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Using games as a didactic strategy to develop speaking skills

in English as a foreign language

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Carta de recomendación del tutor

Por medio de la presente hago constar que **Meyling Lisseth Dávila Ortega** estudiante de la carrera **Licenciatura en Ciencias de la Educación con Mención en Inglés** ha elaborado el trabajo de investigación: **Using games as a didactic strategy to develop speaking skills in English as a foreign language**, el que cumplido con los requisitos científicos, técnicos y metodológicos estipulados en la normativa correspondiente a la asignatura **Seminario de Graduación**.

Por lo anterior se autoriza para que realice la presentación y defensa de su trabajo de investigación, ante el tribunal que se estime conveniente.

Se extiende la presente a los 13 días del mes de febrero del dos mil veinte.

Atentamente,

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Abstract

The present research focuses on games as a didactic strategy to enhance the speaking skills in young learners in Estelí municipality during the second semester of 2019. Teaching English in First grade of the primary school has been implemented since February 2018 in Nicaragua. This is a new project implemented by the Ministry of Education (MINED) to develop primary school children's communicative skills in English. Children are very active and to learn another language they have to be engaged in the learning process; thus, games can be useful to create a meaningful context for children to learn the language.

This investigation analyzes the effect of the use of the game as a didactic strategy to develop the oral skills of the English language. During the learning process of a foreign language, the students have to develop four skills: listening, speaking, reading and writing. This study focuses on speaking skills in the learning process. This skill for communication is very important and at six and seven years old, the students learn how to write and read in their first language; therefore, the English class develops communicatively.

The methodological design for this research is qualitative. The instruments used for data collection are an interview, focus group, and observation. The interview applied to the English teacher of Emanuel Mongalo School. We conducted a focus group and the observation with students of the morning shift.

As a result of this investigation, we concluded that games play a vital role during the learning process and are part of the children's environment, thus, games can be a useful pedagogical tool for teaching children a foreign language through activities with which they are familiar. During the observation, we appreciated students' high participation and

interaction. We held a focus group with eight students to collect information on how much they enjoyed learning the English language through games.

Chapter One – Introduction

Communication is part of our daily activities. Through communication, we can share our ideas and thoughts with other people in society. In this way, people interact effectively and meaningfully. Speaking a language for many language learners is considered the most important ability of genuinely knowing a language. According to Amir (2013), speaking is an act of making vocal sounds. In other words, speaking means to converse, or expressing one's thoughts and feelings in spoken language. Speaking skills give us the ability to communicate effectively. Speaking is the primary way of starting a conversation and interaction with others. Learning to speak is often said by most language learners to be the most important skill they can gain, while simultaneously testing their progress in terms of their achievement in oral communication.

Observing the importance of speaking skills in the Teaching-Learning of English Language, the teacher has to look for strategies to develop this skill on his young students. Thus, this paper aims to analyze the use of games as an educational strategy to develop speaking skills in first-grade students at Emanuel Mongalo School 2019.

How children gain new knowledge differs from adults because the characteristics between adults and young learners are different. According to Cameron, (2010) children like to take part in activities presented by the teacher; even they do not understand why or how. They are very active and enthusiastic and they do not feel embarrassed like adults when they are using a foreign language.

1.1. Background

This research will contribute to the educational field with new information about the use of games in the teaching of English in primary public schools, especially in those places where there are many difficulties to develop an English class.

About games and their use in education, there are important researches that explain its effect on the learning process of children and adults, however for this work, we explained two studies that have similarities with our main goal and our research questions.

Moayad (2012) investigated the use of games. We applied one pre-test, one post-test and games with three groups from different grades. The results showed that the use of games in teaching English could increase students' attention and motivation, where students can widely interact with the language, their classmates and the teacher

Alpar (2013) researched the importance of games. The researchers experimented with their teaching of French. They used games such as quizzes. The obtained results during the experiment were that practices of teaching realized through playing have significantly more positive effects on the learning level than the ones gotten through the practice of traditional methods. Children were so attracted by the games the acquisition of vocabulary, grammar rules and development of the speaking skills was easy for them.

