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Graduation Seminar submitted as partial fulfillment to obtain a bachelor's degree in English

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

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1Summary

The purpose of this research is the use of a baseball game for learning to speak and write in the English language.

The use of games during classes, together with a -pedagogical intervention, will allow for a strategy that awakens the common interest of children and young people, which can be used as a methodological resource to develop different topics in all classes. It is in this sense that when referring to methods and pedagogies, affirms that: "baseball as a game serves to develop all kinds of skills and abilities in students." (Caballero 2010)

The use of Baseball as a strategy for learning English according to Azucena Caballero allows us to develop language skills in our students through actions that take place in said example game; throw, run, step on the base, field the ball, etc.,

1. Introduction

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

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

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

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

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

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

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

Nowadays, with the impetuous advance of technology and communications, there is a veritable avalanche of new specific terms for each branch of human knowledge and we must discern the true meaning of a word when it refers to one science or another, for example, a goal in football is not the same as a hit in baseball.

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

2. Justification

The learning of Speaking and Writing in English is complicated for the students; for this reason, our research is framed in the baseball game as methodological strategies to facilitate the learning in seventh grade.

The purpose of this research is to use of the baseball game as a technique to enhance the learning of in such a way that they are the protagonists of their education, that they learn in an active, participative, collaborative approach, in which the teacher assumes the role of facilitator of the educational activity.

This research will be of great importance since it will be of great benefit both for the teachers who teach the subject of English. We believe that it will allow teachers the chance to offer their students life-long learning. For the students, it will be beneficial since they will participate in a motivating educational process. It can open research opportunities for future researchers.

3. Problem Statement

Achieving high levels of learning, and English language proficiency in different skills is the goal of the national curriculum of Nicaragua Education for high school.

However, we do not get the expected results at the end and the school year, because the students have not learned English. When they finish high school, they are not able of using English to hold a conversation about their everyday activities. For this reason, we as teachers of English as a Foreign Language, in this researching process, we see necessary to improve the teaching of speaking and writing in English at students of 7th grade, through the baseball game as methodological strategy and this way we will promote motivation, that would help students in their learning process.

4. Research questions.

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

5. Theoretical framework

The theoretical frame for this research provides the reader with a clear idea of the subject of study. The authors have considered relevant to survey the current information on the issue to gain an insight into the approaches that can underpin the implementation of baseball to foster students' learning of English.

Baseball is an ensemble sport played between two teams of nine players each. It is considered one of the most popular sports in the United States and Japan

. It is played in an extensive field entirely covered by natural or artificial grass, except the zone called running line. This area is where the players on the offensive run to reach the bases (located in the vertices of a quadrangle area called Diamond) and score, as well as the pitcher area (where the terrain is a ridge of land).

The objective of the game is to hit a ball with a bat. On hitting the ball, the player runs through the internal field of land (infield) seeking to achieve the highest possible number of bases to return the base from where it was hit (home). The completion of the cycle is a score the known as a "race." The defensive players attempt to get a hold of the ball to eliminate the player who hit the ball.

The team that scores more races in nine episodes, called innings is the winner.

We consider that this game provides a motivating setting to potentiate the interaction among students.

5.1 Basic Conceptualizations

We believe that Baseball has an essential value in the teaching and learning of a process, as it motivates students to learn as it produces joy. Now, according to Rodríguez (2015):

"Joy is understood as a dimension of the development of individuals, being an integral part of the human beings." It is challenging to conceptualize the term game as it is a broad and complicated one, because it refers to the necessity of the human being, to communicate, to feel, to express and to produce in the human beings a series of emotions as a result of entertainment.

