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UNAN - MANAGUA

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FAREM-Estelí

Department of Education and Humanities

## **Research paper**

**Adapting Traditional Nicaraguan games for vocabulary and pronunciation learning in 8<sup>th</sup> grade EFL students.**

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2021: “Año del bicentenario de la independencia de  
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## CONSTANCIA DE APROBACIÓN DE DOCUMENTO DE TESIS

Por este medio **SE HACE CONSTAR** que las/los estudiantes: **LEYDI CAROLINA GUTIÉRREZ ZELAYA, ALI JOSÉ PÉREZ RODRÍGUEZ y SOBEYDA LISSETH PERALTA TALAVERA**, en cumplimiento a los requerimientos científicos, técnicos y metodológicos estipulados en la normativa correspondiente a los estudios de grado de la Universidad Nacional Autónoma de Nicaragua, UNAN – Managua, y para optar al título de **Licenciatura en en Ciencias de la Educación con mención en Inglés**, han elaborado tesis de **Seminario de Graduación** titulada: *“Adapting Traditional Nicaraguan games for vocabulary and pronunciation learning in 8th grade EFL students”*; la que cumple con los requisitos establecidos por esta Institución.

Por lo anterior, se autoriza a las/los estudiantes antes mencionados/as, para que realicen la presentación y defensa pública de tesis ante el tribunal examinador que se estime conveniente.

Se extiende la presente en la ciudad de Estelí, a los 01 días del mes de marzo del año dos mil veintiuno.

**Atentamente,**

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**Docente - Tutor de Tesis**  
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C.c. archivo

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## **Theme**

Adapting Traditional Nicaraguan games for vocabulary and pronunciation learning in 8<sup>th</sup> grade EFL students.

# **1. INTRODUCTION**

This research paper is focused on developing students' vocabulary and pronunciation through the use of traditional Nicaraguan games as a tool to support the educational process using the method of communicative language teaching in the teaching process. Games as teaching strategies have many benefits, including sociability, the development of the creative, critical and communicative capacity of the individual. In addition, games stimulates action, reflection and expression in the classroom. In addition, they allow teenagers to investigate and learn about the world around them by part people and even their own possibilities and limitations.

Additionally, the subject of this research has attracted our attention because traditional Nicaraguan games are effective in creating room where students learn while having fun and teachers develop the lesson in a more dynamic and flexible way. Regarding the development of vocabulary and improvement of pronunciation, implementing this kind of games enables the English teacher to change techniques such as "Listen and Repeat", allowing students practice vocabulary and pronunciation when playing.

## **1.1.Problem statement**

In Nicaragua, students from public school study English as a foreign language since their first year in high school. English as a subject was incorporated in first year in elementary school in 2018, a project that has been implemented in most public primary schools around the country. Generally, classes focus on English grammar most of the time. Most students are not able to communicate in English because they have not had many classes based on pronunciation and speaking; also they have poor vocabulary.

The problem that we identified through in-class observations previous to our research is the lack of basic knowledge of the English language in eighth-grade students of secondary school. They have difficulties in vocabulary and pronunciation in the English subject. They have problems to pronounce the vocabulary they are given in class. It has been observed that student feel nervous to participate reading a dialog or paragraph. According to the observations, the teaching methodology implemented by the English teacher is very traditional. Considering this, traditional Nicaraguan games are proposed to improve pronunciation and vocabulary in English classes; therefore, we state our research question: What is the effect of traditional Nicaraguan games in the learning process of vocabulary and pronunciation in EFL classes?

## **2. RESEARCH BACKGROUND**

Internationally, there are some researches that have been previously conducted related to this theme. According to (Arias, 2015) “the game is an excellent methodological strategy to develop foreign language speaking skills, promotes personal values, produces joy and confidence as well as to motivate the students to learn every day. It also affirms that the game as a method of teaching promotes the interaction and communication between students”.

The educators liked to apply games in the process of teaching-learning, because the students felt so motivated and more interested in English classes this, because games were part of their real life however, they were participating in courses, to help them to achieve their teaching practice better. In addition, that games activities attract students’ attention and concentration, and they remember more under experimental conditions and the play exerts an intellectual influence on children (Zapata, Flores, & Peralta, 2019).

Additionally, focused on children with the theme “Traditional games a big impact in the students life” presented on their results that games are a fundamental element of any curricular or extracurricular activity, however it has lost its validity due to predominant facility in the practice of teaching. The traditional games serve as strategies for learning the notions of scheme, space and time, they are mostly used by educators as a recreational medium (Flor, Yaoska, & Iris, 2013).

### **3. JUSTIFICATION**

Learning English as a foreign language (EFL) enables students to have an open mind, accepting and understanding new cultures. Besides, promoting exchanges between different societies, offering higher and better labor opportunities. Nowadays, learning English has become a significant element for students' professional development, and hence their personal and economic development. Therefore, the Ministry of Education (MINED) in Nicaragua, as a way of increasing students' opportunities for professional development has implemented English education in primary school starting from first, second and third-grade.

