

UNIVERSIDAD NACIONAL AUTÓNOMA DE NICARAGUA

FAREM-MATAGALPA



UNIVERSIDAD
NACIONAL
AUTÓNOMA DE
NICARAGUA,
MANAGUA
UNAN-MANAGUA

Departamento de educación y humanidades

GRADUATION SEMINAR

**Submitted to the National Autonomus University of Nicaragua as a requirement for
Bacherlor´s degree in English teaching**

General Topic:

Instructional Approaches for TELF Success in Matagalpa´s Primary and Secondary
Education, II semester 2023

Specific topic:

Use of cellphone in the English learning of fourth grade students at Lucidia Mantilla
School, II semester 2023.

Authors:

Kenia María Mendoza Jarquín

Oneyda del Carmen Vargas Barrera

José Salomón Martínez González

Tutor:

Msc. César Enrique López Soza

Matagalpa Nicaragua, December 2023

UNIVERSIDAD NACIONAL AUTÓNOMA DE NICARAGUA
FAREM-MATAGALPA



UNIVERSIDAD
NACIONAL
AUTÓNOMA DE
NICARAGUA,
MANAGUA
UNAN-MANAGUA

Departamento de educación y humanidades

GRADUATION SEMINAR

**Submitted to the National Autonomus University of Nicaragua as a requirement for
Bacherlor´s degree in English teaching**

General Topic:

Instructional Approaches for TELF Success in Matagalpa´s Primary and Secondary
Education, II semester 2023

Specific topic:

Use of cellphone in the English learning of fourth grade students at Lucidia Mantilla
School, II semester 2023.

Authors:

Kenia María Mendoza Jarquín

Oneyda del Carmen Vargas Barrera

José Salomón Martínez González

Tutor:

Msc. César Enrique López Soza

Matagalpa Nicaragua, December 2023

INDEX

Endorsement Letter	III
Abstract	IV
Dedication	V
Gratitude	VI
I. INTRODUCTION	1
II. JUSTIFICATION	4
III. Objectives:	5
IV. Theoretical framework	6
4.1. Use of cellphone in the classroom	6
4.1.1. Positive effects.....	6
4.1.1.1. Advantages of the use of cellphone.....	6
4.1.1.2. cellphone as a supporting material.....	8
4.1.2. Negative effects.....	8
4.1.2.1. Disadvantages of the use of cellphones.....	8
4.2. Cellphone use in the English learning	11
4.2.1. Strategies to develop English listening skills.....	11
4.2.1.1. concept of listening skill.....	11
4.2.1.2. importance of listening skill.....	11
4.2.1.3. Audios.....	12
4.2.1.4. Videos.....	12
4.2.2. Strategies to develop English speaking skill.....	13
4.2.2.1. concept of speaking skill.....	13
4.2.2.2. Importance to speak English.....	13
4.2.2.3. Voice record.....	14
4.2.2.4. Online meetings.....	14
4.2.2.5. Duolingo Game.....	15
4.2.3. Ways to decrease the use of cellphone.....	16
4.2.3.1. Dynamics.....	16
4.2.3.2. Learning games.....	16
V. Analysis of the results	21

5.1. CONCLUSIONS	25
5.2. Recommendation	26

Endorsement Letter

Abstract

The use of the cell phone has many benefits in the teaching-learning English process, but this depends on the use given to the cellphone, since it allows the teacher to use different strategies with students and thus the student learns in a more didactic way using games, applications, using YouTube etc. It is for this reason that the present research work it is focuses on the use of cellphones in fourth grade students at the Lucidia Mantilla school. The objective of this research is to identify the use of cellphones in fourth grade students in the English learning, as well as to value the use of cellphone and propose an interactive learning strategy that stimulates the English learning in fourth grade students at Lucidia Mantilla school. It is for this reason that this research is very important, because it describes and explains how the benefits of the cellphone depends on the use they give it. The approach of this research is qualitative and a sample of 9 students of fourth grade was taken, to whom surveys were applied. An interview was also conducted with the teacher. Those instruments were used along with the theoretical framework to respond to the proposal to the objectives and conclude that cellphones, if we use them well, become a very important tool in the classroom for the teacher and student and likewise it is about avoiding traditionalist teaching.

Key words: cellphone, Learning, strategies and English

Dedication

This research is running in memory of our parents, spouses, sons, friends and tutor who are always motivating us in order to complete in time and form with every single parts of the research that is carry out to obtain the degree of the English career. They are always by our side, attentive and disposed to help us in whatever we need. They are always saying us that we never have to give up, they say that in our way always will be troubles and we have to fight and break those obstacles by working hard together in the group. And finally, we will get our purpose fulfilling our objectives, completing our plans in the future.

Gratitude

It is a pleasure for us to give the thanks to God at first, because the most important thing we have is the life, the opportunity to be alive, safe and sound, the wisdom and understanding in order to think better at the moment to work in the present research. By the mercy of God, we have run a long way, we have learned a lot with a high forehead. Also, it is a pleasure for us to mention to our parents, because of their very well advice which has been useful to survive, the values that our parents have instilled in us in order to be very respectful people, honest, patients, believable and sincere. Thanks to our friend for the unconditional support. They helped us to clear some doubts about the research work. And finally, it a pleasure for us to give thanks to our tutor. He was always attentive helping us in every doubts that we had. He was a very good teacher, intelligent, kind and honest. He was always by our side in order to carry out an excellent research work. Therefore, we have run this research with all our sincerity and kindness aimed to achieve our purpose to be graduated of the English career this year 2023.

I. INTRODUCTION

What do you think if I told you that your brain blocks when you make a bad use of cellphone?

Notably, when students make a bad use of their cellphones during the class, the learning process is not good enough as teachers want. Therefore, cellphones are distraction in the class and the teacher must to know how to make a very good use of cellphones at the right moment when it is necessary, the rest of time cellphones must to be sheltered in a box in order to students do not be in contact with their cellphones at every time.

However, a good use of cellphone sounds too great to develop the English language skills. Treating of the use of children and adults can develop the different English language skills using applications, listening to podcast, looking at tutorial on YouTube and also the cellphone allows us to interact with native people of the English language.

The use of cellphone in the classroom is a strategy that allows the teacher to interact with students at the same time strengthening the teaching-learning process in the English language skills.

This research focused on the analysis of the use of cellphone in the English learning of fourth grade students at Lucidia Mantilla school, showing advantages and disadvantages of cellphones use. In turn, it is expected to provide a new point of view in the English language teachers that students use cellphone as a teaching and learning tool and not as a tool that takes the interest of studying.

The results of the use of cellphone in the English learning will depend in how students use the aforementioned. If they use it as a tool to enrich educational knowledge, how a means of research and information, as a strategy tool to deepen knowledge, cellphones will be valued as a positive tool. Depending of the use students give to the cellphone, this tool may be perceived as a positive or negative.

This research is focused on to analyze the use of cellphone in the English learning of fourth grade students at Lucidia Mantilla school, during the II semester 2023.

Similarly, the specific objectives of this research are focused on identifying the use of cellphone; to value the use of cellphone; and to propose an interactive learning strategy that stimulate the English learning through the use of cellphone in fourth grade students at Lucidia Mantilla school, during the second semester 2023.

In Valencia, Spain (González, cortijo, 2012). In his research titled "Study on the use and abuse of cellphones in students of Primary Education ". The general objective was: to evaluate the patterns of cellphone use by a group of Primary Education students, and analyze its relationship with academic performance. He concluded that the cellphone is a tool in constant change and expansion, and increasingly used from an earlier age by children, and therefore can lead to both positive and negative consequences, and one of them It may be an abuse of it, and it may have repercussions on their academic performance and their process of schooling. Hence, the fact that this study serves as a precedent to study the use of ICTs from earlier ages, even in Primary Education and not from the age of Compulsory Secondary Education, as it has been studied until now.

