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TESIS DE GRADO

English learning process at an early age in second-grade elementary school students in Estelí, during the second semester of 2025

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Departamento de Ciencias de la Educación y Humanidades

English learning process at an early age in second-grade elementary school students in Estelí, during the second semester of 2025

Trabajo de investigación para optar al grado de
Licenciadas en Ciencias de la Educación con mención en Ingles

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Noviembre, 2025



Dedication

We dedicate this work to God, for giving us the strength and clarity to move forward. For having allowed us to live to this day and for having accompanied us throughout our career. To our family who were our strength in the difficult days and in our joy in the days of progress. Thank you for every word of encouragement, for every gesture of patience and for accompanying us on the days of tiredness and doubts. Their affection reminds us that every effort is worth it. To those who believed in us even when we doubted. And especially ourselves, because transforming each challenge into learning.

Acknowledgments

We deeply thank God for giving us the strength, health, and wisdom necessary to complete this work. To our parents for being a pillar in our lives and giving us strength, their constant support and for always believing in us. We have achieved everything thanks to you and your constant presence in our lives.

To our teachers, thank you for your dedication, guidance and commitment during our professional training, because you were part of this path and each process lived.

Psalm 121:2

"My help comes from the Lord, the Creator of heaven and earth."



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Departamento de Ciencias de la Educación y Humanidades
CARTA AVAL DEL TUTOR

Estelí, 03 de diciembre de 2025

Por medio de la presente, en calidad de tutora del trabajo de modalidad de graduación titulado:
"English learning process at an early age in second-grade elementary school students in
Estelí, during the second semester of 2025", elaborado por las estudiantes:

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Estudiantes de la carrera de ciencias de la educación con mención en inglés, hago constar que he brindado acompañamiento académico y metodológico durante el desarrollo de dicho trabajo, cumpliendo con lo establecido en el cronograma y en la normativa institucional vigente. Asimismo, avalo que el trabajo cumple con los requisitos formales, científicos y éticos exigidos por la Universidad, en cumplimiento de la modalidad de graduación correspondiente.

Atentamente,

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Resumen

La presente investigación, titulada “English learning process at an early age in second-grade elementary school students in Estelí, during the second semester of 2025.”, parte de la premisa de que los niños pueden aprender inglés de manera efectiva cuando el proceso de enseñanza se adapta a su desarrollo cognitivo y emocional. El presente estudio se desarrolló bajo un enfoque cualitativo con el objetivo de explorar los desafíos y beneficios cognitivos asociados con la expresión oral en el aprendizaje temprano del inglés en estudiantes de segundo grado, teniendo una muestra de 20 estudiantes. Los instrumentos consistían en una guía de observación, entrevista a padres de familia y entrevista al docente. Entre los principales resultados destacan la alta participación y motivación de los estudiantes, el desarrollo cognitivo y la disposición para expresarse oralmente en inglés, sin embargo, se identificaron desafíos como la falta de atención, diferencias en el nivel de competencias. Como propuesta de aprendizaje se diseñaron juegos didácticos basados en los métodos de aprendizaje Total physical Response (TPR) y en el método Communicative Language Teaching (CLT). Human Bingo, Memory Match and Mytstery Box fueron diseñados para fortalecer el proceso del desarrollo cognitivo y la comunicación oral. La implementación de estrategias dinámicas, visuales y basadas en juego permiten que los estudiantes aprendan inglés de manera activa y significativa, reforzando el desarrollo cognitivo y la expresión oral.

Palabras clave: aprendizaje temprano; beneficios y desafíos; enseñanza del inglés; desarrollo cognitivo; estrategias lúdicas; enfoques TPR y comunicativo.

Abstract

This research, entitled "English learning process at an early age in second-grade elementary school students in Estelí, during the second semester of 2025.", is based on the premise that children can learn English effectively when the teaching process is adapted to their cognitive and emotional development. The present study was developed under a qualitative approach with the aim of exploring the cognitive challenges and benefits associated with oral expression in early English learning in second grade students, having a sample of 20 students. The instruments consisted of an observation guide, interview with parents and interview with the teacher. Among the main results are the high participation and motivation of the students, cognitive development and the willingness to express themselves orally in English, however, challenges such as lack of attention, differences in the level of competencies were identified. As a learning proposal, didactic games were designed based on the Total physical Response (TPR) learning methods and the Communicative Language Teaching (CLT) method. Human Bingo, Memory Match and Mystery Box were designed to strengthen the process of cognitive development and oral communication. The implementation of dynamic, visual and play-based strategies allows students to learn English in an active and meaningful way, reinforcing cognitive development and oral expression.

Keywords: Early age learning; Benefits and challenges; English language teaching; Cognitive development; Playful strategies; TPR; Communicative approaches.

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1. Introduction

In an increasingly globalized world, proficiency in English has become an essential requirement for professional success. It is not just an additional language on the resume, but a key skill that can open doors to new job opportunities, better salaries, and accelerated professional growth. (Mayab, Universidad Anahuac, 2023)

English has positioned itself as an international language, which has motivated many countries, including Nicaragua, to introduce its teaching from the early levels of education. From this perspective the Ministry of Education (MINED), that was able to design an English program for elementary school students in the year 2018. The focus was to provide better opportunities based on languages of new generations. Besides, learning English as a foreign language where there is not enough English exposure has several challenges, especially for children at an early age.

Mentioning that English learning not only helps to improve pronunciation, listening, and vocabulary but also enhance cognitive processes. Cognitive development is the backbone of human learning and adaptation, focusing primarily on areas such as: Perception, Memory, Logic, Problem Solving. This field is essential in both psychology and education, as it plays a crucial role in understanding how individuals acquire and process information. (UE”), 2023)

In a Nicaraguan context, where students have limited exposure to the language out of the classroom, the process of teaching presents hard challenges, talking about the early grades, where the bases for learning are set. Besides, this study focuses on exploring the different challenges and cognitive benefits associated with early English learning process at an early age in second-grade students, in Estelí, using a qualitative approach to know how English is being learned and taught.

For this research, didactic games based on Total Physical are proposed Response (TPR) method and the Communicative Language Teaching (CLT) approach. These games are *Human Bingo*, *Memory Match*, and *Mystery Box*. These activities are designed to improve interaction, movement and communication among students. Besides, this study focuses to demonstrate how early English language learning improve cognitive and language development, an at the same time provide new and useful strategies that teachers can use to make English lessons more fun, active, and effective.

2. Background

2.1 International background

Hernández (2015) in her undergraduate thesis at the University of Valladolid, Spain, analyzed the use of playful methodologies to stimulate early English acquisition. The focus was to understand the process of acquiring a foreign language and propose a methodology based on play to improve teaching and learning in children. The sample consisted of preschool children, applying a methodology based on Task Dependency and Total Physical Response (TPR), which really improved oral communication, experimentation, and the use of games, songs, and dynamic materials. Besides the results showed that students improved communicative competences in a more natural and motivating way, taking care of respecting their “silent period” before speaking the language.

Gonzalez (2015) led a study which objective was to familiarize children with English from the age of three in a natural way, improving oral language while play and integrating it with other areas. The sample were preschool children, also an active, playful, and international methodology was applied, based on games, songs, dramatizations, and visual materials. Besides, a didactic unit was designed using the topic “The Human Body” with several activities including oral interaction, vocabulary recognition, and movement activities.