For this reason, the present project aims as a first measure to investigate and demonstrate how through the use of traditional games such as "Hide and Seek", "Hopscotch" and "Doña Ana", students cooperate with their classmates to achieve a common goal, they develop their critical thinking, creativity, and improve their communication skills with their peers. Besides, games stimulate active participation in class—a great benefit for shy and demotivated students, and create room for reflecting and analyzing their decisions and outcomes. In addition, they allow teenagers to investigate and know the world around of them, objects; people, animals, plants; and even their own possibilities and limitations.

Finally, this research pretends to find more flexible and attractive ways of developing students' vocabulary and pronunciation through games related to their culture. Besides, increasing students' motivation to participate in the leaning activities promote by the English teachers.



## **4. THEORETICAL FRAMEWORK**

### **4.1 Theory of games**

This evolves from three steps: have fun, stimulate activity and influence development. In the same order of ideas, (Jose & Angel, 2019) define the game as a group of activities, through which the individual projects his emotions and desires, and through language (oral and symbolic) manifests his personality. For this authors, the characteristics of the game allow the child or adult to express what that in real life is not possible. A climate of freedom and absence of duress is indispensable in the course of any game. According to (Guy, 1958), the game is a spontaneous and selfless activity that demands a freely chosen rule to comply with or a deliberately obstacle to overcome. The game's essential function is to provide the child with the moral pleasure of the triumph that rise his personality.

In the same order of ideas, (Arnulf, 1985) defines it as "a pleasure-generating activity that is not carried out with a purpose outside it, but by itself. "Finally, Huizinga in his book" Homo Ludens "states that:" The game is a voluntary activity or occupation that is performed within certain limits established space and time, according to freely accepted rules, but unconditionally followed, which have their goal in themselves and is accompanied of a sense of tension and joy .In short, for children, playing is not a hobby; their games are related to a central learning: his knowledge of the world by intermediate of their own emotions. Through the game the child creates a series of speculation regarding life. The same as later, in adulthood, will rediscover and elaborate making use of reasoning and establishing a bridge between play and life.

(Graells, 2001) Affirms, therefore, that when we select educational resources to use in our teaching work, in addition to its educational quality we must consider to what extent its specific characteristics are in line with certain curricular aspects of our educational context.

### **4.2 Classification of the Nicaragua popular Games**

According to (Mayorga & Maria, 1979), all games have an interest, which we can call a goal to reside of the subject or subjects that execute it. Then this project show what game

is full of interest for the students. On the other hand for Mayorga the game are classification of the next way;

- Interested and transcend: these are characterized by the absence of an immediate benefit, those by the utility that actually increasingly (money) or affection (objects) the child's assets.
- Recreate Game: they are characterized for an intervention willing in them, already the reflective desire to play and gradually, the child is showing affection by the different objects that channeled said activity.
- Collective game; where more than two children are involved. Its essential feature in a group work is different from individual games because this will seek to promote competitiveness that has all sports.

#### **4.3 Communicative Language Teaching: Communicative Games**

In the EFL classroom, games have several purposes, some may work as warm-up before introducing a new content, as a way of practicing and reviewing previous knowledge, to foster participation among students, to improve students' language skills, etc. In addition, in teaching methods where the goal is to promote students' speaking skills, games have been incorporated either as a complementary activity or as a central strategy. The communicative language teaching which is a teaching approach (or theory) "characterized by its pedagogical emphasis on engaging learners in communicative interaction" also suggests the use of strategies where grammar drills are avoided and students get to use oral language that is meaningful for them (Wang, 2010, p. 128). As aforementioned, one of the features games have is that they enable communicative interaction between students, because they are using oral language to be part of the game, and without the boredom of grammar drills.

Taking into consideration, that the oral language used may depend on students' language level. If students have a beginner language level, they may have little vocabulary knowledge, so these games may be limited to practicing vocabulary and pronunciation, and as students continue acquiring knowledge the teacher may modify the games' level of difficulty. Therefore, the English teacher must identify students' previous knowledge and level, before implementing a new strategy in the lesson.

Additionally (Wang, 2010) claims that these communicative language games as part of the communicative language teaching approach may have the follow advantages:

In sum, communicative activities in the form of games play a crucial role in Communicative Approach (CA) to language teaching and learning. Communicative games can increase learners' interest in learning, expose them to meaningful contexts, involve them in the use of the target language, and eventually develop their communicative competence, the main goal of Communicative Language Teaching (Wang, 2010, p. 132).