In León Nicaragua (Pérez Caballero and Solís centeno 2011). In their research titled "Level of cellphone use and anxiety in Psychology students UNAN León, between march and october 2011". The general objective was: Determine the cellphone pone use and the anxiety level in Psychology students, UNAN León, 2011. They concluded that in relation to the level of use of the cellphone and the level of anxiety it was found that students who use the cellphone at a high level have a moderate anxiety and students who are at a low level of mobile use have a mild level of anxiety, being statistically significant.

Peggy Shannon, (2023) “Constructivism is a philosophical paradigm that ontologically emphasizes how an individual actively constructs their own notions of reality through their cognition”

According to the above, it can be said that the constructivism paradigm focused on how any student make their own knowledge through strategies implemented by the teacher in order to make a better English learning, and at the end those students have a good academic performance.

The most important for teachers is that all their students learn what they teach to. Therefore, in order to achieve those knowledge, it is necessary to put into practice the constructivism paradigm which emphasizes in students, how they construct their own knowledge.

This study is carry out under the qualitative approach, due to the information acquired through the instruments is not numeric, the information analyzed is qualitative in which the researched group make their conclusion.

This study has a descriptive design. In the same way, this research permits to analyses how the cellphone influence in the academic performance in students of fourth grade at Lucidia Mantilla school. Furthermore, it helps us to design new and the most suitable strategies to stimulate the English learning by making use of cellphones and at the same time achieve a best performance in those students.

The 46 fourth grader students of Lucidia Mantilla school were taken as a population and a sample of 09 students. A survey was applied to obtain quantitative data for research. In addition, an interview was delivered to the teacher to collect data on the research variables.

II. JUSTIFICATION

Technology is important, but what really matters is what we do with it.

(Muhammad Yunus)

According to Martinez, A. R. (2020). The inappropriate use of the cell phone is affecting the learning of young people, causing lack of concentration, low analytical development, low quality of activities, etc., and, as a consequence of this, poor academic performance.

Cellphone is a very useful tool as long as we know how to use it. Here are some tips that you will like.

The research was proposed due to the use of cellphone in the English learning of fourth grade students at Lucidia Mantilla school. since cellphones are not used in an educational way, so, this has affected the concentration and English learning process of those children. This process is focused on the analysis of the use of cellphones in the English learning in fourth grade students at Lucidia Mantilla school. The reasons that led us to carry out this research were to observe how the use of cellphone has greatly affected the English learning of the students, because they were attentive to their cellphone. They did not pay attention to the class, and also in this same way, the other students were distracted, which caused: lack of interest in class, distraction, they did not analyze, they did not focus on the class because they were playing Free Fire and other Games.

It is of utmost importance to identify this type of problems that hinder the English learning process in students. since the majority of boys and girls today have cellphones and they use them in games, therefore, they are distracted in their schoolwork. That is why timely measures must be taken in order to reduce the use of cellphone.

At the end of the research, the fourth grade students at Lucidia Mantilla school will be the beneficiaries of choosing another attitude, which will be of great help to reduce the use of the cellphone and, as a consequence, improve academic performance.

III. Objectives:

General objective

To analyze the use of cellphone in the English learning of fourth grade students at the Lucidia Mantilla school during the second semester 2023.

Objectives

- To identify the use of cellphone in the English learning of fourth grade students at Lucidia Mantilla school, during second semester 2023
- To value the use of cellphone in the English learning of fourth grade students at Lucidia Mantilla school during the second semester 2023
- To propose an interactive learning strategy that stimulates the English learning through the use of cellphone in fourth grade students at Lucidia Mantilla school during the second semester 2023.

IV. Theoretical framework

4.1. Use of cellphone in the classroom

4.1.1. Positive effects

4.1.1.1. *Advantages of the use of cellphone*

(Team, 2012) proposed the following Advantages of cellphones use:

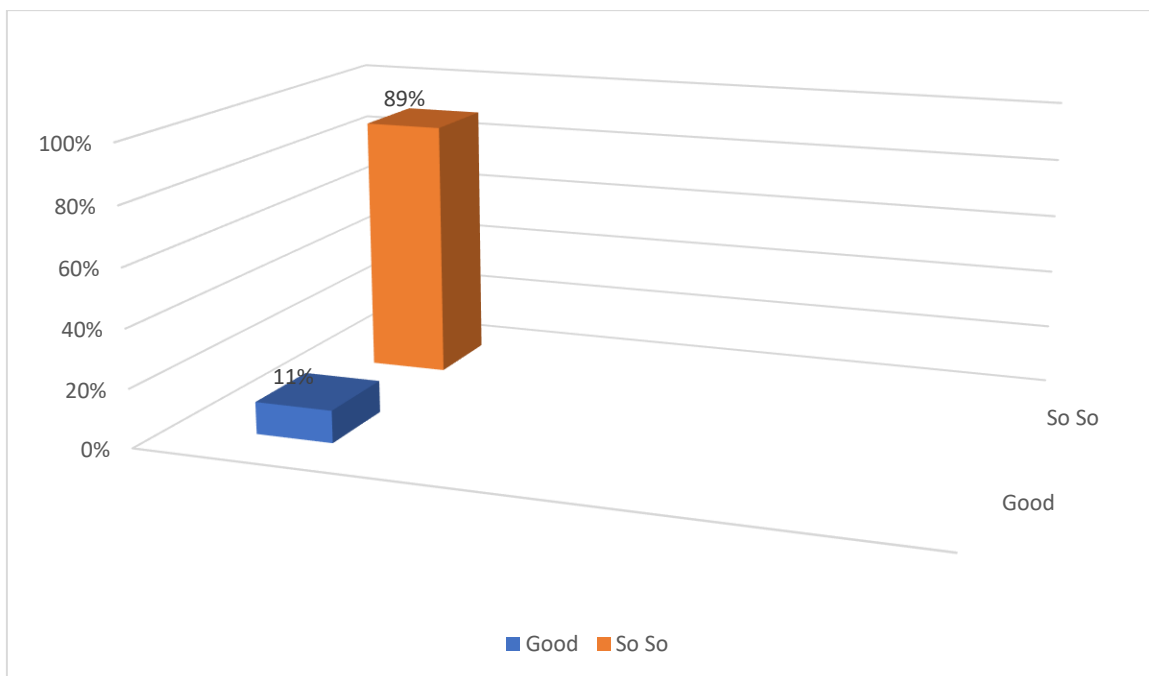
With the widespread use of cellphone by younger and younger students, what are the practical reasons for allowing cellphones as a learning tool in the classroom? Consider these points:

- **Students learn in a way they are comfortable.** cellphones are young-person intuitive. More and more students know how to use them, and they are becoming the most used “tool” by teens.
- **Students can get answers quickly.** cellphones provide the ability to get answers *really* fast. In some situations, a student may not ask for clarification to a question he or she has in an open classroom—because they can use their cellphone to get the answer they’re looking for.
- **Audio and video can bring learning to life.** Audio and video capabilities of cellphones can put a voice to John F. Kennedy, a dramatic video image to the Hindenburg disaster, and allow students to hear the music of Chopin or Al Jolson. They can even connect students with other students from around the globe and expand their learning world.
- **Access to educational apps.** Equipping your classroom with handy learning apps takes learning up a notch. There are many educational apps available in a wide range of subjects for all kinds of learners. These game-like exercises encourage playful competition among your students, while enhancing the way they learn new ideas. Plus, students (and you, the teacher) will love the change from regular lecture instruction.
- **Smartphones allow for social learning.** cellphones can allow students to work in groups on projects, sharing information and discoveries. They can move toward a common goal, again, in a format they are comfortable using.

Owing to, what Team (2012) said, younger students make use of cellphones constantly. That is why cellphones could be used as a learning tool in the classroom. Since, students get a better knowledge by making use of cellphones that provide the ability to get answers very fast. cellphones have applications to reproduce musics, audios and also videos that students constantly play. That makes to students improve their abilities in all ways.

