



UNIVERSITY OF THE AUTONOMOUS REGIONS OF THE NICARAGUAN CARIBBEAN COAST URACCAN

Monograph:

Learning Activities to Develop Listening and Speaking Skills in First-grade at San Juan Bautista de la Salle School, 2021

To obtain the Bachelor's Degree in English Language Teaching

Authors:

Br. Vilma Eskarleth Castellon Hurtado

Br. Junielka Harrieth Panttin Suarez

Tutor:

MBE. Jose Alexander Oporta Barrera

Nueva Guinea, April, 2022

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This monograph is dedicated to God, who has been always providing us wisdom and strengthen to complete this research and all our studies.

The same way, we dedicate this monograph to our parents who have supported us in every single step we have gone through in our professional training.

Also, we dedicate this research study to our professors who have given us their support, knowledge, and dedication during our professional development.

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Br. Vilma Eskarleth Castellon Hurtado

Br. Junielka Harrieth Panttin Suarez

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Br. Junielka Harrieth Panttin Suarez

INDEX

ACKNOWLEDGEMENTS	v
ABSTRACT	ix
I. INTRODUCTION	1
II. OBJECTIVES	2
2.1. General Objective:	2
2.2. Specific Objectives:	2
III. THEORETICAL FRAMEWORK.....	3
3.1. Definition of Terms	3
3.1.1. Learning Activities	3
3.1.2. Listening Skill:.....	3
3.1.3. Speaking Skill	4
3.2. Learning Activities to develop listening and speaking skills	4
3.3. Factors that inhibit the improvement of listening and speaking skills	6
3.3.1. Negative Factors	6
3.3.1.1. Nerves	6
3.3.1.2. Lack of time	7
3.3.1.3. Demotivation	7
3.4 Positive Terms	7
3.4.1 Motivation.....	8
3.4.2 Comprehension	8
3.5 Teaching Materials.....	9
3.6. Teaching Strategies.....	9
3.7 How to teach Listening and Speaking.....	9

IV. METHODOLOGY AND MATERIALS	11
4.1. Type of study	11
4.2. Approach.....	11
4.4. Unit of analysis	11
4.5. Selection and Exclusion Criteria	11
4.5.1. Selection Criteria	12
4.5.2. Exclusion Criteria	12
4.7. Techniques and instruments	15
4.7.1. Observation guide	15
4.8. Source of Information	15
4.8.1. Secondary Sources.....	15
4.8.2. Primary Sources	16
4.9. Process and Analysis of the Information	16
4.10. Ethic Aspects	16
4.11. Delimitation and Limitation of the study.....	16
4.11.1. Delimitation.....	16
4.11.2. Limitation	17
V. ANALYSIS AND DISCUSSION OF THE RESULTS	18
5.1. Learning activities used to develop Listening and Speaking skill	18
5.2. Learning Activities to improve listening and speaking skills first grade at San Juan Bautista de la Salle school	20
5.3. Learning activities proposed to develop listening and speaking skills in first grade at San Juan Bautista de la Salle school	26
VI. CONCLUSIONS.....	27
VII. RECOMMENDATIONS	28

VIII. LIST OF REFERENCES	29
IX. APPENDIXES	31

ABSTRACT

The present study was conducted in order to analyze and propose some learning activities to develop Listening and Speaking Skills in first grade at San Juan Bautista de la Salle school, second semester 2021.

This study was categorized as qualitative, descriptive and explorative because it determines the learning activities used to develop listening and speaking skills in first grade and it was carried out an application of some activities, an interpretative and naturalistic analysis and of the study in order to identify some difficulties in the English teaching process. In this study, the unit of analysis was thirty-seven students (16 males and 21 females) and some observations, interviews and the application of four learning activities were considered as the main instruments of the study.

Based on the instruments applied, the main activities for listening skill are the following: Watching videos, listening to audio tracks and songs, listening to tales. Also, short conversations, oral interviews, oral presentations, and small talk with pastures as speaking activities. In addition, the application of the four activities, such as, cowboy, the phone call, dance of the onion, and what's missing? made students to feel motivated in the learning and teaching process and it was noticed that all students were involved.

In conclusion, the use of learning activities to develop listening and speaking skills in the first grade enhances students' motivation and personal growth in the English language learning.

Keywords: Learning activities, listening skill, speaking skill.

RESUMEN

El presente estudio se realizó con el fin de analizar y proponer algunas actividades de aprendizaje para desarrollar las habilidades de comprensión auditiva y expresión oral en los estudiantes de primer grado del colegio San Juan Bautista de la Salle, segundo semestre de 2021.

Este estudio se categorizó como cualitativo, descriptivo y exploratorio porque determina las actividades de aprendizaje utilizadas para desarrollar las habilidades de escuchar y hablar en primer grado y se realizó una aplicación de algunas actividades, un análisis interpretativo y naturalista y del estudio con el fin de identificar algunas dificultades en el proceso de enseñanza del inglés. En este estudio, la unidad de análisis fueron treinta y siete estudiantes (16 varones y 21 mujeres) y se consideraron como instrumentos principales del estudio algunas observaciones, entrevistas y la aplicación de cuatro actividades de aprendizaje.

Según los instrumentos aplicados, las principales actividades para la destreza auditiva son las siguientes: Ver videos, escuchar pistas de audio y canciones, escuchar cuentos. Además, conversaciones breves, entrevistas orales, presentaciones orales y charlas breves con pastos como actividades de oratoria. Además, la aplicación de las cuatro actividades, como son, el vaquero, la llamada telefónica, el baile de la cebolla, y ¿qué falta? hizo que los estudiantes se sintieran motivados en el proceso de enseñanza y aprendizaje y se notó que todos los estudiantes estaban involucrados.

