

Traditional Games of Nicaragua as strategies of motivation in the learning English of students seventh grade from San Luis Gonzaga High school Matagalpa.

Marvin Uriel Ruiz Quintero, Doribel Navarrete Haslam, Noylin Valladares.

Universidad Nacional Autónoma de Nicaragua. Facultad Regional Multidisciplinaria de Estelí.

This research was extended out in the San Luis Gonzaga High School in Matagalpa, Nicaragua during the second semester of the 2018 school year and the first semester of the year 2019. The intention of this research is based on the collection and analysis of data about strategies of motivation English learning. In this research, it was first investigated by direct and indirect observation to students and English teachers about what strategies they implemented for the development of English learning, students were also interviewed in order to know how they had imagined the English class, if they liked it or not. Afterward, the observations made and the interviews conducted on the motivation for learning English were consolidated and, according to the results of these, the problem was elevated, as well as the research questions which guided the research carried out. Once the above was answered, the investigative process was scientifically based, and so the methodological design was carried out, which describes: approach, type of research, population, sample, selection criteria and type of sampling, carried out at San Luis School Gonzaga Based on the previous study and according to the difficulties encountered, we proceeded to design the learning strategy Traditional Games of Nicaragua as strategies of motivation in learning English of students which was designed in a novel way. The strategy Traditional Games of Nicaragua as strategies of motivation in the learning English of students was validated with students of seventh grade in that school, whose impact was very positive obtaining relevant achievements among them proficiency in pronunciation of new vocabulary, insertion of students of the other level school, aroused curiosity to know the translation of other games, creation of the key rules for the game (who sings in Spanish leaves) Building their own learning, cooperative work, dynamism in the team, moral values were practiced as: respect, solidarity and mutual aid.

Keywords: motivation strategy, design of strategies, facilitate learning, validation of strategies, motivation and learning.

INTRODUCTION

The purpose of this research work was to apply strategies to motivate the process of learning English using elements from our own culture. We inquired on strategies that teachers used to motivate students to learn English. We attempted to develop an innovative learning strategy to motivate students to learn English. We validated through face-to-face encounters with students and teachers the strategy designed to examine how effective it was to motivate students to learn English. Likewise, we shared our experience the in-service training meetings of English teachers so that the designed strategy could be made known to the Ministry of Education to enrich the teaching practice in the municipality.

A learning strategy is a decision-making process (conscious and intentional), in which the students choose and gain, in a coordinated way, the knowledge they need to achieve a specific objective. (Hermosillo, 2017, p.3). Based on this idea, we designed a strategy to motivate students in the seventh grade to learn English. Our purpose was to awaken their interest, imagination, and motivation. Above all, we wanted to highlight that learning is focused on the student; therefore, it was easier to build their own knowledge using native cultural elements. These elements belong respectively to their generation and study group. To determine the effectiveness of the strategy, we validated it obtaining an excellent acceptance since we could observe enthusiasm, motivation, integration, discipline, and many signs of learning. Being the latter, the purpose of the strategy.

MATERIALS AND RESEARCH METHODS

This investigation was carried out in the school San Luis Gonzaga de Matagalpa, located near the urban area of the city. The school has a management team consisting of five staff members (a director, two deputy directors, an inspector, and a secretary). The student population encompasses 474 students whose ages vary.

This qualitative research analyzes the specific characteristics of the study group such as geographic area, academic level, sociocultural aspects, interests, and motivations of

both students and teachers. All this was evidenced through observations and interviews. Areas or significant research themes guide qualitative research. However, instead of clarity about research questions predating data collection.

ANALYSIS AND DISCUSSIONS

What traditional games can be used as motivation strategies to learn English?