Ramirez & Kuhl (2017) in a study conducted at the University of Washington focused on evaluating an English teaching class at early childhood education centers to show how much and what type of exposure is necessary to improve learning. The research was applied to preschool children, dividing them in two groups: experimental and control. For 18 weeks, the kids in the experimental group received one hour session every day with native tutors, using a methodology based on social interactions, games, and group activities. The results showed that the kids in the experimental group improved their comprehension and spelling of English compared to the control group.

Olarte, González, & Galvis (2019) conducted a study focused on analyzing the effect of free activities on developing autonomy in English of second grade children. The sample consisted of early age students, combining qualitative and quantitative techniques such as observation, workshops, and interviews. After that, results showed that nonacademic and playful activities improved children's autonomy and interest in learning English, it was also identified that motivation depends on the exposure to the language and the learning environment.

G et al. (2024) led a study by the Montreal Neurological Institute of McGill University, in collaboration with the Universities of Ottawa and Zaragoza, analyzed how early acquisition of a second language influences the organization of the brain. The research compared 151 monolingual and bilingual participants through functional magnetic resonance imaging, with the focus of examining brain and the efficiency of neural networks. The results showed that bilinguals, especially those who learned a second language at an early age, demonstrated a better result in brain connectivity and more effective integration between the cerebral cortex and the cerebellum.

2.2 National background

Eugarrios & Tijerino (2018) conducted a study at San Luis Gonzaga School in Matagalpa with the aim of analyzing the English teaching-learning process in first grade and strengthening it through a playful proposal supported by technological tools. The sample were teachers and students, using a quantitative approach with qualitative tools, using observation and interviews as data collection techniques. The results showed difficulties in teaching related to pronunciation, attention, and English comprehension.

Gutierrez (2019) led a study with the objective of describing strategies applied by an English teacher at the preschool level, trying to identify the characteristics of kids development, and setting the factors that may influence children's integration into the learning process. The sample were preschool students, and a qualitative approach was applied, using interviews and classroom observations. The results concluded that strategies based on play and group interaction improve children's adaptation, participation, and enhance language learning.

Davila (2020) led a study with the focus of analyzing the effect of games as a didactic strategy to improve speaking skills in English among first-grade students at Emanuel Mongalo School. The sample were first-grade children, and a qualitative approach was used through teacher interviews, groups, and classroom observations. The results showed that the use of games help the students to

be more participatory and having a meaningful environment, improving the development of oral communication in English as a foreign language.

3. Problem Statement

Learning English since Elementary school is not only an important tool for universal communication but also provides a better cognitive, academic, and personal benefits. When this learning process begins at an early age, students develop skills that can be used as a strong base for a successful future. (Universidad Isabel I, 2024)

English teaching in Nicaragua was the beginning of an important strategy led by the Ministry of Education (MINED) to give better opportunities to new generations. As a country focused on a quality education, Nicaragua launched an educational program in primary education based on English teaching, which started in elementary schools in 2018. This initiative was focused to improve public education and set the bases for English learning at an early age.

To incorporate English as a subject, MINED adopted the Common European framework of References for Languages (CEFR). This is the international standard that provides a basis for the development of language programs. In addition, the CEFR describes language development with the aim of using the language to communicate effectively. The Reference Framework defines six levels of language proficiency (A1, A2, B1, B2, C1, C2). The goal is that, by the end of sixth grade, students will reach the A2 level of the Common European Framework of Reference for Languages, adopting a communicative approach. (MINED, n.d.)

According to the program, students in first and second grade place greater emphasis on speaking and listening skills, as they are in the process of acquiring reading and writing skills. The four English skills are integrated; they start from the second pedagogical unit. This approach allows students to develop listening and speaking first, creating a solid foundation for later reading and writing acquisition. In addition, it promotes significant language learning, favoring the active participation of students, interaction in real communication situations and the construction of language skills.

Even though the government introduced English from the early grades focused for students trying to achieve A1 level in English, the learning process tends face significant challenges. Mentioning that the development of English skills in elementary school students is uneven, particularly in first and second grade, they require a better exposure to the language and the implementation of methodologies matching their linguistic needs to make sure they can achieve a meaningful learning. Some of the key factors include limited language exposure, and interference from the mother tongue, which makes students have a low academic performance, less motivation, and a real problem in the development of linguistic and cognitive skills.

In addition, these conditions can directly impact the teaching-learning process of English in the early grades, where the foundations of cognitive development are built. Learning a second language at an early age not only stimulates mental skills such as memory, attention and reasoning, but also contributes to the development of creativity, problem-solving and the ability to adapt to new situations. In addition, early learning of English allows students to acquire greater sensitivity to the structure of language and communication, which favors their linguistic competence.

Mentioning that the circumstances highlight the importance of analyzing English learning at an early age, especially in second grade, not only to identify the challenges to describe its effectiveness but also to show the cognitive and pedagogical benefits it provides. Following this context, the principal focus leading this research is to understand:

How is the English learning process developed at an early age in second grade students?

4. Justification

The current society shows that acquiring a second language like English at an early age not only makes easier the communication but also opens doors to academic, professional, and personal opportunities. Besides, learning a second language at an early age has a significant impact on cognitive, emotional, and social development, offering benefits that go beyond the academic terms. (Braisons, 2024)

The present study is important because it focuses on exploring the process of learning English in second-grade elementary school. An important key is that children require better exposure and suitable methodologies to be able to develop their linguistic skills. Investigating this topic is relevant because it represents the bases which later learning will be consolidated, and any limitations during this period directly affect students' academic and cognitive development.

This research is relevant, as it will make it possible to understand the different benefits that early age English learning gives to children's development, such as memory, attention, reasoning, improvement in the acquisition of other languages, and better preparation for academic and professional opportunities. Besides, it will study the main challenges that students face in this learning process. The research will also show evidence of the need to improve methodological strategies to make more effective the English learning from the early grades.

Finally, the integration of English into elementary education not only gives children the opportunity to learn a second language but also to develop several skills that will be helpful to them in the future. The results of this study intend to contribute to identifying areas for improvement in educational practices, supporting teachers in implementing more suitable methodologies, and proposing effective strategies to break barriers of language.

5. Research Objectives

5.1. General objective:

- To explore the challenges and cognitive benefits associated with oral expression and the early English learning in second-grade students in Estelí, Nicaragua, during the second semester of 2025.

5.2. Specific objective:

- To identify challenges and benefits in implementing English learning in second-grade students.
- To examine parents and teacher's perceptions regarding English learning in second-grade children.
- Propose strategies that improve cognitive development and communication skills through early English learning.

6. Limitations the study

This study has several limitations that should be considered when interpreting the findings. First, there is a scarcity of available information, as the implementation of English language program in Nicaragua primary schools is relatively recent, having begun only in 2018. The availability is being limited and affects the precise data necessary for this research. Second, the several modifications made to the thesis, just like the removal of some objectives and the reformulation of others, affected original research design. However, these limitations do not affect the relevance of the study.