Although the communicative language teaching is centered on developing student's communicative competence- being competent to express and understand oral and written language-, the first step to achieve students' competence is by working on students' vocabulary and pronunciation (with beginner levels). Regarding teaching of vocabulary and pronunciation, some teaching strategies are:

#### 4.3.1 Basic Skills

In which the English teacher introduce new vocabulary and students repeat the pronunciation several times; they can write sentences and practice the pronunciation (Xia, 2010). A game that could substitute or complement this strategy is "Hide and Seek" in which students look for sentences or vocabulary hidden in the classroom, and once they find the vocabulary or sentences they give the meaning, translation or pronunciation; the team with more correct words wins.

#### 4.3.2 Short Dialogues

This is another traditional strategy to teach vocabulary and pronunciation in which the teacher writes a short dialogue on the board (two or three sentences) and students repeat the pronunciation of the sentences (Xia, 2010).

### **4.4 Traditional Games**

Traditional games are those games within a society that people have played for many years, because participation gives them a chance to practice something that has meaning within their society (Bressan, 1992).

As a form of play, traditional games include participants, some sort of challenge or goal and rules although they are not as formal or organized as sport. Today traditional game in Africa has survived in Nomadic, Hunter, Gatherers and Pastoral societies least touched by European influence. Many of these games are linked with work, religion, celebrations,

family life, birth, coming of age and death. They are central cultural experience of a people.

#### **4.5 Characteristics of Traditional Games**

As a game is structured playing, undertaken for enjoyment and educational purposes, it is characterized by rules, challenge and interaction. With respect this structured play role of games, the following are the characteristics of traditional game:

- 1- It is locally organized.
- 2- It lack precise boundaries or special facilities.
- 3- Have few rules. The rules are not written and enforced.
- 4- Use little or no equipment.
- 5- Have few roles or positions to players.
- 6- It is controlled by players rather than by reference.
- 7- Use simple skills.
- 8- Give men (boys) the opportunity for competition and self-testing. But give women (girls) the opportunity to practice cooperation.
- 9- Have participations restricted to either boys or girls or men or women.
- 10- Utilize the observation and imitation methods of learning rather than any kind of sophisticated teaching or coaching.

#### **4.6 The game on education**

Studies conducted in the field of biology and sociology about the function of the game in education allows us to affirm that it will be their use the child is prepared for life, playing experience the pleasure of using frequently your physical and psychological forces, this favors the exploration of the medium and easy way to adapt to the same. The game

exercises his muscles and coordinate movements improving personal possibilities adjust to him to the environment around him, this provide experiences that develop his ability to understand the model of spirit is seeding love for work that enhances and means the human. (Mayorga & Maria, 1979).

The game is a social factor for its environment where the child enters into relation to others of his own age at the same time plays his feelings with them also discovered that there are differences since they are not all the same is arousing his desire to belong to the community, but he realizes that he can do things like him. He wants to be that the freedom without order implies an anarchy and this is unfaviated to comply with the partner and collective work. In this way, it learns that cooperation is essential to live well even when not all children learn in the game these things, they are impregnated with them and it is the best way to learn to live sociability.

For this reason the game has a very high value in education because it is a source of human solidarity of mutual aid, the environment coexistence are the purpose that highlights education. According to Piaget the way in which the children's games will be oriented and supervised, it will not affect the values that derive from them, if the child can learn certain social rules, although the game an intervention must be reduced. If you have to learn to solve your fights you have to provide them with the opportunity to solve them during the game

## **5. RESEARCH DESIGN AND METHODS**

This work began with the descriptive design, since this methodology allows in collecting the necessary information, which facilitates access to the exact data for the definition and description, which makes reference to the adaptation of traditional games to improve pronunciation, to acquire new vocabulary in this English language and get a better result in the teaching process.

The research follows the qualitative approach, which enables us to have a deep understanding of the subject, study sample and research site. This type of approach also allows us to describe the interaction between students and teacher when the traditional games are adapted to the English lesson for the development of vocabulary and pronunciation.

### **5.1 Population and Study Sample**

The universe of our research is made up of 65 high school students from the Saturday shift where the population is 24 students in eighth grades. From the whole population 12 students were part of the sample.

### **5.2 Data Collection**

We applied an observation guide (see Annex 6) as instrument for the collection of information which aim is to determine the effects of the use of traditional games in the vocabulary learning process and improve pronunciation in the EFL (English as Foreign Language). Besides, we implemented an observation because we wanted to have a rich and deep understanding of the students' behavior when playing the traditional games and the effect of these games in the learning process, and hence, gather accurate data during the research process.

We also used an interview to students in order to identify how the use of these games can help the student to learn new vocabulary in English and therefore improve its pronunciation of the foreign language. These type of interview (with open-ended questions) enabled students (the study sample) to provide more options and opinions giving data more diverse that would be possible using closed-ended questions.