Those studies showed the advantages of using games in the Teaching-Learning process, for example, how they help to increase the motivation on students, which make of the process something easy to live, also they permit that students interact with their

classmates, which is a functional element when teachers want to develop the communicative skill.

Besides, the results found on this research will help to determine what actions should be taken into account for improving the use of modern strategies with young children with the purpose to make them fluent speakers in the future, regarding the challenges presented in the reality of the teachers inside and outside the classroom.

1.2. The importance of games in education.

The Oxford Dictionary defines a game as a form of play or sport, especially a competitive one played according to rules and decided by skill, strength, or luck Oxford (2019). The educational game is a game designed to teach humans about a specific subject and to develop their skills and competencies Keese (2011). Besides, a well-constructed game can help the teacher develop the speaking skill of his students, taking into consideration the content, the didactic material, the level of knowledge of the students, etc.

According to Cameron (2010), children learn differently from adults. Children are very active, enthusiastic and lively learners. They participate constantly in activities organized by the teacher. However, children also lose interest more quickly and are less able to keep themselves motivated on tasks they find difficult. Children often seem less embarrassed than adults at talking in a new language do, and their lack of inhibition seems to help them get a more native-like accent. Young learners are often allowed to be silent until they are ready to speak. They also practice the second language in songs and games that allow them to blend their voices with those of other children. Older learners are often forced to speak from the earliest days of the learning.

1.3. Problem Statement

Speaking is one of the four skills that must be developed during English learning process. It is one of the most important skills because it allows the students to communicate and interact with each other. In Nicaragua, teaching English in primary public schools started in 2018 as a pilot project (Aguirre, 2018). As there are no antecedents in the country, it was complex to know what it would be its effect on kids who had never received classes in a foreign language and children that could not read and write in Spanish. This has been a determinant factor that raises the level of difficulty at the moment of teaching English.

However, the previous one is not the only inconvenience that teachers have to face. Likewise, they do not have the proper didactic materials to develop the English class.

In the same way, in all the primary public schools where English is taught, the use of the books present limitations so kids are not allowed to follow all the writing activities presented on the books. Besides, the support that students and teachers obtain from the parents is another element that affects the correct development of this new subject.

To summarize, developing speaking skills in a context where English is a foreign language can be difficult for the teacher, but the educator can make use of games to facilitate the acquisition of new knowledge by the students. Games can work as an excellent tool when teachers want to introduce new content, because kids easily acquire knowledge, for example, they can improve their speaking skills (Ratna, Kultsum, & Armadi, 2016), and that is why it is important to investigate the use of educational games as a didactic strategy. Because of the issues mentioned before, this problem is proposed:

How the use of games helps the learners to develop speaking skills during the English learning process in first-grade students at Emanuel Mongalo School during the second semester of 2019?

1.4. Research questions.

To operationalize the problem above, we wonder in this research about these questions:

1. What kind of educational games does the first-grade teacher apply during the development of the English class?
2. What effect do games have on the development of the speaking skills of first-grade students?

1.5. Personal motivation.

Our main motivation to investigate this research is to know the importance of using the games as a strategy to develop oral skills in children and acquire new knowledge about how students learn a foreign language. This investigation will help us as future teachers to teach the language.

1.6. Structure of the thesis.

This research paper is structured in the following way.

Chapter one introduces the problem and includes the background, keywords, problem statement, and research questions. Chapter two refers to the framework or the theory that supports our investigation. Section three describes the method, and it includes research design and data collection. Finally, Chapter five presents conclusions.

Chapter Two–Framework.

This chapter presents theories of cognitive development, first language acquisition and learning by doing. These theories before mentioned provide a framework for the research proposal and proposed answers for the research questions set at the beginning of this inquiry.

2.1 First language acquisition.

According to Patel & Jain, (2008), language is a system of communication that comprises a set of sounds and written symbols that are used by the people of a particular country for talking or writing. To speak a language, Yule (2010), states that a child must be able to hear that language being used. During the first two or three years of development, a child requires interaction with other language-users to bring the general language capacity into contact with a particular language. The young learners at the moment of speaking, first, receive the information that is transmitted by the persons in their surroundings. Then they imitate the words and produce them, interacting with others.