In the experience as a researcher, cellphones are very important in the real life of teens, and also it is important to teachers, since, cellphones are practice tools that students can use to develop the English learning, students search on the internet in order to do a homework for example Teachers could make use of cellphone to make a dynamic lesson, using the technology, studying audios, videos, and others that provide knowledge for their life.

Figure 1. Question 9: Do you think that you learn better by making use of cellphone?



By analyzing to the figure before, of 9 students as a sample, 1 student answered that he learns “good” when he makes use of cellphone, but the other 8 students affirmed that they learn “so so” when they make use of cellphone.

4.1.1.2.cellphone as a supporting material

(Sidra, 2013) stated the following data about the use of cellphone as a supporting material:

- Cell phones can be used for in-class, technology-based assignments
- Students are able to use to stay organized
- Parents are able to stay in contact with students throughout the day
- Phones can be used in an emergency

According to Sidra (2013), cellphones are a necessary in the classroom, making use of many applications in order to students get a better lesson. Through cellphones, parents can have a very good security of their children, because of an emergency moment. Teachers have the possibility to organize the students into the classrooms, therefore students not fall asleep in the class.

In many school cellphones are banned, not knowing that cellphones are a very important supporting material that teachers should use to create a dynamic area of study where students feel happy, relaxed, learning for their life and not bored or tired. With cellphones is possible to share information about the class by the classroom application.

4.1.2. Negative effects

4.1.2.1.Disadvantages of the use of cellphones

(Mohankumar, 2011) defined Disadvantages of cellphones use:

Here are 10 disadvantages to allowing kids to have cell phones in schools.

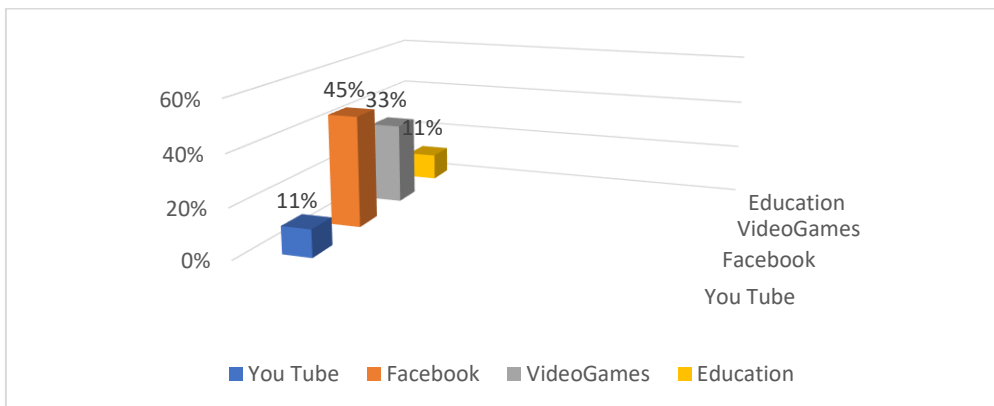
1. Distraction for the group
2. **Distraction for the individual**
3. **Reduction in Learning**
4. **Disrespectful**
5. **Cheating**
6. **Theft**
7. **Loss**
8. **Breakage**
9. **Invasion of privacy**

10. Fueling the rumor mil

In regard to Mahankumar, cellphones present disadvantages when children use it. Since students distract and create distraction in the classroom, this leads students to do not acquire the main ideas that teachers present in the class. Some times students disrespect the teacher when they correct to students. At the moment of exam, students could send the copy by messages, Facebook and even by whatsapp. Other students could steal the cellphones in the class.

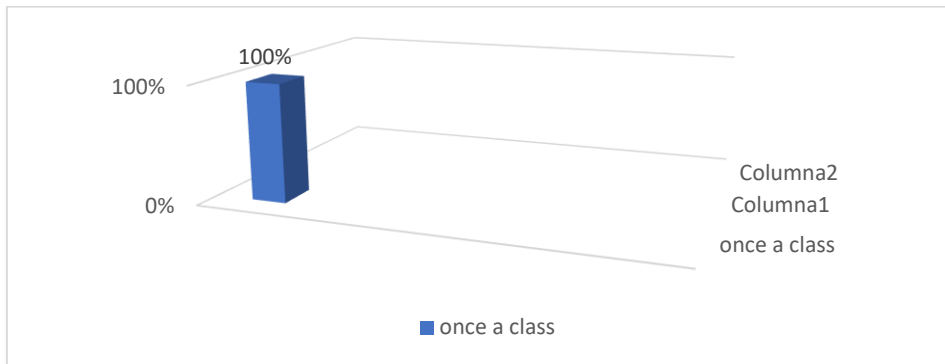
Cellphones have disadvantages too, where the teacher is explaining the class, other students could be sending photos in group what becomes disrespectful to the teacher and to the others students that are paying attention to the topic. There are students that bring cellphones to the classroom to be playing free fire for example, and do not get involved in the activities in class. That is the reason why in many school is banned to bring cellphone.

Figure 2. Question 6: What do you use your cellphone for?



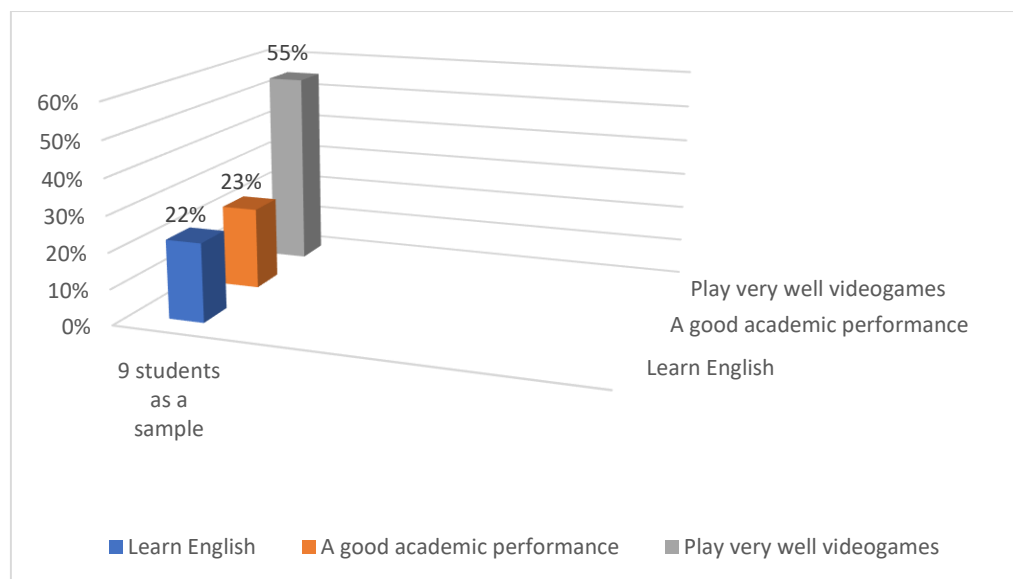
Owing to the figure before, of a sample of 9 students, 1 of them affirmed that he uses his cellphone in You Tube; the 4 students said that they use their cellphone in Facebook; 3 students affirmed that they play videogame and finally, 1 student said that he uses his cellphone in education.

Figure 3. Question 8: How often do you use your cellphone in class?



According to the figure before, the 9 students of the sample stated that they use their cellphone once during the class.

Figure 4. Question 11: What are the effects that you have by making use of cellphone?



Owing to the figure before, 2 students said that they use their cellphone in order to learn English; 2 students stated that they have had a good academic performance using cellphones; and 5 students affirmed that they play very well videogames.

4.2. Cellphone use in the English learning

4.2.1. Strategies to develop English listening skills

4.2.1.1. concept of listening skill

Listening skill are the ways to help you to listen something more effectively. Listening is an action where you choose to actively concentrate on what you hear. In listening your brain process, the information into knowledge. (Akhtar, 2007)

The listening skill is essential to make conversations in the society. It is very important to develop that skill because there are sometimes that it can be found American people in our city and they ask somebody in English, and if that somebody do not speak English or cannot listen as well, so there will not be an efficient conversation or give a correct answer.