7. Basic assumptions

The use of games related to TPR and communicative will strengthen in an integrated way the four English skills in second grade students, listening through attention and instructions, speaking through oral and simple interactions, reading with visual knowledge of basic vocabulary, writing through guided writing through words worked on in class, favoring motivating and meaningful learning.

The games of the proposal will increase the active participation of students since the playful dynamics motivate children to move, interact and collaborate within the classroom, facilitating the retention of new vocabulary.

It is assumed that the teacher and parents will provide information on the changes observed in the motivation, participation and learning of English, supporting the interpretation of the results and reflecting what is obtained from the games in the participation, comprehension and use of vocabulary by second grade students.

8. Categories, themes, and emerging patterns of the research

Specific questions	Specific objectives	Category	Definition	Sub-category	Techniques and instruments	Source of information
What are the main benefits and challenges in implementing English learning in young learners?	Identify the main challenges and benefits in implementing English learning in second-grade students.	Challenges and benefits in the implementing English	Challenges are situations that test a person's abilities and effort. (Cambridge University, 2025) Benefits are things that produce good or helpful results or effects. (Webster, 2025)	Lack of training English is not their first language Lack of ability to read and write Improvement in cognitive skills. Increased motivation. Early pronunciation and listening	Classroom Observation Guide	Students
What are the parent's and teacher's perceptions regarding English learning in second-grade children?	To examine parents and teacher's perceptions regarding English learning in second-grade children	Stakeholder perceptions in early English education.	Perception is the way a person interprets and understands information received through the senses. (Real Academia, 2025)	Parental attitudes toward English learning. Expectations of English learnings outcomes. Communication between teachers and parents about English learning.	Interview for teacher English Survey for parents of the students.	English teacher and parents of the students.

How can Strategies be proposed to enhance cognitive development through early English learning?	To propose strategies that enhance cognitive development through early English learning.	Strategies	A strategy is a general plan of action designed to achieve a specific objective through the organization and coordination of resources and activities. (Equipo editorial, 2025)	Educative	Classroom Observation Guide	Students
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9. Research questions

9.1. General Question

- What are the cognitive challenges and benefits associated with oral expression in early English learning in second-year students in Estelí, Nicaragua, during the second semester of 2025?

9.2. Specific Questions

- What are the main benefits and challenges in implementing English learning in young learners?
- What are the parent's and teacher's perceptions regarding English learning in second grade children?
- How can strategies be proposed to improve cognitive development and oral expression through early English learning?

10. Theoretical foundation

10.1. Teaching English at an early age in the Nicaraguan context

According to the journal *multi-Ensayos* the process of teaching English at the primary level in Nicaragua took its first step in 2018. The introduction of English instruction marked the beginning of a strategy guided by the Ministry of Education (MINED). (Carcamo & Centeno, 2022)

The Nicaraguan Ministry of Education (2018) states:

The English program in Nicaragua is guided by the common European Framework of Reference for Language (CEFR), which is the international standard that defines language competencies. Since 2018, the program has been implemented in primary schools with the goal of enabling students to reach an A2 level by the time they complete sixth grade. This is achieved by adopting a communicative approach, through which processes are developed that allow students to take an active role, promoting the use of English as the main means of communication in the classroom. (p.2)

The law promoting the teaching of English as a second language in Nicaragua states that “the teaching of the English language as a second language shall be mandatory system” (Law promoting the teaching of English, Art. 4, p.2). (Asamblea Nacional de Nicaragua, 2016) This provision reflects the State’s commitment to integrating the English language as a fundamental tool from basic education.

10.2. Learning a second language at an early age

According to neuroscientist Redoldar (2024):

We can learn throughout our entire lives, but we don’t have the same ease of learning at age 30 as we do at age 2, because there are structures, especially those related to language that are critical and, in adulthood, have already completed their maturation process. The best time is in early childhood, because those language-related structures are still in full development. At that stage, we learn languages effortlessly or almost effortlessly and acquire features that are very difficult to learn later, such as pronunciation or accent.

The Institute Cenca (2022) explains:

When preschool-aged children acquire a second language, it provides them with solid knowledge that remains in the brain, as it is still in the process of development and ready to absorb the kind of knowledge that will benefit them throughout their personal and academic lives. This early exposure lays the foundation for future learning. As a result, the second language is absorbed more quickly, supported by strong visual and auditory associations, and the phonological systems of both the first and second languages are developed in parallel.

Both authors agree on the importance of teaching English at an early age. They point out that, rather than when children begin learning a second language in childhood, they achieve a solid foundation that facilitates linguistic and cognitive development, allowing for the idea that learning English from childhood is an effective and beneficial strategy.

10.3. Benefits of learning English

Professor Diana Petruja (2012) presents in her article some benefits of learning English nowadays, among which the following points stand out:

English is the most spoken language around the world, by learning English, children can access a wider range of educational resources, strengthens their cognitive abilities, enhances their literacy in their native language and improves essential skills like listening, speaking, writing, and reading, Boosts confidence and self-esteem. Mastering a second language gives children a sense of achievement, improves memory and concentration and develops critical thinking and problem-solving skills.

Gimatdinova (2018) lists some benefits of learning another language at an early age:

- It contributes to good pronunciation.
- Children can acquire fluency, because kids learn naturally, absorbing sounds, intonation patterns, structure and rules.
- They can understand the language by gestures and facial expression; this stage contributes to understanding the meaning and memorization of some words or phrases; that can be helpful for developing communication.

- It enriches a child's mental development and critical thinking.
- It gives the opportunity to communicate with other people.

10.4. Limitations of learning English

According to Parra et al. (2014) learning difficulties can be evidenced through the inadequate academic development shown by students. Among the most common issues, we can mention:

Lack of an adequate level of English proficiency among teachers, boring strategies and methodological techniques (traditional teaching), the little importance still given to the English subject in schools, emphasis on following a textbook and covering a program, few or inadequate resources and teaching materials classes with large groups of students.

Another limitation that children face during the English learning process is the lack of adaptation to different learning styles. According to (Karabuga, 2015), citing Reid (1995), all students have their own learning styles, with strengths and weaknesses. This shows that each student learns differently and that these differences influence their learning.

10.5. Parents attitudes toward English education

Parental involvement goes beyond assisting with homework it includes fostering a positive learning environment at home, attending school events, and maintaining open communication with teachers. By engaging in a child's educational journey, parents reinforce the value of learning and encourage long-term academic motivation. (Eduprize, 2024)

Li et al. (2025) citing Butler and Le found that due to English's status as an international lingua franca, many parents in non-English-speaking countries, seek early English learning opportunities for their children. This perspective shows that most parents believe that the perfect time for children to learn English is at an early age, as they perceive English as a tool for the academic success of their children.

10.5.1. Motivation

Parents' attitudes have a significant influence on the process of learning a second language. The student's motivation does not arise only for personal reasons, but also from the social environment that surrounds him, where the family plays a very important role. (Gardner, 1985)

Motivation is an important influence that parents exert on their children and that can help them positively or negatively in learning a new language such as English. "Motivation is one of the most important factors in language learning. Children with a good attitude towards English are more likely to work hard and keep going when learning gets challenging." (Cambridge, 2025)

10.5.2. Factors affecting parental involvement in education.

The involvement of parents in their children's education, the education of children plays a fundamental role in their academic development. However, this participation can be influenced by certain factors. According to Đurišić & Bunijevac (2017) citing William and Sanchez, there are four factors that can become barriers to parental involvement: lack of time, limited access, insufficient financial resources, and lack of knowledge about how to get involved properly.