In Nicaragua, the mother tongue is Spanish; therefore, the children acquire their first language naturally. Since 2018, MINED has implemented English as a foreign language as a subject for elementary school students. In this stage, the use of active methods has been highly recommended.

2.2 Cognitive development.

The theory of cognitive development (Piaget, 1980) is based on the premise that there are stages in development and that each stage is qualitatively different, while others maintain that development is more continuous. Jean Piaget's theory states that learning evolves by stages from birth to adulthood. He defined intelligence as an essential life function that helps organisms to adapt to their environment. Piaget claimed that children are always exploring

their environment, and this is their natural process. As a result of their curiosity, they construct a piece of knowledge through their actions. According to this theory, the children interact with the environment, and with information processing, they create schemes that become complex. Therefore, children interpret new knowledge in terms of old schemes they already possess, and then the information will be modified to fit the new experience. Children between the ages of 2 to 7 enjoy and participate actively in repetitive games where the same scenario is acted out repeatedly. Frequent engagement in different play situations contributes to cognitive, social and emotional development where children learn about feelings and points of view of others in meaningful and naturally occurring contexts (Cameron, 2010)

Games allow children to take part in different culturally and contextually appropriate linguistic routines. Very young learners enjoy spontaneous language play and simple, repetitive tasks, games, and stories. Games and drama activities can stimulate these children's creative imagination and willingness to take on playful roles.

2.3 Theory of learning by doing

John Dewey is the proponent of learning by doing. He believed that each child was active, inquisitive and wanted to explore Pegg, (2019). Dewey set up the Laboratory School that was allied to the University of Chicago. Children there were encouraged to learn through experience, clarify the key points and apply the lessons to get practical results.

Dewey believed that education must engage with and enlarge experience. He thought that thinking and reflection are important aspects that are associated with education and the interaction and environments for learning to provide a continuing framework for practice.

To summarize Learning by doing (Ord, 2012) (or experiential learning) is based on three assumptions:

1. People learn best when they are personally involved in the learning experience;
2. Knowledge has to be discovered by the individual if it is to have any significant meaning to them or make a difference in their behavior; and
3. People can develop their problem-solving skills, clarify the learning and apply the lessons in their daily lives.

John Dewey (1938) described progressive education as socially engaging learning experiences that are developmentally appropriate for young children Williams, (2017). Dewey thought that effective education came primarily through social interactions and that the school setting should be considered a social institution. This set of beliefs set Dewey apart from philosophers that supported traditional classroom settings. In contrast to conventional classrooms, Dewey thought that schools and classrooms should be representative of real-life situations, allowing children to participate in learning activities interchangeably and flexibly in a variety of social settings.

2.4 Teaching English to young learners.

Children learn through play. According to Shin, (2014) Teachers of young learners need to incorporate activities into the curriculum that are meaningful, engaging, and fun. The optimum English language-learning environment for young learners depends on their receiving comprehensible input. The classroom environment should be rich in meaningful input in English that is comprehensible as well as interesting and relevant to the learner. It is also important to provide plenty of opportunities for meaningful and comprehensible output,

which is to push students to produce comprehensible utterances in the second language that allow learners to test their hypotheses about features of the target language. To encourage young learners to produce English, the teacher has to create a comfortable environment in which they will not feel inhibited to speak up. Children are spontaneous and uninhibited by nature, but the teacher has to be careful to correct the student in public. Instead of asking individual learners to make grammatical corrections, teachers can focus on the corrections of meaning and use choral repetition of certain forms, through songs, chants or other appropriate activities for children, to practice forms in meaningful ways.

