NATIONAL AUTONOMOUS UNIVERSITY OF NICARAGUA

UNAN-MANAGUA

FACULTY OF EDUCATION AND LANGUAGES

ENGLISH DEPARTMENT

HEADS UP GAMES AS A TOOL TO PROMOTE PARTICIPATION IN EFL STUDENTS IN THE CLASSROOM.

GRADUATION SEMINAR

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JANUARY 30 TH, 2021

Dedication

We want to dedicate our research to our God most high, Jesus and his holy spirit for giving us the wisdom, strengthen and the time to carry out this research successfully. Secondly, we want to thanks our family for their invaluable love, encouragement and their financial support through our major during this time.

Finally, we would like to appreciate and thank to our mentor professor MSc. Jaime Roberto Alemán for his patient, support and guidance in this study.

Acknowledgements

Abstract

This research is based on heads up game as tool to promote participation in EFL students in the classroom,

The purpose of this research is to explore, increase and finally to explore the heads up game as a tool increase the participation. To demonstrate that the implementation of games in the classrooms helps the teaching and learning in the English language and also the increase of the participation of the children of the Federicko Kuhn 3A school.

Obtaining the information, five observations were made during the English's class, with the intention of understand how the teacher, applies games in the classroom and how it promotes children's participation through such games and how the student is motivated to participate voluntarily and in a safe environment in the teaching of the English language.

Furthermore, an interview to the teacher was made to know about the implementation of the games and that the games are a way to be able to teach in a proactive way and that it has a great influence in the teaching of a language and that the participation in the children tends to have a process of knowledge in a positive way.

Finally, a survey was applied to 10 students of 32 from 3rd grade, in order to show up in which way they were affected by no implementation on game in the classroom that carried out to having a great participation in the English class.

Keywords: increase participation, affect, influence, explore.

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I.   Introduction

The aim of this research paper is to propose the implementation of the game: Heads up game as an efficient, modern and updated tool to address issues related to promote participation of students in the classroom at Federico Khun Primary School in Masaya City during the second semester 2020, where the level of participation of students is low. We analyzed the factors that are affecting a participation of quality in the students.

We decided to research this topic because we consider that participation is essential to improve all skills (grammar, speaking, reading, and writing). It goes hand in hand with the learning process. We cannot understimatimate participation and there must be an effort to promote it. We also pretend to discover the factors that affect participation. We consider that it is very important to support our teachers by providing or proposing those new techniques to make easier the teaching-learning process in the Nicaraguan context.

We do a comparison of the proposed tool versus the traditional methods to arise participation and its advantages compared with the already existing ones. Additionally, we provide an insight about why the participation is core and fundamental in the teaching –learning process and why it should be included as part of the evaluation process. Furthermore, we describe what Heads up Game is and how to implement it in the class. We analyze why this tool is important and useful to arise participation in the learning process.

We also provide a concept of participation and we analyze why it is necessary to promote it through the heads up game.

The method used was the experimental and three types of instruments were applied:

1) A survey for students which was compose of six questions whose purpose was to interview students to get their opinion about game implementation to promote participation and gather information about its viability and usefulness in the class.
2) Another one was submitted for the teacher to find out whether or not they were implementing games to arise student's participation.
3) And the last instrument applied was an observation in the classroom to verify how students reacted regarding participation upon game implementation.

In addition, we analyze, interpret and process the data collected from the applied instruments. The research was carried out at Federico Khun Primary School in Masaya City during the second semester 2020 which is located in Masaya City. The instruments were applied in the second semester of 2020.

Furthermore, this research includes recommendations to implement games to promote participation in the Nicaraguan teaching context.

In this research you will find valuable information regarding how to keep your students engaged with the class. In this regard the teacher stops being the focus of the attention and the tool replace them in a joyful and funny way. We know that children love playing different activities to be entertained. Thus, this research has many purposes. On the one hand, it promotes participation, which is our main objective, so they could learn in a more joyful, fun and dynamic way. Students learn to work together and to collaborate as a team. They socialize and develop a sense of belonging to the class and get rid of individualism. We analyze how games influence, educate and contribute with the speaking development in a confident way.

To sum up, this final paper has several chapters like the topic, a problem statement, a background and a preview study about the topic. Also, it contains a rationale about the usefulness of the investigation, research questions, general and specific objectives, a theoretical framework, a methodological design, a variable matrix, a methodology, the results and the data analysis. Finally, this concludes with a conclusion, a recommendation, a bibliography and annexes.

II.   Background

This research was carried out at Federico Kuhn Public Primary School which is located in Masaya City, Nicaragua. The school is situated in the Farias neighborhood. The school has an area one-acre size. This school has in enrollment of roughly three hundred students. Here there is only one English teacher whose name is Carlos Sovalbarro. This teacher has three students group. Each group is compound in the following way: First grade has 12 students, second grade has 20 students and third grade has 32 students. In addition, the teacher was using the traditional Grammar Method in the classroom.

Five observations were carried out which last forty-five minutes each. We noticed that the lesson plans were not implemented as planned previously in some observations because the teacher skipped some of its steps such as an explanation of the objectives and the achievement indicators. The activities implemented to arise participation were reduced to a reading which was discussed with the students. The time was fruitful and some participation was noticed.

Additionally, there was a brief review of the previews topic. The lesson plan was about providing directions using preposition of places. Also, there was a period of questions and answers and a brief practice with the students.

In the next observation the objectives of the lesson plan were explained as well as the expectation of the class. The time used was fair as well as the mastering of the class which allowed to review the answers of the exercises.

In the following observation the objectives were explained and there was a continuation of the previews topic which was about giving directions. Here several activities such as grammar exercises, pronunciation drills, body language and visual aids were used as well as material resources in this case flashcards and wallpapers. At the beginning of the activity the children were nervous; however, the teacher motivated them to participate.

In the fifth observation the teacher followed up pronunciation drills and writing exercises. Materials resources were used where the students had to point out with an arrow the name of the cities.

In general, there was a poor participation and motivation and the teacher had to insist to arise them. We noticed as well that the teaching activities used were not successful to arise participation and the teacher went straight out to the topic without implementing any fun activity or warm up activity to capture student's participation.

III.   Previews studies

The researchers point out that games enhance and complement traditional learning activities such as role-plays, presentations and exercises. They suggest that games allow students mastering a new language with and excitement and confidence. In addition, they learn faster and retain more information with games rather than using the traditional teaching activities. In Brazil, more than 78 percent of teachers noted that using games in the class was effective to compensate learning gaps in traditional teaching methods. Also, game implementation reduced and alleviate symptoms of depression and transitory stress. The scholars concluded that children like to play learning games and have fun while learning.