### **5.3 Data Analysis Strategies.**

An interview was applied to the students at the school where this research was done. The interview was structure with four opened questions in order to get more information from the students, also an observation guide was applied to the teacher and students in

order to identify how their system of learning was inside the classroom and so identify how the games could be played. Also, the application of four traditional Nicaraguan games will be adequate in the teaching process, then all what could be observed is going to be written in the results of this research.

## **6. RESULT AND ANALYSIS**

### **6.1 The overall structure of EFL classes with traditional games.**

Four lesson plans were developed, which reflect the date, time and activities to be carried out. An observation guide and semi-structured interview were implemented in the eighth-grade class.

The lesson plans were applied taking into account the traditional Nicaraguan games as a pedagogical strategy to learn vocabulary and practice pronunciation.

In each lesson plan, we included a traditional Nicaraguan game. The lesson plan was designed for one period of eighty minutes, so it developed during the time stipulated in the lesson. More vocabulary and practice pronunciation, it is necessary to apply different strategies such as games traditional Nicaraguan that help students integrate and participate in the English class.

### **6.2 Student response to traditional games**

The games were implemented on different days with a different subject on each session (the weather, verb to be, the parts of the body, and staying healthy) each game was adapted according to the topic.

**First topic: (verb to be).** The game Hide and Seek (in Spanish El escondido) this game was adapted, the principal topic was the verb to be, describing filling, before class start we applied a warm up activity, this consisted that students walking around the classroom with their hands up doing different movements that allowed them to feel relaxed and calm to start the class, then we divided the students into two teams, each team was made up twelve students.

The game consisted of hiding sentences with the verb to be throughout the classroom, more team that found the most sentences was the winner and each team read the sentences that they found this activity allowed. Student to work as a team, help each other and integrate more the class.

It was observed that the students acquired new vocabulary and improved the pronunciation of some words, the class was evaluated when the students came to the front of the class to read the sentences found with good pronunciation.



**Second topic (parts of the body)** The hopscotch was the traditional game that we adapted with the principal topic parts of the body, before class start we applied a warm up activity, this consisted of the students singing a song of the parts of the body.

To practice the vocabulary and the pronunciation we applied the hopscotch, rules of the game, we made a hopscotch using color sheet and then write in each square the parts of the body, the student jump with one foot in each square and pronounce the body parts, that are one the hopscotch until to arrive to the end.

This activity allowed the 24 students to participate into the class and practice the vocabulary, all showed interest and it was possible to observe the motivation of the students, the evaluation of the class front of the class one by one and touching different parts of their hands and saying in it English.

Through the observation, student`s interest in traditional games was observed. Each activity was satisfactory to see how the students had an active participation in the games. Besides, students followed the instructions given by the teacher. Before playing the game, the vocabulary was practiced to make it easier for them to ask and answer. They were active in the participation. The games were developed in the classroom to avoid distractions, and the classroom had space that allowed students play without problems.

The semi-structured interview implemented to the students showed that they consider traditional games as an effective strategy to develop vocabulary and pronunciation in a creative and innovative way. Regarding the most effective games, some students chose the game Hide and Seek, others the Hopscotch, and some others the triangle. Nevertheless, they all agreed that traditional games are a nice way to be active involved in the learning process.

### **6.3 Improvement in English skill.**

Traditional games are intended to promote the importance of practice pronunciation and learn vocabulary and its impact in our students, that through playing they can learn vocabulary practice their pronunciation and feel confident when using the language the traditional game also will help to implement with students in order to have effective communicative approach in the classroom and promote student interest of speak in English using the game To make learning more meaningful, traditional Nicaraguan games were incorporated, allowing the students to put vocabulary and pronunciation into practice. During the fieldwork process, it observed that many students knew the steps to play the traditional games.

Additionally, it was possible to appreciate the motivation and participation of the students during the development of the activities. Besides, the implementation of these games facilitated the learning process, the acquisition of vocabulary and practice their pronunciation. In addition, the implementation of traditional games improves English language skills and allows students to play while learning.

## 7. CONCLUSIONS

Traditional games are effective to retake them during the teaching process because they help to work on students' weaknesses during the learning process—the lack of vocabulary and mispronunciation of some words. It could be shown that the game as a pedagogical strategy promotes personal values, produces joy, pleasure and comfort, demonstrated by observations, for these reasons the game is an excellent methodological strategy to develop the ability to speak in foreign language, in so far as it gives students the opportunity to feel more confident, in the same way, the game motivates students to learn more and more vocabulary every day and improve their pronunciation, according to this, it is concluded that it is necessary that the application of the games in the classroom is carried out in a guided and structured way, since it is not only its application that results in improvement in foreign language learning, but its planning and organization.

The research also concludes that the process of adapting traditional games is very slow, but an effective process. Through the observation guide we realized that the games were known by the students and their rules to be applied satisfactorily. Finally, the students learn better in a funny and dynamic way and this is a motivation for students in order to acquire the knowledge taught by the teacher.