En conclusión, el uso de actividades de aprendizaje para desarrollar habilidades de escucha y habla en el primer grado mejora la motivación de los estudiantes y el crecimiento personal en el aprendizaje del idioma inglés.

Palabras clave: Actividades de aprendizaje, habilidad de escuchar, habilidad de hablar

I. INTRODUCTION

The implementation of different learning activities enhances the development of the English skills. Therefore, this investigation is focused on learning activities to develop Listening and Speaking skills in First-grade at San Juan Bautista de la Salle School, 2021. As it is known, the Ministry of Education of Nicaragua (MINED), is developing some English programs in Primary Education. This idea has become a critical challenge for English teachers, especially, in the development of the receptive and productive skills of the language.

Thus, it has been perceived that the English programs are demanding for developing listening and speaking skills, specifically, in the first grade at San Juan Bautista de la Salle School.

Therefore, this study contributes to have better teaching and learning approaches that involve different strategies, techniques, and activities for the English language. In addition, it will guarantee some bases for future investigations related to English teaching in primary education. The same way, it will provide some benefits in terms of the didactics of English for designing activities.

This way, this study analyzes the learning activities to develop Listening and Speaking skills in first grade at San Juan Bautista de la Salle school, second semester 2021. The same way, it determines the learning activities used to develop Listening and Speaking Skills, the application of some Learning Activities to improve listening and speaking, and finally, it proposes some learning activities to develop listening and speaking skills in first grade at San Juan Bautista de la Salle School.

II. OBJECTIVES

2.1. General Objective:

- Analyze the learning activities to develop Listening and Speaking Skills in first grade at San Juan Bautista de la Salle school, second semester 2021.

2.2. Specific Objectives:

- Determine the learning activities used to develop Listening and Speaking Skills.
- Apply Learning Activities to improve listening and speaking skills first grade at San Juan Bautista de la Salle school.
- Propose the learning activities to develop listening and speaking skills in first grade at San Juan Bautista de la Salle school.

III. THEORETICAL FRAMEWORK

3.1. Definition of Terms

3.1.1. Learning Activities

Joloma (2020) said that:

Learning the activity is understood to be all those actions carried out by the students as part of the instructional process that follows, either in the classroom of the target language or in any other place (at home, in a self-learning center, in a language laboratory,) the teacher organizes the instructional process and each of the sessions or classes around a series of didactic activities, which when implemented acquire their full values as learning activities. (para. 1)

According to what Joloma said, learning activities are actions that students carry out in the classroom, or in any other place, is part of the learning process for the development of skills in the English language.

3.1.2. Listening Skill:

Listening is one of the skills necessary to learn English because identifying the sounds of speech, some people need to work harder than others.

According to Downs (2008) alleged that:

The word listening is defined as making an effort to hear something: to pay attention or heed. It is different from hearing which is the physiological process of the ear absorbing sound waves and transferring them along neural pathways to parts of the brain. (p. 1)

3.1.3. Speaking Skill

It can be said, whoever uses speaking skill is a person who transmits meaningful information so that other people understand. Connolly (2018) said that “It’s a challenge to reduce a body of knowledge down to a small talk that both demonstrates that knowledge and gives the audience what they need to know”. (p. 87)

Connolly defines oral skills as a speech that enhances since it is used to improve speech clarity for effective communication. Communication is the transmission of messages and the correct interpretation of information between people.

3.2. Learning Activities to develop listening and speaking skills

Everyone learns in different ways and in diverse contexts. Nowadays, the children are naturally impatient. However, Echeverry (2003) quoted that:

The teachers should plan consciously to engage students in a variety of activities that facilitate learning and increase the level of critical thinking and application. It is very easy to assign them readings from the textbooks and consider this as a study of the subject. The students read the text, discuss it (speak and listen). (p. 83)

In relation to what Echeverry has defined, teachers must make a plan where all students can get involved in the learning process and develop positive thinking and cognitive skills through listening and speaking activities.

1. Hurrah-Boo!

Ask your students to listen intently to statements you’re about to make. If it’s a nice statement, they say hurrah! If it’s not so nice, they say boo. (Emma, 2018, para. 5)

2. I Say – Go!

Similar to Simon Says, ask your students to follow explicit instructions. The catch is, they have to wait until you say “Go!” before they can carry out the instruction. (Emma, 2018, para. 7.)

3. The Telephone Game

Students sit in a circle and pass around a message by whispering in their neighbor’s ear. When the final student is reached, they stand up and repeat the message they heard. Compare it to the start and see how well the message got relayed from person to person! (Emma, 2018, para. 3)

According to Emma (2018) Speaking and Listening skills benefit student’s speech, language and communication skills and enable them to more proficiently focus on and process information.