Furthermore, it has been discovered based in previews studies that students can learn vocabulary, grammar or other skills without feeling pressure or stress using games. It has been evident that games help students to engage with the class and the learning process become easier. The specialist coincides that games as a teaching technique fits well for successful learning. Also, they explain that games capture the student's attention and motivate them to participate proactively.

The arising of the technological age allowed that several studies were carried out for promoting participation in the classroom and it has been shown its usefulness and benefits in the classroom. According to (Tammy, 2015) in our research: Digitals Games and Simulation for Learning suggests that students of 21st century are digitals native because they are constantly interacting in different social media and the curiosity to explore a technological world has woken up in them. So, at this moment we cannot talk about a classroom divorced from technological gadgets such as smartphones, tablets, or computers. For instance, in this school we over served that at in break time children were checking his Facebook, WhatsApp or Instagram to check messages and new posts from another cybernauts. The same researcher states that game implementation as a teaching tool dates back to 1957 when they were implemented in college for the first time. Also she proposed that using games in the classroom is more efficient than the traditional techniques such as rote learning, drilling and memorization exercises.

 According to (Owen, 2019) language games are an effective tool for teaching a foreign language, and they promote student's motivation, oral and competence for children to speak and interact with their classmates.

According to (Lestari, 2017-2018) children naturally enjoy playing games and they help learners to improve the ability in the target language through a fun and an enjoyable process. So, the researchers agree that using communicative language games motivate students' learning with fun, enjoyment, and enthusiasm and learn the language unconsciously. It is evident that that games implementation in the classroom has been one of the benefits to involve and encourage children.

The importance of game implementing to promote motivation and participation in the classroom. The results will show that students are eager to experience new learning techniques. Finally, our study will be useful to avoid drop outs from schools, lack of motivation and participation, lack of engagement, and boredom. The teaching- learning process will be more enjoyable, funny, participative and cooperative. It will help students to learn to work in team and develop the sense of successfulness.

IV.   Rationale

Participation is not an outstanding feature in students, because the educational systems that are implemented are routine. That is, the same educational methods such as the translation method are implemented (the same teacher during a whole year, the same activities, and the same materials (books), the same teaching strategies, etc. As a result, students does not show interest and motivation which lead to a poor participation in the classroom. This problem comes about due to a lack of a complementary tool, games such as: Magic box, color chain, bingo, fly swatter, which has not been taken into account as a strategy to address student's motivation and participation deficit in Nicaraguan context. In addition, there is an unlimited number of games available, the same traditional strategies have been applied in English classes. Teachers try to solve the problem by looking for attractive learning activities in internet. This is a great disadvantage for the teacher because students expect new teaching reality that boost or wake up their participation. Also they hope to feel engaged to the new topic but it does not occur.

This represent an issue because with all these disadvantages it is obvious that English classes tend to routine, tedious, dull and boring. From the need to propose games as a teaching tool that allows teachers to deal with children's lack of participation deficit and allow them to learn English as a second language in a participatory, motivational, agile, funny and dynamic way Students need engagement, stimulation, realism, and entertainment not more readings, memorization and PowerPoint supplements in the classroom to support learning.

Finally, we have seen, based on the reality of the observation, verification and surveys that the scientific method presupposes that the same archaic methods of teaching and learning are still being used in our educational centers.

V.   Problem statement

Students of the 3rd grade of elementary school Federicko Kuhn in Masaya City has been decreasing participation in the English class over the last six months. Only 20 percent of students engage with the class actively, due to the factor of shyness and lack of motivation that certain children present when participating in the classroom, they present a certain insecurity in which the teacher must implement techniques, games and methods to resolve this issue. Because of this, the student does not wish to participate in the activities of the games that the teacher applies in the classroom.

VI. Topic

Heads up games as a tool to promote participation in EFL students in the classroom.

VII. General objective

- To explore whether heads up games promote participation in 3rdgrade, at Federicko Kuhn School-Masaya, second semester 2020.

VIII. Specific objective

- To identify the main causes of lack of motivation in the classroom.
- To suggest that head up games help students to engage with the English class.
- To examine how head up games, encourage students´ participation in the classroom.

IX.   Research questions

The following questions will guide the research:

1. How effective are games to boost students´ participation in the English classroom?

2. How important is the implementation of games in the classroom to increase participation?

3. What are the causes that students of unmotivated in English classes?

X. Theoretical frame work

Communication is an essential element that must be taken into account in the development of learning, it is very important to know that communication is such a tangible factor in learning a new language. However, it must be known that the factors of communication are of vital importance, because through these element students develop skills in the expansion of new knowledge and concepts that can be enriched through communication as such. According to (selerdon, 2015.page15) the communicative approach, communication is the principal element by generate and transmitting knowledge

Taking into consideration that the communicative approach is valid to be able to transmit knowledge and for practical development that can work at the moment of the applications of mechanism of games and of the strategies so that there is a significant learning in the classroom, and of emotional participation and of motivation.

Nowadays games have been a very effective tool to articulate the participation in the classroom and that helps in a direct way to the learning and to learn a new language that makes feasible in the exercise of such. This is a necessary tool for the process of new learning of a new language since it can facilitate a better performance in the educational field and to obtain the achievements of a significant learning, these new forms of teaching through the games have been able to verify the interest of participation of the students in the classrooms is of unique necessity that the games have a method to develop in the classrooms of classes in which the students can develop to early age certain interest by the learning of a new language.

10.1.1 The game: An essential learning strategy

We must know that the stages of a children are of the utmost importance and vital need in their cognitive development as we had expressed before, knowing and understanding the new ways of teaching could train the teacher with more tools and previous knowledge to be able to bring a more dynamic and joyful class at the time of

According to (Victor Samuel Zirawaga, 2017.pag 5) games have been seen as a way of teaching in the education systems as a strategy and training of students trying to make them self-confident, even leaving aside the traditional methods in the classrooms in order to form proactive and dynamic-minded students when they try to express new ideas in the classrooms thus making it more participatory. due to the new trends in the

application of games in the classroom and the new technological era according to the levels that we take into account in order to formulate a list of games according to learning levels, age, grade we mention the following magic box, mirroring, ding-dong.

10.1.2   Motivation through games

According to (Victor Samuel Zirawaga, 2017, págs. 55-56) motivation has been taken into account in relation to the education and training of students, it is such an essential element in the process of the essence of language learning. However, motivation arises so spontaneously when techniques are implemented that it adapts to the capacity of each student due to their cognitive levels. Therefore, motivation has to be such an effective tool within the classroom, which is why we have to emphasize that the teacher must always be immersed in new strategies and techniques, We consider certain list of games that can be used in classrooms in learning a new language such as magic box, color chain, bingo, fly swatter, and which are calculated between the ages 5-8 with a maximum group size of 15 students per classroom and which are easy for the teacher to build in using didactic resources.

