stated in Phipps, 2007, p.1). For this reason, we have decided to be part of Héroes y Valientes in order to bring joy to their lives while learning an amazing language as English is. To start, our aim is to be a tool and a guide that helps children to free their minds and to think of something else rather than just the illness and everything that goes with it, along with the fact that while we are doing activities for them, we will be embarking on a process of research to get to know the importance of ludic activities at the moment of learning and at the moment of distracting their minds in more positive tasks. For this reason, we had the willingness to be part of that community and to put into practice all the knowledge that we have gained throughout the career along with the idea of doing something positive for the ones who need it and for the future teachers and volunteers that will be part of this amazing community.

On the other hand, this modality helped us to grow personally and professionally since the fact that to be involved with people who are facing various types of issues are of great importance at the moment of understanding different situations that would be present inside and outside the classroom, along with the idea that we as future teachers, at certain moment in our lives will need to deal with them considering the fact that those situations are out of our hands. Furthermore, it encourages us to look beyond the standard method of teaching along with the fact of getting rid of the idea that children with cancer should be resting instead of receiving dynamic activities that are key for their welfare.

Bearing in mind what has already been stated, it is important to take into consideration the fact that there has not been a lot of research regarding the teaching of a second language to children with oncologic diseases, making this study a source of meaningful information not only for researches with the same aspiration as us but also to caregivers that look for a way to provide relief to their patients.

Finally, as we said before, this research could be positive in the sense that it would be very helpful for the foundation who are on the verge of releasing this new modality of teaching

considering the fact that they cannot attend school in those circumstances. And also for the children since it would be of great help to them in order to cope with that situation and to increase the possibilities for them to get ahead with their lives during and after the situation has passed. All aspects considered, the objectives we have stated to carry this research are the following:

General Objective: To integrate the learning of English through ludic activities as a method of pain relief and stimulation for patients with pediatric cancer.

Specific Objectives:

- a) To create an environment that facilitates the learning of a second language through playful and meaningful activities for children with oncologic illnesses.
- b) To acknowledge the importance of ludic activities at the end of a ten-week intervention considering the data collected throughout the process of it.

From now on, this research will be divided into four chapters. In the first chapter, we will be discussing about the theoretical framework in which all the legal and theoretical aspects will be considered and explained in order to proceed with the research. Following to the second chapter, it will be found the methodological design developed to give shape and sense to our research as well as the activities proposed for the intervention. Furthermore, in chapter three we presented our intervention proposal in which it will be found a very detailed description of the current issue we are researching about and also, the description of each stage of the intervention along with its correspondent assessment of the activities. Lastly, chapter four presents the conclusions found in the research as well as some recommendations to promote people to keep on researching about this matter.

1. Theoretical Framework

1.1 Theoretical foundations

In order to cover the importance of ludic activities when teaching a second language to children with oncologic illnesses, it is of great importance to have a clear idea of the different terms that we are going to be referring to throughout the study. To start, we need to refer to the term oncology, which is the “study of cancer and tumors” (UCLA Mattel children hospital, n.d). With that in mind, cancer is defined by the Organización Mundial de la Salud ([OMS], n.d) webpage as a process of uncontrolled growth and spread of cells where the tumor invades the surrounding tissue causing metastasis in any part of the organism. For the sake of our study we will be focusing on “childhood cancer” which is a term used to refer to the different types of cancer that can appear in children before they turn 15 years (OMS, 2016).

Nevertheless, according to the UCLA Children Hospital webpage, childhood cancer differs from adult cancers in the sense that it is more responsive, and children are able to tolerate more aggressive treatments to defeat it. What is more is that the most common cancer in children is leukemia, representing the third part of children cancer (UCLA Mattel children hospital, n.d). However, there are other types of tumors that also affect them, and which are almost exclusive in kids as well as there are other types of cancer that are common in adults but rare in children.

Bearing in mind the aforementioned, research has been done in order to determine different factors that affect children and their close ones after a diagnosis and posterior treatment of an oncologic disease.

One of the biggest factors that research has shown regarding oncologic patients is the impact on their mental health. Several studies (Li et al, 2010; Artileiro et al, 2011; Silva et al, 2010) have implied that due to the different changes that children and their

families have to go through in such a short amount of time, their emotional health decreases, as the child is exposed to different treatments and the interruption of routines that were performed daily on their households.

Considering the above, the OMS (n.d) webpage states that palliative care is essential in the process of fighting against cancer since it is important for them to have their bodies, minds, and spirit active throughout those moments of difficulty in order to provide support for the children and families to cease the pain and the impossibility to attend school. For this reason, it is important to create environments in which they will be able to be up-to-date with their education, that in our case, the focus is on learning a second language, more specifically English, in which according to Krashen (1982) it is important since “it requires meaningful interaction in the target language-- natural communication--in which speakers are concerned not with the form of their utterances but with the messages they are conveying and understanding.” (p.1).

To achieve this and considering the idea of palliative care, the idea is to teach the language in a more ludic way making it “lively and full of fun” (Cambridge dictionary, n.d). Being that said, through playful activities children may comprehend the different situations given in a more meaningful manner and also it works as a distractor of the pain and the illness relief, research has been done in order to prove the minimizing effects that come with the medication with different ludic activities that help to distract the patients. In studies such as (De Andrade et al, 2019; Nunes et al, 2018; da Silva et al, 2015; Jenkins et al, 2018) it is argued the importance of this kind of therapy as it helps the children with positive coping mechanisms as they are more focused on the activities by having playful interactions with their family and other people involved than by being concentrated on the actual treatment.

All things considered, it is of great importance to highlight the use of ludic activities as a way to teach English to young learners not only with pediatric children but also with

all the ones who do not have any illness at all. For children, to learn in a natural and playful scenario would be more significant than most traditional teaching methods, considering that it fosters their creative imagination in which indirect learning can be used in the classroom (Constantinides, 2009; Halliwell, 1992). In this vein, to have a nice time would be a great helper when it comes to forgetting about any negative aspects that are happening in our environment. For this reason, we have adopted this strategy to enhance and motivate children to be engaged and to be part of our classes, as Ellis and Ibrahim states, children learn the best while participating in interesting and enjoyable activities (2017).

1.2 Legal referent

The present study was framed with the following Colombian laws:

The first law that was taken into consideration is the law 1346 from 2009 which is adapted from the assembly about people with disabilities of the United Nations 2006. Regarding the education of children with special necessities, the article number 24 of this law states that:

“Los Estados Partes reconocen el derecho de las personas con discapacidad a la educación. Con miras a hacer efectivo este derecho sin discriminación y sobre la base de la igualdad de oportunidades, los Estados Partes asegurarán un sistema de educación inclusivo a todos los niveles así como la enseñanza a lo largo de la vida” (Ley 1346 de 2009).

Following with this order of ideas, the law 1618 from 2013 specifies the guaranties the rights of people with disabilities by ensuring the right effectuation of the already mentioned law 1346, at the same time, it is stipulated in the article 11 the right of education in which:

“El Ministerio de Educación Nacional definirá la política y reglamentará el esquema de atención educativa a la población con necesidades educativas especiales, fomentando el acceso y la permanencia educativa con calidad, bajo un enfoque basado en la inclusión del servicio educativo”(Ley 1618 de 2013).

As these laws are stated for the same purpose, they are usually connected to each other, with that in mind, the decree 1421 from 2017 establishes the responsibilities of the Minister of Education and other public and private entities in order to accomplish what has been stated in law 1618(Decreto 1421 de 2017).