4. Who am I?

A piece of paper is distributed to each person and everyone writes the name of an animal (you can also play with objects, famous people, etc). Each person will give the role to another player, who will not be able to look at it. All participants will place the piece of paper on their foreheads so that the rest of the players can see what is written. From this moment, in order, each player will have to ask the others questions to guess what is written on his forehead. They have to be "yes" or "no" questions (For example: have I got feathers? = Do I have feathers?). In addition, it must be given with complete answers, it is not worth just saying "yes" or "no"; You must answer "yes, you are" (yes, you are), for example. So, the others will be answering until the

person guesses. Then, it will be the turn of the next player. (Tejera, 2018, para. 1)

5. Creating stories

The first player says the first line and adds an item to it. For example: 'I packed my school bag and I took a ... cake.' The second player repeats it and adds another item: 'I packed my school bag and I took a cake and an orange.' The turns continue (repeating and adding articles) until someone makes a mistake or forgets a word. (Cambridge University, 2021)

3.3. Factors that inhibit the improvement of listening and speaking skills

The following are factors that probably are limiting the learning of English in the classroom or in any other learning space.

3.3.1. Negative Factors

3.3.1.1. Nerves

According to Perez & Gardey (2009) assumed that “A nerve is a set of fibers of a particular type that conducts impulses between the central nervous system and different parts of the body” (para.1)

Performance is very low when nerves is one of the factors that affect the student to speak to interpret. For a long time, it has been affecting.

3.3.1.2. Lack of time

Martinez (1999) quoted that:

Parents increasingly demand more specific training in relationship strategies with their children that allow them to compensate for the frequent lack of time to interact with them with a higher quality in it, so that the communication process between the two is effective and can guide them properly both on a personal and intellectual level (para.1)

The lack of time is a factor that weakens the learning of the students, Martinez (1999) explains that it is necessary to use strategies to create a better relationship between parents and children so that it can interact with a better support, so they can have a better school performance.

3.3.1.3. Demotivation

Demotivation is the decrease when someone does not enjoy what he or she is doing. According to Torres (2020) "This is the psychological phenomenon in which there is a discrepancy between the goal we theoretically aspire to achieve, on the one hand and our actual dispositional state, on the other". (para. 4)

The demotivation is due to the lack of sufficient stimuli in the classroom, the teacher must make a plan where the student must have the greatest motivation in classes with victories and enthusiasm.

3.4 Positive Terms

In this stage it is going to be described some positive terms that are influencing in the listening and speaking skill:

3.4.1 Motivation

According to Sesento & Lucio (2015) said that:

Motivation is generally seen such as the application of an external force or internal that induces to execute an action to get something nice or to avoid something unpleasant. It is a real force that makes that the student make efforts extraordinary to achieve your goals. (p. 2)

It is considered that motivation is when a person is motivated and is enjoying of that is doing allowing you to get good results.

3.4.2 Comprehension

The comprehension it refers to that when one has understood and analyzed a certain topic and you ready to give your opinion about that you have understood.

In this case the English language is important, and its understanding depends on the good performance, great motivation and good esteem. Tuffanelly (2010) said that:

It is a mental operation that is not at all free, it is the result of an active elaboration by the subject, both in the reception phase and in the maintenance phase if you want to understand, that is, it is not enough to acquire knowledge once and for all but if you want to preserve this knowledge must be repeated and applied. (p. 21)

3.5 Teaching Materials

The teaching materials are teaching aids in the which we appropriate to obtain a process in our educational development, that is allow us teachings and at the same time learning.

In relation to Vallejos & Campués (2010) said that:

The teaching material should be chosen in such a way that it is not just an entertainment for learners but facilitates learning, their content must be related to the topic to be discussed, it will be presented in simple form and should facilitate both teaching by the teacher and learning by students. (p. 26)

3.6. Teaching Strategies

Al-Banna (2014) Quoted by Stone and Morris, (2010) have defined teaching strategy in the following words: "Teaching strategy is a generalized plan for a lesson which includes structure, instructional objectives and an outline of planned tactics, necessary to implement the strategies definition". (para.1)

3.7 How to teach Listening and Speaking

To develop listening and speaking it is necessary take into account the age of children at the time of teaching the class. According to Richards (2009) he said that:

Listening and speaking skills have a prominent place in language programs around the world today. Ever-growing needs for fluency in English around the world as a consequence of the role of English as the world's international language have given priority to finding more effective ways to teach English and it is therefore timely to review what our current assumptions and practices are concerning the teaching of these crucial language skills. Our

understanding of the nature of listening and speaking have undergone considerable changes in recent years however, and in this paper, I will explore what some of those changes are and what their implications are for classroom teaching and materials design. (p.1)

In relation to this, it is important to consider different strategies such as doing oral presentations, watching videos, listening to songs, oral interviews, among others. That is, developing listening and speaking requires the implementation of the most effective activities that enhance children into the new learning process.

IV. METHODOLOGY AND MATERIALS

4.1. Type of study

This study is considered as descriptive and explorative because it seeks to analyze and describe some learning activities to develop listening and speaking skills in first grade and apply some learning activities to improve those skills.

4.2. Approach

This investigation has been classified as qualitative due to it was determine the learning activities used to develop listening and speaking skills in first grade and it will carry out an interpretative analysis and naturalistic of the study in order to identify some difficulties in the English teaching process.

4.3. Scope of the study

In this study, there was described and applied some learning activities that will enhance the development of the listening and speaking skills. This way, this investigation was developed in the first grade at Juan Bautista de la Salle School. In the second semester of 2021.

4.4. Unit of analysis

In this study, focused on learning activities to develop listening and speaking skills in first grade at Juan Bautista de la Salle School, second semester of 2021.

The unit of analysis was thirty-seven students (16 males and 21 females) from first grade.

4.5. Selection and Exclusion Criteria

To do this study, it was selected the English subject of the first-grade students at Juan Bautista de la Salle School, second semester of 2021.