These forces can manifest themselves either internally or externally. In the first case they are called intrinsic and respond to the needs of the student for their survival, in order to cover their basic needs (confidence, affection, care, security, identity, self-esteem and autonomy, among others). In the second case they are known as extrinsic, which concern the strategies used by teachers for the growth, development and maturation of their students, whose culmination and maximum motivation is the formation of their personality and their self-realization as students.

Learning theories, in order to achieve a satisfactory and comprehensive process, it is of vital importance both the internal, innate or biological motivation of students, and the external, social or learned, because both complement each other and are relevant in obtaining optimal educational results. This last type of motivation, in most cases, is usually internalized and externalized by our students through direct and constant observation and imitation of reference models, being the most influential those who are closer to them.

Teachers must always be aware that there must be a predisposition on the part of our students to achieve their motivation, given that this is an abstract entity, which is not found in any particular place to activate and stimulate it. Otherwise, it will be impossible,

no matter how much interest we take as motivating agents. However, it is also essential to use motivating and attractive resources and strategies adapted to the needs, tastes, preferences and interests of our students. Even so, our aim of achieving a totally motivated student body in our schools is a difficult challenge, in most cases, in the medium/long term and characterized by the personal and social circumstances of each student.

Motivation is a specific need or desire that activates the body and directs behavior towards a goal. All motives are triggered by some kind of stimulus: a bodily condition, such as low blood sugar or dehydration; a signal in the environment, such as a "supply" sign; or a feeling, such as loneliness, guilt or anger. When a stimulus induces goal-directed behavior, we say it has motivated the person. According to (Rivera, 2013) the same author argues that "students who are motivated to learn pay attention to teaching and engage in reviewing information, relating it to their knowledge and asking questions. Before giving up when faced with difficult material, they invest more effort in learning it. They decide to get busy with tasks even if they are not obliged to, and in their free time they read books on interesting subjects, solve problems and puzzles and plan special tasks. In brief, they are motivated to engage in activities that facilitate learn .According to (Rivera, 2013) motivation is not a unitary process, but it encompasses very diverse components that are difficult to relate to and integrate according to the many theories that have appeared on the subject. However, there is a great coincidence in defining motivation as the set of processes involved in the activation, direction and persistence of behavior

According to (Valle Arias, Antonio; Barca Lozano, Alfonso; González Cabanach, Ramón; Núñez Pérez, José Carlos, 1999, pág. 425) due to this complex and diffuse character of motivation, it is necessary to take into account its relationship with other concepts referred to the intentionality of behavior such as interest, selective attention within the field; the need, understood as the lack or lack of something that can be provided by a certain activity; the value, orientation to the goal or goals that are central in the life of a subject; and the aspiration, the expectation of reaching a certain level of achievement.

It is clear, then, that motivation is the key to triggering the factors that encourage learning and, therefore, the relationship between them is clear. The significant association, of variable magnitude, between motivation and performance is evident in the studies which have been carried out on this subject. As motivation is a dynamic variable,

it is subject to changes in the intensity of its relationship with performance when it interacts with a series of environmental conditions and stimuli.

If motivation is the one that triggers behavior, what is motivation, how does it act on the subject so that it leads him to carry out a learning behavior Motivation? According to affects learning and performance in at least three ways (Aldarozo, 2014)

- It increases the individual's energy level and activity level. It influences whether an individual is intensely and actively involved in an activity or is halfway active and listless.

- It directs the individual towards certain goals. Motivation affects the choices people make and the consequences they find reinforcing. It encourages the initiation of certain activities and the persistence of the person

- It affects the learning strategies and cognitive processes that an individual deploys in a task. Time on a task is, in itself, insufficient for good learning to take place; learners must think about what they see, hear and do.

10.1.3   Engage students to increase participation in the classroom.

we must know that the essence of knowledge in children as a fundamental basis for strategies to know their levels and training however we must apply methods appropriate to the capacity of each child is of utmost need the implementation of games as a tool that makes the child has participated in the classroom and direct motivation which works as a mechanism of participation in the classroom.

According to (Mahmoud, 2020) the idea of applying games in the classroom is a method based on the expectations and inclusion of the students so that they visualize in a substantial way the fact that learning is not boring, when strategies are applied in a logical and coherent way therefore the style of learning a new language does not motivate us to be afraid but to have confidence that learning can be joyful and fun based on dynamic techniques

The game is an efficient method where students can develop participation in a voluntary and reliable way where students can feel free to express their opinions or concerns that they have throughout the significant learning process in English language teaching. The information about the use of games in the classes is of great vitality for the students for the participation nevertheless it is necessary to know type of games that must

be implemented in the classrooms of agreement to those previously exposed that the fundamental bases to be able to have a significant achievement where the games fall like tools of fundamental character .In addition, the game becomes a stage that takes on great importance in teaching and learning processes, since due to its recreational component, it transforms into a highly motivating strategy for the participation of the subjects in the different activities proposed. This is due to the submission that the person is faced with an action because of the pleasure it can generate in him. Piaget's postulates highlight the important place that he gives the game in the development of thought, the acquisition of structures cognitive, development of schemes and operations of the subject

Play is not always enjoyable for a child, which means that it depends of their needs and not of the adult who imposes it as a reality to be fulfilled. The origin of pleasant play is in their imagination, the relationship with reality and the emotions. Part of this is evidenced for example when he observes an object and gives it a meaning and significance, as seen in the case of children and girls who are of pre-school age, although it can also happen in a teenager or an adult. Enjoyment is part of the mastery of the object of play. It is to bring from memory to action the very rules that the child imposes on the actions until self-regulation is achieved; moreover, they are repeated in scenes experienced in a particular way. (Mahmoud, 2020, pág. 17)

10.1.4   Participation

Definitions of participation according to (Hopkins, 1995) all of them include in some measure the notions of contributing, influencing, sharing, or redistributing power and of control, resources, benefits, knowledge, and skills to be gained through beneficiary involvement in decision-making. There is also much debate among practitioners and in the literature about whether participation is a means or an end, or both (World Bank 1992; Picciotto 1992) for the purposes of this study, participation is defined as a voluntary process by which people, including the disadvantaged (in income, gender, ethnicity, or education), influence or control the decisions that affect them. The essence of participation is exercising voice and choice.