Understanding the obstacles faced by parents is essential to analyze their level of participation in the educational process. The limitations of time, access, economic resources and knowledge show inequalities between families. In the case of English, these difficulties are intensified, since many parents do not master the language or have very limited knowledge, this does not allow a good cohabitation at home.

10.6. Teacher perspectives on teaching English

10.6.1. Role of the teacher

Teaching is an ethical practice that demands pedagogical knowledge, emotional commitment, teamwork, intercultural sensitivity, openness to lifelong learning, and the ability to innovate. (Cano, 2025) It is important to know the work that teachers play in the learning process of students, mainly in the first grades of primary school, where the teacher must be more creative and patient, in addition to having solid knowledge of classroom management.

10.6.2. Teacher training

Nirwana et al. (2025), citing Afshar et al., stated that meeting teachers' PD needs is necessary for the lifelong professional development of in-service teachers and should be the focus of professional development courses, workshops, and other professional development programs.

Professional development must be relevant and aligned with real changes faced by primary school teachers in their daily practice. Training in education is an important aspect that is essential during

the development of the lessons. Without workshops or training, teachers may experience demotivation and low educational quality.

10.7. Cognitive development

According to Mcleod (2025):

Jean Piaget's theory of cognitive development suggests that children move through four different stages of intellectual development which reflect the increasing sophistication of children's thought. Each child goes through the stages in the same order (but not all at the same rate), and child development is determined by biological maturation and interaction with the environment. Children are not passive recipients of information; instead, they actively explore and interact with their surroundings.

Piaget differentiated four stages of cognitive development. Sensorimotor period from 0 to 2 years, preoperative period from 2 to 7 years, period of specific operations from 8 to 12 years, period of formal operations from 12 to 16 years (UNIR México, 2025). According to our study, second grade students are in the period of specific operations stage, where they are able to understand what is happening around them, their knowledge is more organized, so they can make deductions.

According to psychologic Regader (2015):

The Sociocultural Theory of Vygotsky emphasizes the active participation of children in their environment, considering cognitive development as the result of a collaborative process. Lev Vygotsky (Russia, 1896–1934) argued that children learn through social interaction, gradually acquiring more complex cognitive skills as a natural part of their integration into a particular way of life. Activities carried out in a shared manner allow children to internalize the thinking and behavioral structures of the society around them, making them their own.

The theories mentioned before in the sense that learning is also a mental construction. Children learn because of adding to or integrating new information into existing knowledge. Vygotsky's theory of the Zone of Proximal Development and Piaget's idea of discovery or assimilation reflect this. Finally, both believe that the boundaries of cognitive growth are established by social influence. For Piaget, educating a child means adapting them to the adult social environment.

Moreover, the interaction that children have with their community will allow them to overcome egocentrism and become more social.

10.8. Speaking skills in the first levels of primary

In elementary education, especially in first and second grade, the ability to speak plays a very important role in the development of children, helping them to express simple ideas, build their confidence and develop the habit of communication. According to Bashir et al. (2011) “speaking is a productive skill in the oral mode. It is like the other skills; it is more complicated than it first appears and involves more than just pronouncing words”. This means that teachers who teach children must create an interactive environment where simple vocabulary is used and they can truly communicate.

Taking into account that there are four English skills (speaking, listening, writing, and reading), it is known that in the first grades only speaking and listening are developed, since students are learning to read and write in their mother tongue. Therefore, it is important to adapt the teaching of English in the first levels, as it can interfere with their basic learning process.

In the process of learning English, especially in primary education, it is essential to create activities that motivate students to use the language. Games are an effective strategy for developing speaking skills.

Fikroni (2019) states that:

Game is an organized activity which consists of a set of rules and has the capability to make the students fun and creative, game also can provide an enjoyable atmosphere and an interesting way to help the students to acquire the language that is used to communicate. It can be said that game not only functions as time-filling activities but also, they can bring some educational values that enable the children to learn the language.

It can be said that the use of games helps and motivates students to practice the language in a more relaxed and fun way.

10.9. Total physical response

Total Physical Response (TPR) is a language learning method, which was developed by James Asher, an American psychologist, in 1970, who is a professor at San José State University, California.

TPR is a language learning method which relates to utterances and actions (Asher, 2009). This method aims to stimulate the ways children acquire their mother languages in learning foreign languages.

TPR or Total Physical Response is a language learning method that makes use of body movements with the acquisition of the new language. The Total Physical Response method mimics how children learn their first language (Study.com, 2023).

TPR can be applied to any level of proficiency, the learner gradually gains confidence in constructing their own language skills. The TPR can be applied in second grade through specific movement activities such as stand up, sit down, rise your hand or touch your backpack, so that students act immediately, and thus associate vocabulary, meaning and movement. Simply put, they first understand and act, then naturally begin to produce their own words.

10.10. Communicative language teaching

The Communicative Approach (CLT) focuses on developing students' communicative competence, that is, their ability to express and understand thoughts, feelings, and information in real-life contexts. CLT integrates grammar within communication and uses materials and activities that give meaning to language (Bakhromova, 2022).

According to Sanako (2024):

Key principles of the communicative method include the focus on functional language use, the integration of all four language skills (listening, speaking, reading, and writing), and the use of authentic materials. Giving priority to these elements, the communicative method focuses on creating a more natural and immersive learning environment. Globally adopted, CLT is the dominant paradigm in language teaching and constitutes the theoretical foundation of the English program of MINED.

11. Methodological Design

11.1. Type of Research

This study adopts a qualitative research approach focused on English learning process an early age in second grade. It aims to identify the challenges and benefits that this process brings to language learning, as well as proposed strategies that enhance cognitive development through games.

Qualitative research is an approach for exploring and understanding the meaning individuals or groups ascribe to a social or human problem. The process of research involves emerging questions and procedures, data typically collected in the participant's setting, data analysis inductively building from particulars to general themes, and the researcher making interpretations of the meaning of the data (Creswell, 2018). According to this definition, this research is qualitative, and its purpose is to understand meaning from the experiences of teachers and parents. Likewise, this research uses descriptive data based on observation applied to a group of second-grade students.

11.2. Area of Study

This research is situated within the field of **Educational Sciences and Humanities**, as established by UNAN-Managua in its academic offering through CUR-Estelí. It focuses on highlighting the benefits of learning English at an early age, specifically with second-grade students, as a foreign language.

11.3. Line of Investigation

This research falls under the research line **CED-1 Education for Development**, in accordance with the institutional research policy of UNAN-Managua. (UNAN-MANAGUA, 2021)

11.4. Sub-Line of Investigation

This research falls under sub-line **CED-1.1: Educational systems, their challenges and perspectives**. This sub-line focuses on the study of the articulation of educational subsystems, as well as the promotion, coverage, and retention of students through the continuous improvement of educational quality. (UNAN-MANAGUA, 2021)

11.5. Quality criteria applied

This research is based on the guidelines established by the quality policy of the UNAN-Managua (2024), with the aim of ensuring rigorous, ethical and participatory academic processes, to guarantee the quality of the study, the following criteria have been considered.