4.5.1. Selection Criteria

- ✓ All the students from the first grade were part of this study because it is considered that they provided the main source for carrying out this research.
- ✓ The English teacher was selected because he provided some relevant data that is required to evaluate the learning activities.

4.5.2. Exclusion Criteria

- Students that are not studying first grade, such as second, third, fourth, etc.
- Teachers who do not teach the discipline of English, and administrative staff.

These people were excluded because they did not participate in the study analysis.

4.6. Descriptors Matrix

No.	Objectives	Descriptors	Definition	Indicator	Source of information	Technique of instruments
1	Identify the learning activities used to develop listening and speaking skills with first grade at Milagros Aguilar School.	Learning activities	As the name suggests, are activities designed or deployed by the teacher to bring about or create the conditions for learning.	*Learning process *Teaching strategies *Use of simple language *Relation between topic	Teacher students	-Observation guide -Interview
2	Determine the learning activities to be used for developing listening and speaking skills	Listening skill	Is receiving language through the ears, involves identifying the sounds of speech	*Listening comprehension. *Fluency.	students	-Observation guide -Interview
		Speaking skill	Is an act of making vocal sounds these skills that give us the ability to communicate effectively?	*Coherence *Oral expression *Pronunciation *Tone of voice	students	-Observation guide -Interview
3	Apply learning activities to improve	Speaking improvement	Speaking skills is to immerse yourself in	*Pronunciation	students	

	listening and speaking in first grade.		English as much as possible. Watch movies or TV in English, with subtitles if you need them, and watch the same programs over and over.	*Oral participation *Articulate clearly *Expresses ideas clearly *Intonation *Vocabulary		
		Listening Improvement	If something else is on your mind, like a call you have to make, or a text you need to answer, let them know, do what you need to do, and when you are finished let them know you are ready to listen . When listening pay attention not only to the words but the tone of voice, facial expressions, and body language	*Knows how to listen when talking in class. *Oral expression *Understanding of the message *Sound understanding	students	-Observation guide

4.7. Techniques and instruments

For the development of this study, the following instruments and techniques were used for collecting the necessary information to achieve the purposes established, such as observation guide, interview to students and teacher, and an assessment rubric to validate the application of some learning activities.

4.7.1. Observation guide

This instrument was designed in relation to the objectives of the study and it was applied to 37 students (16 males and 21 females), and the English teacher, aiming at identifying the learning activities used to develop listening and speaking skills with first grade at San Juan Bautista de la Salle school. In addition, this instrument was developed in three different moments.

4.7.2. Interview

In this technique, some questions were designed based on the purposes set, with the objective of determining the learning activities to be used for developing listening and speaking skills in the first grade. This technique was applied to the English teacher.

4.7.3. Rubric of Assessment for Learning Activities

This instrument was designed to evaluate some learning activities that was applied in the first-grade classroom, considering some fundamental criteria. Therefore, it provided validated results of the activities.

4.8. Source of Information

4.8.1. Secondary Sources

The main sources used in this investigation were web sites and pages, dictionaries, books, and monographs.

4.8.2. Primary Sources

As primary sources, it was used an observation guide, an interview to students and teacher, and an assessment rubric for validating some learning activities.

4.9. Process and Analysis of the Information

For designing and processing the collected information through observations, interviews, and an assessment rubric, the appropriate tool was Microsoft Word as indispensable tools for gathering and information processing.

4.9.1. Microsoft Word

This text editor was used to design the observation guide, the questions for the interview to students and teacher, the assessment rubric, and some tables of this document.

4.10. Ethic Aspects

For having a reliable study, the following aspects were considered:

- ✓ Reality of students with the observation guide.
- ✓ To respect the copyright in the found theories.
- ✓ To respect the opinion of professor and students.
- ✓ Consent support paper filled by the director of the educational center.

4.11. Delimitation and Limitation of the study

4.11.1. Delimitation

This investigation was carried out at San Juan Bautista de la Salle school, Nueva Guinea and it is focused on learning activities to develop listening and speaking skills in first grade.

4.11.2. Limitation

The possible limitations were:

- Negativity of both professor and students to provide the information required and relevant to this research.
- The exposure to the pandemic that is currently affecting the learning environments.
- The time as a limitation factor.

V. ANALYSIS AND DISCUSSION OF THE RESULTS

The results presented in this monograph were obtained through the application of an interview to the English teacher, some observations, and the application of four listening and speaking activities in the first grade of San Juan Bautista de la Salle school, 2021.

5.1. Learning activities used to develop Listening and Speaking skill

The first objective established in this investigation was to determine some learning activities used to develop listening and speaking skill. In relation to this, it is important to consider the following ideas:

Echeverry (2003) explains that teachers should plan consciously to engage students in a variety of activities that facilitate learning and increase the level of critical thinking and application. (p. 83). Additionally, it can be argued that everyone learns in different ways and in diverse contexts.

What is stated above enhances that teachers should plan a series of activities to increase the level and critical thinking of students. Indeed, through the observation process, it can be noticed that the teacher carries out some activities that promote listening and speaking, for instance, how many fingers, what's missing, dialog in pairs, etc. Significantly, in the observation process, students were involved in all the activities that the teacher was developing.

Likewise, in the interview developed, the teacher explained that the main activities she uses for listening are the following: Watching videos, listening to audio tracks and songs, listening to tales. Also, the teacher used short conversations, oral interviews, oral presentations, and small talk with pastures as speaking activities.