The English is becoming in the second language over the world, so that mean that everyone has to learn that language. There are more opportunities to get a job, or becoming in an English teacher. The listening skill is essential and it must be practiced in very moment with different strategies. It could be using apps in your cellphone with headphone to understand better and could make differences between every consonant and vowels sound.

4.2.1.2. importance of listening skill

(Gimenez, 2023) stated that:

We maintain our connections with others by listening. Therefore, it is a fundamental skill for any successful relationship. Furthermore, listening allows you to develop other skills, such as empathy, which leads to a better understanding and collaboration between peers. In addition, it shows respect, interest, and trust towards the other.

Owing to Gimenez 2023, the listening skill is fundamental in the society when people communicate each other. The listening is the principal and the most important that allows people to develop speaking, writing and Reading skills. Listening keep the mind active and make to knows what others think when they talk.

Listening is key to understand what other people are really trying to say, it is the first skill that people is constantly in contact. Without listening, it is not easy to get something wrong and make assumptions. when someone actively listen, people can fully communicate with someone else. Listening is the most important part of communication.

4.2.1.3.Audios

(UPSICOURSEWORK, 2015) affirmed that:

Vibrations in the air create waves of pressure that are perceived as sound.

Sound waves vary in sound pressure level (amplitude) and in frequency or pitch.

Sound pressure levels (loudness or volume) are measured in decibels (dB).

According to UPSICOURSEWORK 2015, audios are waves that go through the air and get to the ears that are perceived as sounds. Audios have their own pressure level or amplitude and a frequency which make each audio different to others audios. The sound is measured in decibels.

The sound produced that go through the air to ears that is called audios are very important in the education, because they are implemented to learn English. Audios are used by the teacher as a learning tool in order to develop English skills in their students. There are applications such as WhatsApp that students may send audios in group creating in that way an area of learning.

4.2.1.4.Videos

(UPSICOURSEWORK, 2015) stated that:

A moving pictures.

Videos allow the audience to view actual events instead of just reading about or listening to them.

Digital video is recorded digitally, as ones and zeros. Since it is stored in a digital format, digital video can be recognized and edited by a computer, which is also a digital device.

As UPSICOURSEWRK said, videos are movements of pictures that are created in a computers or even taking by a camera, it could be the camera of a cellphones. The format of videos is mp4. There are applications that reproduce this kind of format. Videos make that the audience think in what the video presents.

Videos are important, specific to English teacher because videos may be used as a learning tool that provide enough knowledge in order to students analyzed and at the same

time they are learning in a funny way. Videos make students understand the topic developed in the lesson. Through videos students can develop listening skill, reading skill and even, they can develop their speaking skill, because students are watching what the video says and at the same time they are Reading the subtitles and also, they are repeating in their mind.

4.2.2. Strategies to develop English speaking skill

4.2.2.1.concept of speaking skill

(Kaurav, 2016) said that:

Speaking is an act of making vocal sounds. We can say that speaking means to converse, or expressing one's thoughts and feelings in spoken language. To speak often implies conveying information. It may be from an informal remark to a scholar presentation to a formal address.

In regard to Kaurav 2016, the speaking skill is an act that all the people have. It is vocal sounds produced when people converse. When someone want to express what is thinking, it is expressed in a speaking way, in order to others listeners get the messages.

Speaking skills are defined as skills which allow us to communicate effectively. These skills give us the ability to convey information verbally and in a way that the listener can understand the main idea and express what they think or feel.

4.2.2.2.Importance to speak English

(Parupali, 2019) concluded that:

People need to learn communication skills in order to fulfill their ambitions, desires, and goals. In this modern world, communication skills play a vital role and one must have mastery over these skills to get success in their respective fields. So, speaking is the most important skill among all the four language skills in order to communicate well in this global world. As English is widely used all over the world, there is a need for learners to acquire the communication skills of it to get success in their respective fields.

In regard to Parupali 2019, The speaking skill is very important to express ideas and purpose. People need to develop the speaking skill, because English is wide and it is used in all over the world. Speaking skill is one of the most important among the four languages skill, since speaking is useful to says what people think and want to express to others people.

Speaking skills are one of the most important skills that people learn, as they allow to communicate with others and express thoughts and feelings. Speaking skills can be separated into formal and informal speaking skills, and people use both types of speaking skills in a variety of contexts throughout life. Since when people are talking with their boss, it is necessary to speak in a formal way.

4.2.2.3.Voice record

(Mitel, 2015) said that: “Voice recording involves the act of recording all of the voices in a phone conversation. This feature is widely available on business phone systems, and it can also be referred to as call recording or voice logging.”

According to de before, a voice record is the action of implement applications in order to record a voice. Generally, people use cellphones to record and send it as a voice message. Cellphones have the application to record voice as call recoding.

In fact, a voice record is considered as a very important tool in the field of education, because making use of cellphones teacher could reproduce voice record in order to students analyze what the voice record said, therefore students develop their listening skill and their comprehension. Also, voice record may be used to improve the pronunciation of some words that are complicated to pronounce them.

4.2.2.4.Online meetings

(Amazon, 2023) defined online meeting:

Online meetings let people connect and participate in meetings from remote locations. Today, companies of all sizes are becoming more geographically distributed, with employees in multiple locations. To stay connected, people use online meeting applications to communicate with audio, video, and chat. Frequently, they also need to share content, and they use sharing screen sharing applications, which can make online meetings more interactive.

As Amazon said, Online meeting is considered as a tool that help people to be in a visual contact through a technological divide, it may be a computer, a cellphone or a Tablet that connect using an application peoples in forefends part of the world. People communicate

with audio at the same time they are watching each other in the technological device, and also people may send chats.

Online meeting is essential in education, since through an online meeting students develop their listening skill and the speaking skill, because at the moment that other person is talking about, others are listening what the other said. Teachers could make online meeting with a native English speaking in order to students discuss and students could improve their listening and compare the pronunciation.

4.2.2.5. Duo lingo Game

(Edwards, 2022) affirmed the following concepts of Duo Lingo Game:

Duo lingo is a language learning tool that can be used by students and teachers as a gamified way to grasp new languages.

Duo lingo is a game-style language learning tool that's based online. It offers a digital way to learn a whole host of new languages for students of varying ages and abilities. Thanks to smart algorithms, this can even adapt to help specific students in areas they need, but more on that below.

In regard to Edwards 2022, Duo lingo is a useful language application that can provide learners with practical and systematic steps to learn a new language on their own. Duo lingo has a sleek design, is user friendly, and can be used by learners of different ages and cultures.

Duo lingo is a game that is based on the learning process of many languages online. Students use Duo Lingo Game as a tool to learn any language. The most used language is the English. Using Duo lingo students learn listening, speaking, writing and Reading. Duo lingo can help you develop a foundation of knowledge for a variety of languages, but it's limited in what it teaches and how much it challenges you. Depending on your goals and prior experience, you'll likely want to strengthen your reading, writing, listening, and speaking skills.

4.2.3. Ways to decrease the use of cellphone

4.2.3.1. Dynamics

(repository of pedagogical dynamics 2019) explained that:

dynamics are a teaching method based on structured activities, with variable purpose and form, in which students learn in an environment of joy and fun. It is based on training through experiential experience.

They are mainly used to achieve the development of competencies and skills in the participants, promote teamwork, improve interpersonal relationships, increase individual satisfaction, etc.

According to repository dynamics 2019, dynamism is different method based on activities with students, in which students learn in a form More fun of this form students can practice English skill through different Dynamics and so to get different objectives

Dynamics are very important in the classroom because teacher can use in the English Learning process, students feel more relaxed and motivated for participated in class also the class. It is less boring and the students look at the class from another point of view and integrate more into the class and cell phones no longer matter to them.