Therefore, it can be said that playing is an important part that allows individuals to explore, experience, express, and learn knowledge. Likewise, it will enable individuals to involve their psycho-social learning experiences to develop comprehension. For these functions and purposes, playfulness is an inherent part of human beings, being an essential component for their formation about their environment, to the relationship they may have with a community. In this way, the use of recreational activities in the learning of English is very beneficial, although it is known that learning a new language is complicated for non-native people because the methodology used until today does not provide the expected results that can be contextualized to possible real situations

Despite the amount of information available to us, currently, obsolete techniques are still used that do not lead to the fulfillment of the objectives imposed in the official documents, as far as the foreign language is concerned. If we start from this premise, it is exciting to know the different forms of teaching (methodology, didactic strategies, the exemplifying of the play activities, the management of the classroom...) According to the established criteria. That's why the chosen theme has so much impact and is trying to move forward more and more to adapt to the new needs of students and society at large.

In this sense, baseball is an alternative that through its development focuses on the human character and moves away from the instrumentalist approaches that see this game with less relevance

The game can provide great possibilities for students learning: "The value for teaching that is fun is the fact that participation, collectivity, entertainment, creativity, competition are combined and getting results in Real problematic situations "(Martinez 2009

, quoted by Rodríguez, 2015C, p. 30). Therefore, it is known that an innate aspect of human beings is the game.

5.2 Developing skills.

In the past, the game was used to teach children to hunt, fish, cultivate, and protect behaviors that over time, would pass from generation to generation which facilitated their daily work and daily activities.

It is worth mentioning that playing refers to the activities that are carried out to achieve learning as a student always seek the development of their skills while having fun and recreate. This is possible because reproduction integrates essential components for the development of people's capabilities such as creativity, competition, which will lead students to become participatory entities, perform collective and entertaining activities as they learn.

Thus, the Baseball as a component of learning stimulates self-confidence and motivation increases because it provides joy, pleasure, and satisfaction, this is how the classroom becomes an environment conducive to learning because there they can carry out activities that similarly develop the capacities and abilities of the learners while appropriating the new knowledge.

5.3. Teaching

The teaching of vocabulary in the English class needs much motivation because it is one of the fundamental pillars of both oral and written communication. Vocabulary is one of the essential elements for the comprehension of the text, whether written or oral. The reason why acquiring lexical competence means mastering specific words (nouns, adjectives, verbs, expressions, among others). However, it is not enough to know words; it is also necessary to understand how to use them with their specific meanings when needed within the situational contexts appear discursively.

It is worth highlighting now some conceptual aspects of teaching. Soria (2008) defines teaching as follows:

"Teaching is conceived as the process in which students are provided with adequate and useful scenarios for the development of their capacity to construct meanings based on learning experiences". These considerations are based on the theories of meaningful learning. That is to say, how new knowledge is incorporated substantively into the cognitive structure of the student. Meaningful learning is achieved when the student relates the new experience with the previously acquired knowledge, but it is also necessary that the student is interested in learning what is being shown.

5.4. Vocabulary

Loureiro (2009) states that: "(...) vocabulary includes all kinds of lexical words that are known from normative grammar to expressions, "muletillas", jargons, among others: Nouns: house, love, glass... Adjectives: wide, beautiful, large... Adverbs: fast, still, unhappily... Verbs: speaking, fearing, leaving... Expressions: putting green, teasing... Expletives: that is, really..." (pp. 457-458)

With the data collected above, we can now address that the word vocabulary is defined by the Real Academia Española (2014) as the "set of words of a language belonging to the use of a region, a given activity or a given semantic field" (p.320). Bearing this idea in mind, it is inferred that vocabulary plays a crucial role in the learning of a language since words are the carrier of meaning. This is how, in recent years, research on vocabulary learning has gained relevance in the field of education.

This is why it can be said that vocabulary is essential when learning English because, having enough vocabulary, it is much easier for people to express themselves in a fluent way when facing this language. In a real context. In other words, vocabulary is the fundamental pillar of learning a language. Research about education indicates that the vocabulary is related to all other skills, that is, when you have a high level of vocabulary it is possible to have a reading, listening and also be able to communicate.

5.4.1. Vocabulary classes

Loureiro (2009b) classifies vocabulary types as follows:

Productive vocabulary which is the one that is actively used both in writing and orally.

Receptive vocabulary

. This is the one that we hear and read.

