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Developing vocabulary and pronunciation in first grade EFL students through short speaking games.

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Por este medio **SE HACE CONSTAR** que las/los estudiantes: **ADA GISELLE CANTILLANO ALTAMIRANO y ALLISON DAYANA GARCIA URBINA,** en cumplimiento a los requerimentos científicos, técnicos y metodológicos estipulados en la normativa correspondiente a los estudios de grado de la Universidad Nacional Autónoma de Nicaragua, UNAN – Managua, y para optar al título de **Licenciatura en en Ciencias de la Educación con mención en Inglés**, han elaborado tesis de **Seminario de Graduación** titulada: "*Developing vocabulary and pronunciation in first grade EFL students through short speaking games.*"; la que cumple con los requisitos establecidos por esta Institución.

Por lo anterior, se autoriza a las/los estudiantes antes mencionados/as, para que realicen la presentación y defensa pública de tesis ante el tribunal examinador que se estime conveniente.

Se extiende la presente en la ciudad de Estelí, a los 24 días del mes de febrero del año dos mil veintiuno.

Atentamente,

_____
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C.c.   archivo

Contenido

Dedication.

This thesis is dedicated first of all to God, for giving us the wisdom and strength to face all obstacles during the long process of our technical education; in this way allowing us to successfully finish our career.

To our parents and closest loves one, who were present during the process of our education; supporting us both emotionally as well as materially. We are grateful for believing in our ability to achieve our goal of being Bachelor in English with a minor in education.

To all those professors who shared their knowledge playing the role of guides to lead us to success.

I.   INTRODUCTION

This research focuses on the vocabulary acquisition and the development of pronunciation in first- grade students of Ministerio Segunda Oportunidad School through short speaking games. Implementing short speaking is a strategy to teach new vocabulary in a creative and fun way, where students learn surrounded by an environment full of confidence, respect, and fellowship.

Vocabulary is one of the important aspects to develop the English skills. Learning the language from early age is an advantage as children acquire knowledge easily but they need strategies to motivate them to learn. For these reason, this study was carried out with children from primary school to determine the effectivity and benefits of short speaking games on teaching-learning. The variety of fun activities like games are the key to achieve a meaningful learning in EFL.

The short speaking games implemented facilitated vocabulary acquisition and pronunciation practice. The results were positive in most of the six lessons taught. Students who participated during the process of this research learned new vocabulary and develop their pronunciation skills through practice in each class. In this research, we used some instrument like interviews to collect the data.

II.   PROBLEM STATEMENT

The teaching as a foreign language from an early age is essential for the acquisition, increase, and adaptation of new knowledge. Children have an innate and natural capacity to learn easily. Teachers as educators have the goal and responsibility of teaching a new language; however, there are teachers who do not innovate in the classroom and use only traditional materials or strategies such as: books, articles, and written exercises, among others.

The lack of variation in activities could be fatal in learning and developing language skills; causing demotivation in students and loss of interest in the class, affecting the learning process by making it slower and monotonous. On the other hand, some children become shy to express the new language as there is little interaction between them.

It should also be taken into consideration that children are very energetic; therefore, the best way to teach a second language is through creative strategies that include fun activities like short speaking games, where students can work in teams or pairs. In short, using these techniques means achieving significant learning; because through them it is possible to: release stress, clear the mind of boredom or sleep as they are negative factors that impact the development of language skills.

2.1.   Research question

What benefits can short speaking games offer to develop the pronunciation and vocabulary acquisition of the English language in first grade students?

III. BACKGROUND

The variety of activities implemented to teach English as a foreign language, it has been a very effective technique for developing the language skills. However, many teachers do not include them in their lesson plans. In order to develop students' skills it is important choose those activities which help them to be more active during the lesson such as games.

Games are an excellent tool to develop pronunciation and vocabulary acquisition to very young. Nurhayati (2015) manifest that conducting games, using interesting media, creating various interesting tasks and activities, can increase the students' motivation to practice the pronunciation ability. In the same way, Gruss (2016) affirm that games are an effective way in vocabulary teaching. As a result, games constitute a crucial element of teaching English in young children.

Florido, Gómez & Rozo (2014) researched on vocabulary learning and states in it is finding that due to the problem in the absence of vocabulary in learning English, a methodological strategy was proposed to improve learning of the same in this foreign language, which is carry out with topics that are related to real life such as nature, seasons, hobbies, days of the week, among others, allow to facilitate and increase the quality and capacity of learning vocabulary in English.