Finally, it is of great importance to take into consideration of this project the “código de infancia y adolescencia” since it establishes the right of education for every child and teenager as the article 28 determines four essential features in order to meet the conditions for quality education. This project will be focused on condition II, in which:

“(ii) La adaptabilidad, que se refiere a la necesidad de que la educación se adapte a las necesidades y demandas de los educandos y que se garantice la continuidad en la prestación del servicio” (Ley 10980, 2006, art. 28)

1.3 Ethical issues

According to Bryman and Bell (2007) the ethical aspects that we as authors and teachers decided to prioritize were: the anonymity and protection of each participant, in order to meet this goal, a meeting was performed with the parents and children describing each intervention and activities, the consent of the parents was asked in the meeting and on a consent form (*See appendix A*) that was later send via whatsapp in which it was thoroughly explained what the data collected, the identity of the children and all the procedures were going to be used only for academic purposes.

Another important aspect to take into consideration regarding the ethical aspects was the use of a safe platform to give the classes in, as it was already stated due to the pandemic situation all the interventions were online. In order to protect the privacy of the children, Zoom was the best option since it provided a link or a code to enter the class and a password if needed.

2. Methodological design

2.1 Type of research

This project was developed in the form of qualitative research by following an inductive process that began with previous knowledge and research about the topic then, two questionnaires (being one for the children and one for their parents) along with observations and finally, ludic activities while learning a second language. Nonetheless, as this type of research is “emergent and flexible” (Merriam and Tisdell, 2015, p.19) the project was subjected to certain changes during its implementation since it was not possible to be able to accomplish the activities proposed. Moreover, at the end of this study, it will be given a rich description in which there will be presented any new outcome, findings, and excerpts collected during the process of implementation.

2.2 Resources and instruments

The data collection instruments used in this project were observation diaries adopted by the teachers after each class to gather their thoughts and opinions of the performance of the students and their own, followed by questionnaires in order to collect information through the response of individuals to different kind of questions (Check & Schutt, 2012 as stated in Pronto, 2015), considering the previous information, the students and their parents were asked open-ended and close-opened questions about their experiences and opinions with the implementation of the project.

Furthermore, the resources used in this study were subjected to the needs of each class and in consideration of the resources that the students and we had. To start, it is important to highlight that considering the pandemic situation the classes were given online via zoom platform as the welfare of the children and teachers were prioritized due to the world situation.

Being that said, we decided to give two classes per week, so that it was of great importance to have a good internet connection and to know how to perfectly use the zoom

platform to offer an appropriate performance. Moreover, the use of worksheets in which the children were able to express their knowledge on the topics covered during the lessons. Moreover, the use of cameras were used in order to record videos throughout some of the activities/homeworks.

2.3 Stages or operational phases

In order to accomplish the general and specific objectives, we created a series of ludic intervention activities for the children of the foundation which were designed to follow a specific theme (*See appendix B*). In that matter, every theme was intended to last 3 weeks during a three-hour lesson. In the light of what was mentioned, the following chart summarizes the themes and activities along with the expected results of each one of them.

Table 1.

Stages of the ludic interventions with their expected objectives.

Ludic intervention activities					
	Themes	Dates	Resources	Activities	Expected results
1	First day impressions and integration	Week 1	Computer, internet	-Welcome songs -Telepathy game	To get to know each other while creating a learning environment full of confidence for the coming lessons.
2	The role of music to improve someone's mood	Weeks 2- 4	-Worksheets, computer, internet, colors	-Fill in the blanks to complete the song. -Collaboratively sing the song. -Draw and color something that represents the song.	To learn while singing and doing a small video about part of a song at the end of the 3rd week.
3	Art as a way of express feelings	Weeks 5- 7	- Art supplies, work sheets, computer, internet	-Introduction of new vocabulary related to art. -Description of a well-known painting.	To make and describe a work of art by using vocabulary learned in class.

				-Creation and description of a proper masterpiece.	
4	Literature as means of creativity	Weeks 8- 10	- Books, work sheets, computer, internet	-Introduction of a short book. -Pronunciation practice. -Introduction of new vocabulary related to daily life. -Production of a short story.	To write a short story about their lives in the foundation.
5	Closing ceremony	Week 11		-Display all the works that the kids have made.	To acknowledge the hard work done by the children throughout the lessons.

3. Intervention proposal

3.1 Diagnosis of the problem situation

In Colombia cancer and its pathologies are the second cause of death with around 33.538 deaths per year (Pardo et al, 2017,p.17) considering these numbers, children and teenagers are one of the communities with one of the lowest survival rates in the country (Ministerio de Salud y protección social, 2012). Bearing with the previous information in mind, research has concluded that apart from what the patients have to go through physically, they also have to cope with many hardships mentally as it is implied that the kids and their families face changes that affect their emotional health, provoking stress, depression among others (Terán, 2020; Grau, 2005; Villamil, 2007).

Considering the variety of factors that children and teenagers face during their illness; there are other circumstances that are not often taken into account. One of those being the school life to the patients, which is generally perceived as a negative element due to two big causes: the first one, the gap in their education as they can not attend classes as they normally

would, being this the result of their ongoing treatment. Therefore, they have to go to their appointments and exams, which are performed at a hospital and can last one to two days or even more depending on the number of check ups they need to do, it is also important to acknowledge that the stay of the children in the hospital can also prolong due to the severity of the treatments and their own health issues (French et al, 2013). The second cause is based mostly on the consequences of going under treatment for cancer, as the problems in children are often “ emotional and adaptational problems such as fatigue, changing moods, depression, poor self-esteem, poor social abilities, somatic complaints, impairment in memory functions, learning disabilities and even mental deterioration”(Lähteenmäki et al, 2002, p. 1), making the process of going to school and doing the related work really difficult for the children.

It is also important to highlight the fact that there are a variety of organizations created to help children and their families with the difficult times that they may be facing, each one of them with a different goal in order to meet a clear need. The foundation Héroes y Valientes brings support to the children by offering a place in which they can stay while on treatment as some of them do not live in Bucaramanga, that is where all the treatments are done. They also offer activities focused on pastime activities of the children and their families, in order to bring joy and entertainment as they often prioritize the happiness and well being of the patients without focusing on the illness. On the other hand, the foundation often supports parents by offering courses for them to learn a new ability in order to improve either their mental health or to help them to support themselves later on.

Besides the side effects and attendance factors that the children have to go through due to their condition, which are generally one of the aspects that the patients can not control by themselves, there are also environmental factors that are not inclusive for the kids to continue with their schooling process. Moreover, different plans proposed by the government are not focused on the education of these children, as they target the propagation of the illnesses by

proposing different ways to educate the population about cancer or tobacco consumption (Ministerio de salud y protección social, 2009), these plans are of great importance for the reduction of the cancer cases in the country but also present a problem to the education of the children considering that it excludes how the learning process will be carried out since their learning is very different from just doing work without a clear purpose. All these things considered, it can be said that the children and teenagers with cancer are not receiving adaptable educational materials and classes due to the lack of preparation and formation about these cases in the schools.

Finally, as the children and their families go through changes that influence their everyday life, their family dynamic also transforms, as the parents or parent has to be with their child most of the time, they also need to travel to other places and sometimes to other cities to seek advanced treatment, most of the times causing a monetary deficient which with the support of different organizations and foundations it is often solved to a point of relief. Since the target population of the foundation Heroes y Valientes are children from low income families, their access to English courses is very limited due to the factors stated previously, making their contact with the English language almost minimal considering that there are not many opportunities in their ordinary life to explore and develop their skills within the language.

In conclusion, it can be said that the children, teenagers and their families face different circumstances that influence them. Unfortunately, as much as we desire to help them with all their difficulties, it is impossible to do it, however, we can provide a safe space for them to express themselves using the English language. Considering this, the present study focused on the following matters: First, the use of English as a way of palliative care, considering the mental health of the participants. Second, the low frequency of English classes that they have received. And finally, the lack of adaptable materials that do not focus on their needs.