This classification has great importance and influences not only the selection but also in the way of using the lexicon,

For instance:

1. We can work with it as an object of the class. E.g.: The semantic field of clothes (pants, skirt, socks, panties, etc.) Vocabulary relating to body parts (eyes, light / dark, nose, tuned / upwind / aquiline, etc.)
2. Teach it before an exercise: written comprehension, auditive comprehension, written expression, oral Expression. And of any activity where the lexicon is key to be able to perform it.
3. Teach it according to "going out" because students need it or because we have created interest.
4. Teach after an exercise. The activity that we have just done allows us to pay attention to a lexicon that, being in context, is very easy to work with.
5. Work continuously as a review.

In short, combining the terms of teaching and vocabulary, it is concluded that the learning of the lexicon in pedagogical practice is a challenge with which foreign language teachers meet and have to work in their daily lives in class. In the process of teaching/learning of lexical knowledge, several competencies are included, among them, the grammatical one that receives an emphasis on the part of the professors and also of all the methods of teaching English, including the one of the communicative approach.

Thus, the use of vocabulary teaching strategies in the subject of English is crucial when learning or teaching vocabulary in a foreign language. Then, more excellent knowledge of these strategies is beneficial to plan the lessons and to give a more practical guide to the

students to adopt successful methods in the acquisition of lexicon. There is no doubt that when teaching English, the lack of vocabulary is a big problem in some of the public institutions in Nicaragua. This situation contributes to the fact that both oral and written communication is scarce. However, to minimize this situation, it is necessary to determine what kind of playful activities to teach vocabulary the teacher uses and which ones the students use to learn to promote the most effective and propose more effective strategies for the enrichment of the vocabulary of the student.

Consequently, it should be noted that when students do not have at least a basic knowledge of vocabulary, they cannot maintain a conversation with another person since ideas do not follow a logical order and it is not possible for the recipient to understand what the speaker wants him to know. For this reason, the teaching of vocabulary is essential for communication. Together with vocabulary, it is also necessary to use basic grammatical structures to begin to develop students' fluency in the foreign language (English).

In this case, high school students are the ones who need to start expressing themselves with short phrases so that they begin to think in English and correct their pronunciation with the help of the teacher. According to Castillo (2013): "the student must not only learn fundamental aspects of the foreign language (English), but by creating situations of daily life, he should be allowed to use part of the lexicon more frequently to establish his language."

Also, the development of activities that promote interaction among students helps them to develop communicative skills that empower each one of them to engage themselves in real communication activities not only in the classroom but also in the real communicative situations. Therefore, the teaching of vocabulary should not focus simply on the forms of words, but how the student can use them in a specific context to interact with other people to express their tastes or needs, that is, develop their communicative competencies.

6. METHODOLOGICAL DESIGN

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

Focus group

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

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

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

What is baseball?

6.1 Paradigm

Expresses that in the socio-critical paradigm, "the task of the researcher moves from the analysis of social transformations to the offering of answers to problems derived from them." From the previous description, it is deduced that the paradigm that has this investigative work is socio-critical since in this work a particular problem is defined and the possible solutions are looked for (**Quiroga 2007**).

6.2 Type of research

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

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

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

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

6.3 Population

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

6.4 Sample

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

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

Among the data collection techniques used to prepare this research work are: The documentary analysis of the class program and the textbook to know everything about another collection technique Data were the Observation Guide and Focal Group to know how the development of the theme occurs to base said process.

7. Tabulation of information Observation guide

Question 1	Team 1 (Blue Team)	Team 2 (White Team)	The main umpire	Conclusion
Pre-game observation	The manager together with the umpire agreed on the rules of the game, and their respective alignment	Presentation of the manager on the contrary and the referee to discuss the rules of the game as well as the exchange of alignments for the game.	As part of the game, in our case, we had a teacher as the highest authority of the game.	The two students acting as managers next to the main umpire discuss the rules of the game and the line up of each team.
During the game	The manager was in charge of the direction of the game of his team, mentioning who would bat and motivating them to win the game	The manager was always aware of his team so that they were excited to win the challenge.	The referee was imparting justice in English during the game.	It is important to note that during the four innings of play practicing the speaking to mention the batter his position in the game and as referee all the sentences of balls, strikes, outs, and safes were in English in English and most importantly understood by the students.
Final score.	The final result was two races to zero in favor of the blue team	The white team was a worthy rival, but in the end, they had to carry the loss.	During the game, no significant difficulties arose due to the decisions of the referee.	The activity was carried out in a meaningful way where the students participated, but above all, the speaking was practiced during the game and the writing by the managers of the teams.