Basante (2019) explains that for many decades, the teaching of English has been a topic of discussion for many teachers who have sought different forms of teaching, including the communicative approach. According to Savignon (as cited in Basante, 2007), this approach offers different methods and strategies for students to participate in conversation and interactive classes that allow the development of communication skills. Oral participation, which is a problem that occurs in primary school students because it is affected by psychological and linguistic factors. Taking into account the aforementioned information, teachers must seek appropriate and innovative strategies based on the communicative approach if what they hope to do is to achieve an improvement in oral participation in primary school students.

IV. JUSTIFICATION

English has become the universal language to communicate between people around the world regardless of nationalities and cultures. Teaching English since primary school is important because at this phase children are developing their intellectual and cognitive skills. Therefore they can develop the language skills easily, faster and naturally. It is a stage where they are discovering new knowledge. That's why it has been created different strategies to teach the language to children, through a series of funny activities; in this way, their attention is captured managing keep them focused in the class and then they will feel motivated to learn.

The objective of this research is to address the benefits shorts speaking games offer to develop pronunciation and vocabulary acquisition on EFL as well as give new ideas of games to apply in the classroom to teach English. In such way, we are contributing to our educational system to improve the technique used to teach the English language in primary school.

Short speaking games or activities are part of the strategies that can be used in the development of vocabulary and pronunciation; therefore, we intend to implement short speaking games, so that the class can become more lively and participatory, an environment where children have confidence in themselves and are encouraged to participate. In other words, short speaking games are constructive, motivating, fun, and even provide excellent pronunciation practice and vocabulary enrichment.

V.   FRAMEWORK

5.1.   EFL in primary school.

Arthur, Cremir, Moon, and Pinter, (as cited in Primadina & Suwarsih, 2018) explain that teaching English to children is not an easy job. Sometimes it can be complex since it means deals with young learners who have unique characteristics. Several characteristics of young learners are egocentric, imaginative and active, self-centered, get bored easily, and find difficulties to differentiate the concrete and abstract things; they also have a low concentration level, prefer to do their task by themselves, and love to learn new things.

Young learners acquire a language effectively and efficiently if the environment supports them. They will learn through their experiences and activities .Children also like to make physical movements, so that fun activities such as playing games, singing songs, storytelling, roleplaying, and so on can be recommended exercises to help young learners pick up the target language quickly.

5.2.   Learning styles in EFL

Dunn manifest that young children are natural language acquirers; they are self-motivated to pick up language without conscious learning, unlike adolescents and adults. They develop the ability to imitate the phonetic sounds and work out the rules for themselves. Children have no idea that learning to speak in English is difficult does not occur to them unless it's suggested by adults, who themselves probably learned English academically at a later age through grammar-based text books.

Reiff, Kinsella & Murillo (as cited in Kang Shumin, 1999) state that all learners have individual attributes relating to their learning processes. Some people may rely heavily on visual presentation; others may prefer spoken language; still others may respond better to hands-on activities. It is evident that people learn differently and at different paces because of their age and their biological or psychological differences.

A learning style is multidimensional. Its elements can be classified into five stimulus categories: environmental elements (sound, light, temperatures, and design), emotional elements (motivation, persistence, and responsibility), physical elements (perception, intake,

time, and mobility), sociological elements (self, partner, team, mentor, varied), and psychological elements (global/analytical and impulsive/reflective).Clearly, learning styles include not only the cognitive domain, but also the affective and physiological domains.

5.3. Strategies to teach EFL

A strategy is considered to be "effective" if it provides positive support to the students in their attempts to learn or use the foreign language (Montalván Mayorga, Padilla Vásquez, & Sequeira Delgadillo, 2014)

Teaching a foreign language require a variety of strategies to achieve a meaningful learning. Masoud (2011) comments that young learners are curious of asking questions; they believe in what is said and the real world to express and comprehend meaning or message; they have distinct opinions about what they like and what they dislike. They are open to what happens in the classroom and begin asking a teachers decision.