11.5.1. Focus on continuous improvement

In accordance with the quality policy, continuous improvement is a permanent process that seeks to strengthen constitutional and academic performance. In this research, this principle is reflected in the constant review of the methodological design and the updating of the data collection instruments according to the recommendations received from the advisors. Likewise, an analysis of the information collected is carried out to ensure coherence between the objectives.

11.5.2. Participation and commitment of the protagonists

The policy emphasizes the importance of a participatory approach, encouraging internal and external actors to actively contribute to the strengthening of education. Following this criterion, the research included the participation of the teacher, parents and students, considering their opinions and experiences in the analysis of results. In addition, the findings were validated considering the context and the needs of the protagonists.

11.5.3. Process-based and evidence-based management

The quality policy establishes that all institutional actions must be based on clear, documented and evidence-based processes. In this research, all stages were documented in detail, from planning to presentation of results. Verifiable records were used, such as interviews with teachers, parents, and student observation guides, guaranteeing the methodological traceability of each decision made.

11.5.4. Transparency, ethics and social responsibility

According to the policy, institutional decisions must be based on principles of ethics, transparency and social responsibility. In this sense, the research ensured the informed consent of all participants, the confidentiality of the information collected, and the responsible use of all data. In addition, the integrity of the actors involved was respected, promoting ethical study.

11.5. Geographic Area

The research was carried out at School of primary education, located in the city of Estelí, Nicaragua. This educational institution is situated in the El Rosario neighborhood in the northwest part of Estelí's urban area.

11.6. Theoretical sample and subjects of the study

The subjects of this study consist of 30 second-grade students, of which only 20 were present, the teacher of the students and parents, located in the city of Estelí, Nicaragua.

The population is the group of people or objects from which something is to be learned in an investigation. "The sample it is a subset or part of the universe or population in which the research will be carried out. The sample is a representative part of the population". (Calle Zurita, 2020)

11.7. Type of Sample

Since this research follows a qualitative approach, convenience sampling is used. Convenience sampling is a non-probability sampling method in which units are selected for inclusion in the sample because they are the easiest for the researcher to access. This type of sampling is selected due to the accessibility and willingness of participants to provide relevant information for the study. (Nikolopoulou, 2023)

11.7.1. The following Selection criteria were considered:

- Second grade students who receive English classes.
- Parents of children in second grade.
- The English teacher in charge of the group

11.8. Data collection methods, techniques and instruments

For the following research the following data collection techniques were applied: observation and two interviews. The observation was applied to 20 students of second grade; one interview was applied to the English teacher, and the other interview was applied to three parents.

Table 1

Collection Methods

	QUALITATIVE METHODS		
Technique	Observation ↓	Interview ↓	Interview ↓
Instrument	Observation Guide ↓	Interview Guide ↓	Interview Guide ↓
Source	Students	English Teacher	Source Parents

According to (Hernandez Sampieri et al., 2014), qualitative methods “allow for an in-depth understanding of the meanings, perceptions, and experiences of participants, using techniques such as observation, interviews, and document analysis.”

11.9. Methods, techniques, and tools for processing and analyzing data and information

The method used was content analysis, since it allowed us to classify and organize the information into categories according to the instruments applied. According to the technique, a classification of categories was carried out based on the identification of keywords in each instrument. In addition, the triangulation of the information was carried out taking as a reference the theory and the data obtained through the instruments applied. Thus, guaranteeing validity and coherence of the analysis.

11.10. Ethical Considerations

The confidentiality of the information provided by the participants was guaranteed. All the people involved participated voluntarily and signed an informed consent form. Any physical or psychological harm to the participants was avoided. The results were used for academic purposes only and the identity of each informant was respected.

12. Analysis and discussion of the results

12.1. Classroom observation guide

In compliance with the first objective of the research, a classroom observation guide was applied, which allowed the identification of the main benefits and challenges associated with learning English at an early age. This instrument was applied in the second grade of primary school during a private class. Considering indicators such as memory, attention and concentration, speaking skills, classroom discipline, participation and engagement.

During classroom observation, the main benefits and challenges identified with respect to the process of learning English at an early age were identified. These findings reflect both the progress made by the students and the difficulties they face in this process.

As for the benefits, aspects such as active participation during classes stand out, who showed a high level of participation and motivation, especially in dynamic and game-based activities, increasing their enjoyment of learning. This result is in line with what has been stated by Fikroni (2019), who argues that games, being activities with rules, allow students to have fun, be creative and learn in a more pleasant and interesting way. It is also evident that games fulfill a recreational function that facilitates language acquisition. The children show remarkable cognitive development, evidencing improved memory and reasoning. During the activities, it was observed that the children actively participated in active games and exercises. This finding coincides with theory of Piaget cited by Mcleod (2025), who maintains that children are not passive receivers of information, but rather build their learning by exploring and relating to their environment.

A greater willingness to speak English was observed, even if they completely mastered the vocabulary, demonstrating confidence and enthusiasm. Pronunciation and fluency progressively improved as children articulate words clearly and try to correctly imitate the sounds of English. Bashir et al. (2011) states that “speaking is a productive skill in the oral mode, it is like the other skills; it is more complicated than it first appears and involves more than just pronouncing words”. According to this perspective, the ability to speak not only implies pronouncing correctly, but also combining knowledge and vocabulary. This shows how theory manifests itself with practice although they do not master the vocabulary, their willingness to express themselves orally and the

effort to improve their pronunciation and fluency demonstrates their dedication. Finally, a positive attitude towards the use of the language is shown, as students participate voluntarily.

On the other hand, among the main challenges were difficulties in maintaining attention during class, especially in less dynamic activities, the difficulty in understanding certain instructions in English. Different levels of language proficiency among students were also identified, which affects the pace of group learning. (Karabuga, 2015), citing Reid (1995), who affirms that all students have their own learning styles, with specific strengths and weaknesses. This statement is confirmed by the results explaining why not all students respond in the same way to activities or instructions. Some students presented discipline problems, which mean constant distractions and poor academic performance. As a final point, they had limitations in fluency and pronunciation, which reaffirms the point where there are different levels of language proficiency. The findings reflect that, although there are several challenges to overcome, the benefits obtained show a significant learning process and an advance in English communication skills.

12.2. Interview to the teacher and parents

To fulfill the second objective, two semi-structured interviews were carried out: one addressed to the English teacher, with the purpose of knowing their perception of the teaching process, and another applied to the parents of second grade students, to obtain information on the accompaniment of English learning at home.

Interview to the teacher

The interview with the teacher was divided into four points: methodology, resources, benefits and challenges, and student commitment.

The teacher has almost 4 years of experience teaching English in elementary schools which has allowed him to develop skills to motivate children and face challenges within the classroom, with respect to the strategies or methods he uses to stimulate cognitive development, the use of videos, audio recordings, flashcards, worksheets, and hands-on activities. These strategies are related to the communicative approach proposed by the MINED (2018), which encourages children to actively participate and use English as a means of communication.

However, he mentions that he did not receive special training to improve his teaching method beyond the monthly meetings coordinated by MINED. She motivates her students by explaining the importance of learning English and what English can do in their lives.