We understand that all participation consists of a number of situations and attitudes that will be defined according to the events that each student submits, therefore the definition is not clear of what participation is. Something uncertain because of its fundamentals, which leads to participation being attitudinal and not measured

The principle underlying participation-to give people a voice-is constant, yet the choices that people make vary infinitely. Thus, a community may decide to subcontract maintenance to an independent mechanic rather than to undergo training and take turns doing the work. A water users' group may choose to dissolve the organization or to define new goals after the first ones have been met. For example, when construction is complete, a water committee may transform itself to undertake sanitation construction, to build a football field, or to branch into children's education, depending on the commonality of interests. A large community group may divide into smaller, functional subgroups, with the larger group meeting only occasionally. Alternatively, people may informally nominate leaders to represent their interests.

This conception does not assume that there is an ideal level of participation to be achieved. The most effective form of participation varies, but over the long run sustainability will depend on minimizing transaction costs in horizontal and vertical interactions. Participation is viewed as a means to defined ends, not as an end in itself; the goal therefore is to optimize participation to achieve the desired project goals, not simply to maximize participation. The desired goals in rural water supply projects include achieving improved water supply systems and developing the human, organizational, and management capacity to solve problems as they arise in order to sustain the improvements.

10.1.5 Participatory methods and its relevance in the teaching development

According to (Hopkins, 1995) the need for participatory methods as such to be a fundamental key is of the utmost importance nowadays not only to be able to develop as a society but also as people who can put certain skills into practice now if participation is one more way to be able to develop certain forms of analysis and experience certain skills in children so that they can achieve such purposes requires not only thinking about teaching, the quality of teaching, the performance of the teacher, but also focusing on learning. The aim is for teachers to be able to find the best ways to teach; to make learning as effective as possible and to allow students to develop from the leading, active and transforming role of the learning subject. The teaching methods are diverse and promote the teaching of effectiveness or interaction of children in their environment and the use of the English language such as: fact-o, Family Feud and concentration review (Education world connecting educators to what works, s.f.)

In the role of activity and language we can highlight certain aspects of training so that they can be put into practice, such as:

- The importance of education in human development.

- The active nature of teaching and learning.

- Language as a fundamental mediator.

- The unity between activity and communication.

- The relationship between the cognitive and the affective in human development.

According to (Hopkins, 1995) these considerations of a psychological nature have become a theory of teaching: developmental teaching. From it arose the need to conceive and organize the teaching-learning process, while taking advantage of all possible opportunities for the active and conscious participation of students in their own training. The need also arose to emphasize the mediated role of language throughout the process.

Achieving the active participation of students in their own development undoubtedly leads to an interactive process. Through this process the learning subject can have a reflexive, conscious and systematized intervention in the construction and reconstruction of their knowledge, skills and values. Hence the importance that the teacher, when planning the different teaching activities, designs tasks or task systems where this participation is stimulated and manifested. The actions that the students carry out to carry out the tasks require the conception of a participatory teaching with the use of the different methods of group participation. The participatory methods presented here allow working a developing teaching. All have their advantages, it is enough to appreciate the possibilities they offer for students to reflect, exchange and execute the action foreseen in the objectives of the class, to name a few

Participatory methods are an ideal way for the teaching-learning process to be focused on the learner, in order to enhance his/her possibilities and lead him/her to higher levels of development through interactivity with the teacher and other members of the group.

10.1.6   Conceptualization of children's cognitive learning to boost participation

According to (Piaget, 2018) it is of vital importance to know what has been the evolution of the child's conception through time and the different studies that have been carried out, on his or her thinking, cognition and development processes, in order to elaborate plans that take into account his or her possibilities and aptitudes in a learning environment. In accordance with the above, the following are some of the approaches that have been made with reference to child psychology from the perspective of different societies, times and thinkers.

from various perspectives the concept of child has been having new forms of integration in a number of modern updates according to the events of each society and its environment where children are integrated or participate first and foremost a research must take into account the child's participation inside and outside the classrooms and methods which are viable for the formation and participation of children.

According to (Piaget, 2018) the logical thinking that implies the capacity of reversibility is started and its development is carried out until the age of 11-12 years, where another way of thinking will start. The implication of this intellectual evolution will not only be reflected in his way of thinking or reasoning, but it will have repercussions in the whole social life of the child, in his personal relationships. In its social aspect, children will seek to play together, but it will be at this age, between 9-10 years, when play, group, cooperation, acquire their full meaning. At this age the social and individual importance of play in children is highlighted and how through them they can also learn, which represents vital importance for the development of this research proposal based on play as a pedagogical strategy for learning English. It is mainly among their peers and through play that children acquire their autonomy, independence and sense of future individual freedom and security of purpose. In this sense, it is relevant to highlight the significant role that play plays in creating social links, and not only in learning.

On the other hand (Piaget, 2018) states that the passage from heteronomy to the conquest of autonomy can be observed in the way children accept the rules of the game. In the stage prior to the age of 7, the rules came from outside, they were sacred and untouchable (although once they were in the game they forgot that there were rules and

did not take them into account), but at this age the rules are no longer conditioned by an external coercion and can be modified if all the components of the group consent.

The term "introjection stage" is more appropriate for this age group, which means "learning by internalizing values, norms and modes of behavior in the environment". The 9-year-old child tries to capture everything that the outside world has to offer in order to adapt it to his or her own self, so that his or her communication and sociability is broad. It is important to highlight this aspect, since, as explained, the child learns as soon as knowledge represents something significant for him/her and one of the ways to approach this significance is through play, since this provides him/her with relevant learning in a spontaneous way it.

10.1.7 Stage of the concrete operation of the child in cognitive development to promote participation

According to (Piaget, 2018) at the levels of cognitive learning, approximately seven and twelve years of age, one enters the stage of concrete operations, a stage of cognitive development in which logic is used to reach valid conclusions, provided that the premises from which one starts are related to concrete and not abstract situations. In addition, the category systems to classify the aspects of reality become notably more complex in this stage, and the style of thought stops being so marked, these stages influence the process of the cognitive development of every child where it is possible to analyze in a wide way the levels of knowledge that can reach of agreements to the exposed before nevertheless the concrete stages only offer in a psychological way in level of capture that can have the child at the moment of his learning based on the significant knowledge

10.1.8 Learning theories

According to (Vygotsky, 1934) various theories speak of human behavior. The theories about learning tries to explain the internal processes when we learn, for example, The acquisition of intellectual skills, the acquisition of information or concepts. For example, behavior is based on the study of learning through conditioning (instrumental conditioning theory) and considers the study of higher mental processes unnecessary for the understanding of human behavior. One of its representatives is Skinner, who describes how reinforcements form and maintain a certain behavior.