Above all, it was observed that teacher makes use of the body language and facial expressions to convey the meaning of words, also, she uses visual resource, such as pictures, charts, maps, graphs, etc. During the observation, it was found that some students are very hyperactive when the teacher is doing some activities with

them. In the interview, the teacher explained the students are not always like that, but it happens when they get excited into the learning.

During the observation to first grade, it was taken into account if the students paid attention in the class and it was perceived that a lot of students were doing others things and even, they seen to be bored, however the rest of the students were pretty interested in the class.

According to the observations made, it can be said that the classroom presents good lightning conditions and technological resource, such as smart TV, is available. The interview to the teacher shows that authentic materials are used to provide meaning and content.

Among the strategies to develop of the listening and speaking skills, presented to students to maintain the spirit of learning the teacher used visual materials such as pictures, graphs and videos. Also, she makes frequent breaks during the learning and provide an individual attention to the diverse learning styles and to strengthen the learning process of the listening and speaking skills, it was observed that the teacher illustrates the meaning of words using pictures. Also implement some previous activities to students to learn listening and speaking skill.

Based on the observations and interview to the teacher, the following activities are described below:

1. **How many fingers:** How Many Fingers is a super simple kids song to practice counting with your fingers and toes! Sing along with the friendly monsters.
2. **What's missing:** Put three or four objects on a plate and tell your child to look at them. Ask them to close their eyes (or put a pillow over them) and take one item away. When your child opens their eyes, ask them to guess what item is missing. The teacher wrote some numbers on the board and asked

children to closed their eyes, while the teacher eraser a number, then she asked" what's missing? All students must answer.

- 3. Dialogue in pairs:** Teacher asked students to make pairs and create a short dialog as the following:

Student A: Hi what's your name?

Student B: Hello my name is

Student B: what's your name?

In these activities presented above, it was possible to observe that the teacher promotes listening and speaking comprehension activities. Additionally, the teacher used some strategies to keep the attention in the classroom. For example,

Control: the teacher mentions the word "control" and whole students lower their heads.

One two three eyes on me: in this strategy the teacher said "one two three eyes on me" and the students have to answer! "On two three eyes on you."

During the interview made to the teacher, it can be described some advantages of using listening and speaking activities, such as having a dynamic lesson, active learning and participation, use of interactive materials, promotion of values and cultural awareness. On the other side, some disadvantages are the classroom management, time consuming and expenses on materials.

5.2. Learning Activities to improve listening and speaking skills first grade at San Juan Bautista de la Salle school

The activities applied with first grade students at San Juan Bautista de la Salle were the following:

Activity 1:

Name of the Activity: Cowboy

Objective: This activity promotes the speaking skill by enjoying students into the English language.

Description:

The activity develops a dynamic environment the ability to put the English language into practice demonstrates their speaking skill participation and motivation in learning.

Grouping: This activity is in pair.

Timing: 15 minutes

Procedure:

- The teacher divides the class in two groups.
- The teacher passes in front one student from each group.
- The teacher says students close the eyes.
- The teacher has two flashcards in his hands.
- Then she says that open your eyes.
- The student who is more active will shoot out the other student and has to form a sentence based on the flashcard.
- The group that says more sentences wins.

Experience of the development of the Activity:

In the first grade at San Juan Bautista de la Salle School, it was appreciated that all the students were involved in the activity, they really liked the it because they were face to face and the student who was more active and say the sentences won. They stated that they had never done this activity and that they liked it.

Strengths:

- ✓ The students paid attention when explaining the activity.
- ✓ They showed interest and participation when doing the activity.
- ✓ They had a good discipline when the activity was carried out.
- ✓ Students developed their imagination and critical thinking for producing the language.
- ✓ Students recognized the of fruits presented by saying a sentence, example, that is an apple.

Weakness:

- ✓ Some students forgot the words at the time of the activity.

Activity 2:

Name of the Activity: The phone call

Objective: This activity is focus for improving the listening skill.

Description: This activity pretends that students develop the listening skill.

Grouping: This activity will be developed in groups of three.

Timing: 20 minutes

Materials: Paper board and Markets

Procedure:

- The teacher makes three rows of students.
- The teacher shows the first student of each row one sentence for example “the pen is red”
- Then, the student shares the information by whispering each other until reach the end.
- The last student says what he has heard at loud.

Experience of the development of the Activity:

In this activity: “the phone call” students were involved, at the beginning it was a mess with the management of students because they were very excited and did not have good discipline, but it was possible to talk to them and manage the activity.

Strengths:

- ✓ Students can listen and say a sentence.
- ✓ Students guess a sentence.

Weaknesses:

- ✓ Low participation.
- ✓ Classroom management.
- ✓ At first there was disorder and lack of discipline.
- ✓ The expectations of the activity were not met.
- ✓ Students could not speak English and transmit the sentence.

Activity 3:

Name of the Activity: Dance of the onion

Objective: Create an environment when the students develop oral expression ability movement and social interaction.

Description: This activity aims student develop some comprehension listening skills.

Grouping: All the students

Timing: 20 minutes

Materials: Paper board, Markers, Flashcards

Procedure:

- The teacher takes the written onion song on a paper board.

- Then, teacher places it on the board to be visualized by students.
- The teacher pronounces the song with rhythm.
- The teacher asks students to repeat after her.
- Students repeat and make movement.
- The teacher continues repeating the song until she finishes mentioning the basic parts of the body.