As for the resources, the teacher considers that the flashcards are the ones that work best for second grade since students relate the image to the words, which facilitates their visual understanding. Cenca (2022) highlights that the Second language is absorbed more quickly, supported by strong visual and auditory associations, which reinforces that this method is one of the best for teaching in the early grades. She also makes use of body language and crafts. The use of moves and actions matches the TPR method described by (Asher, 2009) where he states that children learn better when they associate language with physical actions. TPR helps students understand better.

Regarding the benefits of early learning, he highlights that thanks to the teaching of English in the first levels, students arrive at secondary school with prior knowledge and greater interest in learning and therefore will have excellent grades. The neuroscientist Redoldar (2024), states that childhood is the stage with the greatest plasticity to acquire languages. This shows that by taking advantage of this stage, children will have better opportunities in the future. However, she highlights that she faces difficulties with discipline, due to age and with the level of reading and writing, which affects the development of some activities.

On the other hand, the teacher considers that students mainly develop communicative skills such as oral expression and listening comprehension, therefore contributing to memory and attention. Gimatdinova (2018), explains that children develop better pronunciation and fluency due to their natural ability to imitate sounds, which coincides with the teacher's perception of the communicative progress of his students.

Regarding the perception of the students with the subject, the teacher considers that half of the students show interest in the subject and consider it important, while the other half do not consider it important because it is not commonly spoken in Nicaragua. In addition, the teacher points out that only a minority of parents actively participate in the process of learning English of their children. This situation coincides with what has been proposed by (Gardner, 1985), who affirms

that attitudes and support from the social environment, including the family, influence students' motivation to learn a second language.

In general, the interview with the teacher shows that the teaching of English in second grade is developed through visual and dynamic strategies, although it faces limitations such as the lack of parental support and the difficulties of age, the teacher adapts his teaching methods to improve student learning and recognizes the true benefits of early language learning.

12.3. Interview with the parents

To know the parents' perspective regarding learning English at an early age, interviews were conducted with parents. This approach allowed us to closely explore their perceptions and experiences about accompaniment in the home.

The interviews revealed that parents consider it valuable for their children to learn English from an early age, as they perceive it as an important resource for their future. This is related to what he points out Li et al. (2025) citing Butler and Le, who say that many parents in non-English-speaking countries seek early learning opportunities because of the great importance of English. It was identified that, in general, children show interest in the language, although in some cases this interest may decrease due to difficulties concentrating, they feel that the subject is too difficult, or they simply do not like it.

The practice of English at home is variable due to the availability of time, since most parents work and find it difficult to help their children, the mastery of the language is another challenge and the motivation of the children. Parental support is also limited in time, although there is a willingness to support their children when possible. Đurišić & Bunijevac (2017) citing William and Sanchez, explain the lack of time, limited resources or poor knowledge of the language or how to support their kids are barriers that limit family participation during the learning process. Despite this, parents commonly used materials at home are simple resources such as songs or digital tools such as mobile apps, which facilitates exposure to the language in an accessible way. The use of these accessible tools coincides with (Eduprize, 2024) that parental involvement is not limited to structured tasks but also includes the creation of a positive learning environment.

In terms of English learning progress, parents mentioned that they notice improvement when children begin to express words in English during daily interaction. This behavior coincides with what Redoldar (2024) and Cenca (2022), suggest: The early exposition of a foreign language at an early age strengthens the cognitive processes associated with second language acquisition, allowing children to incorporate the language naturally.

In addition, they show availability to receive coincide workshops or complementary materials that facilitate accompaniment at home. As a last question, they were asked if they had any suggestions to improve the teaching of English in school, to which they replied that more interactive and accessible resources can be integrated, more dynamic, short and easy to practice activities in the classroom.

It is evident that parents do value learning English at an early age. However, its effectiveness will always depend on good accompaniment at home, which demonstrates the importance of creating strategies that motivate both children and parents, which allows learning to be constant beyond the classroom.

Pronunciation: According to observation, students tried to imitate the sounds of English and their pronunciation improved with practice. The teacher confirms this progress by mentioning that pronunciation and fluency have progressively improved, although each student advances at their own pace. Parents also notice that their children pronounce words. The pronunciation was fulfilled in a positive way, since the students show effort and progress.

Participation: In the observation guide, it was observed that the students participated in the dynamic activities showing interest. In the interview, the teacher points out that most of the students participate especially when the activities are visual or include movement. Participation is essential for learning, as it allows for greater understanding and motivation.

Resources: During the class, resources such as flashcards, images, manipulative materials, and practical activities that support learning were observed. The teacher agrees that visual resources and body language are the most effective for this age. Parents also recognize the use of songs, games, and apps as helpful resources at home. Resources are important as they allow for better development in their learning.

Support: Support at home is not visible from the observation guide, but the teacher mentions that support from parents is limited since they do not have time due to work or because the level of knowledge of the language is low. In the interview, the parents say that they want to support their child but that they do not have enough time or do not master English to help them properly.

12.4. Proposed strategy that enhances cognitive development through games

This proposal is based on the design and applications of interactive games using the Total Physical Response (TPR) method, grounded in the communicative approach to learning English. It is specially aimed at second grade primary school students, with the purpose of strengthening the teaching and learning process of the language in a dynamic and participatory way. Besides, it intends to improve the cognitive development and memory of children by stimulating mental processes such as attention and comprehension.

The next interactive games are designed to be implemented in the classroom, adapting the bases on the needs of children.

Human Bingo

The purpose of the Human Bingo as shown in the figure 1 is to promote English practice in a playful and interactive way, based on the Total Physical Response (TPR) method. Through this game, students can recognize and use vocabulary in real-life situations. It helps develop oral expressions, listening comprehension, memory, and attention, while also strengthening cognitive skills such as concentration. In addition, it encourages teamwork and builds confidence when using the language.

Figura 1*Human bingo*

Human Bingo can be adapted to any topic related to English learning, adjusting to de students' abilities and needs, allowing different contents to be worked on in a dynamic and playful way.

The teacher can apply Human Bingo in the classroom by placing a grid on the floor so that the students become the game pieces. Each square on the floor represents an element of the game, and when the teacher gives instruction or says a word, the students must quickly move to the corresponding square. The teacher can vary the instruction, ask students to perform actions, imitate sounds, or say related words, adapting the game to the learning objectives and the level of the students.

Memory Match

The propose of Memory Match as shown in figure 2 is to combine language learning with physical movement, based on the Total Physical Response (TPR) method. It reinforces students' vocabulary through interactive actions and helps them associate images and words simultaneously. Physical participation makes the learning process more enjoyable. The use of memory games promotes motivation, vocabulary acquisition, and linguistic and cognitive development in the early stages of learning English. (Topalska et al., 2025)

Figura 2*Memory Match*

The Memory Match can be easily adapted to different topics and levels depending on the learning objectives. The teacher can modify the images, words, or preussions according to the skills they want to strengthen. The adaptability of the Memory Match helps stimulate linguistic skills such as vocabulary, reading, and pronunciation, as well as cognitive abilities like logical thinking and memory.

The Memory Match game is used in the classroom with large, colorful, and aye-catching cards that students can easily handle and touch. These cards include pictures and words related to the topic being taught, such as animals, colors, or clothes, and are placed face down on a table or on the floor. Students, either individually or in groups, take turns flipping two cards if the images or words match, they keep the pair and earn a point if not, they turn them back over.