For a child, a new language is not learning forms and vocabulary or greeting in a new way. It is a new game and a new experience (Achkasova , 2013)

5.4. Games as a pedagogical strategies

Games can be used as a support tool to complement traditional teaching methods to improve the learning experience of the learners while also teaching other skills such as following rules, adaptation, problem solving, interaction, critical thinking skills, creativity, and teamwork. All these characteristics help students to build students' self-confidence which is one of the key to motivate students to learn. Encouraging voluntary participation.

On the other hand, Carbonell, Nieto,& Boyle(as cited in Zirawaga, Olusanya, & Madaku, 2017) indicate the importance of games in education is unquestioned as the potential advantages of utilizing instructive recreations to supplement customary classroom direction are certain. Games are greatly valuable as they can charge instructing points and are particularly successful for developing the basic intellectual abilities of the learners. Using games in education has resulted useful to reduce monotonous methods of learning as well as help students with their self-esteem and memory.

The use of games in education aims to help students remember what they have learned as active participation is encouraged. Learning should not mean rote memorization but students can use games to remember the critical points which they can apply in their examinations as well as in real-world situations (Zirawaga, Olusanya, & Maduku , 2017).

5.5. Definition of games

According to Salen & Zimmerman (2004) a game is a system in which players engage in an artificial conflict, defined by rules, that results in a quantifiable. Since there are different types of games it can be adapted in several areas. One of these areas is education.

Wahyu (2015) consider that games as a structured activity with set rules for play in which two or more students interact to reach clearly designated instructional objectives. Competition and chance are generally factors in the interaction, and usually there is a winner.

5.6. Purpose of games in teaching EFL in primary school.

Copland, Garton (as cited in Primadina & Suwarsih, 2018) Gozcu, & Caganaga, (2016) explain that terms of motivation, it is difficult to motivate children to learn the language, because they have different motivation. However Games stimulate students' interest in classroom activities and as a result, students became motivated and willing to learn. The attention they pay in the class is more effective since they are enjoying the lesson

In other words, the purpose of using games in English class is avoid traditional lesson where the worksheets are replaced by dynamic activities. Equally important, reduce anxiety about fear of participation, allow students feel more confidents comfortable and relaxed in and pleasant and entertaining atmosphere.

5.7. Type of games on education

These type of games are focused on developing the language skills; in addition, each game has a particular purpose.

According to McCallum (as cited in Lan Luu, 2019) mention that six games has been classified in vocabulary, number, Spelling, writing Role-play, conservative.

5.8.   Strategies to teach vocabulary in EFL

Siyanova & Webb (2016) stay that teaching vocabulary in the English as a foreign language context is challenging. Incidental vocabulary learning is limited due to a lack of second language input, and most words are learned through classroom instruction. Overall, research has shown marginal L2 vocabulary growth in many EFL situations. Such research indicates a need for a more effective and efficient approach to teaching vocabulary in the EFL context.

Learners of English have to deal with unfamiliar vocabulary during their language acquisition. In order to learn and retain new words, learners should participate in different task-based activities in their classroom whether it is a guessing task, a describing exercise or conversation making. Such activities also include vocabulary games which especially focus on helping learners develop and use words in different contexts by making the lessons enjoyable. It is necessary to explore the effectiveness of learning vocabulary through games and how students learn it (Thanh Huyen & Thu Nga , 2014)

5.8.1. Games to teach vocabulary in EFL.

Games on education are used to make the children easier to understand and remember vocabularies in some topics. Through games the students become active learners. By using games, the children acquire the second language as they acquire their native language, that is, they are focus on game as an fun activity without being aware that they are also learning.

First, very young students should master the vocabulary to make it easier understand the language. The way to make them easy in learning vocabulary is by giving a good method in teaching. The teacher should have a creative way in giving the materials to the students, one of the ways is by doing some fun activities.

Nonetheless, noisy environment make the teacher difficult to control the students, resulting a discipline issue; on the hand the teacher do not have enough time to explain the material, especially if the number of the students is large (Nova Pravita , 2010)

5.9.   Strategies to teach pronunciation in EFL.

Villoria (2010) expresses that the pronunciation of any language includes ´´in if the way, or method of expressing through the voice the different sounds of the language´´ therefore, all the sounds of English must be explained in alphabetical order of vowels and consonants; this

indicates that (alphabet, vowels, consonants and diphthongs) are the most important components or strategies to teach pronunciation. However, there are also general rules, warnings, observations to sounds, brief definitions and a practice exercise for the disciple to approach the correct pronunciation of sounds by repetition and under the guidance of the teacher's live voice.