2.5 Communicative approach.

The communicative approach, according to (Patel & Jain, 2008), is a learner-centered. This approach develops communicative competences. The role of the teacher is seen as that of a facilitator and he should provide all the resources necessary for communication to be effective in every context. Through the communicative approach, the atmosphere of the English language is created so that students could learn English directly and the teaching-learning materials are prepared according to child attitude and interest or individual difference so that children could learn the language easily and effectively. Students should produce creativeness of role-playing, simulation so that they could connect these all with real-life situations. Thus, it makes students active in their activities, including pair work and group work. Therefore, language is dynamic.

2.6 Factors to take into consideration before using a game.

Stevie 2017) states that applying a game in the classroom is a process and there are some factors to take into account for the development of a game. One factor is the material and

sitting arrangement. According to the game, the chairs have to be arranged in a semicircle or circle; and the material has to be prepared before the application of the game. Another factor is the level of the difficulty of the language. For beginners, the instructions have to be clear and explain as best as the students can understand the process. Teacher's motivation is the other essential factor to consider; because students need to feel motivated by the teacher; therefore, the teacher has to be enthusiastic and show happiness during the application of the game. Provide self-confidence in the students to promote high participation. Rewards the students after the game using stamping stars.

2.7 Games to develop speaking skills.

Different games that are applied in the classroom during the learning process. For this study, there is a list of games useful for teaching English:

1. *Whispering game*: This game consists of saying a word to one student and then he or she will pass the word to the classmate whispering it, like a secret. The other student continues passing the word until the last child says the right word. With this game, the students interact with each other and they have to be quiet to listen to the correct word or information that the classmate transmits to him/her.
2. *Missing picture*: In this game, the teacher sticks the pictures of the vocabulary studied on the board. First, the teacher reviews the vocabulary of every picture or flashcard, then students have to cover their eyes with their hands; the teacher says two commands; the first one is “*close your eyes*”; the second one “*open your eyes*”. During the first action of the command, the teacher takes out one picture. Then he/she says the second command and then a question will be asked: “What's

missing”. Students recognize the missing picture and answer the question. During these games, students feel encouraged to participate and they say the word.

3. *The asking ball:* In this game, the students have to be organized in a circle. One student has a ball; then he/she passes the ball to the classmate asking a question. The teacher can suggest the question, the student who catches the ball will answer the question; and will ask the same question to another partner. They are playing a game and at the same time, they are practicing speaking skills with their classmates.
4. *Competition games:* Students love the competition and win a match. Therefore, this is a great idea of playing a competitive game dividing the whole section into two or three teams. Then the teacher sticks flashcards on the board and the students have to run until they touch the right picture. The team with more points win the game. This is an interactive game where the students participate constantly.
5. *Mimic game:* In this game, one student passes in front of the classroom. Then the teacher can suggest a word studied according to the lesson, and the student has to make the action or imitate a person. Then the students recognize the mimic and guess the word. Students participate constantly during these kinds of activities.
6. *Hopscotch:* This a traditional game that students play at their homes. This game can be adapted to different lessons in English language. Students have to jump in every part of the hopscotch and say the right word.
7. *Categories:* This game can be applied according to the level of the students and according to the contents studied in the class. The students form groups and one member of the group passes in front of the class. Every member of the team

arranges in a horizontal row. The teacher says the first category, and they have to say the vocabulary related to the category. If the answers are correct, every team has a point. The team with more points is the winner.

Chapter Three - Research design and method.

It will analyze the use of games as a didactic strategy, centered on the development of speaking skills. Besides, it will identify the educational games that teachers use, and the methodological components presented during the application of these games.

3.1. Research design.

This research uses a qualitative approach because the information has been analyzed using the instruments as an interview and observation guide. In this case, this research recollected previous experiences and with the observation and the point of view of the interviewee, the researcher concludes to give answers to the questions that have been posted.

According to Ma, (2015) qualitative research is useful for exploring new topics or understanding complex issues and describing the behavior process. Thus, this study will examine through the interpretation of the instruments; how the games develop the speaking skills in English learners.

We have conducted this investigation at the Emanuel Mongalo Institute, an elementary school in Estelí, where English lessons have taught in first grade since 2018, a program currently extensive to second graders for two hundred eighty-five students that are protagonists in their educational process. The sequence of the English class is three times per week with a duration of forty-five minutes by lesson. The students selected for the sample by convenience; are students aged between seven and eight years old and are studying in first grade.