3.2 Intervention activities carried out

Taking into account the previous considerations we decided to design a project based on ludic activities and which was divided into five stages related to topics of interest. Unfortunately, due to different mishaps that involved the health of the participants it was impossible for us to be able to complete the course since as classes went by students became absent until there were any students at all. All things considered, each stage lasted three weeks (except for the first and the fifth) and was divided as follows:

Stage 1 (First day impressions). During this first week we intended to get acquainted with the kids. Fortunately, we were able to go to the foundation and meet the kids in person. However, not all the children who we met were the ones that became part of the course. That being said, on this first day, as we were in presenciality, we considered it to be the most profitable due to the immersion we had with their own worlds and it helped us to better understand the participants to whom we were about to work with. On the other hand, it is of great importance to acknowledge the fact that we shared the class with children of different ages. For this reason, we spent the time singing, laughing, coloring, and filling out a worksheet about their personal information. Moreover, when we were finally able to meet the children to whom we were about to work with for the sake of the project, we also had a first meeting with them and their parents virtually in order to explain the project and objectives to them.

Stage 2 (The role of music to improve someone's mood). This second stage lasted three weeks of three hours each. Nevertheless, taking into consideration that it is not viable to subject children to long hours of study, the three hours were divided into two days a week considering one hour and a half each. As it was at the beginning of the classes, the majority of children attended and were very participative.

First week. During the first day of the week, we talked about classical music and its benefits. First of all, we talked about emotions (*happy, sad, scared, among others*) and relied

on useful expressions as a matter of interest related to the essence of the class. After that, we played an instrumental song *Nocturne - Chopin* and then, the kids used the expressions and emotions given at the beginning of the class in order to express their thoughts. Most of the students argued that they had never listened to this type of music. After that, we explained the benefits of classical music in which they expressed they would probably listen to it more often since it could be positive for their welfare. As an introduction to the major exponents of classical music, we presented four well-known artists such as Beethoven, Mozart, Chopin, and Vivaldi. As a final activity for this day, we played the song *Moonlight Sonata by Beethoven*. So that, they were asked to close their eyes and to imagine what came to their minds while listening to it. To finish the activity, we requested the children to portray their thoughts in a drawing and share them with the class. As a result of this activity, most of them presented a nice drawing of the nature and the calmness that can be felt when they are in touch with it (*see appendix C*). Unfortunately, due to a mishap presented during the recording of the class, it was impossible for us to recover it and to point out the children's comments.

For the second day of the week, we introduced the biography of Michael Jackson as the new singer and representative of pop music. For this class, we sent them a worksheet with the lyrics of the song "We Are the World". The intention of this class was to help students to get acquainted with the sounds through a meaningful song that concerns us all in order to protect the environment. Firstly, we played the song one time to listen to the rhythm and sounds and secondly, they followed the song using the lyrics. After that, we asked them to explain in their own words what they understood of the song to which they expressed: *Student 1: "La canción trata de un mundo mejor"*, *Student 2: "De salvar al mundo"*, *Student 3: "De cuidarnos y de felicidad"*. Once they finished, we asked them to select the unknown vocabulary so that we could explain the words to them for better clarification and adding it to the new vocabulary. Then, we asked one more time the meaning of the song considering that they had clarified and

learnt new words. *Student 4: “Es muy chevere por que a la vez ellos querían ayudar al mundo”*
Student 5: “La canción es muy bonita” *Student 6: “Para mí la canción fue muy emotiva por que entre muchas personas la canción fue viral”*. To finish this first week, students had to portray in a drawing (*See appendix D*) the intention of the song and explain it to the class.
Student 1: “Las personas hacen una armonía”, Student 2: “Dibuje unas manos sosteniendo al mundo porque entre todos nos ayudamos”, Student 3: “Yo dibuje muchas personas y doctores y escribí que tengo esperanza de que se acabe la pandemia”.

Second week. For the first day of this week, we started the class with an instrumental song with the idea of helping them to release any stress or negative vibe caught before the class. Once we greeted the children we proceeded to introduce new vocabulary (again, see, stars, fly, slow, time, wave, and life) the intention with these new words was not only to increase the amount of knowledge in their repertoire but also to help them solve the following activity, which was about the song “When Can I See You Again?” (*See appendix E*). The factors that led us to choose this song was because the lyrics are very optimistic and motivate the children to be thankful for their lives and to enjoy it no matter what the circumstances are. After having introduced the song, they had to listen to it and to fill in the blanks with the vocabulary previously given. Once the activity was finished, we talked about instruments, and we moved along to ask whether they played an instrument or not. *Student 1: “Profe yo estoy aprendiendo a tocar la guitarra”, Student 2: “mi instrumento favorito es el piano”, Student 3: “Profe a mi me gustaría aprender a tocar la batería”*. That being said, we presented in a google docs slides five different instruments such as drums, saxophone, trumpet and piano in which they told us which were the ones they would like to learn how to play. As a final activity of the day, we introduced three idioms related to the instruments previously seen that served as a guide for them to complete the homework, which was a worksheet related to the topics of the class (*See appendix F*).

For the second day, unfortunately, only three kids were connected with us that day, however, that was not an impediment for us to continue. First, we greeted the children and then we started the class by socializing the worksheet to verify the comprehension of the topics. After that, the intention was to provide the guidelines for the children to create the final product of this second stage that consisted in the creation of a video in which they had to think about their favorite song and then, they had to write down five sentences that answer the questions found in the guidelines. Taking into consideration that those sentences had the aim to be portrayed in a video, we cannot add it in the annex, however, we recover their answer from it which were “*why did you choose the song?, how do you feel when listening to the song?, the impact that music has had in your life and how your mood can be improved by it.*”, to do this activity, students were given some time to respond and then, share the answers to the class and provide feedback regarding grammar and pronunciation. *Student 1: “The song I chose is” What lovers” because I really like the rhythm it has. During the song i felt really happy and it help me focus when I’m doing homework”, Student 2: “I chose the song Syn Cole feel good because it is my favorite and i prefer electronic music because it has a positive impact that makes me feel active and happy”, Student 3: I chose the song shinzo wo sasageyo because I feel happy and the song is very active and the singer seems very happy and excited because he is an expert”*. The intention was to help them to prepare the video for the following week.

Third week. To finish this first stage, we wanted to conclude by talking about Colombian music, more specifically vallenato, salsa and cumbia. For the first day of the week, we began by doing a matching activity in which they had to link the picture with the correct music genre. Fortunately, some children were able to match the names with the picture but some others did not. After that, we proceeded to ask the students whether they like any type of the music presented or not, to that, they said: *Student 1: “Profe a mi me gusta mucho una canción de cumbia voy a buscar el nombre y se lo mando”, Student 2: “Profe yo canto*

vallenato". After their answers, we showed them a presentation in which we explained the three types of music with their corresponding examples, for each type the children shared their thoughts. *Student 1: "Yo a veces escucho salsa", Student 2: "me gusta como mueven los pies", Student 3: "Yo no escucho salsa", Student 4: "Me gustó mucho la cumbia, aunque nunca la he bailado profe", Student 2: "Profe yo rara vez escucho vallenato y no tengo ninguno que me guste" Student 1: "A mí sí me gustan todas las canciones de vallenato" Student 3: "Yo sí he escuchado vallenatos de Diomedez Díaz, me gustan mucho" Student 4: "Profe el ritmo esta chevere pero yo creo que en otros países lo escuchan en inglés" Student 1: "Profe de pronto las personas de nuestro país que viven en otros países lo escuchan".* For the final activity of the day, we requested them to write a short description using the vocabulary seen in the previous classes in which they express their feeling towards the music to then share it with the class where we provided instant feedback.