5.10. Short speaking games to teach pronunciation.

The educational importance of games is enormous, since it makes the child break down the psychological defenses that they has and can express himself freely. Through games; the infant: plays, creates, invents. For this reason, the game involves creation, exploration, fantasy and imagination. The game must be taken by the teacher as a didactic tool, it must always be planned depending on the objective they want to achieve with it; Some physical aspects must be taken into account when playing the game in the classroom such as: space, lighting, real estate, etc. The teacher should always pay more attention to the individual differences of the participants since each of them is a different world. The success or failure of the activity will depend on the skill of the teacher and the conditions of the group of participants. (Martinez, 2015)

5.10.1. Kind of short speaking games

There are different types of word games that can be used to develop English pronunciation in basic education children. Among them are.

Riddles: They are riddles expressed in rhyme form, which provide clues to be solved. These help to improve not only pronunciation but also the development of logical thinking.

Tongue twisters: It is a short word game that helps children with pronunciation. (Repetition of consonant sounds at the beginning of words or accented syllables) that when pronounced quickly locks the tongue, hence its name.

Children's Songs: They are very simple musical compositions that have rhythm and rhyme. They usually talk about stories about animals, toys or others. In addition, they allow you to expand your vocabulary.

Rhymes: They are word games, which have similarity in the sounds at the end of each verse, these help the development of reading.

Children's Rounds: They are collective games that have musicality and that are transmitted from generation to generation. These songs are accompanied by dance or gestures that make them more dynamic and fun for children.

5.11. Benefits of short speaking games

Short speaking games provide different benefits, Martinez (2015) mentions the following: They develop creativity by establishing connections with various words and situations in which the infant operates, the child exercises memory by retaining series of different words and short phrases.

Through tongue twisters, the child generates greater fluency in oral language, increases vocabulary, since they must mention series of words related to aspects of their environment, allows cognitive development, by exercising the formulation of questions in different games, especially in those of riddles, develops interpersonal relationships, when communicating and interacting with others when developing the game.

VI. METHODOLOGY

This research has a qualitative design; considering, it allows interviewing and observing the behaviors of the participants. Through this research, the effect of short speaking games in students on vocabulary acquisition and pronunciation development will be observed. Through data collection, the results will be analyzed and interpreted. This research will use primary sources such as interviews and observation.

6.1.   The School.

This research will be carried out at Ministerio Segunda Oportunidad school in the city of Estelí, from the main gate of UNI, 2c to the east and 1/2 c to the north. This school has become a place for low-income children at The Alexis Argüello neighborhood to take classes from preschool to sixth grade. There, they also learn English from 1st all the way to 6th grade, which is why this school was chosen to be the place for our study.

6.2.   Universe.

The universe of this research are 133 students from Ministerio Segunda Oportunidad School.

6.3.   Population.

The population for this research is 24 first grade students from class ¨A¨ attending "Ministerio Segunda Oportunidad" School in Estelí.

6.4.   Teaching process.

Based on didactic methodologies we work with the TPR method (Total Physical Respond) by having the learner respond to simple commands such as " tell me, who am I? ", "Jump!, walk, run", "let's stop" The method emphasizes the importance of listening and speaking comprehension.

6.5.   Information sources

The research was carried out with 6 first-grade students aged seven years from Ministerio Segunda Oportunidad School. The observation and the interviews with students of Ministerio Segunda Oportunidad School, were the resource for data collection for the analysis of this research.

6.6. Sample

The sample is the elements chosen to participate in the study. Due to the COVID-19 pandemic students' attendance was limited; we worked with 7 students who belong to the sample of this study. In this research, convenience sampling was used, which consists of the choice by non-random methods of a sample whose characteristics are similar to those of the target population.

6.7. Data Collection

This research used instruments such as: the interview and observation with first grade students, who played short speaking games for the acquisition of vocabulary and development of pronunciation.

6.7.1. Interview

The interview is a data collection method that involves the presentation of oral and verbal stimuli. This instrument requires a person known as an interviewer to ask questions generally in face-to-face contact with the other person. Through the interviews, the opinions and experiences that the students had when playing short speaking games were revealed, it was known if the activities carried out are beneficial for the acquisition of EFL.