In fact, teachers implement dynamics in the classroom in order to motivate the students, and as a consequence the learning process is better. Students understand the topic studied perfectly. There are many dynamics that teachers use, for example “the hot potato: students are formed in a circle; the teacher give a ball of paper to students, when the teacher make a sound in the whiteboard, students pass the ball from student to student; when the teacher stop making sound

4.2.3.2. Learning games

(Birt, 2023) stated the following learning games:

5 games to help students with research and study skills:

1. Studying contest

This game can help students study lesson content and quickly analyze information, making it beneficial for reviewing test material. You draw two circles on a board or projector screen and label one "Yes" and the other "No."

Separate students into two teams and call one representative from each to listen to a statement and decide if it's true or false. The first student who taps the circle with the correct answer wins the round for their team.

2. Find the clues

During this timed game, students can practice their concentration and communication skills while studying lesson material. You provide several terms or names on small pieces of paper and assign a certain amount of points to each one.

Working in teams, one student picks a word and gives their teammates clues without saying it. Their goal is to identify as many words as they can. The team that has the most after 60 seconds wins the round.

3. Find the object or image

In this physical activity, students can learn research skills while learning the components of a classroom. You provide a list of objects or images in the classroom and set a timer for three minutes while students search for them.

You can also hide mathematical equations around the room and instruct students to solve them within the timeframe. It may be helpful to provide additional guidelines for finding objects to encourage teamwork and constructive exploration.

4. Category contest

During this game, students use their base of knowledge to learn how to connect separate concepts. You provide topics and related categories, then direct student teams to think of words associated with it that begin with a randomly selected letter.

For instance, one topic could be "outer space" and a related category could be "planets." If the assigned letter is "M," the planet might be Mars. It might be helpful to design a point system based on different parameters like the complexity of the word.

5. Bingo

You can use this game to review lesson content and help students study for exams, particularly when teaching vocabulary words or multiplication tables. You prepare a grid for each student with different questions or mathematical expressions.

Then, they read items from a corresponding list and students listen for their options, marking the grid with the correct answer. The student who marks their entire grid with the most correct answers wins the round.

3 games that boost memory

1. Memorize objects

This game can be an engaging way to introduce a new subject with a lot of relevant tools and materials like chemistry. You place at least 15 different objects on a classroom table and students study them within a certain timeframe.

Afterward, you cover the objects and ask students to recall certain details about them and explain what purpose they might fulfill. You can also have the students view images on a projector screen instead.

2. Finish the sentence

You can use this game to teach students memorization and concentration skills, particularly if they're at a middle school grade level. You write half of a sentence on a board like "I'm leaving on a vacation and bringing," followed by a blank space for the second half.

The first student adds an item to a list such as "I'm leaving on a vacation and bringing my dog." Afterward, each student repeats all previous additions before including their own.

3. Replace the number

During this game, students can practice concentration skills and learn important number sets. You pick one number and replace it with a sound or word like "zing" or "buzz."

Then, students read the numbers out loud and use the replacement instead of the selected number. If the student says the number instead of the replacement, they step out of the game until the next round starts.

Related: [Best Games You Can Play to Improve Your Memory](#)

5 games to improve communication skills and teamwork

1. Charades

In the game of charades, students can study vocabulary words and learn public-speaking skills by doing physical exercise. One student performs actions or movements associated with a word while their classmates guess it out loud. The person who guesses the correct option receives the next word to perform.

For instance, if the word is "debate," then a student might simulate an exchange with another person. You can add a teamwork element by dividing the class into groups and directing them to only guess the words for other members of their team.

2. Jeopardy

In this contest, students can learn teamwork and review lesson content by earning points. You write questions or mathematical equations on index cards and list points on the other side of the card based on content difficulty.

Separate the cards into categories and place them on a screen or board for teams to select and attempt to answer. For instance, one category might be quadratic equations and its 500-point card has multiple steps while a 100-point card has very few.

Related: [How to Be a Better Communicator](#)

3. Connect through stories

You can use this game to encourage students to bond with each other and reflect on their conduct, particularly if they're in high school. You can pick up a ball of yarn and share a personal anecdote of a situation where you solved an issue and learned something new.

Then, you hold the end of the yarn string and give the ball to a student, who shares a situation of their own. When they're finished, they hold on to the yarn string and pass the ball again, creating a physical representation of connecting with other people.

4. Collaborative drawing

In this activity, students can learn teamwork skills and express their creativity. You provide each student with a sheet of paper and a writing implement, then direct them to draw a picture within a set timeframe.

Afterward, the student passes their drawing to another classmate and continues the drawing of someone else. This continues until the student receives their original artwork, which they describe to the rest of the class.

5. Word definition

In this game, students can deepen their understanding of relevant vocabulary words, particularly high-level options. You choose a word and direct students to write what they think the meaning is on a piece of paper.

You read the definitions out loud and have students vote on which option is most likely correct. It may be helpful to give students tips during this game like how to identify familiar words within the vocabulary that's more complex

According to Birt 2023, learning games enhance essential life skills that are very important to children in order put in practice all the knowledge acquired. In particular, when playing educational games children have the opportunity to use and develop many different cognitive, social, and physical skills. There are many games that improve the abilities of students in order to plan, organize, get along with others and regulate emotions. In addition, learning games help students with language, math and social skills, and even helps children cope with stress.

Learning games help students to develop their creative thinking and problem-solving abilities, which are essential in many areas of life, also, learning how to create and design games can also help young people develop important technical skills. Learning games in the classroom can increase the motivation of the students and also they become more motivated to learn, pay attention, and participate in-class activities. They can also be a great classroom management tool, helping to motivate a class.

V. Analysis of the results

By analyzing the results obtained, this research stated that:

According to the objectives number 1:

To identify the use of cellphone in the English learning of fourth grade students at Lucidia Mantilla school, during second semester 2023. To respond to this objective, it was redacted the questions number 6 and 8 to the survey to students: What do you use your cellphone in class for? How often do you use your cellphone in class for? In the figure 2, 1 student use his cellphone in You Tube; 4 students stated that they use their cellphone in Facebook; 3 students affirmed that they use their cellphone in order to play videogames; and 1 student said that he use his cellphone with educational purpose. About the question number 8, see the figure number 3: the 9 students of sample stated that they use their cellphone once during the class. Also, it was redacted the question number 3 and 4 of the interview to the teacher: “What activities do your students do with their cellphones in your English class? How often do your students use their cellphone in the activities of the English class? The teacher confirmed about the third question that, students use their cellphone without any educational purpose, some students during the class used their cellphones to play games that distracts their self and the other students. About the fourth questions the teacher said that, children who have cellphones use their cellphones very often playing games and they do not pay attention to the class.

Therefore, this data is according to the theory of Sidra (2013) who stablished the following effects of the excessive use of cellphone into the classroom: cellphones may become distracting to students; cellphones may ring during the class; students may communicate via text messages; cheating may occur through text messages; inappropriate pictures may be taken and shared with others. Owing to the theory of Sidra, the results obtained and the experience as a researcher, it was feasible of identify that if students make a bad use of cellphones into the classroom, it becomes in a distraction, and not a useful tool with an educational purpose. The effects of excessive cellphone use into the classroom are positive and negative; therefore, the objective number one has been fulfilled.

According to the objective number two:

To value the use of cellphone in the English learning of fourth grade students at Lucidia Mantilla school during the second semester 2023. To respond to this objective, it was redacted the question number 9 and 11 to the survey to students: Do you think that you learn better by making use of cellphone? What are the effects that you have by making use of cellphones? According to the figure number 1, 8 students of 9 as sample said that they learn “so so” using cellphones; and 1 student affirmed that he learns “good” with their cellphones. About the question number 11, in the figure number 4: the 2 students said that they have learned English by making use of cellphone; 2 students stated that they have had a good academic performance; and 5 students affirmed that they play videogames very well. Also, it was redacted the question number 5,6 and 9 of the interview of the teacher: how student benefits at the moment when they make use of cellphone in the classroom? how students are harmed at the moment when they make use of cellphone in the classroom? And what are the effects when students receive the class without making use of cellphone? The teacher expressed about the question 5 that, students learn a little of technology, and also students develop their listening skill by making use of audios. Students find the right answer of some questions that are asked regarding to the topic through listening comprehension. About the question 6, the teacher said that, using the cell phone very frequently in class tends to harm the students since they become very distracted. They learn what the teacher explains since they are only playing games not according to the class. Finally, about the question number 9 the teacher said that, if students receive the class without making use of cellphones, they pay attention to the class, but they are always talking about make use of cellphones to listen videos and watch videos with English subtitles.