Question 1	To the question: What is baseball? The group of 10 students responded.	
	It is a trendy sport in our country	The ten students affirmed that baseball is a prevalent sport in our country.
Question 2 Do you like baseball?	Yes, because it is an entertaining sport.	In a collective agreement, the students said that if they like baseball because it is an enjoyable sport, yes because it is an entertaining sport.
Question 3 How many players make up a baseball team?	Nine players	The ten students said that a baseball team consists of nine players

<p>Question 4</p> <p>What are the sports materials used in a baseball game?</p>	<p>The materials used in the game are ball, bat and baseball gloves.</p>	<p>The ten students unanimously responded that the materials used are a bat, a ball and baseball gloves.</p>
<p>Question 5</p> <p>You can say in English the positions and the number that corresponds to you</p>	<p>Position one pitcher Position two catcher Position three first base Position four-second base Position five third base Position six shortstop Position seven left the field Position eight center field Position nine right field</p>	<p>Five students correctly mentioned the positions and the number that corresponds to each one of them, but they had some difficulties to name the nine positions, two had difficulty in mentioning the order and positions.</p>
<p>Question 6</p> <p>Is it possible to learn personal pronouns in English while playing baseball?</p>	<p>Practicing in English during the game</p>	<p>The ten students gave examples of how to learn personal pronouns in English through the example baseball game. I am a pitcher. Christian is pitcher. You are a blue team. He is a catcher etc.</p>

<p>Question 7</p> <p>Is it possible to learn to write personal pronouns in English during the baseball game? Explain</p>	<p>Yes, because while the team is at bat, not all of them have to hit at the same time.</p>	<p>The ten students said that if it is possible to learn to write personal pronouns in English because while one is hitting the others, they can be with paper and pencil practicing the writing within the game as well as the substitutes that are not holders in it.</p>
<p>Question 8 How could one learn the personal forms of the verb to be in present tense playing baseball?</p>	<p>I am learning them within the development of the game and after it.</p>	<p>Ten students said they could be learned by practicing speech and writing to communicate in English during the game.</p>
<p>Question 9</p> <p>Mention examples of simple sentences in English in time present using baseball.</p>	<p>I am the manager. He is the pitcher. She is first base. We are the white team. They are the blue team.</p>	<p>The ten students said examples of simple sentences that can be learned by playing baseball.</p>

<p>Question 10</p> <p>Write examples of simple sentences in English using the personal forms of the verb to be in present tense using the baseball game...</p>	<p>He is a pitcher.</p> <p>She is a shortstop.</p> <p>She is a manager.</p> <p>He is right field.</p>	<p>Four students wrote examples of sentences using the personal forms of the verb to be in the present tense using the baseball game. The remaining six wrote the sentences but with errors, especially when writing the positions of the baseball correctly.</p>
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8. Analysis and discussion of results.

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

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

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

Baseball player	My favorite sport is baseball
Baseball bat	He plays baseball
Baseball game	Baseball team
Baseball field	I used to play baseball
Play baseball	Professional baseball player
Baseball glove	Baseball card
Baseball hat	Collect baseball memorabilia
I like to play baseball.	I love baseball
I played baseball	Baseball pitcher
I like baseball	

9. Conclusions.

Baseball seems to be highly motivating, thus it activates students' participation that helps students to learn oral and written skills in English.

Baseball is a trendy sport in our country; therefore, the vocabulary is easy to learn and manage. It can help students to improve their learning of spoken and written in the same game because the students share phrases and simple sentences to communicate with each other.

10. Recommendations:

Through baseball, game students demonstrated their speaking and writing skills in English because it is an easy game to play and learn. It allows oral and written communication facilitating meaningful learning.