During our fieldwork, we collected a number of traditional games that can be used as strategies of motivation for learning English; among them we have: sayings, riddles, stories, sayings, tongue twisters, songs, sounds, naughty poems, verses, verses and jingles, corridos, games such as arriba la pelota, landa , rayuela, pan pasarán among others. Most of these traditional games come from isolated communities which maintain almost intact their cultural roots despite having undergone several generations of transmission from parents to children. We have used these traditional games as a motivational resource in the transfer of knowledge in our schools to determine the most successful motivational English learning strategy. In effect, the student showed an increment in learning a new language. With the use of a variety of traditional games the student likely their vocabulary and exchanged yours listening; they lost the fear to speak or ask something in a new language “English” however is necessary give following to use this strategies and registries all results and two or three years.

What traditional games are most effective for children English learning?

Games are a vital part of children's lives. Games awaken all your senses. Games that are practiced daily by children, young people and adults are totally traditional.

On the other hand, based on our observations while implementing the games, we concluded that the traditional games were seasonal; therefore, children played some games more than others depending on the season.

In interview numbers 4- 12, students were asked what traditional games were more attractive for them? ; They answered that all traditional games were hilarious, and nice because they were easy to play and learn. Furthermore, we were able to determine that traditional games are indeed useful and attractive for the participants. In observation numbers 8, 12, and 13 we could observe that there were many traditional games that student played more frequently. After the implementation of many traditional games as a strategy of motivation for learning English, we confirmed that tongue twisters, songs,

proverbs, sayings, and verses, are the most attractions for children and the most popular as entertainment. The integration and participation of several children of different levels we came to confirm that these games mentioned above are presenting a significant attraction for their motivation and integration.

What traditional games can be used as motivation strategies to learn English?

In the collected data, children show a high degree of interest in mastering the vocabulary and the way of pronouncing the different phrases and commands used in the games. On the other hand, their interest allowed us to make a better selection of traditional games that can be applied as a strategy to motivate them to learn English. Among the possibilities we found sayings, couplets, sayings, and tongue twisters. In our fieldwork, we were able to verify that these games can indeed be employed as a learning strategy for English.

According to the data collected in observations 3 to 14, and interviews 4 to 12, there is evidence of students' interest who tried to master the vocabulary and different phrases used in the games. We can confirm that the selected traditional (sayings, couples, sayings, and tongue twisters), are the most suitable to achieve a basic learning of English.

What traditional games are most effective for children English learning?

In observation guides 4 to 13, it is shown that boys and girls have a strong inclination for the traditional games of their culture. On the other hand, by analyzing observation guides 7 and 8 we managed to determine that traditional games (songs, sayings, couplets, sayings, and tongue twisters) were the most used by teachers as an element of motivation for their students to increase their learning by expressing their opinions and emotions. Students used different traditional games as a way of interaction with one another. They establish a rule for the various traditional games "do not speak Spanish." If a student spoke Spanish, that student was out of the game. In this case, we could observe that some teachers participated in some games with their students. It was a pleasant experience for us. The children used songs, proverbs, couplets, tongue twisters, being these the most attractive for their amusement. We also verified that these games turned out to be of great attraction as a motivating element. Nevertheless, we were able to determine that the application of these games as a learning strategy requires an even more extended period than the one already available for a lesson in a classroom

CONCLUSIONS

According to our research, we determined that traditional games effectively can be used as motivation strategies to encourage students to learn English. When we observed these children playing by themselves the different traditional games, it was for us, as using a laboratory to obtain information for our research. We could note that children learned more when they felt motivated by playing the games by themselves. According to this observed aspect, we can suggest that traditional games can be used as a motivational strategy for students.

As children used traditional games, they developed listening and pronunciation skills, however, we cannot determine if these strategies can help students to develop written and reading skills.

Recommendations

Since few strategies allow an extensive interaction among students, we recommend the use of "traditional games as a motivational strategy for learning English." We suggest the implementation of these games as icebreakers. On the other hand, we endorse the creation of parallel learning groups for students (out of school activities) to make full use of the strategy created as a primary tool for learning English.

We consider that the teacher must follow-up the implementation of traditional games as an English learning strategy is vital to avoid inadequate outcomes in terms of pronunciation and translation of any traditional game.

This research did not test if its functionality to develop grammar or writing so that we recommend further research on the implementation of these skills.

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