3.2. Population and Study Sample

The population is thirty-eight students of the section "A" in the morning shift. This is a narrative study, and according to Creswell, (2007), one of the characteristics of this type of research is that it needs to find one or more individuals to study, individuals willing to provide information about the phenomenon. Besides, the correct selection of the study sample can help to have a perspective about the whole population. That is why the sample of the study consists of eight students Emanuel Mongalo School. The sample as Grifee, (2012) states is a part of the population that is used for data collection instruments. The sample is non-probabilistic sampling and the type is by convenience which the researchers have decided whom students will form part of the sample. For this investigation, eight students were selected for the application of the instrument.

3.3. Collection of Data: Instruments.

Grifee (2012) suggests that Data connects theory to practice and data collection instruments can be defined as the means (physical or nonphysical) of producing quantitative or qualitative data to be analyzed and interpreted. Creswell (2007) states that the final written report of qualitative research includes an interpretation of the researcher during and after the collection of data and a clear description of the problem (p. 37). The selection of this method will allow us to observe the problem, the context and the actions of its protagonists (teacher and students).

Data instruments used for this investigation are interviews, observation, and a focus group. We interviewed the teacher who works at the school selected. With the interview, the interviewee could explain their points of view on the subject and summarize their own experiences.

Observation and focus groups were applied to students of Emanuel Mongalo School to observe the environment in which the participants evolve and acquire their knowledge.

Chapter four- Analysis and discussion.

This chapter has been organized to answer the two research questions proposed in Chapter One. Referring to the first research question, it could be perceived during the class observation of the group “A” in the morning shift; that teacher used three games to review the lesson of the weather. The first game comprised an activity in which the children were supposed to find the missing picture. The second one required that the children could go and point at the correct picture. The last one was a whispering game.

We observed the participation and motivation of the students during the games, and as children took part during the class, they reproduced the vocabulary taught by the teacher. With the first game, students had to remember the pictures when the teacher removed them from the board; therefore, children were challenged to use the vocabulary presented in the class. In the second game, students needed to know the flashcards presented and stuck in different places of the room. One student said the word, and another student had to move onto the correct image or picture. With the third game, Students practiced listening when they hear the word or phrase and then transmit the word to their peers.

Piaget (1980) in his theory of cognitive development states that children construct their knowledge in the interaction with the environment, and this is its natural process. Also, children between the ages of 2 to 7 enjoy and take part actively in repetitive games where the same scenario is acted out repeatedly. Therefore, in the light of this theory, through the

games, the children learn naturally without the teacher enforcing the learning process. During the application of games, students felt motivated and practiced the words, it created an adequate environment for the learning process as Piaget states in his theory, and that helps the students to construct their knowledge and produce the vocabulary taught by the teacher.

Referring to the second research question related to the effect of games do in the development of speaking skills, another instrument was applied and it was the focus group¹; that was implemented at Emanuel Mongalo School; with the participation of eight students and the moderator. During the focus group, ten questions were asked to the students. Before the questions, the moderator used a game. During the activity, it was observed that students were active and they felt confident because this was a real activity, which they practiced inside and outside of the classroom. The name of the game was crossing the river². In this game, flashcards were placed on the floor with topics that children already knew. The images traced a route as if they were crossing a river, then a child is selected and when the teacher says a name that represents any of the images, the children jumped on it, indicating that it was correct. During this activity, we could observe that children enjoyed the game, which was a stimulating activity to develop their language. Also when they participated in the games they produced the vocabulary taught in the previous lessons.

(Dewey, 2010) states that integrating activities that children have out of the classroom facilitates the learning process. Schools and classrooms should be representative of real-life situations. Supporting this theory, and with the game applied before, and the focus group it could seem that: there is a positive effect when the teacher brings real-life situations into the

¹ See Annex N° 4

² See Annex N° 5

class. For example, games that belong to students' lives, students produce the vocabulary taught easily and using a variety of activities to teach English to create interesting in children to acquire more knowledge. Therefore, it creates a good environment to produce the vocabulary and practice the foreign language during the class. Students said during the interview that they enjoy participating in different games and that they like their English class. For that reason, the English class is attractive to kids.