According to (Vygotsky, 1934, pág. 12) learns naturally based on discovery at the beginning of his or her life, which is why this knowledge lasts, whereas at school much of the knowledge is sifted by the teacher who must motivate the child at the time of instruction. When the child learns through his own experiences, through his activity and even more so if the situations he is presented with are significant for him, learning emerges spontaneously without the need for extrinsic motivation.

The "*traditional*", where the teacher, as the central figure, exposes the themes according to the program through memorization. Its basis is behavioral psychology, where the learning process is described in terms of stimulus-response and the students participate as receivers. The child's success at school is valued by his or her ability to memorize, remember and reproduce information. In this model teaching must follow maturation, i.e. it is only possible to teach the child when he or she is ready (Vygotsky, 1934, pág. 18).

The *"interactive"* one, where learning is an active process of interaction of the child with the environment on the basis of his or her motivation. It is based on personality psychology and psychoanalysis. It states that each child is creative by nature and needs only adequate conditions for their potentials to be realized. To this end, games, problem solving and free activities are organized according to the child's interests, and the teacher participates as a facilitator, respecting his or her individuality. Communication is "democratic" and the main figure is the child. Teaching is approached without concepts, as they are neither necessary nor interesting, and school success is valued for creativity and spontaneity (Vygotsky, 1934, pág. 15).

To know different ways of thinking regarding the pre-active knowledge of the child must be refuted in the elements this carries out or as a process of participation, it is therefore important to take into account the process or stages that the child goes through in his or her cognitive knowledge.

10.1.9   Importance of student's participation

We must stress the importance of participation as an ever-present theme in 20th century pedagogy and in institutional efforts to improve it in all directions, both nationally and internationally. According to (Montilla, 2013, pág. 35) we could say that educational participation, including that of students, is a central feature of our current education

system, at least as far as the legal framework is concerned, as it could not be otherwise in a democratic, advanced society.

We start from a concept of participation, whose fundamental defining characteristic is the intervention of students in decision-making in the classroom, in substantial relation to what is discussed, decided and done in the classroom; that is, the daily work of the classroom should be impregnated with the systematic co-decision of teacher and students; and this, whether we move on to the level of the conceptions of teachers' students or observers, or whether we find ourselves in the perspective of the analysis of the real participation of students in the classroom. Therefore, the concept we will use is situated within a theoretical framework of an interpretative and critical nature, which we hope will be an alternative to other positivists and scientists; in the latter, participation means being continually busy, responding to what others have already decided, while in the interpretation we propose, participation is more closely linked to the atmospheres of power, in the sense of sharing the capacity for decision making among them, making them freer.

According to (Poblete, 2008, pág. 142) Participation is a voluntary, rational and pertinent act of intervention in the decision-making process; through which individuals express their sociability in order to achieve their own objectives and those of the social entity of which they form part. Even when it is an essentially human act, most students find it difficult to participate, which is due to a set of factors: a mental effort and a risk, often avoidable and not punishable.

10.1.9.1   In the field of educational research

On the other hand (Doyle, 1983, pág. 132) from the point of view of teaching research methods and procedures, student participation has been used as an alternative dependent variable to that commonly used, namely student performance to test the effects of various independent variables (modifications in teacher behavior or in teaching methods and techniques, for example) in conventional-style research. Thus, defined effective teachers as "those who achieve high levels of participation and low levels of classroom disorder".

10.1.9.2   In the reality of the classroom

According to (Duenser, 2012, págs. 56-63) pupil participation is so important and critical at the classroom level that it is largely identified, or rather often at the heart of

active teaching methods, more recently called open education and/or learner-center teaching. So, in a broad sense, whether or not students participate in the classroom could be somewhat similar to whether progressive and - more recently - critical or radical methods are practiced in the classroom, but whether or not student participation is an exclusive feature or simply a characteristic of alternative teaching methods, what is clear is that it is considered a criterion of the pedagogical goodness of the method in question, in which case it is attributed numerous and profound consequences in the learning processes (and therefore in the results), For example, it allows students to know the true meaning of the tasks or activities in which they are immersed, they experience this process as something that is truly their own, which is a powerful source of motivation, it creates positive and cooperative attitudes in students, and in the long term it contributes to forming responsible citizens.

According to (Duenser, 2012, págs. 56-63) pupil participation, like some other dimensions of the teaching and learning process such as the classroom climate, is both a cause and an effect of educational or quality teaching. If we had to sum up its importance in a single sentence, we would say that student participation makes it possible to bring democracy to the very heart of the school, the classroom.

10.1.10   Educational value of participation

According to (Doyle, 1983, pág. 132) we do not need to clarify that the same applies to the functioning of the classroom; it is very difficult to speak of good teaching, of educational teaching, which goes beyond more instruction, without the authentic participation of the students, that is, making decisions and assuming responsibility for subsequent acts in the classroom processes. In fact, participation implies for the student when it is a sincere opportunity offered to him- to be intrinsically motivated in what he does, to reflect with his own criteria in the search for solutions to the problems and tasks posed, to contribute ideas and means by using his experience and originality, to handle diverse sources of information while taking some distance from the knowledge of books, helping and cooperating, negotiating and reaching consensus by checking the agreed solution on the spot, reviewing the process and planning again, sharing knowledge with the teacher by shortening the distance between them, using the same language and understanding the teacher's task better, acquiring greater confidence in one's own abilities while making it more realistic, etc.

In short, we would be promoting not only the acquisition of the necessary knowledge and skills but also intelligent, autonomous, responsible and supportive people. It is not that all these qualities depend exclusively on the participation of the students and are achieved one hundred percent, nor that the participatory process is easy, but that for us there is no doubt that it contributes to making them progress in them and any effort in that sense will be compensated.

10.1.11 Fundamental means for quality education in the participation

Quality should not consist of perfecting the resources of conventional education, but of advancing in its transformation, and for this purpose, student participation is a fundamental way. Participation is a means of educating free and responsible citizens, and for students to learn for the sake of learning. According to (Roman, 1975, pág. 150) setting out the philosophy of teaching in a direct way through the procedures or techniques of individually prescribed teaching and independent study, the purpose of which is to bring the student out of the passivity to which he is subjected by the traditional school and to make him assume his own learning process.

It has been observed that it is importance to know that participation in terms of concept has to be taken into account in the classroom in a collaborative and practical way since the student has to take on certain roles in the classroom so that he or she can see an inclusive and direct participation with the students.

We should note in passing the expressions "active participation" and "bilateral communication", which seem to indicate that we are in a conception of teaching, or in a teacher-student communication and student participation more consubstantial with the nature of the human being, which demands more intelligent, conscious or critical action in the educational process. The participation of students in classroom communication, in order for it to be active, requires much more than just responding to and following the teacher's requirements point by point.