6.7.2. Observation

Observation is a scientific tool and data collection method for researchers, when it fulfills a formulated research purpose, it is systematically planned and recorded. The main advantage of this method is that subjective bias is eliminated when observation is done accurately.

6.8. Analyze the Collection data

The data collected through observation and the responses obtained from the interview were analyzed and discussed from both the researchers' points of view.

VII. RESEARCH RESULTS AND DISCUSSION

During the research process, three different short-speaking games were implemented, which were distributed in six different classes with 6 first-grade children from Ministerio Segunda Oportunidad School. New vocabulary was taught on the topics of: actions or movements, parts of the house, professions; these mentioned topics were derived from the achievement indicator, which was carried out using as an example or guide the approved MINED curriculum of the English class. During the process of learning the new vocabulary, the pronunciation practice of each word was also stressed, as well as learning and development activities

7.1. Developing classes using short speaking games

For this research, we conducted six different class at Ministerio Segunda Oportunidad School with 6 children from 6 to 7 years old. The classes had three short speaking games called: "WE MOVE LIKE THIS" *"TELL ME, WHO AM I?"* *"*HOUSE PUZZLE*"*. Through these games, it was possible to identify the benefits that short speaking games could offer for vocabulary acquisition and pronunciation practice.

➢ **First and second class**

The first class began with a presentation of both the teacher and the children, through a warm-up activity, with the purpose of being in a comfortable and trustful environment given that it is one of the most important aspect that a class should have. We continued by explaining the reasons for being there, since due to covid19 at Ministerio Segunda Oportunidad primary school, children were not receiving face-to-face classes, therefore the classes were taught online.

Furthermore, it was explained that the purpose of the classes, that they would play short speaking games which help them to acquire new knowledge's. The first topic was *action and movements*. This topic consists of teaching a new vocabulary about the actions and movements that are carried out daily; the new vocabulary was shown and the respective meaning of the words; besides, the pronunciation of each of the words was practiced. To put into practice the new vocabulary studied, an activity was indicated that consisted of joining

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a drawing with a line that performed an action with the word that meant the name of the action; that way, students could identify the names of each action or movement; Likewise, the movements were practiced using their body language, the teacher mentioned an action and students identified what the action was, followed by the movement with their body.

Our second class was a starting point for the short speaking game "WE MOVE LIKE THIS" which they would later carry out. This short speaking game mentioned consisted of a song which was taught by the teacher where children should sing and imitate the movements mentioned in the song. By means of this game, children learned and identified new vocabulary, which were put into practice.

> **Third and fourth class**

The second and third classes began with a warm welcome to the children. Through a warm-up activity, some feedback from the previous lessons was provided. The activity was a brief dynamic activity to remember the colors, for this class we worked with the topic: PART OF THE HOUSE. Each children was given the vocabulary corresponding to the new topic. In the same way teacher explained the meaning of each word and the correct pronunciation.

To identify the part of the house, the teacher showed them drawings with parts of the house which students identified little by little. They pronounced their names and there was good participation and interest in learning and knowing the new vocabulary. Later, to continue strengthening the vocabulary acquired from previous lessons, a brief activity was carried out that was related to the parts of the house and colors. The teacher provided them a piece of sheet with the drawing of a house with an indication that they had to color the parts of the house according to the colors indicated, they worked happy in the activities, in case of doubt they asked to the teacher.

 Once the work was done and the pronunciation was practiced, we proceeded to play the second short speaking game "HOUSE PUZZLE" which was a puzzle. The teacher had the pieces of the house and the house was pasted to the blackboard, each child had to go in front of the classroom, so that the teacher could give them a part of the house. The child had to say the correct name of the piece; and then; place it in its corresponding place in the house until completing the whole house puzzle.

> ➢ **Fifth and sixth class**

Both classes were based on the last short speaking game "TELL ME, WHO AM I?" for this game it worked with the topic of professions. The vocabulary about professions, the meaning and the correct pronunciation of each one were taught.

Children worked on short activities where they put the new vocabulary into practice. This short speaking game consisted of each child having to go in the front of the classroom. They had to closed their eyes, the teacher would paste on their forehead a small card that contented a drawing. The drawing represented a profession; then, the child had to open his/ her eyes and had to ask to them TELL ME, WHO AM I? Later, the rest of his/ her classmates imitated different movements that led the child to guess who he/she was, what profession had , once he/she guessed the profession, his/her classmate answered yes or no.