Mystery Box

The mystery box as shown in figure 3 aims to promote genuine communication among students. Based on the communicative learning method, this game encourages students to use language as a real tool for exchanging information, asking questions, and expressing ideas. Students learn to communicate meaningfully, rather than just focusing on grammar and memorization.

Figura 3*Mystery box*

The main advantage of the mystery box is its versatility, as it can be adapted to the subject (English) and the skills that the teacher wishes to strengthen. From a cognitive point of view, this game stimulates curiosity, observation, and logical thinking. From a linguistic point of view, it promotes oral production, vocabulary expansion, listening comprehension, and the use of language in real contexts, which is a fundamental pillar of the communicative approach.

The teacher can use the mystery box game to motivate students to participate and encourage natural communication in the classroom. To do this, prepare a box decorated with bright colors and fill it with familiar objects such as fruit, toy animals, clothing, etc., depending on the topics already taught or those you want to review. Then, in small groups, students ask questions in English using simple structures to try to guess what is inside the box. The teacher guides the activity without translating, encouraging the children to use gestures, visual cues, and the vocabulary they have learned to communicate.

It is also ideal to use it the week before an exam, a test, or even a review of the class, always seeking to synthesize what they have learned so far.

13. Conclusions

The general objective of our research was to explore the cognitive challenges and benefits associated with oral expression and early learning of English in second grade students in Estelí, Nicaragua, during the second semester of 2025. The specific objectives consisted of identifying challenges and benefits in the implementation of English in second grade students, examining teacher and parents' perceptions of the learning process, and proposing strategies that enhance cognitive and communicative development through early English learning.

The results obtained show that students present a high level of participation and motivation, especially in dynamic and playful activities. This contributes to their cognitive development, especially in memory and attention. Progress in speaking skills was evidenced, as children demonstrated confidence, fluency, and improvement in pronunciation when saying words in English. Challenges include difficulty maintaining students' attention in less dynamic activities, and different levels of language proficiency among students.

The teacher's perception reflects the use of visual and dynamic resources, such as flashcards, TPR, and playful activities, contribute to stimulating participation and cognitive development, despite facing difficulties such as parental support. On the other hand, parents value early English instruction as an important resource in their children's lives, although the practice varies according to the availability of time, even so, they are willing to support their children.

The objectives set were achieved, both benefits and the challenges of early English learning were found, both the perspectives of the teacher and the parents were collected, and strategies were proposed to strengthen cognitive development such as oral expression. Theoretically, these results support the idea that early exposure to a second language favors children's cognitive and communicative development. The findings highlight the importance of implementing playful methodologies, how a class is developed in the classroom depends on the style and pedagogical decisions of the teacher, but that does not mean that the use of playful methodologies is excluded. Socially, the need for the school and the family to work together is evident.

Among the limitations is the limited participation of some parents in the accompaniment of their children at home, since not all the responsibility falls solely on the teacher. A fundamental part of learning a second language is the perseverance with which it is studied and practiced. Teachers play an important role in the classroom, but parents have a key responsibility to make real progress in learning. Another limitation is the fact that the observation was applied in a single grade of a primary school, which limits the generalization of the results. As recommendations, it is suggested to extend the study to other grades and schools, to design teacher training programs that strengthen the early teaching of English, especially in the treatment and management of children. Promote workshops and resources for parents to accompany students. Explore how different types of play activities impact the learning process of students.

The development of this research represented a deep learning process, observing and analyzing the learning of English from childhood makes us reflect on the importance of providing meaningful educational experiences from an early age. Behind every observation, interview or result, there are human realities that deserve to be heard and valued.

In short, this research shows that learning English in childhood is essential for the integral development of students. These results show that if appropriate learning methods, timely accompaniment, and meaningful learning experiences are used, students can develop communicative skills, vocabulary acquisition, and an affirmative response to the language.

In this way, the study provides an updated view on how the teaching of English is being implemented in the classroom in primary school, evidencing the need for strategies that involve both the school and the family to accompany students in a more constant way.

14. Recommendations

The justification for this study highlights that learning English at an early age has a significant impact on children's cognitive, emotional and social development and underscores the importance of providing adequate exposure to the language and appropriate methodologies from the earliest grades.

For teachers:

- Implement age-appropriate methodologies and for the types of learning, incorporating playful activities based on the learning method that favor attention and vocabulary retention.
- Increase the exposure of English in the classroom by adding signs, labels and posters in English within the classroom to reinforce everyday vocabulary.
- Strengthen communication with parents, offering practical guidance so that they can support their children from home

For the family:

- Create simple spaces for English exposure at home, such as listening to nursery rhymes or watching age-appropriate educational videos.
- Maintain a positive attitude towards learning, since family motivation directly influences the student's confidence and interest.
- Request information from the teacher when there are doubts regarding the subject to strengthen the family-school bond.

For Educational Institutions.

- Promote continuous training, focused on updated methodologies regarding the teaching of English in primary school, offer preparation in inclusion and care strategies, provide specific training on the treatment and management of children in the classroom.
- Strengthen the primary English program by ensuring a coherent methodological sequence that allows for a solid foundation for language learning
- Conduct a comprehensive review and update of the primary English teaching program to ensure that the topics, methodologies, and resources meet the real needs of students.

These recommendations are with a purpose: to improve the quality of English teaching in primary school, not only to enhance the learning of a second language, but also to strengthen the integral development of students, as well as to strengthen the role of the teacher as a guide to learning.

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16. Annexes

Annex A. Work schedule

Activities	March	April, May	September	October	October	November
1. Information Search Review of theoretical foundation, previous studies, and conceptual bases.						
2. Methodological Design Definition of approach, participants, instruments, and procedures.						
3. Instrument Construction						
4. Instrument Application Implementation with participants.						
5. Data Collection Organization and recording of information obtained from all instruments.						
6. Data Analysis Categorization, interpretation, and triangulation of results.						
7. Final report Preparation Writing of findings, conclusions, and recommendations						

Annexe B. Collection Instruments

Annexe B.1 Classroom Observation Guide

Objective: To identify challenges and benefits in implementing English learning in second-grade students.

Observation date: _____

Observer's Name: _____

Observed Class (Grade/Section): _____

Assessment: Cognitive development through early second language acquisition

Grade level: Second grade

Suggested observation time: 30–45 minutes

Indicator	Operational Definition	What to Observe	Observation / Comment
Working memory	Ability to retain and manipulate brief instructions in English.	The child correctly follows 2 or 3 consecutive instructions in English without asking to repeat them.	
Attention and concentration	Duration and quality of care during activities in English.	stays focused on the teacher or the dynamic.	
Critical thinking/ problem solving	Uso del inglés para resolver desafíos simples (juegos, rompecabezas).	Actively participates in games or solves activities.	
Listening Comprehension	Ability to understand oral instructions.	follow commands or answer simple questions in English.	
Classroom discipline	Ability to follow classroom rules and routines and English without constant reminders.	Respects the turn to speak, the teacher's behavioral instructions (be quiet, listen carefully) and maintains order during activities	
Speaking	Ability to express simple ideas in English.	Answer or formulate short sentences in English during activities.	