The final day of this stage talking about the role of music, we wanted to make it more amusing. First, we requested the children to share their videos that we explained and worked on the previous week, however, only two of them did the homework. After that, we invited a special guest who very kindly accompanied us and sang two songs to the kids. At the same time, one of the children said she wanted to sing and delighted us with a vallenato song. As a final activity, we wanted to know the children's thoughts so that, we requested them to write a short reflection in which they expressed what they learnt so far, how music can change their lives and if they would implement classical music in their daily lives or not and finishing with an illustrative drawing (*See appendix G*). *Student 1: "I like classical music because it sounds pretty", Student 2: "I like music because it makes me happy", Student 3: "I feel energetic to keep doing my homework", Student 4: "The music has changed my life because I feel very happy", Student 5: "I learned form singers that i did not know, music helps me in my life to improve my emotions".*

Stage 3 (Art as a way to express feelings). Unfortunately, during this stage we had to stop in half of it since the kids did not connect with us anymore as well as not to mention that there were classes in which we had to cancel considering that only one or any student was in the class.

First week. During this first week, only three students were present. Nevertheless, to keep in the flow of the previous stage, we began the class by putting on an instrumental song to help them feel relaxed. After that, we wanted to give the one student who did not do the video one more chance to present it, however, the answer was negative. So that, we moved on to the first activity, we asked them about they knew about art to which they responded: *Student 1: “Profe pues yo conozco sobre Picasso y siento que es una manera en donde uno puede representar sus sentimientos” Student 2: “Yo veo el arte como relajamiento profe, es una cosa muy bonita”*. Previously, we played a video, in which it explained the different ways in which art can be present. Taking into consideration the video, we proceeded to ask whether art can be found solely in paintings or if there are any other ways to portray art. *Student 1: “Profe yo diría que el arte no son solo pinturas, es donde expresamos nuestros sentimientos, como en un poema o una canción”*. After that, we introduced five famous painters of history to which each kid shared their thoughts at the end by expressing their favorite artist and painting. *Student 2: “Profe, a mi me gustó más el que pintó la capilla, Michelangelo” Student 1: “Profe, a mi me gusto el que pintó la monalisa” Student 3: “ A mi me gusto el que hizo el arte en el que pareciera que las personas se estuvieran moviendo”*. To give closure to this day, we requested students to choose one of the artists and write a short paragraph explaining the reasons for them to admire their masterpieces. Finishing by sharing their comments to the class while providing instant feedback. As this was an oral exercise, we recovered their thoughts from the recordings of the class along with the journals we wrote.

Student 1: “ I like Michelangelo because I really like what he did with the basilic, the sculptures are amazing for the different structures that they have. It makes me feel surprised”

Student 2: “I like Botero because he was a Colombian artist, and he chose fat people instead of skinny people for his sculptures and artworks. It makes me feel happy and represented”

Student 3: “I like Leonardo Da Vinci because I really like how he drew , and how he looked at things to make them look realistic. It makes me feel impressed”

For the second day, the same three students were the ones in the class but it was not an impediment for us. To begin with the class, we showed five more artists (the dynamic of this class was pretty similar to the previous one) and then, the children shared their thoughts with us. For the activity of the day, we wanted them to select their favorite artist, but this time, by creating a drawing that portrayed their admiration. Finally, they shared their drawings to the class while providing a short description of it. To finish the class, we wanted to talk about their vision of art to which we asked the following question *“Do you think that only painting can be considered as art or are there other types?”* and their responses were *Student 1: “Profe yo creo que hay muchas maneras de arte, incluso los animales pueden mostrar el arte, yo vi un video de un elefante pintando. También tú puedes utilizar la pintura para desestresarte y expresar tus sentimientos, como en los poemas” Student 2: “Si profe, como dice mi compañera si hay muchas maneras de arte por que hay arte de líneas, puntillismo, poemas, rapeando y cantando, incluso bailando para demostrar sus sentimientos”.*

Second week. For this second week only two students were connected, however, we began the class by retaking the question of the previous class *“Do you think that only painting can be considered as art or are there other types?”* and answering it one more time to put the students into context. As we wanted to talk about different ways of expression through art we presented five words (pottery, drawing, painting, photography, crafts, and sculpture). The task

was that each student chose a word and did a small search in which they explained what it consists of (*See appendix H*). Then, the students shared their answers to the class, but considering that there were only two students and six words of the new vocabulary, we explained the missing ones. Moreover, we also wanted to know whether they would consider to practice any of those or not *Student 1: “A mi me interesa mucho la fotografía, así que me gustaría aprender mucho más sobre ella” Student 2: Profe yo diría que la pintura, se ve muy interesante*”. To finish the class, we asked them to think about their emotions at the moment and how they would portray them by using any of the activities previously learnt. *Student 1: “Profe yo le tomaría una foto al paisaje que hay ahorita, el atardecer está hermoso” Student 2: “Pues profe haría un dibujo de una cara pero haría la mitad mirando para otro lado”*.

Sadly to say, since that day we waited for the students in the zoom room, but neither of them appeared. Taking that into consideration, we took the decision to give an end to the English classes via whatsapp, but not before thanking them for their attention and participation during the classes.

3.3 Assessment of activities

In order to provide an assessment for the activities it is important to provide the criteria in which the intervention was based. The first one and more significant of the three aspects was the learning of English with meaningful and ludic tools for the kids to use as a way of distraction and palliative care. Following, the second criterion was based on the frequency of classes before the project, as it was already stated, the children were not able to attend classes or English courses due to their condition. There are different complications given the health state of the patient, bearing in mind what was previously mentioned, the intent was to provide the kids with access to a foreign language class of one hour two times per week. Finally, the third criterion was to arrange optimum material considering the already mentioned criteria, in order to balance the language learning with the palliative care proposed.

Considering what was already stated, we believe that the first indicator was executed correctly as each activity performed in class was done taking into consideration topics of interest for the children, engaging them into the conversation being held by the teachers, is important to highlight that not every child knew about what we were talking about at the beginning of the class but their attentiveness was on point when realizing that they had the opportunity to add to the conversation as their examples, opinions, and experiences were asked in order to get their overview of the topics discussed at the moment. There were special moments in which as teachers we were able to appreciate and examine the significance of the foreign language within their reality as we often talked about our mental health alluding to our feelings being those positive or negative, the children often expressed their own understanding of what we have been talking about, often offering examples based on what they did on those situations, and tried to include the language in what they wanted to say, making the effort clear to the rest of the class, it is relevant to mention that as teachers and following the belief of palliative care, we did not ask them directly about their illness as the classes were a safe space for them to express their thoughts and feelings.

Considering the second criterion in which the frequency of classes given to the children was considered, it resulted in two different outcomes. The first one being a positive outcome as the classes fulfilled the lack of exposure to a course which was one of the biggest problems that the children were facing as they were provided with more than two hours of class per week, a video of those classes and the materials for them to achieve the different goals of each class, as the frequency increased their positive exposure to the English language, the vocabulary and expressions made a positive progress towards the learning a second language, in this case English. On the other hand, the goal of providing the kids with 10 weeks of classes was not achieved, as it was already stated in the description of the activities performed, the kids were not able to meet us due to different circumstances.

The final criterion that we decided to take into consideration was the use of materials that were suitable for the age and level of the children. The assessment for this standard was positive as before the intervention the materials that were used in their classes were not focused on their specific needs forbidding children to explore their maximum capacities. Contrarily, the materials used in the classes of the intervention were planned to meet their capacities, considering their age, level and providing freedom for them to explore their creativity which was widely used by the children as all the activities grant them the opportunities to use their minds, by creating drawings, sentences, etc. Regarding their learning process, we were able to witness how they were more engaged in asking for the pronunciation and meaning of different words in order to form what they wanted to express. They tried to read and produce their own products depending on the activity that we were doing at the moment and their fluency improved by talking about topics of their interests.

Overall, it can be said that the criteria for this intervention were positively met, as we took into consideration the factors that were affecting the everyday life and academic life of the children and we provided different ways to distract and help with their burdens by learning a language following a more playful strategy.