7.2. The impact of speaking games in EFL skills

The activities we tested in class using the TPR method were very effective for pronunciation practice as well during the vocabulary acquisition. These games helped them to develop their motor ability given that they used body language to memorize, understand and express the meaning of the new vocabulary. On the other hand, the practice pronunciation was carried out through a song and riddles allowing them practice the oral skill. Additionally, we noticed the interest in learning new vocabulary through games in the children. It could be observed that children felt comfortable as well as a motivated to participate and share the experience with their classmates.

One of the things that caught their attention the most, were the pieces of the house and they had to paste them one by one to form a beautiful house. It was noted that children found it very recreational and fun. It is a game that can be played multiple times. Also, it can be modified as a friendly competition or the teacher can set time limit to complete the game.

However, by means of this short peaking game, we could observe that one of the children still feel a bit shy to participate. This situation happened during the last short speaking games called "Tell me, who am I?" when he passed in front of his classmates; consequently, the activity was a bit difficult for him. The teacher proceeded to motivate him and let him know that it is normal to make mistakes. Moreover, his classmates made him feel that he could

participate and that regardless of the result, there would be no mockery, if not applause and encouragement for his participation. It is important highlight that at the end of each classes the teacher conducted evaluation exercises to make sure the students really learned the vocabulary and memorized the pronunciation. These exercise consisted of random questions where students responded with mimics and oral production.

According to the interview that was applied to the students, they are interested in learning English through short speaking games owing to the fact that in this way they can put their pronunciation and mental ability into practice by memorizing the vocabulary. These games were received positively; being pleasantness to them, as they felt confident and safe to participate. In this way, the possibility of being dangerous to play in the classroom is discarded.

7.3.   Best games and way to implement them

Through the data collected, we consider that the best game was WE MOVED LIKE THIS, since during its development, the entire class participated actively and voluntarily, achieving a comfortable and fun environment. Moreover, in this short speaking game, students learned the vocabulary by context, using their body language to understand the meaning of each word, they also put into practice the pronunciation by repetition but through a song.

 To implement this game, we can take into account resources such as sufficient space, teaching material, in some case it is important to provide feedback from previous lessons and include a considerable number of students to obtain greater interaction.

7.4.   Limitations and challenges of using games in the classroom

During the study there were different limitations, one of them was time, since the days to carry out the study were limited; having more time available would have been more beneficial for the development of activities. Another important aspect was the social distancing because of COVID19 pandemic that has affected worldwide. Due to this issue, there was not a high number of students, so there was a limitation of the interaction between each student and the teacher. Consequently, we had to face the challenge of working with only six students and getting all six students to attend all the lessons. However, it was not an impediment to carry out this investigation.

VIII. CONCLUSIONS

The study revealed that the use of short speaking games is a beneficial means to the vocabulary acquisition and pronunciation practice. These games encouraged students to learn English since in their own view, it is an easier way of learning the language. Besides, they enjoyed the classes more this way, feeling motivated and de-stressed. It is important to highlight that it allowed students to feel confident, safe and comfortable reducing anxiety to participate even achieving willing participation, getting good results from the mentioned skills. In addition, it is important to have a variation of these games, which are always adapted to the level of knowledge and needs of the students.

During the observation process in the study, we noticed that one of the children presented a little difficulty in oral expression. Despite the limitations we faced, the results obtained in this research were satisfactory. Most of the process of these games was successful. According to the observations and interviews carried out, we can conclude that short speaking games are an excellent didactic strategy to implement in lessons to develop pronunciation and vocabulary acquisition of English as a foreign language.

As a result, we realized what the benefits of implementing these games to teach English are, the best way to implement them, the resources needed to do it, as well as the possible negative factors that could appear during these games.

IX.   RECOMMENDATIONS

Taking in account these factors, we gave a series of suggestion to apply them to develop these games in English lessons.

1- To introduce the activities of the lesson, warm-up activities it is a good option to reduce the anxiety and clear the mind before carrying out the short speaking games.
2- Keeping variation of games to practice pronunciation.
3- Include didactic material for greater creativity.
4- Carry out diagnostic evaluations and provide feedback on the vocabulary from the previous class through dynamics or short games.
5- Try not to pass the students alone in front of the classroom, due to children will feel shyer. The best manner would be organize them in peer or groups.
6- Carry out other activities such as short dialogues, English chants, plays, and so forth to work with the vocabulary they are learning and practice the pronunciation.