Owing to the data before, as a positive effect it is similar to the theory of Team 2012 who stablished the following advantages of the excessive cellphone use: “students learn in a way they are comfortable; students can get answer quickly; audios and videos can bring learning to life; access to educational apps; smartphones allow for social learning”. And as a negative effect it is similar to the theory of Mohankumar 2011, who stablished ten disadvantages of the excessive cellphone use: “Distraction for the group, distraction for the individual, reduction in Learning, disrespectful, cheating, theft, loss, breakage, invasion of

privacy, fueling the rumor mil”. Based on the experience as a researcher, the data obtained of the interview to the teacher and the theory of Team and Mohankumar, it was clear to value that the use of cellphones have a positive and a negative effect. If students make a bad use of their cellphones such as playing video games, chat on Facebook, twitter, Instagram, WhatsApp and others, it become in a negative effect where students could have a bad academic performance; but if students use their cellphones with an educational purpose according to the activities developed by the teacher, it means a positive effect where students develop their listening, speaking, reading and writing skill by making use of educational application for example duo lingo, videos with English subtitles, English audios, and others. Therefore, the objective number two have been fulfilled by demonstrating that the use of cellphones into the classroom have a negative and a positive effect, it depends in how students use their cellphones in an educational or not educational purpose.

In regard to the objective number three:

To propose an interactive learning strategy that stimulate the English learning through the use of cellphone in fourth grade students at Lucidia Mantilla school during the second semester 2023. To respond to this objective, it was redacted the question number 8 to the teacher: What kind of strategies could make students stimulate the English learning through the use of cellphone in the class? The teacher stablished that, games such as: puzzles, competitions, also different dynamics such as hot potato, cabbage, sharks are coming, telephone, follow the leader, riddles, games where everyone gets involved and feels that a phone is not necessary to have fun.

This data obtained is according to the theory of Birt 2013: “game can help students study lesson content and quickly analyze information, making it beneficial for reviewing test material”. And it is according to the theory of Repository of pedagogical dynamics 2019 who determinate that dynamics are a teaching method based on structured activities, with variable purpose and form, in which students learn in an environment of joy and fun. It is based on training through experiential experience. Owing to the data obtained about the interview to the teacher and the both theories of Birt and the Repository of pedagogical dynamics, it was easy to propose interactives learning strategies such as dynamics and learning games which include a constant movement during the class, therefore, student decrease the excessive and bad use of their cellphones. It can be said that the objective number three have been fulfilled

by implementing dynamics and learning games in students in order to decrease the bad use of their cellphones and also students get a better academic performance.

5.1. CONCLUSIONS

In the development of this research, the following instruments were used, what was the interview, applied to the teacher which gave us very important data in how students make use of their cellphone and what were the conceptions. Also, a survey was applied to students who contributed to us from their perspectives about the use of cellphone in the English learning, which served to conclude that:

Students of fourth grade at Lucidia Mantilla Public School have presented difficulties in the learning process due to the bad use of cellphone during the class. Some of them bring their cellphone to the classroom in order to play videogames, chat on Facebook, watching videos in YouTube, and a few students use their cellphone with an education purpose. They do not get involved in the activities by their teacher. That negative effect makes the other students distract in their class and as a result have a regular academic performance.

The teacher makes use of English audios and videos in order to do a motivating the class through the technology. 8 students stated that get a better learning when the teacher implement the cellphone as a learning tool.

In this research the duo lingo game is proposed to stimulate the English learning as an interactive learning using the cellphone. With this game, students develop listening, speaking, writing and reading English skill.

5.2. Recommendations

1. Encourage student participation, through different dynamics that commit them to participate.
2. Combine different teaching methodologies, since when the same thing is always done, students tend to get bored.
3. Use visual resources, this helps children learn faster and more effectively, since it is not necessary to translate for them to understand the meaning of the vocabulary taught
4. Use the telephone as a team-teaching tool to take advantage of it in the teaching-learning process
5. Raise awareness among students about the proper use of cell phones

BIBLIOGRAPHY

- Amazon. (2023). *What is an online meeting*. Obtenido de What is an online meeting: <https://aws.amazon.com/es/what-are-online-meetings/>
- Birt, J. (31 de July de 2023). *Learning Games*. Obtenido de Learning Games: <https://www.indeed.com/career-advice/career-development/classroom-games>
- Edwards, L. (19 de May de 2022). *Concept of Duolingo Game*. Obtenido de Concept of Duolingo Game: <https://www.techlearning.com/how-to/what-is-duolingo-and-how-does-it-work-tips-and-tricks>
- Gimenez, V. (18 de april de 2023). *Importance of listening skill*. Obtenido de Importance of listening skill: <https://blogs.iadb.org/educacion/en/listening-skills/#:~:text=Therefore%2C%20it%20is%20a%20fundamental,and%20trust%20towards%20the%20other.>
- Mitel. (2015). *Concept of voice record*. Obtenido de Concept of voice record: <https://www.mitel.com/features-benefits/voice-recording>
- Mohankumar, D. (14 de october de 2011). *Disadvantages of the use of cellphones*. Obtenido de Disadvantages of the use of cellphones: <https://dmohankumar.wordpress.com/2011/10/14/10-disadvantages-to-allowing-kids-to-have-cell-phones-in-schools/>
- Parupali. (March de 2019). *Importance to speak English*. Obtenido de Importance to speak English: https://www.researchgate.net/publication/334283040_THE_IMPORTANCE_OF_SPEAKING_SKILLS_IN_ENGLISH_CLASSROOMS
- Sidra, P. (26 de May de 2013). *The use of cellphones as a supporting Material*. Obtenido de The use of cellphones as a supporting Material: <https://www.slideshare.net/rokersid/english-presentation>
- Team, T. S. (9 de november de 2012). *Advantages of cellphones use*. Obtenido de Advantages of cellphones use: <https://resilienteducator.com/classroom-resources/should-students-use-their-smartphones-as-learning-tools/>
- UPSICOURSEWORK. (27 de May de 2015). *Concept of Video*. Obtenido de Concept of Video: <https://www.slideshare.net/UPSICoursework/video-48669586>
- UPSICOURSEWORK. (27 de May de 2015). *Concept of audio*. Obtenido de Concept of audio: <https://www.slideshare.net/UPSICoursework/audio-48660434>