Fluency and pronunciation	Clarity and rhythm when speaking in English.	Repeats words correctly and maintains fluency when communicating.	
Participation and engagement	Level of participation and willingness to use English during classroom activities.	He volunteers to respond, shows enthusiasm in games or songs, and tries to communicate in English even with limited vocabulary.	

Qualitative Comments:

Observed strengths:

Recurring difficulties:

Classroom suggestions:

Annex B.2. Interview with the teacher

Interview Questions

- Grade taught: _____

- Date of interview: _____

I. Methodology

1. How long have you been teaching English?

2. What strategies or methods do you use in the classroom to stimulate cognitive development through the English language?

3. How do you motivate your students to learn and use English in class?

II. Resources

4. Have you received any training or support to improve your English teaching methods? If so, what kind?

5. What resources (books, audio, visual materials, dynamic games etc.) do you use in your classroom and which of them do you consider are the most effective and important?

6. How do you incorporate music, movement, or the arts into English teaching to benefit memory or creativity?

III. Benefit and challenges

7. What do you consider are the main benefits of students learning English at an early age?

8. What difficulties have you faced when teaching English to second-grade students?

9. What cognitive skills do you think are developed and strengthened in early English learning?

IV. Student's engagement

10. Based on your experience, what has been the children's perception of learning English as a subject?

11. To what extent do parents support their children's English process?

12. How do you assess your students' progress in English?

13. Do you consider that students are progressing at the level required by the MINED program?

14. From your perspective as a teacher, do you consider that students are achieving the expected learning outcomes?

15. What recommendations would you suggest improving English teaching at the primary level?

Annex B.3. Interview with the parents

realizada a padres de familia

Edad: _____

Género: Masculino _____ Femenino _____

Instrucciones: Por favor, lee cada pregunta cuidadosamente y marca la respuesta que mejor refleje tu opinión o experiencia.

1. ¿Por qué considera importante que su hijo/a aprenda inglés desde una edad temprana?

2. ¿Su hijo/a muestra interés en aprender inglés?

3. ¿Con qué frecuencia practica su hijo/a inglés en casa?

4. ¿Qué tipo de materiales utiliza en casa para apoyar el aprendizaje del inglés?

5. ¿considera que ayuda a su hijo/a con la tarea o práctica de inglés en casa?

6. ¿Su hijo/a ha mejorado sus habilidades en inglés desde que comenzó a aprenderlo en la escuela?

7. ¿Cómo se da cuenta usted que su hijo/a esta aprendiendo inglés?

8 ¿Le gustaría recibir talleres o materiales para apoyar el aprendizaje de inglés de su hijo/a en casa?

9, ¿Tiene alguna sugerencia para mejorar la enseñanza del inglés en la escuela?

Annex C. Instrument Validation

Annex C.1. Validation letters or certificates

Instrucciones para la validación de los instrumentos

Por favor, lea detenidamente cada uno de los enunciados y de respuesta de cada ítem.

Utilice el siguiente formato para indicar su grado de acuerdo o desacuerdo con cada enunciado que se presenta, marcando con una equis (x) en el espacio correspondiente, según la siguiente escala:

5. Excelente
4. Muy Bueno
3. Bueno
2. Regular
1. Deficiente

Si desea plantear alguna sugerencia para enriquecer el instrumento, utilice el espacio correspondiente a observaciones, ubicado en la parte inferior del formato.

Constancia de juicio de experto

Yo, Yaritza Mirleny Briones Cruz con especialidad en Ciencias de la educación con mención en inglés; por medio de la presente hago constar que he leído y revisado, con fines de validación, el instrumento de investigación: Entrevista a docentes, Entrevista a padres y guía de observación, que será aplicado en el desarrollo del estudio: "English learning process at an early age in second-grade students in Estelí, during the second semester of 2025 " por los estudiantes: Alisson Andrea Talavera Rayo, Adriana Valeska Velasquez Raúdez y Yissell Dariana Dávila Rodríguez

Luego de hacer las verificaciones pertinentes, puedo formular las siguientes apreciaciones:

Evaluación de instrumento:

N°	Indicadores	Valores				
		Deficiente	Regular	Bueno	Muy Bueno	Excelente
1.	El instrumento presenta coherencia con el problema de investigación.				X	
2.	El instrumento evidencia el problema a solucionar.				X	
3.	El instrumento guarda relación con los objetivos y preguntas propuestas en la investigación.					X
4.	El instrumento utiliza un lenguaje apropiado					X
5.	La redacción de las preguntas es clara y apropiada para cada dimensión.					X
6.	Relevancia del contenido				X	
7.	En general, el instrumento permite un manejo ágil de la información.				X	

El instrumento diseñado a su juicio es: válido (X) no válido (_)

Observaciones:

Para que conste a los efectos oportunos, extiendo la presente en la ciudad de Estelí, a los 30 días del mes de septiembre del 2025.

Nombre y Firma del experto
Yaritza Mirleny Briones Cruz

Instrucciones para la validación de los instrumentos

Por favor, lea detenidamente cada uno de los enunciados y de respuesta de cada ítem.

Utilice el siguiente formato para indicar su grado de acuerdo o desacuerdo con cada enunciado que se presenta, marcando con una equis (x) en el espacio correspondiente, según la siguiente escala:

5. Excelente
4. Muy Bueno
3. Bueno
2. Regular
1. Deficiente

Si desea plantear alguna sugerencia para enriquecer el instrumento, utilice el espacio correspondiente a observaciones, ubicado en la parte inferior del formato.

Constancia de juicio de experto

Yo, Ena Anielka Suárez Rugama con especialidad en Ciencias de la educación con mención en inglés; por medio de la presente hago constar que he leído y revisado, con fines de validación, el instrumento de investigación: Entrevista a docentes, Entrevista a padres y guía de observación, que será aplicado en el desarrollo del estudio: "English learning process at an early age in second-grade students in Estelí, during the second semester of 2025 " por los estudiantes: Alisson Andrea Talavera Rayo, Adriana Valeska Velasquez Raúdez y Yissell Dariana Dávila Rodríguez

Luego de hacer las verificaciones pertinentes, puedo formular las siguientes apreciaciones:

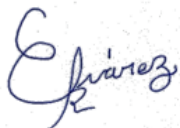
Evaluación de instrumento:

Nº	Indicadores	Valores				
		Deficiente	Regular	Bueno	Muy Bueno	Excelente
1.	El instrumento presenta coherencia con el problema de investigación.				X	
2.	El instrumento evidencia el problema a solucionar.				X	
3.	El instrumento guarda relación con los objetivos y preguntas propuestas en la investigación.			X		
4.	El instrumento utiliza un lenguaje apropiado			X		
5.	La redacción de las preguntas es clara y apropiada para cada dimensión.				X	
6.	Relevancia del contenido				X	
7.	En general, el instrumento permite un manejo ágil de la información.				X	

El instrumento diseñado a su juicio es: válido (X) no válido ()

Observaciones:

Para que conste a los efectos oportunos, extendiendo la presente en la ciudad de Estelí, a los 30 días del mes de septiembre del 2025.



Nombre y Firma del experto
Ena Anielka Suárez Rugama

Annexe D. Evidence of proposal design

Annexe D.1.





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