Experience of the development of the Activity:

In this activity, it was mixed a funny way in which students sang and made movements whit this activity we achieve the participation of all students a lot of emotions of joy were noticed when they sang and made some movements, we consider that this was one of the activities that the children liked the most.

Strengths:

- ✓ There was good participation.
- ✓ The students were excited about the activity.
- ✓ All the students made movements and sang the music.
- ✓ They enjoy and had fun with this activity.

Weaknesses:

- ✓ Some were shy about the movements.
- ✓ Some students did not listen to the song very well in the English language.

Activity 4:

Name of the Activity: What is missing?

Objective: The students show a basic understanding used in the classroom for developing listening and speaking.

Description: In this activity the students will practice the numbers in an oral way.

Grouping: All the students

Timing: 15 minutes

Materials: Flashcards

Procedure:

- The teacher takes numbers drawn in flashcard with its writing.
- The teacher places the numbers on the board
- The teacher asks students to close their eyes.
- Then the teacher hides two numbers.
- The teacher asks students to open their eyes.
- Then, the teacher asks student what is missing?
- All students must answer.

Experience of the development of the Activity:

In this activity, the students were told that they had to say the numbers that were needed according to the number that the teacher indicated. All the students participated and we could observe that they really liked the activity and we had a good achievement.

Strengths:

- ✓ There was good discipline.
- ✓ Everyone participated.
- ✓ It was nice and good results were obtained.

Weaknesses:

- ✓ Lack of mastering of the numbers.

5.3. Learning activities proposed to develop listening and speaking skills in first grade at San Juan Bautista de la Salle school

There are some activities that can be proposed to teachers to develop listening and speaking skills in the first-grade students.

COWBOY: It is recommended this activity because when it was applied to children, they were very enthusiastic and there was a good integration of them they loved the activity with this activity speech was develop because they had to form the sentence with the image that was reflected in the flash card.

DANCE OF THE ONION: This is an excellent activity because the students learn to develop listening and speaking in a fun way singing in English and practicing vocabulary, increasing children' s motivation, developing their attitudes and helping maintain a funny environment.

WHAT IS MISSING? It is an excellent activity where students develop speaking and a good atmosphere is achieved, in this activity all students are attentive to participate and answer what numbers is needed, we recommend that use this activity because the students develop the speaking skill.

VI. CONCLUSIONS

After processing and analyzing the results of the study focused on learning activities to develop Listening and Speaking skills in first-grade at San Juan Bautista de la Salle School, 2021, the following conclusions are described below:

- ✓ The teacher implements some activities that promote listening and speaking, for instance, how many fingers, what's missing, dialog in pairs, etc.
- ✓ The main activities that the teacher uses for listening are the following: Watching videos, listening to audio tracks and songs, listening to tales. Despite this, the teacher uses short conversations, oral interviews, oral presentations, and small talk with pastures as speaking activities.
- ✓ The teacher uses body language and facial expressions to convey the meaning of words,
- ✓ In every lesson, the teacher integrates visual resources, such as pictures, charts, maps, graphs, etc.
- ✓ The teacher implements some strategies to keep the attention in the classroom. For example, **Control**: the teacher mentions the word "control" and whole students lower their heads and **One two three eyes on me**.
- ✓ Students from first grade feel motivated through the implementation of different learning activities to promote listening and speaking skills.
- ✓ Through the implementation of the four activities describe in the previous chapter, students developed critical thinking, emotions and cultural awareness.
- ✓ When applying some listening and speaking activities, lessons are dynamic lesson, active, participative, and interactive.
- ✓ In the same way, when implementing some learning activities, it is important to be aware of the classroom management and time consuming.

In conclusion, the use of learning activities to develop listening and speaking skills in the first grade enhances students' motivation and personal growth in the English language learning.

VII. RECOMMENDATIONS

The following recommendations aim to have better results in the development of listening and speaking skills as well as in the English language teaching and learning.

To the English teacher:

- ✓ Create more activities with the ability to speak and listen, so that students can have a better confidence when expressing themselves in English.
- ✓ Use English in the classroom and use different material to explain students.
- ✓ Try to do a list of activities where all students can get involved.
- ✓ Promotes an atmosphere of trust among students when teaching the English language.
- ✓ Try to have a well classroom management when developing any activities.
- ✓ Use more playful teaching materials and according to student learning.
- ✓ Use the activities proposed in page 26 of this document.

To San Juan Bautista la Salle Institute:

- ✓ Organize training workshops to help teachers.
- ✓ Make improvements to the classroom because there is not the appropriate clarity for the students.
- ✓ Follow up on the updating of English teachers and seek the acquisition of teaching materials to strengthen the teaching of learning.

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IX. APPENDIXES



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Nueva Guinea- Campus

OBSERVATION GUIDE

The observation guide aims to analyze the learning activities to develop listening and speaking skills in the first-grade at San Juan Bautista de la Salle, in order to improve the development of the receptive and productive skills of the language.