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XI. ANNEX

DAILY CLASS PLAN #1

Name of the school: Ministerio Segunda Oportunidad.

Teacher name: Allison Garcia

Discipline: English

Grade: first grade.   **Date:** November, Tuesday 03th, 2020.

Achievement indicator: 1.identify actions or body movements that you use daily in your day to day, with confidence.

Content: action and movements.

Initiation activities:

- ✓ welcome the subject with respect and trust
- ✓ assistance
- ✓ perform dynamics: hi my name is ...

Development activities:

- ✓ vocabulary and meaning:

    - walking (caminando)
    - running (corriendo)
    - hop (salto)
    - stop (detenerce/alto)
    - tiptoe (punta del pie)
    - jump (saltar)
    - summing (nadando)
    - sleep (dormir)

✓ Practice pronunciation with the children and explain the meaning of each word.

Completion activities:

✓ activity: join the drawing with its corresponding name with a line

Evaluation activities:

✓ Mention the actions or movements learned and ask the children to perform a mimic according to the action mentioned.

DAILY CLASS PLAN #2

Name of the school: Ministerio Segunda Oportunidad.

Teacher name: Allison Garcia

Discipline: English

Grade: first grade.   **Date:** November, Thursday 05th, 2020.

Achievement indicator: 2. pronounce and identify the different actions or body movements through short speaking games.

Content: the song of the movements

Initiation activities:

- ✓ Welcoming children with respect and trust to the class of the day.
- ✓ assistance
- ✓ remember previous topic with drawings (the teacher shows drawings and the children mention what action the drawing is doing)

Development activities:

- ✓ short speaking game: song ¨ **we move like this** ¨

    We are children (x1)

    In the school (x1)

    Now we will sing (x1)

    Listen well, 1, 2, 3…

    Walking, walking, walking (x1)

    Hop, hop, hop (x1)

    Running, running, running (x1)

    Now let's stop

We are children (x1)

In the school (x1)

Now we will sing (x1)

Listen well, 1, 2, 3…

Tiptoe, tiptoe, tiptoe

Jump, jump. Jump (x1)

Summing, summing, summing (x1)

Now let's sleep

Walk

Hop

Run

Tiptoe

Jump

Swim

¡YES!

Completion activities:

- ✓ Draw the action or movement that you like the most and color it with your favorite colors.

Evaluation activities:

- ✓ What did you think of the song?
- ✓ What action do you like the most?
- ✓ Would you like to sing them again?

DAILY CLASS PLAN #3

Name of the school: Ministerio Segunda Oportunidad.

Teacher name: Allison Garcia

Discipline: English

Grade: first grade.   **Date:** November, Monday 09th, 2020.

Achievement indicator: 1.recognizes different parts of the house remembering the objects in his environment that are in his home.

Content: parts of house.

Initiation activities:

- ✓ Welcome children with respect and solidarity to the class of the day.
- ✓ assistance
- ✓ remember the colors in English (orally)

Development activities:

Copy the following in your notebook: parts of the house (vocabulary)

- ✓ Ceiling: techo
- ✓ Door: puerta
- ✓ Window: ventana
- ✓ Sofa: sofa
- ✓ Television: televisor
- ✓ Kitchen: cocina
- ✓ Table: mesa
- ✓ Chair: silla
- ✓ Fridge: refrigeradora
- ✓ Bedroom: hatitacion
- ✓ Bed: cama
- ✓ Closet: armario

- ✓ Toilet: hinodoro
- ✓ Picture: cuadro/imagen
- ✓ living room: sala
- ✓ bathroom: cuarto de baño

Completion activities:

- ✓ practice pronunciation of each word as well as its meaning
- ✓ The teacher will show pictures of the parts of the house and the students will have to say the name in English of each part of the house

Evaluation activities:

Talk / ask the children:

- ✓ What did you think of today's class?
- ✓ What part of the house did you like the most?
- ✓ It was easy or difficult to learn the parts of the house?

DAILY CLASS PLAN #4

Name of the school: Ministerio Segunda Oportunidad.

Teacher name: Allison Garcia

Discipline: English

Grade: first grade.   **Date:** November, Wednesday 18th, 2020.