It is clear, however, that the involvement of students more in the approach to children is of precedent and importance to put into practice all forms of methods and teaching so that there are unique types of participation and quality in the classroom. In this way we seem to bring the class to a new generation of more practical and participatory

children that could lead to a unique advance in the relationship of education systems over the years.

10.1.12   Speaking

According to (Tarigan, 1990) speaking is a form of human behavior that utilizes very intense physical, psychological, neurological, semantic and linguistic factors. Furthermore) speaking is the ability of a person to pronounce articulation sounds or words that aim to express, express and convey the thoughts, ideas and feelings of the person.

Human life cannot be separated from speaking activities. Speaking is a means to communicate between humans. Speaking as a means of communication, in order to meet human nature as a social creature that needs to interact with fellow human beings. Speaking is regarded as the most perfect tool and able to bring good thoughts and feelings about things that are concrete or abstract line with the development of science and human technology is required to have good speaking skills. A person who has adequate speaking skills will more easily absorb and convey information both orally and in writing.

Speaking is one of the most difficult skills language learners have to face. In spite of this, it has traditionally been forced into the background while we, teachers of English, have spent all our classroom time trying to teach our students how to write, to read and speak. Speaking is generally thought to be the most important of the four skills. Indeed, one frustration commonly voiced by learners is that they have spent years studying English, but still they cannot speak it. There are some language policies, which provide a way to specify what learners are able to do at certain levels with regard to The Common European Framework of Reference for languages, the Portfolio or inside the Curriculum. Teachers should follow them as a way of providing a guideline for their lessons.

There are numerous daily life situations where people need speaking, such as talking to someone face to face, communicating through the phone, answering questions, asking for directions, in shops, meetings or chatting with their friends, to name a few. People spend great deal of their time interacting with more people and, each of these situations requires a different register according to the formality of the moment.

10.1.13   Technology

Technological resources "are means of any kind that allow to satisfy a need or to achieve what is intended. Technology refers to the theories and techniques that make

possible the practical use of scientific knowledge" According to (Ahmadi1, 2018) The new Information and Communication Technologies (ICT) constitute the most far-reaching and expanding cultural and technological event of the last century and the present, from The pedagogical point of view the introduction of the ICT in the educational system, necessarily causes transformations in the Teaching and Learning processes,

The use of technology in the classroom is of utmost importance in the application of didactic games for the participation and motivation of the students since these tools have been one of the new eras of forms of teaching in the process of a new foreign language, and it is necessary to know the adequate use of such technological tools to be able to develop with quality a satisfactory teaching. Although it is true that teachers can make use of the different technological resources that exist and are available for the development of activities, it depends on the initiative of each teacher the type of strategy that they want to develop to strengthen the learning of the children (Ahmadi1, 2018).

The use of technology in early education is of great importance because it offers children basic computer knowledge and skills as a basic for age-appropriate technological education. The teacher comments that when resources are used in the technological classroom, children are happy, actively involved, spontaneous and more creative.

10.1.14   Benefits of using technology through games

It is important to recognize that students are already interested and committed to using technology, this creates many surprising opportunities for schools and teachers to benefit from the integration of some forms of technology into the classroom and for teaching and learning to be more effective. Here are some of the main benefits of using technology in the classroom (Ahmadi1, 2018).

10.1.15   Improving knowledge in the use of technology through games

Students who are dedicated and interested in the things they study are expected to have better knowledge retention. As already mentioned, technology can help to encourage actively participation in the classroom, which is also a very important factor for increased knowledge retention. Different forms of technology can be used to experiment and decide what works best for students in terms of knowledge retention.

10.1.16   Students can learn useful life skills through Technology

Using technology in the classroom, both teachers and students can develop essential skills for the 21st century. Students can gain the skills they will need to succeed in the future. Modern learning is about collaborating with others, solving complex problems, critical thinking, developing different forms of communication and leadership skills, and improving motivation and productivity. In addition, technology can help develop many practical skills, such as creating presentations, learning to differentiate between reliable and unreliable sources on the Internet, maintaining proper online etiquette, and writing emails. These are very important skills that can be developed in the classroom (Ahmadi1, 2018).

This is in addition to the growing technological development that the country has experienced. The use of computer networks such as the Internet is fundamental in various productive and recreational activities. In the same way, the need has arisen to incorporate these technologies into teaching practices, as part of new teaching strategies. Thus, the use of technology in language teaching is an increasingly relevant factor in educational reality.

Consequently, it is a priority to reach a consensus that leads to a new reinterpretation of the communicative acts that are generated from realities. The aim is to provide better theoretical and practical support that will have a direct impact in the classroom. With this vision, the mediating role played by computer systems is important all these elements within a classroom are so essential and a tool so indispensable in our days the adequate use of the technological era therefore we have to be people with a changing mentality for the purpose of teaching not to get attached to so many ambiguous and obsolete methods, we have to encourage in this era that technology, goes hand in hand with what we call early stage education system where we will see new conceptions of learning by this and of vital importance the technology in the classrooms to be able to promote the participation in an indirect way in the teaching of a new language.

In short, technology as a basis for teaching, communication, psychological systems, stages of growth and cognitive learning, motivation and participation are all elements that need to be prioritized in approaches to participation, by gathering all the information, it takes for granted that in the world of thought and in the study of children's

learning it is so complex, not only because of the theoretical parts but also because of their levels of learning at the educational level.

XI. Methodological Design

11.1.1   Research type

This research is experimental since we focused on a single space in a classroom then we wanted to analyze the factors that imply the low participation of the students of 3rd grade at Federicko Khun Primary School in Masaya City during the second semester 2020. We based on the instruments of observation, interview and survey to be able to determine these factors that influence the participation of the students at the moment of the English class.

Our research is done from the perspective of why there is low participation, as we wish to assess these impact factors for future research into the implementation of games in the classrooms in Nicaragua and for future young people who wish to learn about the variety of games and techniques implemented in schools.

11.1.2   Population and sample

11.1.2.1   Population

This research paper focuses on the 3rd grade group "C"in the morning shift, at Federicko Khun primary School. The population of the group is composed of 16 female students and 16 male students for a total of 32 students.

11.1.2.2   Sampling

The sample is composed of 15% of the whole group, of which 8 children were taken and divided into 2 groups, the sample was taken at random to be able to apply the survey to each child.

To collect the information, the participants were asked to answer a survey with 10 statements that will be compared with the 5 observations and the teacher interview. The survey applied to the students, consists of 10 simple statements where they marked one of the options given with an "X" according to the value they considered correct. The values given in the survey were the following: 1. Always, 2. usually, 3. Sometimes, 4Hardly ever, 5. Never.