3.4 General assessment of the intervention

To begin with, it is of great importance to highlight that it was impossible to accomplish one of the objectives considering the mishaps we previously mentioned as well as to bring up the lack of participation of the parents to ensure or to communicate the presence or absence of the children. All aspects considered, in general terms we did not feel as if we failed in the lessons to believe we were the factor of the absence of the kids. On the contrary, the two kids who were with us until the end motivated us to give the best of ourselves and that was supported by them in a questionnaire we sent as soon as the course was finished (*See appendix I*). Unfortunately, only four of them answered, nonetheless the answers were very positive. Three

of them responded they would like to continue learning languages to which one of the said that through ludic activities the learning process is easier and didactic.

Student 1: “Si me gustaría aprender más idiomas como el italiano”

Student 2: “me gusta otros idiomas”

Student 3: “Si por qué es más fácil y didáctico”

Nonetheless, only one kid said that she would not like to continue learning in this way

Student 3: “Casi no entendia”.

That being said, regarding the activities, the children did their best as well as we noticed a small improvement, however, it was more noticeable in the last two kids. As classes went by we were able to ask them how they were feeling during the classes; the responses were accompanied by very positive comments. It is important to say that we also provided a questionnaire to their parents (*See appendix J*) but only three of them responded. Nevertheless, there was one answer that caught our attention when we asked whether there was any medical condition that affected the participation of the kid in the class to which one of them answered that her child was in a bone marrow transplant. Besides that, the other two answers were that their child was in a pediatrician's appointment. The positive aspect was that they responded they were able to perceive certain motivation towards the class independent of the mishaps.

Returning to the activities, it could be said that the kids felt identified with the topics since they were able to express and share their thoughts with us, enhancing them to speak and to use English as a way of communication. Although some of them were shy they were always trying to give the best of themselves by asking us the correct form to say and to write in order to give it a shape to their writings. On the other hand, we noticed a major admiration during the topic of art, especially with the artists and their paintings; it was evident not only the admiration for them but also, they brought out their most critical side.

As teachers, we could say that the classes were very productive, we were able to perceive that motivation in the children. However, even though they did not like to do the homework, their participation during the class' activities was very active and they were not afraid of answering and making mistakes. Another aspect to highlight was that there was one student who was often making questions in order to solve any possible doubt to ensure her comprehension. For us, that was very rewarding since we felt we were doing a change in their learning process. Moreover, most of the time we tried to be very receptive and to help them feel comfortable to guarantee that their approach with the English language was as pleasant as possible to motivate them to continue learning it in the future.

As it was previously mentioned in the diagnosis of the problem situation, we had to be prepared for any possible outcome regarding the students' behavior considering the aspects that cancer may produce in the mental health of the participants such as changing moods, depression, among others. Nevertheless, we didn't have to deal with any situation mentioned. On the contrary, as soon as they felt comfortable with us and their classmates they were very sociable and participative, including the ones in which their medical treatment process was more evident.

4. Conclusions and recommendations

Throughout this research, it was really rewarding for us to acknowledge the fact that this proposal of providing English lessons in a ludic way gave such positive results. Although the stipulated schedule could not be finished, we knew that any setback would be likely to appear as the project was being implemented. On one hand, we need to consider the fact that due to the pandemic situation it was even more noticeable the difficulties and limitations that can be present when it comes to the use of the Internet, and any technological device since the relation with the students is not as fruitful as it is when classes are given in presenciality. On the other hand, we are left to wonder what would have happened if the pandemic had not

existed. Bearing this in mind, we cannot assure that the results would have been better or worse. However, what we can say is that our invitation is to any reader of this article to keep on researching about this topic.

Moreover, regarding our experience, we were able to remove the blindfold from our eyes and realized that those children who are fighting against a disease are people who do not give up and never surrender no matter what the adversities are. Throughout all this time, we came to the conclusion that it is important that we, not only as former teachers but also, as part of the society in general, should stop stigmatizing and remove that thought which is that if a person is ill they have to be at home laying on their beds or in the hospital until they recover or anything worse happen. Thankfully, we can now assure that those children possess the best attitude towards life and are always willing to enjoy it as much as they can as well as to consider that the limitations only exist when you give them the power to exist.

We believe that it is important to mention the fact that all the material and classes were focused on the expression and feelings of the children, as this social practice circles around the idea of providing palliative care in the form of ludic activities, which were often directed to the voicing of their opinions about different topics and situations. Due to these distinctions, we did not receive as much writing material, thus the goal of the classes was to increase the exposure of the children to English learning by considering approaches in which we could show them how to use the language to express their points of view.

Needless to highlight that this community of kids somehow are left aside considering the previous aspects already mentioned. However, the call is to not desecularize them since they have the capacity to continue learning as any other kid. In this order of ideas, we also need to consider that in every aspect of life exceptions exist and it is very likely that certain children would not be able to attend school as they are in medical treatment, but the invitation for us, as former teachers, professional teachers and any other person who are reading this paper, is to

keep working with them by creating material which will be of great help during their process of recovery.

Throughout all this paper, we have been talking about the importance of the ludic activities when learning a second language, which in our case was English. Considering this as the main aspect, all the activities done were thought specially for them. Bearing this in mind, we are pleased to say that in spite of the adversities presented the results were quite positive since the fact that to have kids in the class who were hospitalized or who were with an IV line for being in the middle of a medical treatment demonstrate us the motivation and willingness to learn since they found a joy at the moment of learning the language. Although not all the kids were able to continue, the two students who remained showed an important improvement regarding their pronunciation and creation of sentences. Furthermore, we also want to add to this previous statement that we would have liked to be able to finish the course, we must also have to be aware of their situation and acknowledge the fact that their health is more important above any course or any other aspect in life. Above all, when creating the material it is of great importance to select topics that are considered to be tools for distraction since they work as facilitators of pain relief that will not only be useful for learning a language but also at any time of necessity.

All things considered, little research has been done about this methodology of ludic activities as a method of pain relief and learning. Moreover, it is paramount to keep on studying this aspect since it is a great gap in our education considering the fact that too many children have stopped their learning process at school due to medical treatment and recommendations. What is more is that this is a topic that will be accompanying us for our whole career and life, and that is the importance of taking action for the welfare of those children, however, no action can be taken if there is little information about it.

To give a closure to this paper, we want to make the recommendation to anyone who would be interested in this subject to use this social practice as a starting point for further research and to get into deeper aspects for finally being able to get a possible solution that is affecting this community of children with oncological illnesses. Although we would never be able to get a definite solution, any possible approximation would be beneficial to improve and to include them in the education process. Furthermore, to educate teachers on how to deal with these kinds of situations when the time comes.

Finally, we would like to invite our peers and classmates from inferior levels that may be initiating the process of deciding in which bachelor thesis branch they will be focusing on, to take into account the social problems that are happening in our communities and how we, as teachers and as people, can provide a solution by using the knowledge that we have acquired during these years. Remember, providing change to the everyday life of a person using and sharing the abilities that we have, is a powerful move that in some way or another will provide help and relief to those in need. We can make a difference, all we need to do is to start, even if we don't believe that it could make a difference, start.