1. General Information	
Grade:	Date:
Subject:	Level:
Content:	

2. Teaching Environment					
N°	Key Aspects	Regular	Good	Excellent	Observation
1	Class organization				
2	Lightning conditions of the classroom				
3	Visual resources				
4	Technological sources				
5	Use of different materials				

3. Class Development (Activities for Listening and Speaking)				
N°	Key Aspects	Yes	No	Observation
1	Use visual materials such as pictures, charts, maps, graphs, etc.			
2	Use body language and facial expressions to convey the meaning of words.			
3	Illustrate the meaning of words using pictures.			
4	Use multi-media (e.g. computers, videos, and			

	speakers) to enhance the learning of new words.			
5	Use listening and speaking strategies.			
6	Create mnemonics to aid memorization			
7	Use of authentic materials to provide meaning and content.			
8	Provide an individual attention to the diverse learning styles.			
9	The teaching and learning activities promote the speaking and listening skills.			
10	Make frequent breaks during the learning.			
11				
12	The teaching and learning process is positive and encouraging.			
4. Assessment of the Lesson				
N°	Key Aspects	Yes	No	Observation
1	Development of individual and team work tasks.			
2	Use of graphic organizers and outlines.			
3	Use of listening and speaking comprehension activities.			
4	Use of activities that involve all in the learning process			



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Interview to the Teacher

The objective of this interview is to determine the learning activities used to develop Listening and Speaking Skills in the first grade at San Juan Bautista de la Salle School, second semester 2021.

- 1) How listening and speaking is taught? What materials do you use?
- 2) Do you have any guidance provided by MINED to teach listening and speaking in first grade? Describe its methodology.
- 3) What activities do you use to develop the listening skill?
- 4) What activities do you use to develop the speaking skill?
- 5) What advantages and disadvantages do you find when developing listening and speaking activities?
- 6) What learning activities do you recommend for teaching listening and speaking in the first grade of primary?

Assessment Rubric for Evaluating Learning Activities

Structure	Criteria	E	M/ B	B	R	O
Design and presentation of the activities.	Presents the objectives of the activity.					
	The presentation is well prepared and attractive.					
	The activities are organized and structured according to the topic.					
	Uses different resources that strengthen the presentation of the topic.					
	The activities are chords to the context to develop the learning process.					
Development of the activity	Develop listening and speaking skills.					
	Consider varied activities for the skills learning process					
	Uses his explanation of way creative and practical and real examples.					
	The activities allow the exercise and strengthening of skills to define knowledge					
	Makes proposed activities of way effective.					
	The topic was extensively covered with well-developed and organized ideas.					
	The time of the class was used to work in the activities.					

Evaluation of the learnings.	The material used is clearly simple and suitable for the development of the skills.					
	It fits to the set time and he master the subject perfectly.					
	The activities suggested for the beginning of the class contemplate didactic strategies.					



Colegio Católico "San Juan Bautista de La Salle"

Viva Jesús en Nuestras Carrazas... Por siempre..



CONSTANCIA

A quien corresponda:

El suscrito Director General del Colegio Católico "San Juan Bautista de La Salle", debidamente autorizado por el Párroco de la Parroquia San Martín de Porres y por las autoridades correspondiente del Ministerio de Educación, de la Ciudad de Nueva Guinea, Región Autónoma de la Costa Caribe Sur,

HACE CONSTAR QUE:

Las jóvenes: VILMA ESKARLETH CASTELLÓN HURTADO identificada con Cédula nicaragüense N° 616-220692-0003D y JUNIELKA HARRIETH PANTTIN SUÁREZ, identificada con Cédula nicaragüense N° 616-261094-0006F, solicitaron autorización para realizar una investigación en este Centro de Estudios con el tema "Learning Activities to Develop Listening and Speaking Skills in First-grade at San Juan Bautista de la Salle School, 2021". El permiso fue concedido y realizaron procesos de observación, aplicación de estrategias, entrevista a la docente, proceso que se finalizó el día 4 de noviembre de 2021.

Es importante señalar que por parte del colegio quien acompañó el proceso fue la profesora **Yoseling Osmara Hernández Rodríguez**.

A solicitud de parte interesada y para los fines que estime conveniente se extiende la presente a los 22 días del mes de abril de 2022,

Atentamente:

Lic. Cruz Eliseo Hernández Hernández

Director General

C. S. J. B. de La Salle

Cel.: (505) 86607370

E-mail: cruzeli1980@gmail.com



Lesson Plan

A. Lesson Plan Information

Subject: English
School: Juan Bautista la Salle

Unit: Unit VIII:

Topic: fruit
 apple watermelon, banana, strawberry,
 pineapple, pear, orange, lemon, melon,
 kiwi.

Grade Dates:

1° 22/10/2021

Time: 45
 minutes

B. Performance Indicators

The students uses vocabulary about fruit to express their preferences.

C. Learning strategies

Opening Activities

Warm up: Practice the song "bananas monkey" Sing all together and have fun while singing. The teacher will be singing and the students will be repeating after the teacher. **Time: 5 minutes**

Review/ Prior Knowledge:

Presentation of New content: Vocabulary presentation: the teacher will show the students a flashcard about apple, the teacher will say apple and invite the children to repeat the word, this word will be repeated 3 times with the students, and the teacher will paste it on the board and write the name, and will repeat. Then the teacher forms two lines and says a word to the ear of the last child, and she must say to the other child and so on until she reaches the first child and he will say it out loud. The teacher will say if it was the correct word. **10 minutes.**

Middle Activities: Controlled/ Free practice

Listening: the teacher will paste the flashcard about fruit all around the classroom, the teacher will ask to the kids to the pronunciation of each word, then, the teacher will ask to the kids to come in pairs and to listen to the word the teacher is saying, the one who touch it faster will be the winner, the other student has to sit down, all students will participate. **Time 8 minutes.**

What's missing activity: place flashcards on the board and ask children to close the eyes while the teacher hides a flashcard, kids will open their eyes and guess what's missing? **Time 7 minutes.**

Closing Activities

Evaluation: Speaking: cowboy: The teacher divides the class in two groups. The teacher passes in front one student from each group. The teacher says students close the eyes. The teacher has two flashcards in his hands. Then she says that open your eyes. The student who is more active will shoot out the other student and has to form a sentence based on the flashcard. The group that says more sentences wins.

