

Theme: The Baseball as a methodological strategy for learning, speaking, and writing in the English language.

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1. Introduction

Baseball was introduced in Nicaragua in the late nineteenth century to the Caribbean Coast by Albert Addlesberg, brought from the United States. It was taught in Bluefields to the city's inhabitants in 1888. It should be noted that Baseball was not introduced to the Pacific Coast until 1891 when a group of students from some universities from the United States formed "the Society of recreation" an association that impulse several sports, Baseball being the most popular among them.

Over the years, this sport has been growing exponentially in Nicaragua, where people of all ages and genres practice throughout the country.

Baseball became widespread in our country, although it was not a local born sport, it became trendy and practiced everywhere.

It is a flexible sport that can adaptable to the conditions presented by the study centers.

That is why we attempt to demonstrate that through this game, students can improve their skills and learn the rules and norms of conduct that are fundamental for practicing this sport.

We think that this discipline allows oral and written communication based on the interaction among the player during the game.

Language is crucial for communication, understanding, and the transmission of knowledge among humans. From the first associations of individuals through history (gens, tribe, clan, etc.) which were unifying dialects until the confirmation of the different existing languages, the early academics appeared who dictated the rules and watched over the purity of that language.

Nowadays, with the impetuous advance of technology and communications, there is a veritable avalanche of new specific terms for each branch of human knowledge and we must

discern the true meaning of a word when it refers to one science or another, for example, a goal in football is not the same as a hit in baseball.

Sport has become one more science, due to the scientific tools it uses for its performance, and it must not be alien to the care of its terms under penalty of not reaching an understanding between two technicians of the same sport even in the same language.

2. Methods

In this section, we present the paradigm, type of study, type of approach, contextualization, population, sample, instrument, and technique used for the collection of strategy information used by teachers in the development.

Focus group

It is a group technique that is used to obtain qualitative information about a specific research topic.

Objective: Obtain information in a group manner by answering semi-structured questions according to the following research topic:

Learn English speaking and writing skills through the 7th-grade baseball game.

What is baseball?

2.1 Paradigm

Expresses that in the socio-critical paradigm, "the task of the researcher moves from the analysis of social transformations to the offering of answers to problems derived from them."

From the previous description, it is deduced that the paradigm that has this investigative work is socio-critical since in this work a particular problem is defined and the possible solutions are looked for (**Quiroga 2007**).

2.1.1 Type of research

The type of research in this work is qualitative and descriptive because "qualitative research is one that studies the quality of activities, relationships, issues, media, materials or instruments in a certain situation or problem."

Therefore the type of research is classified as qualitative descriptive because it allows to describe a problem, know the causes and effects that cause this situation and also design a possible solution to this problem in the population under study. (UIPR, 2008)

The present research work has a qualitative investigative approach since it describes a process which is based on the collection of data that will be used for the subsequent treatment of the same.

and a measurement based on exact numbers or quantities does not necessarily have to be made, (**Baptista 2003**) " They express that the qualitative approach uses data collection without numerical measurement to discover or refine research questions and may or may not test hypotheses in their interpretation process "

2.2 Population

The population selected to carry out this research was the four hundred and sixty students and eighteen teachers of the National Institute Pablo Antonio Cuadra of the municipality of Esquipulas department of Matagalpa.

2.3 Sample

A sample was taken of two teachers who teach the English class and ten students of seventh grade A, referring to the number of students in each of the class sections since there are four sections in the seventh grade (a, b, c and d)) who were selected for convenience. The teachers were chosen according to the following criteria: Years of teaching class, learning strategies that they use and that were willing to collaborate with our work.

The type of sampling According to (Lopez, 2016) is not probabilistic " because not all the elements of the sample have the same probability. Therefore it is not certain that the extracted sample is representative " .

Among the data collection techniques used to prepare this research work are: The documentary analysis of the class program and the textbook to know everything about

another collection technique Data were the Observation Guide and Focal Group to know how the development of the theme occurs to base said process.