References

- Artalheiro APS, Almeida FA, Chacon JMF. Use of therapeutic play in preparing preschool children for outpatient chemotherapy. *Acta Paul Enferm* [Internet]. 2011 [cited 2014 Dec 13];24(5):611-6. Retrieved from: http://www.scielo.br/pdf/ape/v24n5/en_03v24n5.pdf
- Bryman, A. & Bell, E. (2007) “Business Research Methods”, 2nd edition. Oxford University Press.
- Congreso de la República de Colombia. (2006, 8 de Noviembre). Ley 1098. Por la cual se expide el Código de la Infancia y la Adolescencia. *Diario Oficial* No. 46.446
- Congreso de la República de Colombia. (2009, 31 de julio). Ley 1346. Por medio de la cual se aprueba la “Convención sobre los Derechos de las personas con Discapacidad”, adoptada por la Asamblea General de las Naciones Unidas el 13 de diciembre de 2006. *Diario Oficial* No. 47.427
- Congreso de la República de Colombia. (2013, 27 de febrero). Ley 1618. Por medio de la cual se establecen las disposiciones para garantizar el pleno ejercicio de los derechos de las personas con discapacidad. *Diario Oficial* No. 48.717
- Constantinides, M. (2009). The power of play for education and language development |TEFL Matters. TEFL Matters. <https://marisaconstantinides.edublogs.org/2009/09/02/the-power-of-play-for-education-and-language-development/#.WBN4GQrK-U>
- de Andrade, V. B., da Silva, W. M., de Lima Santos, A. M., Diniz, M. C. C., dos Santos, I. R. S., & da Silva, A. T. T. (2019). BENEFITS OF LUDIC ACTIVITIES IN

MODIFICATION OF PAINFUL FEELING OF CHILDREN WITH CANCER IN HOSPITAL INSULATION UNITS. *International Journal of Pain Research and Treatment*, 2.

da Silva, L. F., & Cabral, I. E. (2015). Rescuing the pleasure of playing of child with cancer in a hospital setting. *Revista brasileira de enfermagem*, 68(3), 337-342. Retrieved from:

<https://www.redalyc.org/articulo.oa?id=2670/267041377003>

Ellis, G. I., & Ibrahim, N. (2017). *Teaching Children How To Learn*. Klett (Ernst) Verlag, Stut.

French, A. E., Tsangaris, E., Barrera, M., Guger, S., Brown, R., Urbach, S., Stephens, D., & Nathan, P. C. (2013). School attendance in childhood cancer survivors and their siblings. *The Journal of Pediatrics*, 162(1), 160–165.

Grau Rubio, C. (2005). La atención educativa de las necesidades educativas especiales de los niños enfermos de cáncer. Retrieved from: https://www.researchgate.net/profile/Claudia-Rubio/publication/39216638_La_atencion_educativa_de_las_necesidades_educativas_especiales_de_los_ninos_enfermos_de_cancer/links/54b7da780cf269d8c_bf552a7/La-atencion-educativa-de-las-necesidades-educativas-especiales-de-los-ninos-enfermos-de-cancer.pdf

Halliwell, S. (1992). *Teaching English in the Primary Classroom*. London: Longman.

Jenkins, B. N. (1,2), Martinez, A. (2,5), Torres, T. K. (2,3,7), Fortier, M. A. (2,4,5), Granger, D. A. (3,6), & Roemer, R. J. (4). (n.d.). Emotion regulation and positive affect in the context of salivary alpha-amylase response to pain in children with

- cancer. *Pediatric Blood and Cancer*, 65(6). Retrieved from:
<https://bibliotecavirtual.uis.edu.co:2236/10.1002/pbc.26973>
- Krashen, S. D. (1981). *Second language acquisition and second language learning*. University of Southern California.
- Lähteenmäki, P. ., Huostila, J., Hinkka, S., & Salmi, T. . (2002). Childhood cancer patients at school. *European Journal of Cancer* (1990), 38(9), 1227–1240.
[https://doi.org/10.1016/S0959-8049\(02\)00066-7](https://doi.org/10.1016/S0959-8049(02)00066-7)
- Li HC, Chung OK, Chiu SY. The impact of cancer on children's physical, emotional, and psychosocial well-being. *Cancer Nurs*. 2010 Jan-Feb;33(1):47-54. doi: 10.1097/NCC.0b013e3181aaf0fa.PMID:19926977.
<https://pubmed.ncbi.nlm.nih.gov/19926977/>
- Ludic. (n.d). In *Cambridge Dictionary*. Retrieved from
<https://dictionary.cambridge.org/us/dictionary/english-spanish/ludic>
- Merriam, S. B., & Tisdell, E. J. (2015). *Qualitative research: A guide to design and implementation*. John Wiley & Sons.
- Ministerio de la Protección Social & Colombia. Instituto Nacional de Cancerología;. (2009). Plan decenal para el control del cáncer en Colombia 2012-2021. Observatorio Nacional de Cáncer- ONC;. 58 p. Recuperado de :
<https://www.minsalud.gov.co/sites/rid/Lists/BibliotecaDigital/RIDE/IA/INCA/plan-nacional-control-cancer.pdf>
- Ministerio de Salud y Protección Social (2012, 4 de febrero). Día mundial contra el cáncer. Retrieved from
<https://www.minsalud.gov.co/proteccionsocial/Paginas/D%C3%ADa-Mundial-Contra-el-c%C3%A1ncer.aspx>

Nunes, F. M., Magalhães, N. P., Magalhães, M. P., de Sá Oliveira, G., Oliva, H. N. P.,

D'Angelis, C. E. M., ... & de Prince, K. A. (2018). Benefits of playful therapy in child cancer treatment-the review. *Unimontes Científica*, 59-69.

Organización Mundial de la Salud. (n.d). *Cáncer*. Retrieved from <https://www.who.int/topics/cancer/es/>

Organización Mundial de la Salud. (12 de septiembre de 2018). *Cáncer*. Retrieved from <https://www.who.int/es/news-room/fact-sheets/detail/cancer>

Organización Mundial de la Salud. (n.d). *Cuidados paliativos*. Retrieved from <https://www.who.int/cancer/palliative/es/>

Organización Mundial de la Salud. (21 de marzo de 2016). *El cáncer infantil*. Retrieved from <https://www.who.int/cancer/es/>

Organización Mundial de la Salud. (n.d). *Preguntas frecuentes sobre el cáncer infantil*. Retrieved from https://www.who.int/cancer/media/news/Childhood_cancer_day/es/

Pardo C, de Vries E, Buitrago L, Gamboa O. Atlas de mortalidad por cáncer en Colombia. Cuarta edición. Bogotá D. C. Instituto Nacional de Cancerología, 2017,v.1.p.124. Retrieved from

https://www.cancer.gov.co/ATLAS_de_Mortalidad_por_cancer_en_Colombia.pdf

Phipps, S. (2007). Adaptive style in children with cancer: Implications for a positive psychology approach. *Journal of Pediatric Psychology*, 32(9), 1055-1066.

Presidencia de la República. (2017, 29 de agosto). Decreto 1421. Por el cual se reglamenta en el marco de la educación inclusiva la atención educativa a la

población con discapacidad. Retrieved from: <http://www.suin-juriscol.gov.co/viewDocument.asp?ruta=Decretos/30033428>

Ponto, J. (2015). Understanding and evaluating survey research. *Journal of the Advanced Practitioner in Oncology*, 6(2), 168–171.
https://www.researchgate.net/publication/286445115_Understanding_and_Evaluating_Survey_Research

Silva LF, Cabral IE, Christoffel MM. The (im)possibilities of play for children with outpatient cancer treatment. *Acta Paul Enferm* [Internet]. 2010 [cited 2014 Dec 13];23(3):334-40. Retrieved from: http://www.scielo.br/pdf/apv/v23n3/en_v23n3a04.pdf

Terán Medrano, L. J. (2020). Programa curricular psicopedagógico del área de lenguaje para niños de 6-7 años diagnosticados con cáncer que asisten a la Fundación Camila Salomé de Quito (Bachelor's thesis, Quito: Universidad de las Américas, 2020).

UCLA Mattel Children Hospital. (n.d). Oncology disorders. Retrieved from <https://www.uclahealth.org/mattel/pediatric-hematology-oncology/oncology-disorders>

Villamil, M. M. L. (2007). Historias de vida de niños-as-con cáncer: Construcción de significado y sentido. *Revista Colombiana de Enfermería*, 2, 55-65.

Appendixes

Appendix A. Authorization form

10/9/21 17:27

Autorización Héroes & Valientes

Autorización Héroes & Valientes

Nosotras somos Karoll Marín y Tatiana Vargas estudiantes de la Universidad Industrial de Santander de noveno semestre que se encuentran realizando una práctica social en la Fundación Héroes & Valientes, con el fin de conocer la importancia que tiene la lúdica en el aprendizaje de una segunda lengua (Inglés) en niños con cáncer pediátrico.