This type of research can be the starting point for other students of English who want to implement and improve the outcomes of this research.

11. Experiences learned

During the implementation of the baseball game as a methodological strategy to learn English, orally and in writing skills were developed. We were able to determine that the students were always willing and motivated to participate in sports competitions among them because they showed a desire to compete and win but mainly to learn English.

12. Importance of what has been learned as future teachers.

The importance of this research topic is that we, as teachers, used this methodological strategy not only to motivate the students but also to facilitate their learning of the target language

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14. Annexes

Developing

Baseball - Baseball - Ball

Foul line - (fault line)

Batters on deck circle - (batters in a waiting circle)

Umpire - (referee)

Wild pitch - (uncontrolled ball thrown by pitcher that the catcher can not stop)

Laying out (regular lineup of those who started playing officially in the match or game)

For - ball

Doing - (sliding into the snatch position in the pool)

Death ball - (dead ball, pitch)

Score - (annotation)

Inning - (entrance)

Round down - (surprised between two players to the defense between bases)

Rolling (ground ball, which goes on the ground)

Sacrify (sacrifice in touch of ball to overtake the runner on base, or a fly to the gardens)

Fielder choice - (the batter is quiet because the defending player chose to remove the runner and could not get either of them out)

Strike out - strait out (striking)

Infielders (players inside the draw)

Outfielders - (players of the gardens files, inside the box)

Safe - (still)

Home run - (full lap shot, off the field)

Two base - your beige (double)

Double play - (play of two out Sinker ball - (ball in fall, breaking)

Screw ball - (ball screw, swirl)

Slide - (court ball, breaking)

Fly (air ball, high)

Catcher - catcher (receiver)

Infield fly - (air ball in the box with runners in 1st and 2nd or 1st, 2nd and 3rd before the two out)

Obstruction (obstruction)

Squeeze play (tight play at home)

Bounce - (hit that hits the ground and rises)

Short Bounce (hit that hits the ground and sticks, by the)

Short stop - short stop (player between third and second base,)

Strike - (movement with the batter goes blank or does not shoot in the area)

Left field (left fielder)

Center field - (center fielder)

Right field (right fielder)

Coach - (team manager or coach)

Slugger - (players of force and big hits)

Slung - (player in a bad or good moment)

Triple play - (play or hit of three bases)

Appeal play - (appeal move)

Assist - (assistance)

Batting average - (the number of hits divided by the times at bat)

Blocked ball - (a hit or a shot that is touched by someone who is not in the game)

Blooper - (fly ball between any infielder and any player in the gardens)

Cleanup hitter - (the fourth bat of a team)

Control - (the ability of a pitcher to throw or throw the ball alone into the determined area when it pits)

Count - (the number of balls and strike in a batter)

CUT off - (a shot from the gardens and is cut by a infielder)

batter or the stay in the bases of a runner and provoke races)

Grand slam batter who hits join rom with full bases)

Hit (a batted ball and that the player can not put out player batter or who is or those who are running)

Hot corner - Jot corner (hot corner, third base)

On deck - on deck (batter waiting to hit)

Overthrow - overtrou (ball that goes beyond, to faul territory of the playing field by the attempt to remove a runner that is out of the base or not to come to this)

Passed ball - passed ball (ball that gives the pet to the catcher and can not be controlled)

Put-out - Put-out (the ball fielded by the players in the area to remove the runner batter and the one on base)

baseball player

baseball bat

baseball game

baseball field

play baseball

baseball glove

baseball hat

I like to play baseball

I played baseball

I like baseball

my favorite sport is baseball

he plays baseball

baseball team

I used to play baseball

professional baseball player

baseball card

collect baseball memorabilia

I love baseball

me encanta el béisbol

baseball pitcher

el/la pitcher

Lesson Plan.

Discipline: English Grade: 7th

Strategy Name: Playing baseball with the personal pronouns and the verb to be in Present tense.

Time: 90 min.

Learning strategy.

Achievement Indicator: The student practices the personal pronouns and the verb to be orally and written through the baseball game.

The materials to use.