3 Discussion and results.

3.1 What happens when students use English when they play baseball?

By playing baseball, students could produce phrases and sentences to communicate with each other during the game. We used the game to motivate students to engage themselves in active participation. As we observed, we could note their interest in this sport. The emphasis was on the vocabulary used in this sport. The list below presents some of the phrases and sentences used very often.

Playing baseball was motivating for these students and also drove them to participate actively. It allowed them to communicate using simple words, phrases, and sentences in English. After the game, we were able to practice in the classroom. We practiced short dialogues, dictation, sentence writing, completion exercises, and oral and written test.

Baseball player

Baseball team

Baseball bat

I used to play baseball

Baseball game

Professional baseball player

Baseball field

Baseball card

Play baseball

Collect baseball memorabilia

Baseball glove

I love baseball

Baseball hat

Baseball pitcher

I like to play baseball.

I played baseball

I like baseball

My favorite sport is baseball

He plays baseball

4 Strategy Implemented.

Discipline: English Grade: 7th

Strategy Name: Playing baseball to practice speaking and writing in English.

Time: 90 min.

Learning strategy.

Achievement Indicator: The student practice speaking and writing through playing baseball.

Materials.

Baseball ball.

Bat.

Gloves

Mask for catcher

Helmet to protect the head.

Pencils

White sheets.

Markers.

Colored sheets.

Masking tape

The implementation of this strategy is intended to help seventh-grade students improve the level of learning and mastery of speaking and writing skills through participation in baseball games.

Presentation - Student (15min)

In this period the teacher will give general instructions to students about the work to be done and clarify doubts about the process.

First, the students are asked to number themselves one and two. Then all number 1s and all 2s got together to form a team. Doing so to mix students is an equitable way of selection. Each team chose a name as a form of identification. Example, the white and the blue team.

Facilitator Interaction -Students -Students. (25min)

We went out to the field. There, the teacher explained to the students what the strategies were and what the goal of the activity was.

We told the students that we would be playing a four-inning baseball game. We gave each student a piece of paper containing the names of their positions. These instructions were previously prepared by the teacher.

We selected nine players for each team. The remaining students would substitute those who could not continue playing. Then, the teacher together with the students read the position for each member of the team, for instance.

Repeat in English.

Cristian is pitcher.

We are the white team.

We selected one student per team to be the managers of the teams. These students would make the respective line-up and numbers of the numbers of at-bats. We also choose a student who would be the scorer who would score the races, outs, strikeouts, etc. For each team, depending on the circumstances the teacher could be the main referee, as in our case.

Observation:

During the games, there was a parent or a particular student with enough knowledge of baseball as an assistant in this task.

We indicated the following rules: Discipline, Respect among classmates, not to discuss judgments because the umpire is the highest authority within the game, follow the guidelines, as well as to know how to win and know how to lose.

We threw a coin into the air to raffle who would begin.

Note: In the case of a teacher who wants to implement this strategy and does not have the sports equipment, he can lend it to a nearby educational center or someone who has it.

Another alternative can be to make it using recycling materials (e.g., wood bats can be made out of pieces of wood, balls out of old socks, cardboard gloves).

Student Interaction - Student 40 (min)

This time was used for students to demonstrate their baseball skills. A typical game consists of nine innings, but because of the time factor, we would play only four innings.

This time would allow the teacher to realize if the students had mastered the game so that they could play baseball and learn English.

We provided the instructions in English during the game. Example. The student number one is the shortstop.

Evaluation 10 (min)

At the end of the game, we congratulated both teams for their work. We asked the students to organize themselves in pairs to complete the worksheet.

Examples of the exercises are:

Complete the sentences using the appropriate personal pronoun or form of the verb.

1 ----- is a pitcher.

2 ----- is a catcher.

3 ----- are the blue team.

Complete using the correct form of **be**.

1 They ----- a baseball team.

2 I ----- a manager.

3 We ----- 7th grade.

Plenary.

Ensuring student active participation. Their participation allowed them to communicate using simple words, sentences, and sentences in English, during the game as well as within the classroom while they wrote short dialogues, sentences, and completed oral and written exercises.

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