***Nota importante:** Toda la información recolectada será de uso netamente académico y no será compartido a terceros.

***Obligatorio**

- Nombre del niño/a *
- Edad *
- Nombre del papá o mamá responsable del niño/a *
- Yo como madre o padre autorizo a las profesoras-practicantes de la UIS la grabación de las clases de inglés y el uso del material realizado en clase por mi hijo/a. *

Marca solo un óvalo.

☐ Sí

☐ No

Este contenido no ha sido creado ni aprobado por Google.

Google Formularios

https://docs.google.com/forms/d/1X27389E193lwMOJ_mLZbwQOWLFo-jQGaRiv5dMkI7l8/edit

1/2

Appendix B. Lesson plan design

LESSON PLAN #: 1

Student-teachers' names: Karoll Marín- Tatiana Vargas		Institution Fundación Héroes y Valientes		City: Bucaramanga	
Date:	Grade:	Age: 3-12 years	Lesson:	Day:	
Learning objective(s): •					
Vocabulary: Pronunciation: Language patterns: •			Skills:	L	R
				S	W
Stages and interaction patterns	Procedure	Materials		Time 1:45	
Warm-up		•			
Class development					
Closure					

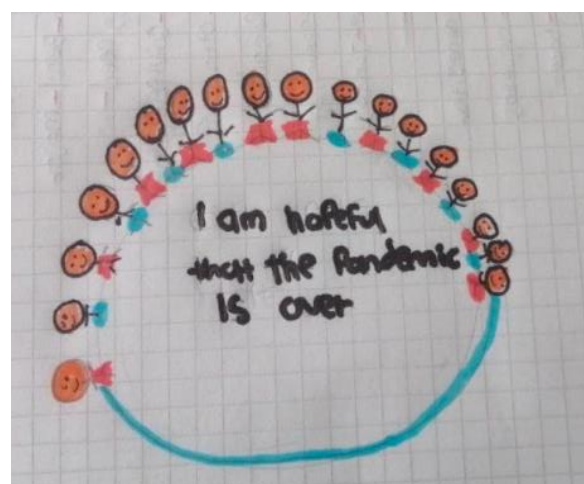
Potential problems and possible solutions:

Anticipated problems	Possible solutions
----------------------	--------------------



Appendix C. Students drawings



Appendix D. Students drawings



Appendix E. Worksheet #2

	<p style="text-align: center;"> School of Languages - English Language Program FUNDACIÓN HÉROES & VALIENTES Student-teachers: Karoll Marín- Tatiana Vargas Name: _____ </p>	
---	--	---

Fill in the blanks with the words in the box.

Slow	Time	Wave	Life
Fly	Stars	See	Again

When can I see you again?

By: Owl City

Oh oh oh oh

When can we do this again?
 When can I see you again?
 When can we do this again?
 When can I see you again?
 When can we do this again?
 When can I see you _____?

When can we do this again?
 Oh oh oh oh
 I gotta know,
 When can I see you again?

Switch on the sky and the _____ glow for you
 Go see the world 'cause it's all so brand new
 Don't close your eyes 'cause your future's ready to
 shine
 It's just a matter of time, before we learn how to _____
 Welcome to the rhythm of the night
 There's something in the air you can't deny

Don't close your eyes 'cause your future's ready to
 shine
 It's just a matter of _____, before we learn how to fly
 Welcome to the rhythm of the night
 There's something in the air you can't deny
 So let me know before I _____ goodbye

It's been fun but now I've got to go
 Life is way too short to take it slow
 But before I go and hit the road
 I gotta know, 'til then,
 When can we do this again?
 Oh oh oh oh
 When can I see you again?
 Oh oh oh oh
 When can we do this again?
 Oh oh oh oh
 I gotta know, when can I see you again?
 (When can I see you again?)



When can I see you again?
 Oh oh oh oh
 When can we do this again?
 Oh oh oh oh
 When can I _____
 you again?
 Oh oh oh oh
 When can we do this again?
 Oh oh oh oh

Joined at the hip, yeah your sidekick needs you
 Life is a trip down the road that leads you
 Look all around at all the mountains you haven't
 climbed
 It's just a matter of time, before we learn how to fly
 Welcome to the rhythm of the night
 There's something in the air you can't deny

Yeah, it's been fun but now I've got to go
 _____ is way too short to take it slow
 But before I go and hit the road
 Tell me when
 When can I see you again?
 When can I see you again?
 Tell me when
 When can I see you again?

It's been fun but now I've got to go
 Life is way too short to take it _____
 But before I go and hit the road
 I gotta know, 'til then,
 When can we do this again?
 Oh oh oh oh
 When can I see you again?





Appendix F. Worksheet #3

	<p>School of Languages - English Language Program FUNDACIÓN HÉROES & VALIENTES Student-teachers: Karoll Marin- Tatiana Vargas Name: _____</p>	
---	---	---

Worksheet #3

1. Complete the sentences by using the name of the instruments given in the box below.

Drums	Trumpet	Piano	Saxophone
-------	---------	-------	-----------

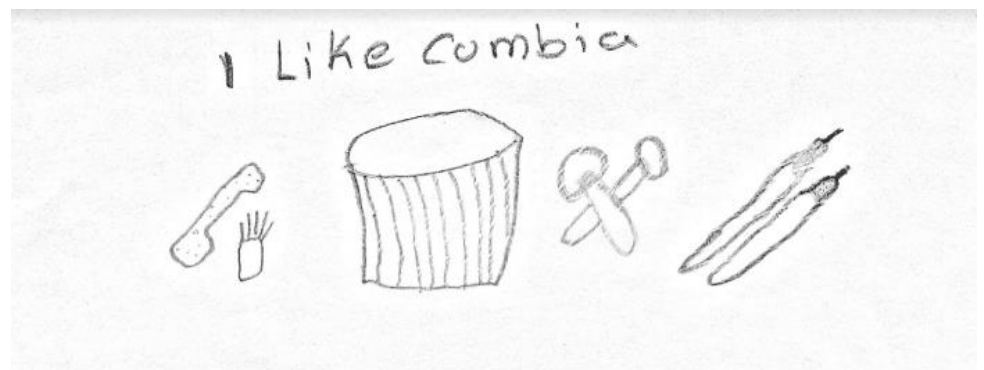
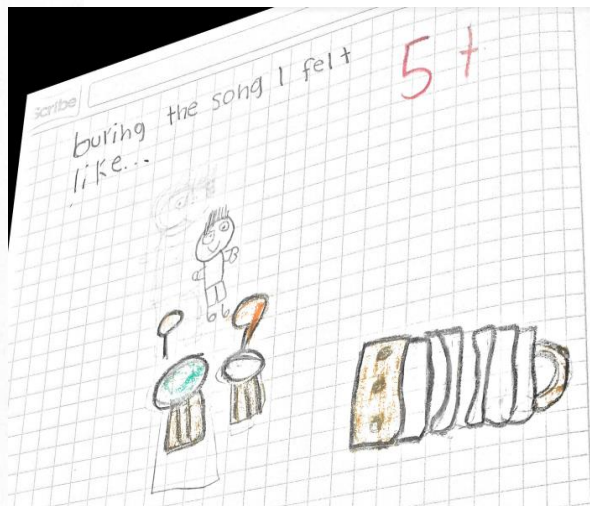
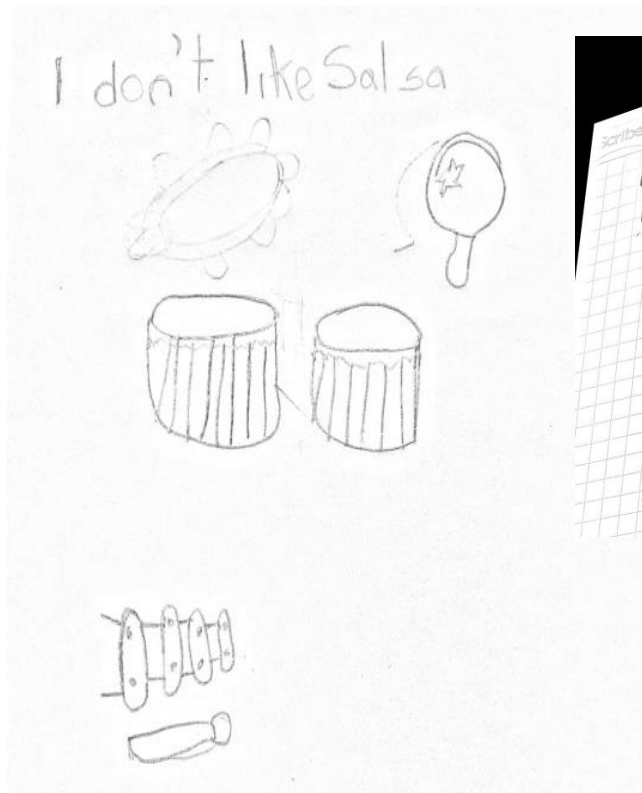
My brother plays the _____ every morning.	
Carla's favorite instrument is the _____.	
Lisa plays the _____ since she was a baby.	
He wants to be part of a band to play his _____.	