Regarding the effective results of the use of these Traditional Nicaraguan games, it depends not only on the teacher but also on the motivation and particular characteristics of the students, as well as the nature of the recreational resources that the facilitator teacher provided with their different methodology during the subject development.

Finally, it is concluded that the games provide spaces for communication and interact between most students in the foreign language, since the learning of this, depends on the inclusion and participation of them in the different activities proposed. Thus, with vocabulary learning increasingly enriched, they feel more comfortable speaking in the foreign language because the students showed more motivation, interest and desires of the learning, so this was one of the main purposes of this research, try to influence in a different form in the English learning process of the student.

## 8. RECOMMENDATIONS

- It suggests to consider the training spaces promoted by MINED as opportunities to share with their colleagues, new and innovative strategies and didactic material.
- It is also important to consider and evaluate students' learning needs before including the strategies in the lesson plan to obtain better results.
- Explore in a strategic way all the traditional games that are carried out in the classroom, which is not just playing, but the objective is to learn and develop meaningful learning at the same time.
- Motivate students constantly to always be integrated into the activities that take place in the classroom.
- Teachers must try to get involve all students in funny activities but focused more in that students that do not like to participate because are shy or are unmotivated.

### Institutions

- Traditional games are part of our culture and traditions; therefore, we encourage MINED and the school principals to promote during the break time or during class hours the implementation of these games, as a way to make students aware of their culture.
- Some traditional games require creating didactic material; therefore, we recommend principals and MINED to continue supporting teachers with enough material to implement the games.
- We suggest to design some workshops to prepare teachers in the implementation of traditional games in the English classroom and the rest of subjects.

## **9. LIMITATIONS AND LESSONS**

One of the limitations we had was the weather, during ETA and IOTA Hurricanes, many of the students could not attend to the classes, and some games could not be implemented when planned. Another limitation presented was the COVID-19 pandemic, this delayed the educational process one month, as most of the students did not attend to class because they did not want to get the virus. As a result, in-person classes were reduced.

Even though this new generation of students is well prepared and accustomed to using smartphones and playing video games, we learned that traditional games are still an important element in their lives. Most of the students were engaged in the process and knew how to participate in the activities, and those who did not know the games, they had the willingness to learn.

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## **11.ANNEXES**

### **Annex 1**

#### **The Triangle**

##### **Rules**

1. According to (Blanca, Fernando, & Araceli, 2008), “El Triangulo” Triangle game consist in make a triangle on the ground, preferably in sand or to draw a triangle on the chosen terrain with chalk.
2. We put the 16 marbles of the game bag inside the triangle as we want, you can form small groups or leave them loose.
3. We select the 4 marbles with which we will try to get the marbles out of the triangle by throwing them from a line drawn about 3 or 4 meters from the triangle.
4. To determine the starting order of each player depending of the place of the marbles on the line drawn on the ground and the one that is closest is the first to take out being the remaining successive positions in proximity to how they have stayed away from the line, the one that the surpass would be the last to take out, and already knowing the starting positions, the marbles are thrown towards the triangle trying to remove the marbles from this, when there are no more marbles inside they count how many each player has and whoever has the most wins the game.

#### **Hide and Seek**

##### **Rules**

(Mayorga & Maria, 1979), expresses that “El Escondido” hidden and seek is a game where all participants to hide and others seek them or certain player several boys hide and others or one only look for others. There are variation of the name of this game depending on the department or region of country in which its played. It could be called: The Tomato, The Blessed Hidden and Tobacco of Monte.

## **Hopscotch**

### **Rules**

(Mayorga & Maria, 1979), explains what “La Rayuela” hopscotch game is. It is considered a generalized game universal in Nicaragua. There are different ways of painting it on the floor, but the most common is this:

1. It is painted, usually with a chalk, a square on the floor, with the number 1 inside, then another square with the two, another with the three, trying to be more or less the same.
2. On the fourth floor of the hopscotch two boxes are painted, one with the number four and next to it another with the five. The upper square is occupied by 6 and the last two are also double boxes with the numbers seven and eight. Then another floor with a single box with the number 9. Next, a box with the number ten will be drawn.
3. The game begins by throwing a small stone (also called yew) in square number 1, trying to make the stone fall into the square without touching the outer stripes. You begin to travel the hopscotch without stepping on the stripes, keeping your balance until you reach the fourth floor where there are two boxes and we can support both feet (one in the 4 and the other in the 5). We continue to number 6 on a limp leg and again, we support both feet, one at 7 and the other at 8. Now we have to go back to number 1, turning around in one jump, (always without stepping on the stripes) and undo the same path to number 1 where we will crouch down the stone without supporting the other foot.
4. If we have not set foot, we continue the game, now throwing the stone in box number 2 and repeating the same thing. If the stone did not fall into square number 2 or touch a line, it would be the turn of the next player. The objective is to throw the stone in all the boxes successively, whoever ends before wins.