Annex 1. Figures analyzing the interview and survey data

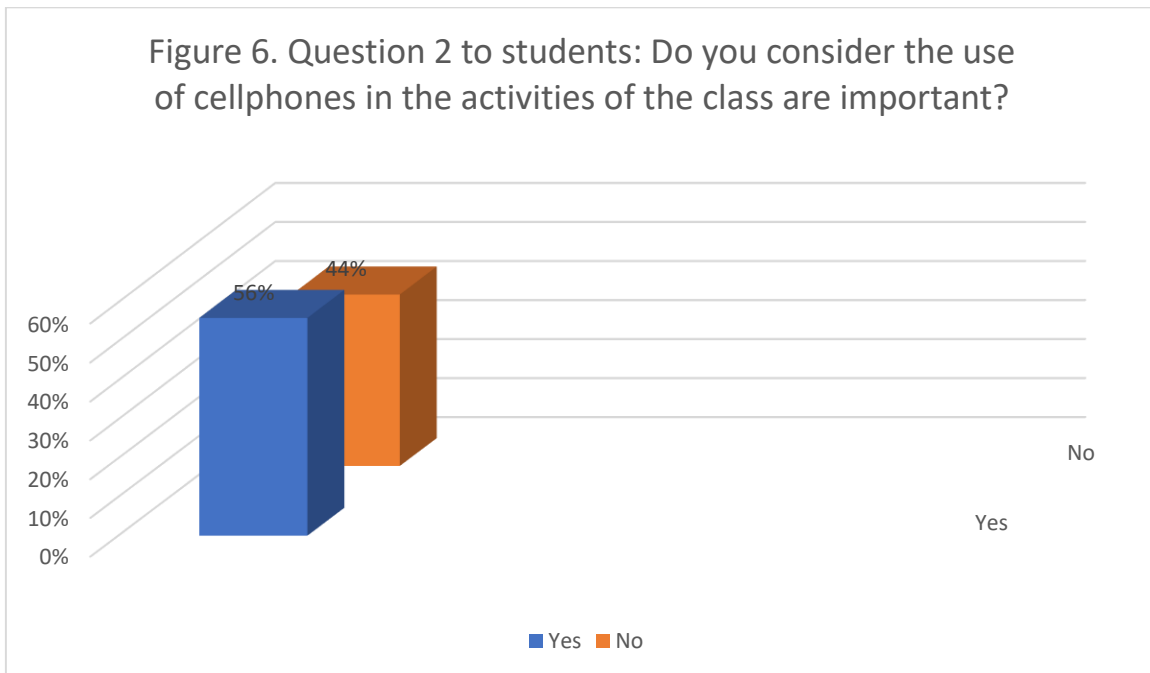
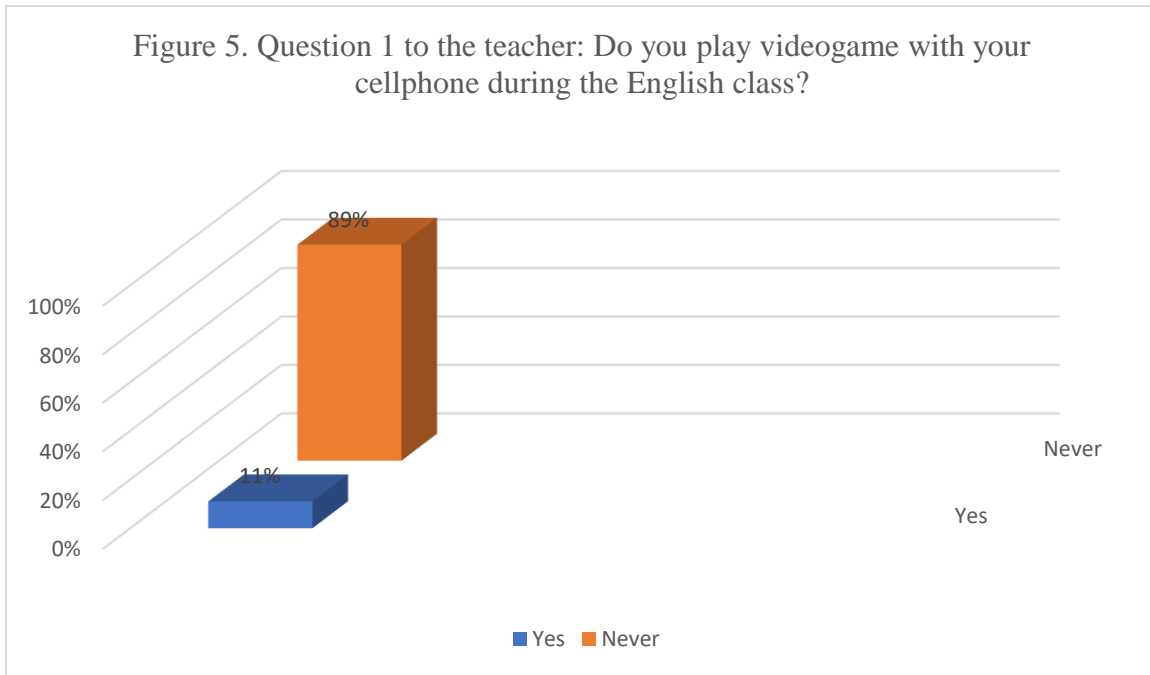


Figure 7. Question 3 to students: Do you use application that help your learning process of the English language?

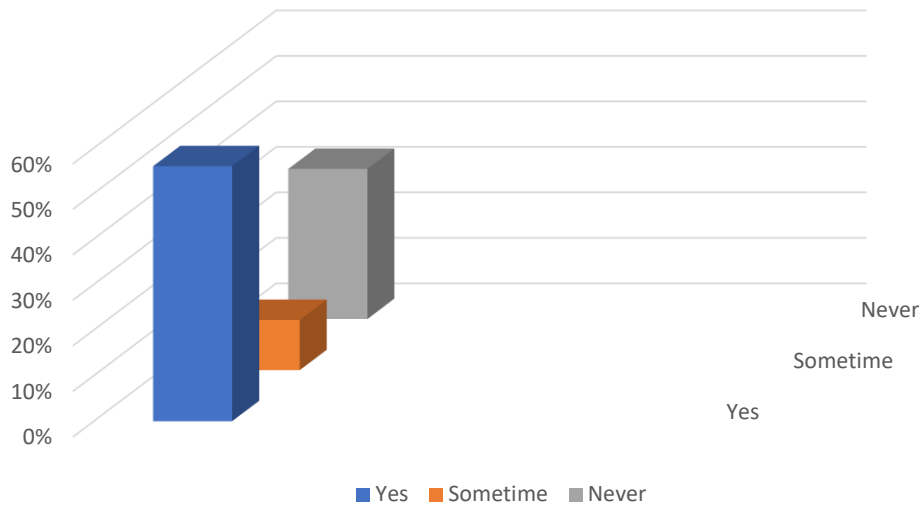


Figure 8. Question 4 to students: Do you use the cellphone to develop listening and speaking skill to the English Language?

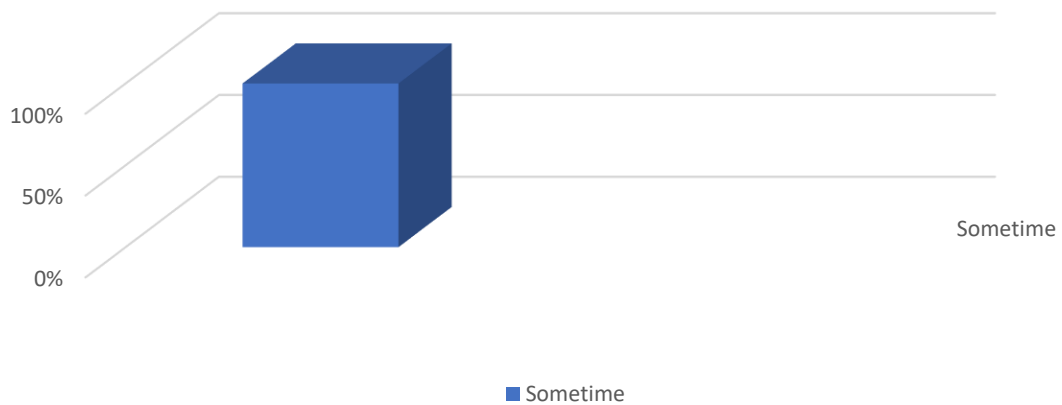


Figure 9. Question 5 to students: Do you use your cellphone to develop reading and writing skills in the English language?