Language teaching principles that suggest that communication is promoted when the teacher establishes a situation. Games facilitate the learning of phrases and words in the English language. Games let them talk constantly and memorize phrases and words in English without the necessity of reading or writing; due to this age, they are in the ability to retain and expand their knowledge. For the reason before mentioned Games are seen as an anti-stress element in the classroom, helping children learn new vocabulary faster and easier.

According to the interview the teacher alleges that children distract easily, they like to play and they think about it all the time; so, she uses different strategies to catch their attention and the students understand the grammar easily through games. In line with the teacher, the strategies more effective during the learning process are games, songs, role-plays and competitions that have helped to improve their speaking skills are the competencies. The teacher states that games facilitate the comprehension of the contents and they get involved in the activities. Shin, (2014) states that teachers of young learners have to incorporate activities into the curriculum that are meaningful, engaging, and fun.

Concluding this chapter, an ideal English class is that which involves different activities to create an adequate learning process. For teaching a foreign language, first, the class has to be interesting. Furthermore, teachers have to create a pleasant environment for the acquisition

of knowledge. The class must contain attractive elements, including exercises, to catch students' attention. As stated in learning by doing theory the traditional education does not produce meaningful knowledge for the students and the progress of the learning process; the teacher must design good conditions in which the children participate in learning activities that will be interchangeable and flexibly in a variety of social settings

Chapter five Conclusions

But as well as the process of developing the speaking skill is complex, the creation of these educational games has to be well-designed, to make the classroom environment something fun and productive to learn. Because it is known that what defines a game is that through interesting activities attract the attention and motivation of the students.

Besides, strategies such as games are seen as an anti-stress element in the classroom. Games help children learn new vocabulary faster and more easily. Games are so useful that they allow students to practice speaking, writing, reading and listening skills and since the children already knew the topics, so the implementation was not difficult. Additionally, when teachers face problems motivating shy students to interact in English, games encourage them to participate in class.

Games have a powerful effect in those areas, motivating students to work and stimulating their interest in the subject. Therefore, the selection of the appropriate game can make a difference in the learning process of the students. When teachers use games, students build self-esteem and self-confidence. Consequently, learners will feel comfortable to speak in front of the class since the right game creates a friendly atmosphere in the classroom

As students and teachers, we understand the impact of the educational game in the Teaching-Learning process due to it works as a didactic tool. Besides, it allows children to stay focused on the acquisition of the language and it motivates students to interact with their classmates. Apart from that, teachers can encourage learners to speak and feel comfortable in the classroom that is why the teachers should be an active and creative agent, helping students work on their weaknesses and increase their strengths.

Finally, it is important to say that what makes games something interesting in the educational field is that they are an alternative to the traditional strategies. However, its effectiveness will depend on the teachers' creativity.

The use of games in the classroom represents an excellent tool that facilitates the learning of the language and the abilities of communication. The student feels relaxed, by the use of games, which facilitates its active participation and interaction throughout the class. Through the games, students can remember and pronounce the vocabulary taught that lets them improve their ability to speak. Games have a powerful effect in those areas, motivating students to work and stimulating their interest in the subject.

5.1 Limitations of this study

There is a list below of the limitations of the study:

1. Since English as a foreign language was introduced recently in the MINED curriculum, this is still a pilot project; therefore, this study does not include issues about children with special needs.
2. There is no previous research related to our investigation in our country. Thus, we have to look at those papers with investigations about the use of games in other countries.

5.2 Suggestions for further research

As a result of this investigation, it was considered many gaps could be of interest for future research, for example:

1. Due to the relevance of the subject, it would be good for future research to investigate the effect of the games on developing the four skills of the English language.
2. The importance of developing speaking skills to improve communication in students of primary school.