## **Mrs. Ana Is Not Here**

### **Rules**

1. (Mayorga & Maria, 1979), relates that “Doña Ana no esta aquí” Mrs. Ana It's not here, it's a singing game. Where two girls are in the middle.
2. While everyone else shakes hands and walks around them in a circle. Each verse says: Mrs. Ana is not here, what is she doing? Every time the question is asked, the answer is that she is busy doing something: brushing her hair, changing her clothes, fishing ... until in the end, the last answer is: she has died.
3. The girl in the center is Mrs. Ana and in the end, she has to chase the other girls until she catches one to go downtown.

## Annex 2

### Lesson Plan

#### I General Data

**Subject :** English

**Teacher:**

**Grade:** 8<sup>th</sup> A

**Theme:** IV Health

**School:** Ruben Dario

**Date:** November 21<sup>st</sup> 2020

**Time:** 80 minutes

**Unit:** III

**Transverse** The student uses appropriate present and past verb tenses prepositions of  
**axi:** place and directions sentences and new vocabulary.

#### II Achievement Indicator

The student recognize the importance of an organized life and good daily habits

- **Topic:** staying healthy

#### III Initial Activities.

- ✓ Checking of attendance.
- ✓ Remember the last topic with a warm up activity.
- ✓ Greeting to the student

**Triangle:** is a traditional Nicaragua game that has been adapted for practicing; vocabulary and pronunciation.

Draw a triangle on the floor and divide it into six parts in each space put a vocabulary card with the parts of the body.

**Game Rules:**

a student is going to be behind of a line and she/he will try to get to fall on the triangle using a coin throwing it from a line drawn on the floor the students will practice the vocabulary according to where the coin lands.

**Vocabulary to practice.**

Arm	Ear	Leg	Lips
Eyes	Hand	Shoulder	Forehead
Nose	Mouth	Knee	Elbow

**IV Activities**

- Introduce the new topic.
- To speaks about healthy habits such as.
  - Drinking water, eat fruit; vegetables, brush your teeth, exercise regular; be organized, get fresh air.
- Make student to understand the importance of fruit and vegetables.

**1) Vocabulary**

Apple	Lettuce	Pear	Banana
Cherry	Potato	Orange	carrot
Avocado	Tomato	Lemon	
Broccoli	Watermelon	Grape	

**2) Practice the vocabulary****3) Exercise 1 complete the word with the missing vowels.**

\_\_ v \_\_ c \_\_ d \_\_

\_\_ n \_\_ \_\_ n \_\_

P \_\_ \_\_ r

T \_\_ m \_\_ t \_\_

Gr \_\_ p \_\_

- 4) Write 5 sentences about staying healthy use the vocabulary to help you.**
- 5) Review the exercise.**
- 6) Explain the self-guide.**

### **V Homework**

Read and draw the fruits and vegetables that appear un the reading.

I my grandmother's garden there are many fruits and vegetables, there are potatoes, carrots, lemons, apples, avocados and orange. Every day we have to eat healthy, because is very important consume these foods in our daily life.

## Annex 3

### Lesson Plan

#### I General Data

**Subject :** English

**Teacher:**

**Grade:** 8<sup>th</sup> A

**School:** Ruben Dario

**Date:** October 24<sup>th</sup> 2020

**Time:** 80 minutes

**Unit:** II Language in the classroom

**Transverse** Family values and love for work.

**axi:**

#### II Achievement Indicator

The student creates preposition of place to locate places and things.

- **Topic:** My Home.

#### Initial Activities.

- ✓ Greet to students.
- ✓ Attendance
- ✓ Review about the last content.
- ✓ Ask to students, to describe their classmate.

|

#### III Activities

- 1) Give to student vocabulary about part of a house.

Garden      Living room    Roof            Stairs

Kitchen      Dining room    Window

Bathroom    Garage          Door

- 2) Explain to student preposition of place.

At	Next to	Behind	In front of
In	Between	Above	
On	Near	Under	

- 3) **Mrs. Ana is not here:** is a traditional Nicaragua game that has been adapted for practicing; vocabulary and pronunciation.

### **Rules of the game**

Two students are in the middle of a circle of students, while everyone else shakes their hands and walks around of them in a circle. Each verse says Mrs. Ana is not here, where is Mrs. Ana? Every time... the question is asked.

The answer is that she is in the kitchen, she is in front of the garden, and she is near of the bedroom.

### 4) **Exercise 1**

Look to the picture and complete the sentences.

- a) The boy is \_\_\_ the house.
- b) The car is \_\_\_ of the house.
- c) The ball is \_\_\_ the bench.
- d) The airplane \_\_\_ the clouds.
- e) The tree is \_\_\_ the house.