2. Match the sentences with the idiom that suits the most.

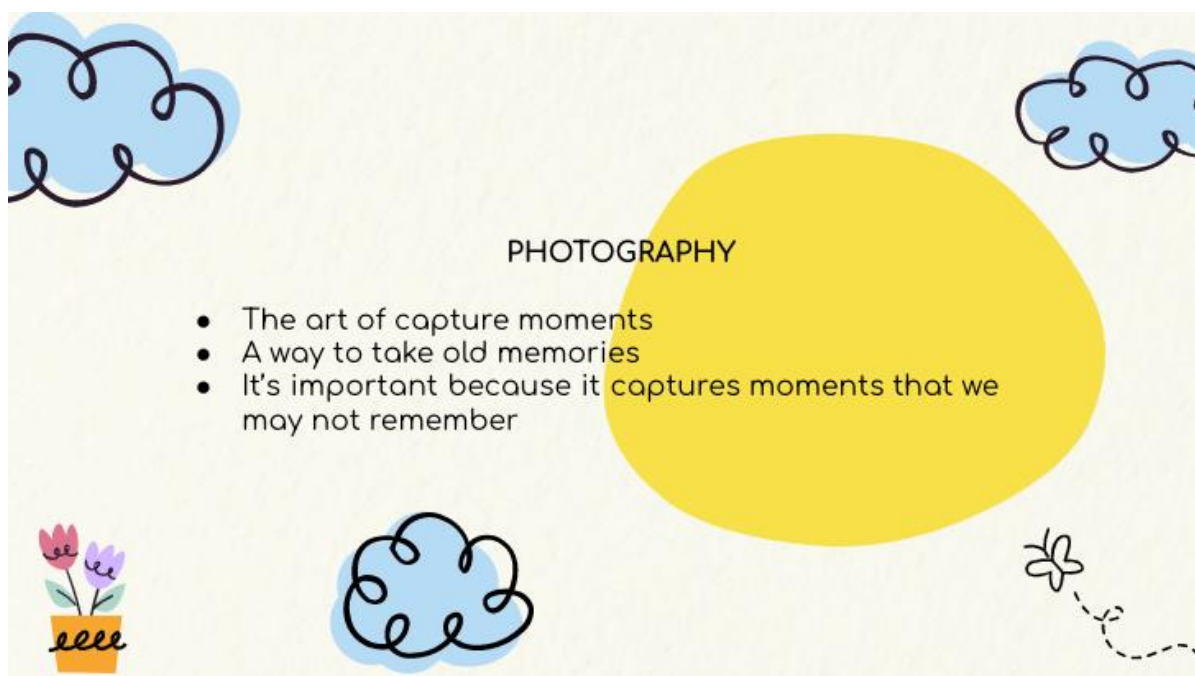
Alex spent two hours talking about his own project.	I need flour, eggs, and all that jazz to bake my cake.
I got a 5 in my exam because I understood everything that the teacher explained in class.	I got 5 in my exam because everything that the teacher explained in class was clear as a bell.
I need flour, eggs, milk, and sugar to bake my cake.	Alex spent two hours blowing his own trumpet.

Appendix G. Writing products

2 Junio 2021
I learned from Singets that I did not know music helps me in my life to improve my emotions.



Appendix H. Description of art types



Appendix I. Interview kids

10/9/21 17:44

ENTREVISTA NIÑOS

ENTREVISTA NIÑOS

*Obligatorio

1. Nombre *

2. Edad *

3. ¿Cómo te pareció la dinámica de la clase? Siendo 1 malo y 5 excelente. *

Marca solo un óvalo.

1 2 3 4 5

☐ ☐ ☐ ☐ ☐

4. ¿Con cuántos temas te sentiste más identificado? ¿Cuáles? *

<https://docs.google.com/forms/d/1XvC271hc54skPIF-xDOtPUln959tFLEtSjNGikw8DY/edit>

1/3

10/9/21 17:44

ENTREVISTA NIÑOS

9. De acuerdo a tu experiencia en este proyecto, ¿te gustaría continuar aprendiendo algún idioma de manera más dinámica y activa? *

Marca solo un óvalo.

☐ Sí

☐ No

10. Justifica tu respuesta anterior *

Este contenido no ha sido creado ni aprobado por Google.

Google Formularios

Appendix J. Interview parents

10/9/21 17:47

Entrevista Padres

Entrevista Padres

***Obligatorio**

- Nombre del acudiente *
- Nombre del niño/a *
- ¿Cómo le pareció la dinámica de la clase? Siendo 1 malo y 5 excelente. *

Marca solo un óvalo.

1	2	3	4	5
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

- ¿Pudo observar algún tipo de motivación en los niños/as respecto a la clase de inglés? *

Marca solo un óvalo.

☐ Sí

☐ No

https://docs.google.com/forms/d/1RO5MZ1RIY9Pa0HSIn43E97xxBkRzHlqg--tdM_x/edit

1/3

10/9/21 17:47

Entrevista Padres

5. Durante el transcurso del curso, ¿su hijo presentó alguna condición médica (cita, examen, entre otros) el cual le impidió su asistencia al curso? *

Marca solo un óvalo.

- ☐ Sí
☐ No

6. Si la respuesta fue "Sí", ¿cuál fue esa condición?

7. A lo largo del curso, ¿pudo evidenciar alguna dificultad en su hijo en el desarrollo de las actividades propuestas en clase? *

Marca solo un óvalo.

- ☐ Sí
☐ No

8. Si su respuesta fue "Sí", ¿cuál fue esa dificultad?

9. Durante el desarrollo de la clase, el niño/a tuvo acompañamiento de algún adulto? *

Marca solo un óvalo.

- ☐ Sí
☐ No

10/9/21 17:47

Entrevista Padres

10. Si la respuesta fue "No", ¿por qué?

11. ¿Tiene alguna sugerencia o comentario respecto a las clases? Escríbalo en el siguiente espacio. *

Este contenido no ha sido creado ni aprobado por Google.

Google Formularios

10/9/21 17:44

ENTREVISTA NIÑOS

5. ¿Presentaste alguna dificultad en las clases? *

Marca solo un óvalo.

☐ Sí

☐ No

6. Si la respuesta fue "Sí", dínos cuál fue la dificultad?

7. Teniendo en cuenta la pregunta anterior, sentiste mejoría en alguna de esas dificultades? *

Marca solo un óvalo.

1 2 3 4 5

☐ ☐ ☐ ☐ ☐

8.Cuál fue la habilidad que más se te facilitó durante el curso: *

Marca solo un óvalo.

☐ Conversación (speaking)

☐ Escucha (listening)

☐ Lectura (reading)

☐ Gramática (grammar)