With this investigation, I acquired knowledge about how children learn another language; that they do it in dynamic and interactive activities like games, facilitating the acquisition of a foreign language. Developing speaking skills are essential in communication, and it is one of four skills, that teachers have to work with. In a daily class in a country where English is not a second language and it is just used at the moment of the class. Thus, it is convenient that students interact with each other to practice the language, using a variety of activities that the teacher will facilitate during the class.

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Annexes

Annex N° 1 Interview to the Teacher



Interview to the Teacher

Teacher's name: _____

Institute's name: _____

Date: _____ Grade: _____

Objective: To identify the effect of games in the development of the speaking skills of first grade students at Emanuel Mongalo School in Estelí, during the second semester of 2019.

Dear English Teacher:

Through the application of this instrument, you will contribute to the process of gathering relevant information related to our topic. Besides, your opinions and experiences about the use of games in the classroom to develop the speaking skills will be of great help to understand the impact of this problem in the Teaching-Learning process. Please, feel free to answer the next questions:

Questions

1. Tell us about how has been your experience as an English teacher of first-grade students?
2. What kind of weaknesses and strengths have you identified on your students?
3. What kind of strategies have you applied to work on your student's weaknesses?
Which of those strategies help to develop Speaking Skills?
4. Have you ever applied games in the classroom? If yes which one?

5. What is your opinion about the use of games as a didactic tool in the classroom?



Annex N°2 Observation guide.

Date: _____

School: _____

Modality: _____

Location: _____

Time of observation: _____

Nº	Items observables	yes	no	Observations phase
At the Beginning of the class				
1	The teacher applies some didactic strategy to start the class			
2.	The teacher presents the content of the class			
during the class				
3	The teacher applies a strategy to explain the content			
4	The teacher uses games that facilitates English learning process.			
5	Students feel motivated with the games that teacher performs during the class.			
6	The teacher develops games where children practice the English language			
7	The games allow children to interact and practice English with each other.			
8	The students comprehend the content through the strategies used by the teacher.			
At the end of the class				
9	The teacher make a conclusion of the content			

Objective: To identify the didactics strategies that the teacher uses to develop the speaking skills in the English class with first graders.

Annex N°3 Focus group



Universidad Nacional Autónoma de Nicaragua.

UNAN-Managua.

Facultad Regional Multidisciplinaria.

FAREM-Estelí

Focus group

The main objective of this research is to know the students' learning

process in the English Class through games. As future teachers, we consider

that the game is an important tool for the learning process because this strategy catches the

child's attention and let them interact in the classroom with their classmates and the teacher.

Introduction to the focus group

The presenter starts the focus group explaining the objective of the activity; she will use strategies that catch the child's attention and active participation, with the main purpose to obtain the information that helps to get answers to our investigation.

This focus group will be implemented at Emanuel Mongalo School with the participation of eight first grade students, which age that oscillate between 6 and 7 years old.

Questions.

Breaking the ice

1. ¿Cuál es tu nombre?
2. ¿Cuántos años tienes?
3. ¿Te gusta venir a la escuela?
4. ¿Tienen hermanitos?
5. ¿Cuántas clases recibes?

Specific questions

1. ¿Qué clase nueva estas recibiendo este año?
2. ¿Qué te parece la clase de inglés?
3. ¿Te gusta la clase de inglés? Si, ¿no? ¿Porqué?
4. ¿Te gustan los juegos?
5. ¿Qué actividades realiza la profesora para dar la clase de inglés?
6. ¿Cómo considera la clase de inglés divertida o aburrida? ¿Porque?
7. ¿Qué has aprendido en inglés? ¿Te gustaría aprender más en inglés?
8. ¿La profesora realiza juegos en el aula de clase? ¿Qué tipo de juegos?
9. ¿Cuál es tu juego favorito?
10. ¿Los juegos te ayudan a recordar frases o palabras en inglés?

Thankfulness

The presenter will thank the students for their participation during the activity.

Annex N° 4



This picture shows the students participating in the focus group; the moderator was establishing a conversation with them.

Annex N° 5

Illustration 2 focus group

In this picture, the moderator was applying a game before start the focus group.