## **Annex 4**

### **Lesson Plan**

#### **I General Data**

**Subject :** English

**Teacher:**

**Grade:** 8<sup>th</sup> A

**Theme:** IV Health

**School:** Ruben Dario

**Date:** November 14<sup>th</sup> 2020

**Time:** 80 minutes

**Unit:** III

**Transverse** The student uses appropriate present and past verb tenses prepositions of  
**axi:** place and directions sentences and new vocabulary.

#### **II Achievement Indicator**

The student demonstrates care for the parts of the body.

- **Topic:** parts of the body.

#### **III Initial Activities.**

- ✓ prayer
- ✓ Checking of attendance.
- ✓ Review of past lesson.
  - What is the last lesson?
  - The self-guide.

#### **IV Activities**

- Introduce the new topic.
- Previous knowledges of the new topic.
- Ask to student some question about parts of the body.
  - Do you know some parts of the body in English?
- Through brainstorming ask students to mention the parts of the body that they know in English.

- Strengthen students' previous knowledge through vocabulary.

1. Vocabulary of parts of the body.

Head	Leg	Cheek	Tongue
Eyes	Knee	Mouth	Forehead
Nose	Hair	Elbow	Ear
Foot	Teeth	Lips	Arm
Stomach	Hand	Finger	Nail
Shoulder			

2. **Hopscotch:** is a traditional Nicaragua game that has been adapted for practicing; vocabulary and pronunciation.

**Rules of the game.**

Painting The Hopscotch on the floor and them write each square the parts of the body students will jump with one foot in each square and pronounce the body parts, that are one The Hopscotch until to arrive to the end.

**Vocabulary to practice**

Leg	Head
Hair	Ear
Elbow	Nail
Finger	Lips

3. **Exercise**

Fill with the part of the body.

1. To hug someone.
2. To kiss someone.
3. To smell.
4. To see.
5. To hear.



6. To run fast.

7. To taste.

4. Past the student in front the class to say the sentences.

-Explain the self-guide.

## **V Homework**

1) Dear student through this guide you are going to continue practicing the vocabulary and your creativity.

2) Draw the body parts and write the name of each one.

## **Annex 5**

### **Lesson Plan**

#### **I General Data**

**Subject :** English

**Teacher:**

**Grade:** 8<sup>th</sup> A

**Theme:** The weather

**School:** Ruben Dario

**Date:** October 31th 2020

**Time:** 80 minutes

**Unit:** III

**Brochures:** Paper, book.

#### **II Achievement Indicator**

The student express emotional state.

**Topic:** Verb to be, describing felling; wh question.

#### **II Initial Activities.**

- ✓ Good afternoon.
- ✓ Checking of attendance.
- ✓ Review of past lesson.

#### **III Activities**

- Introduce the new topic.
- Give to student vocabulary about felling.

Happy	Sleep	Worried	Confident
In love	Confused	Exited	Sad
Angry	Scared	Amazing	Anxious

- **Topic:** verb to be.

Concept: We use verb to be in present to talk about name, profession, nationality, age and feeling.

Structure of verb to be.

Personal pronoun + verb to be + complement.

Example:

I am. frank.

I am from Nicaragua.

You are a doctor.

I am twenty-five years old.

She is happy.

Personal pronouns

Singular

Plural

I am – I'm

We are – we're

You are – you're

You are – they're

She is – she's (3<sup>th</sup> person)

He is – he's (3<sup>th</sup> person)

It is – it's (3<sup>th</sup> person)

- **Hide and Seek:** is a traditional Nicaragua game that has been adapted for practicing; vocabulary and pronunciation.

### Rules

O pieces of paper to write vocabulary of feelings and after to hide it throughout in the classroom, then the students will looking for the pieces of paper and they will pass in front of the classroom to form sentences in simple present with the feelings to practice the vocabulary given.

Vocabulary

Happy	Sleep	Worried	Confident
In love	Confused	Exited	Sad

Angry	Scared	Amazing	Anxious
-------	--------	---------	---------

#### IV Homework

##### Exercise 1

Complete with the verb to be.

	Answers
We __ friends.	Are
They ___ at school.	Are
My parents___ cool.	Are
It __ a dog.	Is
You __ sad.	Are
I __ a dentist.	Am
He __ singer.	Is

##### Exercise 2

Complete with the personal pronoun.

	Answer
__ is my friend.	He/She
__ are a teacher.	You
__ is Carlos.	He
__ are a doctor.	You
__ am twenty years old.	I

## **Annex 5**

### **Interview to students**

Thank you for completing the following questionnaire provided, to aware the teacher on the importance of Nicaraguan traditional games, in the student learning process.

- 1- Are you familiar with traditional games that were applied in classroom?
  
- 2- In your opinion which game did you like and which one didn't?
  
- 3- Do you believe that the games are an appropriate strategy to improve in English class?
  
- 4- Would you like your teacher to continue implementing games to improve English language learning?