The study contains the following statements: How often the teacher applies games in the classroom, what type of game the teacher applies in the classroom, you volunteer

when the teacher applies games, you feel comfortable when the teacher applies playful games.

11.1.3 Variable

Objectives	Variable	Technique and Instrument
To explain why Heads up game as a tool to promote participation in EFL students in the classroom.	**Indicators of** Achievements and objectives of the motivation and strategies in the classroom	**Observations** Survey Interview
To describe how Heads up game as a tool to promote participation in EFL students in the classroom.	Pace and motivation of the class	**Observations** Survey Interview
To suggest that Heads up game as a tool to promote participation in EFL students in the classroom.	what strategies are applied in the classroom	**Observations** Survey Interview

XII.   Data analyze and discussion of the result

12.1.1   Class Observation

The observation guide designed for this research is a checklist with 10 statements and two options to choose from in response. The statements are divided into 5 parts, lesson plan divide it in 5 statements, the methodology with 3 statements mastery of content of the class with 5 statements. Classroom management with 6 and personality and quality with 3.

During the first observation we noticed certain inconveniences that could be observed are the time factor and the objectives not well detailed of what the teacher wanted. in the process of teaching English language, some factors being the indicators of achievement not reached, the objectives of the classes not explained, not put the themes of the units to be treated in the teaching, however, we can clearly see certain games after class to try to motivate children and together with the participation of the children in the teaching process.

In the following observation, a review of the previous topics and reinforcement of the contents not reached in the previous classes was done due to the time factor in which new contents such as (building places and directions) were developed, which included figures and songs to be able to deal with the new contents; however, there were interruptions on the part of the center's management.

The next observation shows the presence of didactic materials on the part of the teacher to develop certain English language skills such as grammar and pronunciation in order to promote participation through games so that the children would not be nervous at the time of participating in the class and successfully develop the indicators that were presented in the class.

In the fourth observation it was analyzed that the objectives of the games were not clear what I wanted to develop in the English language skills.

In the last observation, it was possible to notice new contents in the English class with the books provided by the teacher and the use of images to describe the topics of the contents in the classroom, which had a satisfaction of all the content without any interruptions and with the time provided by the schedule.

12.1.2   Survey

The survey applied to the students, consists of 6 simple statements where they marked one of the options given with an "X", according to the value they considered correct. The values given in the survey were as follows: 1. Always, 2. Usually, 3. Sometimes, 4. Hardly ever, and 5. Never.

The interviews were applied to 10 students in which they stated the following declarations in which 22% said that the teacher always applies games, 43% stated that the teacher sometimes applies them, 35% stated that the teacher applies games and 1% said never**.**

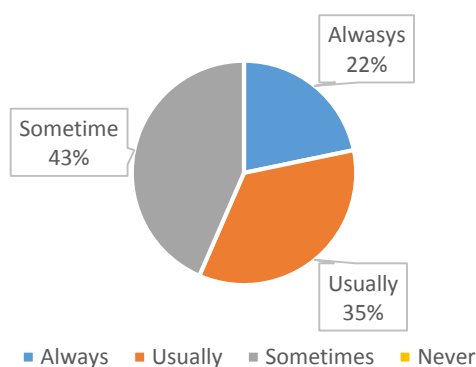How often does the teacher apply games?

Illustration 1 How often does the teacher does applied games?

In the second question, we have the following statements: the students feel motivated in the English class; 86% stated that they feel motivated in the teacher's class; 14% said that they sometimes feel motivated, and for the rest of the statements there were no statements from the students in which only the first 2 statements will be taken into account.

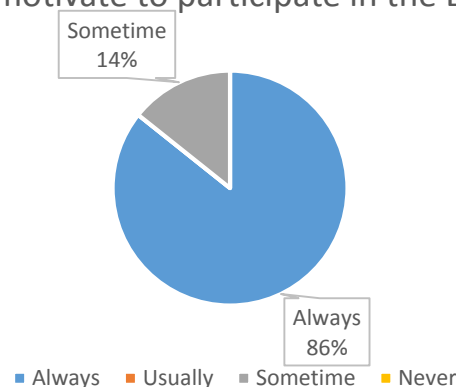Do you feel motivate to participate in the English class?

Illustration 2 Do you feel motivated to participate in the English Class?

In the third question we got the following statements, if you would like that if the teacher applies play in the classroom in which all the children said yes, which we got 100% where they would like that the teacher always applies games in the classroom.

would you like the teacher to apply games in the classroom?
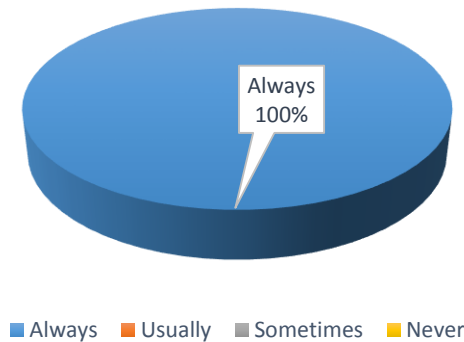
Illustration 3 Would you like the teacher to apply games in the classroom?

In the fourth question, we have the following statement: the student voluntarily participates in the English classes in which we have the following statements; 50% stated that they always participate in the classes. The other 50% stated that they sometimes participate in the classrooms.

How many times do you voluntarily participate when the teacher apply games in the classroom?

Illustration 4 How many times do you voluntarily participate whit the games that are applied in the classroom?

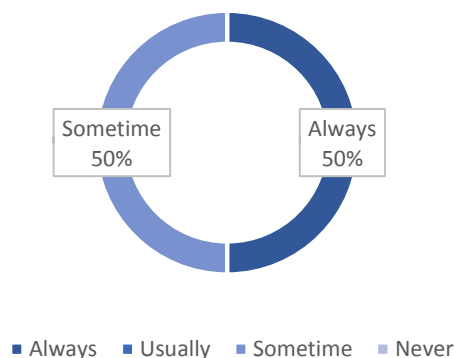In the fifth question we got the following statements, taking into account what kind of games the teacher would like to apply to promote participation which is usually 3% said recreational games , always 95 % said dialogue the other one said never 2% oral presentations.

what kind of games would you like the teacher to apply to increase participation ?

Illustration 5 What kind of game would you like the teacher to apply to increase participation?

The sixth and last question highlighted the teacher's participation as a source of motivation in the classroom for a joint participation with the children in which the following statements were highlighted with 67% said that always, with 16% said that usually, 17% in which it was highlighted with the majority of votes that the teacher sometimes motivates the students so that there is a joint and homogeneous participation.