Baseball ball.

Bat.

Gloves

Mask for catcher

Helmet To protect the head.

Pencils

White sheets.

Markers.

Colored sheets.

Maskintape

Introduction

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

Facilitator Interaction - Student (15min)

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

First, the students are listed in 1 and 2 to form two teams, then all 1 and all 2 join and form team one and two in a mixed and equitable way by selecting a name that identifies them. Example the white team, and the blue team.

Facilitator Interaction -Students -Students. (25min)

Go out to the field of play and explain to the students what the strategy consists of and what they intend to achieve with it.

Tell the students that we will be playing a four-inning baseball game. Give each student a paper tape that contains the name of their position in the game previously prepared by the teacher.

Selecting nine players for each team that remain will be substituted and that will be the name of your tape. The teacher will read together with the students the position that corresponded to each member Example.

Repeat in English.

Cristian is pitcher.

We are THE white team.

Select one student per team to be the managers of the teams who will make the respective line-up and number the order in which the members of your team hit. Also choose a student who will act as the scorer who will score the runs, outs, strikeouts, etc. For each team, depending on the circumstances the teacher can be the main referee, as in our case, who imparts justice within the game, whose function is to sing-outs, bad balls, and strikes as well, such as considering whether a hit is fair or foul.

Observation:

In case there was a parent or a particular student who knows and dominates I could support with this task.

Indicate to the students that the following rules will be put into practice: Discipline, Respect among classmates, not to discuss judgments for any closed play, because the umpire is the highest authority within the game, follow the guidelines, as well as know how to win and know how to lose.

Making use of a coin of a Córdoba thrown into the air will be raffled who of the two teams will hit first and then facilitate the equipment to the team on the defensive.

Note: In the case of a teacher who wants to implement this strategy and does not have the sports equipment, he can lend it to a nearby educational center or someone in particular who can provide it. Another alternative can be to elaborate it, with materials of the means, wood bats can be made, balls of socks in disuse, cardboard gloves as main tools.

Student Interaction - Student 40 (min)

this time will be used for students to demonstrate their baseball skills, each student will play the corresponding position, a baseball game consists of nine innings but by time factor only four will be played. It will allow the teacher to realize if the students have mastery of the game as well as to play baseball to learn a foreign language, specifically to learn the personal pronouns and the forms of the verb to be in present time during the game. Provide instructions in English during the game between players. Example. The batter number one is the shortstop.

Evaluation 10 (min)

At the end of the game congratulate both teams for the work done and ask the students to organize themselves in pairs and deliver a sheet in which they will carry out the activity indicated.

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

1 ----- is a pitcher.

2 ----- is a catcher.

3 ----- are the blue team.

4They ----- a baseball team.

5 I have ----- a manager.

6We ----- 7th grade.

Plenary.

Request that one student for each couple presents the work to their peers.







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

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

What is baseball?

They like baseball, yes, no. Why?

How many players make up a baseball team?

What are the sports materials used in the baseball game?

You can say in English the positions and the corresponding number in English.

How to learn personal pronouns in English while playing baseball?

Is it possible to learn to write personal pronouns in English during the baseball game?

Explain

How could one learn the personal forms of the verb to be in present tense playing baseball?

Mention examples of simple sentences in English in the present tense using the sport of baseball?

10. Write examples of simple sentences in English using the personal forms of the verb to be in present tense using the baseball game.

Observation Guide

The objective of this observation guide is to gather information about the research topic: Speaking and writing skills in English through the baseball game.

Mark with an X in yes or no for each mentioned aspect

Criteria	Parameters	yes	No
Previous to the game	Students captured the rules of the game		
	The due lineage reviews between managers and referees		
During the gam	Were players complete and started the game in a timely manner?		
	Is each player's turn at bat respected?		

	The students expressed themselves in English during the game?		
	Was good pronunciation of the words in English during the game?		
	Have students written the words correctly used in the game taking into account the personal forms of the verb to be present?		
Post-game	Writing practice with simple sentences was done with words used during the game en tiempo present?		

Observation:

Evaluated by: _____ Date: _____.