Achievement indicator: 2.Use vocabulary of parts of the house to complete a puzzle through of a short speaking game.

Content: house puzzle

Initiation activities:

- ✓ To welcome one more day of English class with respect.
- ✓ Pass class attendance.
- ✓ Remember the previous topic through voluntary participation.

  What are the parts of the house that we learned the day before?

- ✓ dynamic Simon says

  Simon says jump

  Simon says run

  Simon says sleep

  Simon says swim

Development activities:

- ✓ Draw the parts of the house according to the color indicated below:

  -Door / red   -window / yellow   - sofa / café

  -Kitchen / white   -bed / pink   - fridge / orange.

Completion activities:

✓ Short speaking game: house puzzle.

The house puzzle consists of the teacher going to the front of each child and giving him a part of the house, the child must say the name of each part of the hunt and place it in its corresponding place until completing the complete house

Evaluation activities:

✓ Show the pieces of the house to the children once again and ask them to identify each piece in English.

DAILY CLASS PLAN #5

Name of the school: Ministerio Segunda Oportunidad.

Teacher name: Allison Garcia

Discipline: English

Grade: first grade.   **Date:** November, Friday 20th, 2020.

Achievement indicator: Recognizes the different professions and identifies with them.

Content: Professions

Initiation activities:

- ✓ Welcome the English subject.
- ✓ Pass class attendance.
- ✓ Dynamics: this is how we move.

Development activities:

New vocabulary: kinds of professions.

- ✓ Fireman: bombero
- ✓ Police: policia
- ✓ Doctor: doctor
- ✓ Teacher: profesora/profesor.
- ✓ Swimmer: nadador
- ✓ Soccer player: futbolista.
- ✓ Pilot: piloto.

Completion activities:

- ✓ Activity: name each drawing with the profession that you think makes it.

Evaluation activities:

- ✓ ask each student

You liked the vocabulary learned today?

What profession is your favorite?

DAILY CLASS PLAN #6

Name of the school: Ministerio Segunda Oportunidad.

Teacher name: Allison Garcia

Discipline: English

Grade: first grade.   **Date:** November, Monday 16th, 2020.

Achievement indicator: Pronounces the learned vocabulary correctly through a short speaking game.

Content: tell me, who am I?

Initiation activities:

- ✓ welcome today's English class with respect
- ✓ pass class attendance
- ✓ remember previous topic
     What are the professions that we learned?
- ✓ Dynamics: what time is it Mr. Wolf?

Development activities:

- ✓ Draw the profession that you liked the most or that you would like to be when you grow up.

Completion activities:

- ✓ Short speaking game: tell me who am I?

In this activity, a child will go to the front of the class and the teacher will stick on his forehead a sticker that represents a profession, then the child will ask his classmates: ¨ tell

me who am I? ¨. The classmates should make a mime related to the sticker and the child should guess what profession it is.

Evaluation activities:

- ✓ What did you think of today's game?
- ✓ You had fun?
- ✓ You learned something through this game?

ENTREVISTA.

Unversidad Nacional Autonoma de Nicaragua

Unan Managua – Farem Esteli.

Fecha: 30 de noviembre del 2020.

Escuela: Ministerio Segunda Oportunidad.

A través de esta entrevista queremos conocer tu opinión y experiencia al realizar los ´´JUEGOS DE HABLA CORTA´´. Con la ayuda de tus respuestas realizaremos un análisis del estudio, que nos ayudara a determinar los beneficios de los juegos de habla corta para la adquisición de vocabulario y desarrollo de la pronunciación.

1. ¿Qué es lo que más te gusta de aprender inglés

   _____

2. ¿Te gusta aprender inglés por medio de libros o preferirías a través de juegos?

   _____

3. ¿Qué opines acerca de los juegos de habla corta que realizaron en el aula de clase?

   _____

4. ¿Qué juego de habla corta te gusto más? ¿Por qué?

   _____

5. ¿Te sentiste en confianza o con pena a la hora de participar en los juegos que realizo la maestra?

   _____

6. ¿Aprendiste nuevo vocabulario a través de los juegos de habla corta?

   _____

7. ¿Crees que se te complica pronunciar las palabras en inglés? ¿por qué?

   _____

8. ¿Crees que los juegos de habla corta pueden resultar peligrosos?