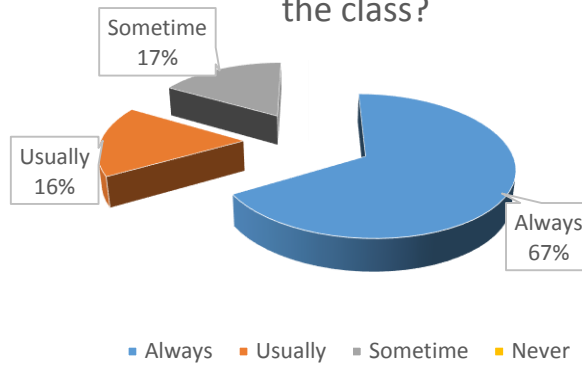How often does the teacher promote the participation in the class?

Illustration 6 How often does the teacher promote the participation in the class?

12.1.3   Interview

The interview made to the teacher contains 4 questions, which we consider important which shows us that the teacher implements many games to capture the child's attention and also the use of playful strategies to promote motivation and participation in the development of the learning level. On the other hand, the teacher affirms that sometimes it influences the family problems, also not implementing strategies due to the capacity of the understanding of the child, and that sometimes there are repeated students.

For that reason, it is important to implement games because the children get motivated and also are active through games. They are encouraged by the participation. Otherwise, a dynamic environment, proactive and efficient surrounding is created in the teaching of the English language.

In brief, we can observe the problems that the children go through in their learning and the factors that influence them, in which the teacher, looks for ways to achieve the motivation of the children and their active participation in the classrooms

XIII.   Conclusion

Based in the previous studies of the information gathered and the application of the instruments we can state that game implementation in the classrooms has yield fruitful results because it has allowed students to take advantage of games to learn faster when it comes to develop speaking, fluency, reading and grammar. It has also allowed students to speak with confident and security.

Additionally, researchers have shown that games are very helpful for satisfactory learning. Furthermore, children also perceive the achievement to be reached and objectives to be able to reach are clear and precise. The result has shown that leaning process can be carried out in a pleasant way for the future generations and for teachers who wish to achieve such level of learning and to be able to create pleasant and confident environments for the children who project shyness at the moment of the participation in the classroom, given the observation made, the technical and pedagogical measure must be specified in order to provide clear understanding at the times of the games.

On the other hand, it can be said that the basis of the use of games is something essential in the process of teaching children. Because, they play and have fun through the game they learn in a creative and dynamic way. It is a great opportunity to employ the types of games such as: mimics, tongue twisters, and the magic box.

Finally, the previews studies have shown that games arise meaningful participation and facilitate the learning process in the classroom. Also, games suit with the learning strategies and developed countries has used games in order to have students engage with the class.

XIV. Recommendation

Taking into account everything gathered in this study and according to the conclusion mentioned, these are the recommendations:

- To correctly apply games that encourages motivation and participation and pedagogical strategies that can use cause a satisfactory impact on the learning process.

- The teachers should main concern with the use of technology in the classroom to make the English language learning more participatory.

- The teachers must change the traditional use of teaching methods based on old experiences and give way to new strategies and methodologies with new trends in English language teaching such as visual images, technological games, proactive methods, group participation based on the use of meaningful play and virtual areas.

- Take into consideration the designs and applications of games and also according to the ages and group established in the classroom in order to obtain a greater scope of teaching.

- The above recommendations should be taken into account, whose objectives should be qualified as proactive methods for the advancement and achievement of the English language learning, taking into consideration the fact that games, virtual systems, inclusiveness among students and curricular programming would provide greater participation in the classroom.

XV.   References

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Appendix

English Department

Ruben Dario campus –UNAN-Managua

Lesson observation class

Grade: ___
Section: ___

		Evaluation		
		Si	No	Comments
Lesson planning	Objectives are clear and coherent.			
	Lesson is organized following its stages(opening, sequencing, pacing and closure)			
	Practice stage has clear instructions and variety of oral and written activities			
	The lesson is planned according to the level of the students			
	The lesson plan is handed on time.			

		Evaluation		
		Si	No	Comments
Method ology	Well use of visual aids/technology/extra material			
	Give clear, accurate instructions and examples			
	Appropriate and effective transitions between activities			
	Show the ability to use creative and effective teaching methods during the lesson			

		Evaluation		
		Si	No	Comments
Mastery of	The teacher use clear and accurate language according to the students level			
	Speaks English most of the time			
	Answers the students questions about the language properly			

| contents | Uses correct syntax, spelling, pronunciation and grammar throughout lesson | | | |
| | Demonstrates knowledge of the subject matter | | | |

		Evaluation		
		Si	No	Comments
Classroom Management	Efficient organization of students(group work, pair work)			
	Keeps students engaged and involved in the explanation through the lesson.			
	Checks effective interactions between T-S vs. S-S.			
	Provides feedback at the right moment.			
	Manages student behavior proactively and authoritatively in affirm, respectful tone			
	Encourages participation and manage behavior			

		Evaluation		
		Si	No	Comments
Personality and quality	Attends the school on time. Begins and finishes the lesson on time			
	Follows the rules of the School.			
	Interacts with his/her peers and school staff.			

General objective

- To explore whether heads up games promote participation in 3rd graders, at Federicko Kuhn School-Masaya, second semester 2020.

Answer the following question

1) What strategies are the most useful to encourage participation in class? Explain

2) What are the factors that decreases the level of participation in the classroom?

3) What kind of games do you use to improve the speaking skill in your students?

4) How do you think that game implementation in the classroom would be useful? Why?

National Autonomous university of Nicaragua

UNAN-MANAGUA

English Department

Student´s survey

General objective

To explore whether heads up games promote participation in 3ʳᵈ graders, at Federicko Kuhn School-Masaya, second semester 2020.

General data.

    I.   Mark the corresponding box with an **"X"**

	Always	usually	sometime	Hardly ever	Never
1. How often does the teacher apply games?					

	Always	Usually	Sometimes	Hardly ever	Never
2. Do you feel motivate to participate in the English class?					

	Always	Usually	Sometimes	Hardly ever	Never
3. What kind of games would you like the teacher to apply to increase participation?					
Games					
Dialog					
Oral presentation					

	Always	Usually	Sometimes	Hardly ever	Never
4. How many times do you voluntarily participate with the games that are apply in the classroom?					

	Always	Usually	Sometimes	Hardly ever	Never
5. How often does the teacher promote participation in class?					

	Always	Usually	Sometimes	Hardly ever	Never
6. Would you like the teacher to apply games in the classroom?					