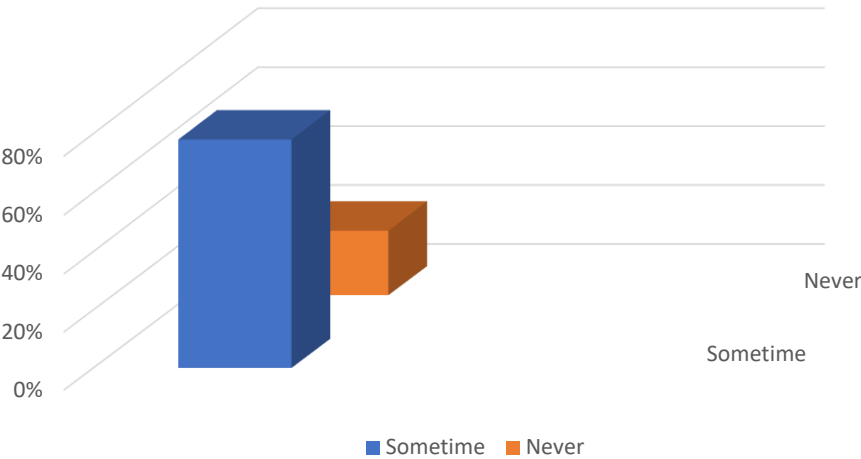


Figure 9. Question 7 to students: Do you practice the English language at home using your cellphone?

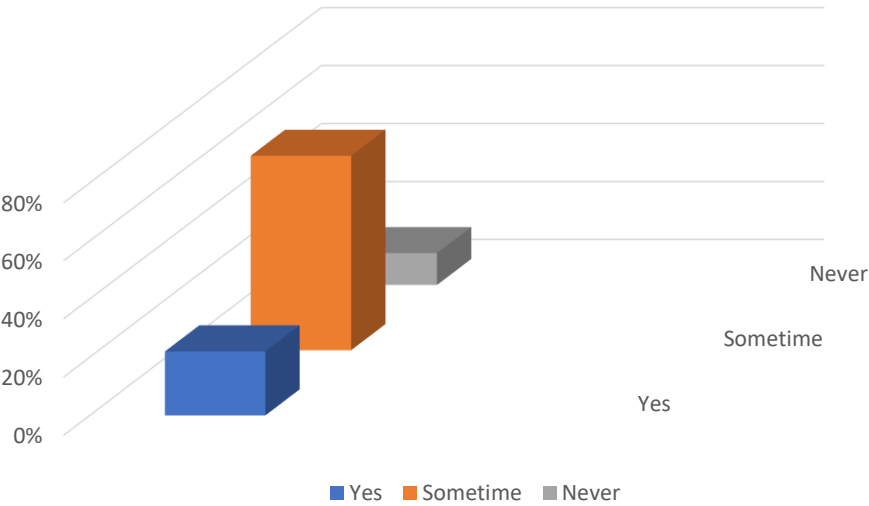
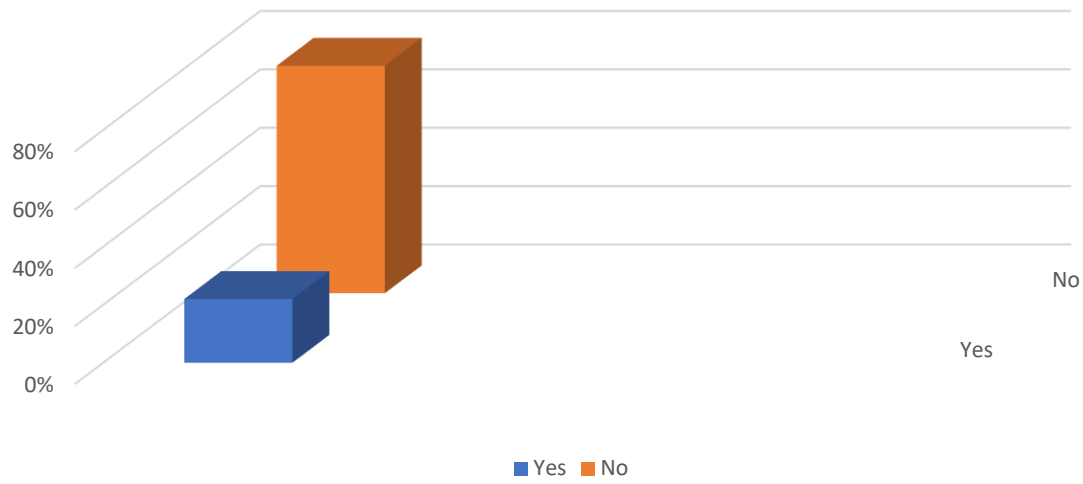


Figure 10. Question10 to students: Have you ever played duolingo game?



Annex 2. Variable Operationalization

Variable	Dimensions	Indicators	Scale	Questions	Techniques	Conducted
1.1. Use of cellphone in the classroom	1.1.1. Positive effects	1.1.1.1. Advantages of cellphone use 1.1.1.2. the use of cellphones as a support material	Open	How students benefit at the moment when they make excessive cellphone use in the classroom?	Interview	Teacher
	1.1.2. Negative effects	1.1.2.1. Disadvantages of Cellphone	Open	How students are harmed at the moment when they make excessive cellphone use in the classroom?	Interview	Teacher
1.2. Use of cellphone in the English learning	1.2.1. Strategies to develop English Listening skill	1.2.1.1. concept of listening skill 1.2.1.2. importance of listening skill 1.2.1.3. Audios 1.2.1.4. Videos	closed	Does your teacher implement the use of cellphone in the classroom? Yes, No Sometimes	Survey	Students
	1.2.2. Strategies to develop English Speaking skill	1.2.2.1. concept of speaking skill 1.2.2.2. Importance to speak English 1.2.2.3. Voice recorder 1.2.2.4. Online meetings 1.2.2.5. Duo lingo Game		Would you like that your Teacher implements the use of cellphone in the classroom? Yes No		

	1.2.3. Ways to stimulate the English learning by making use of cellphone	1.2.3.1. dynamics 1.2.3.2. learning games	Open	At the moment to apply dynamics and learning games to students, do you think that they feel stimulates in the classroom?	Interview	Teacher

Annex 3. Interview to the teacher

Interview



General data

School name: _____

Grade: _____

Data: _____

Interviewer name: _____

Interviewed name: _____

INTRODUCTION

The present interview is addressed to the teacher of fourth grade at Lucidia Mantilla public school, in order to analyze the influence of cellphone use on the academic performance in his students.

Objectives: Analyze the influence of cell phone use on the academic performance of fourth grade students.

Questions

1. How do you use cellphones in your class as a learning tool?
2. What learning applications do you use?
3. What activities do your students do with their cellphones in your English class?
4. How often do your students use their cellphones in the activities of the English class?
5. How student's benefits when they use their cellphones in an educational purpose?
6. How students do not benefit when they make a bad use of cellphone in the classroom?
7. What kind of dynamics and leaning games do you apply?
8. What kind of strategies could stimulate the English learning by the use of cellphone in class?
9. What are the effects when students receive the class without making use of cellphones?

Annex 4. Survey to the students

Survey



UNIVERSIDAD
NACIONAL
AUTÓNOMA DE
NICARAGUA,
MANAGUA
UNAN-MANAGUA

General data

School name: _____

Grade: _____

Data: _____

The present survey is addressed to the teacher of fourth grade at Lucidia Mantilla public school, in order to analyze the influence of cellphone use on the academic performance in his students.

Objectives: Analyze the influence of cell phone use on the academic performance of fourth grade students.

1- Do you play video games with cell phones during the English class?

Yes

sometime.

Never

2- Do you consider the use of cell phones in the activities of the class are important?

Yes

maybe

Never

3- Do you use applications that help your learning process of the English language?

Yes

sometime.

Never

4- Do you use the cell phone to develop listening and speaking skills in the English language?

Yes

sometime.

Never

5- Do you use the cell phone to develop reading and writing skills in the English language?

Yes

sometime.

Never

6- What do you use your cellphone in class for?

Chat YouTube. Facebook video games Education

7- Do you practice the English language at home using your cell phone?

Yes sometime. Never

8. How often do you use your cellphone in class?

Once twice three time all the class

9. Do you think that you learn better by making use of cellphone?

Very good good so so

10. Have you ever played Duo lingo game?

Yes No

11. What are the effects that you have by making use of cellphone?

Learn English a good academic performance play very well video game