**Annex 6**

**Guide of observation**

Date:

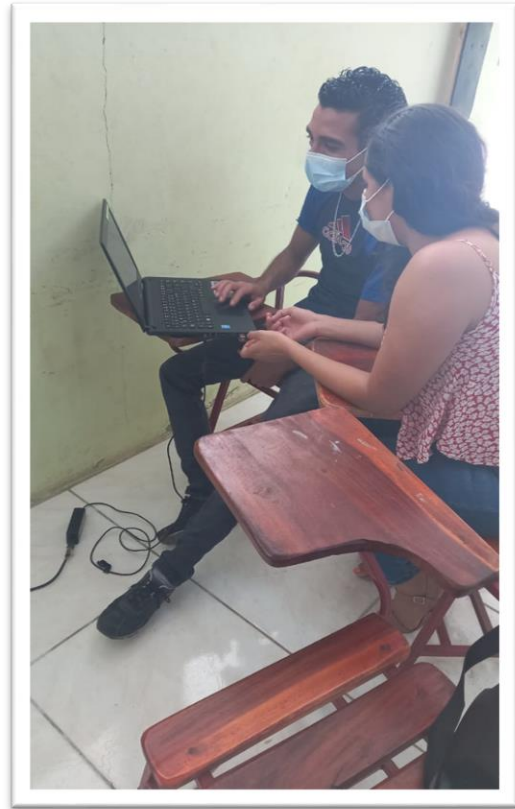
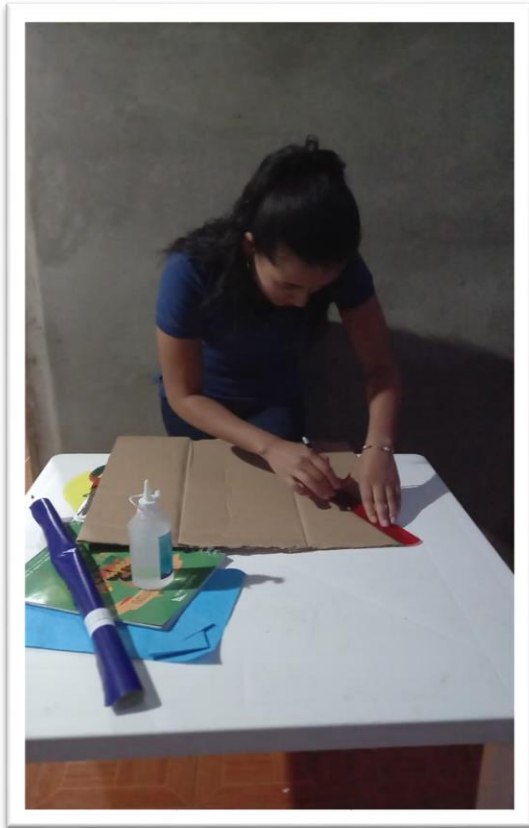
Place: \_\_\_\_\_ Date: \_\_/\_\_/\_\_ grade and classroom: \_\_/\_\_\_

Shift \_\_\_\_\_

Element to take account	Always	Sometime	Seldom	Never
1) The student join the games.				
2) Students´ interest in putting into practice traditional games is shown.				
3) Students as knowledge of traditional games such as hopscotch, hide and seek, Mrs. Ana is not here and triangle.				
4) Students have difficulties when practice vocabulary through traditional games.				
5) The student join as a team to play following the rules of the games.				

## Photos:

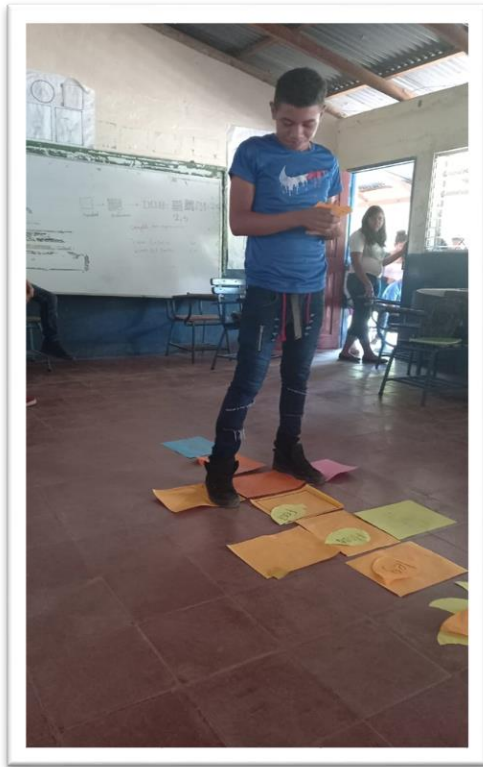
### Material preparation in order to apply the traditional games



### Application of traditional game: The Triangle



**Application of traditional game: Hopscotch**



**Application of traditional game: Hide and seek**





**Application of traditional game: Mrs. Ana is no here**