Time 15 minutes



La Salle- Lesson Plan

A. Lesson Plan Information

Subject: English Grade: 1th Date: 13/10/21

School: LA SALLE

Unit VII: At the restaurant Time: 45 minutes

Topic: V: Food words (pizza, hamburger, milk, salad, apple pie, fries, lemonade)

G: Are they eating....? Yes, they are/ no

L: Say the song

S: repeat the words

R: Matching words and pictures

B. Performance Indicators: The student writes words about food when listening to audios or people.

C. Learning strategies

Opening Activities

Warm up: "Walking in the jungle" Choose 4 students to pretend to be the animals and play the song, dance and do the actions along with them. Time: 5 minutes:

D. Middle Activities Controlled/ Free practice

Presentation of new content: V & S Show flashcards of food to the students say their names and ask them to repeat. Repeat the process as many times as necessary. Time: 10 minutes

L: dance of the onion

PROCEDURES

- The teacher takes the written onion song on a paper board.
- Then, teacher places it on the board to be visualized by students.
- The teacher pronounces the song with rhythm.
- The teacher asks students to repeat after her.
- Students repeat and make movement.
- The teacher continues repeating the song until she finishes mentioning the basic parts of the body.

Time: 20 minutes

E. Closing Activities

S: the teacher read la song y the students repeat and practice new vocabulary. Time: 10 minutes

F. My reflections on the lesson / Observations

A. Lesson Plan Information

Subject: English

School: Juan Bautista La Salle

Unit VIII: At the restaurant

Time: 45 minutes

Topic: V: Food words (pizza, hamburger, milk, salad, apple pie, fries, soda lemonade)

G: Are they eating....? Yes, they are/ no

L: Say the words (food)

S: 2. Naming food words

Grade Dates:

1° 26/10/2021



B. Performance Indicators: The student uses food vocabulary to ask and answer yes/no questions coherently.

C. Learning strategies

Opening Activities

Warm up: "Hokey pokey" Play the song and ask students to perform the actions along with you **Time:** 5 minutes:

Review: S: Show flashcards of food vocabulary, ask students to say their names aloud. **Time:** 10 minutes

D. Middle Activities Controlled/ Free practice

Presentation of new content: Grammar presentation Write down on the board today grammar is:

Are they eating pizza? Yes, they are

Are they eating hamburger? No, they aren't

Ask students to write down in their notebooks and discuss about their meaning. **Time:** 10 minutes

L & S: the phone call: The teacher makes three rows of students.

The teacher shows the first student of each row one sentence for example "I like pizza, I don't like hamburger"

Then, the student shares the information by whispering each other until reach the end.

The last student says what he has heard at loud. **Time** 20 minutes

La Salle- Lesson Plan

A. Lesson Plan Information

Subject: English Grade: 1th

Date: 15/10/21

School: LA SALLE

Unit VII: Greetings and Numbers

Time: 45 minutes

Topic: G: Be: I am

L: listening

S: speaking



B. Performance Indicators

- a. the students shows understanding of basic commands used in the classroom by participating in playful activities.
- b. the students uses prior knowledge to participate in oral activities

C. Learning strategies

Opening Activities

Warm up: "How many fingers" song, the teacher plays the song and explains the mimic they will do according to the song in order to practice numbers. **Time 5 minutes**

Review: there will be a review about what's your name? My name is _____

Middle Activities:

What's missing?

PROCEDURES

- The teacher takes numbers drawn in flashcard with its writing.
- The teacher places the numbers on the board
- The teacher asks students to close their eyes.
- Then the teacher hides two numbers.
- The teacher asks students to open their eyes.
- Then, the teacher asks student what is missing?
- All students must answer.

Time: 20 minutes

Closing Activities

Drawing time: students will have the chance to draw a cake and candles according to their age.

Figure 1

Cowboy Activity: Students from first grade learning about fruits through a speaking activity at San Juan Bautista de la Salle School, Nueva Guinea.



Note. By Castellón, 2021, Cowboy Activity at San Juan Bautista de la Salle School, Nueva Guinea City, Nicaragua.

Figure 2

Phone Call Activity: Students from first grade learning about food through a listening activity at San Juan Bautista de la Salle School, Nueva Guinea.



Note. By Castellón, 2021, Phone Call Activity at San Juan Bautista de la Salle School, Nueva Guinea City, Nicaragua.

Figure 3

What's Missing Activity: Students from first grade learning about numbers through a listening and speaking activity at San Juan Bautista de la Salle School, Nueva Guinea.



Note. By Panttin, 2021, What's Missing Activity at San Juan Bautista de la Salle School, Nueva Guinea City, Nicaragua.

Figure 4

Onion Dancing Activity: Students from first grade learning about parts of the body through a listening activity at San Juan Bautista de la Salle School, Nueva Guinea.



Note. By Panttin, 2021, Onion Dancing Activity at San Juan Bautista de la Salle School, Nueva Guinea City, Nicaragua.



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AVAL CONSENTIMIENTO PREVIO, LIBRE E INFORMADO PARA INVESTIGAR
Y PUBLICAR

El Territorio/Comunidad/Empresa/Barrio Colegio San Juan Bautista de la Salle por medio del presente escrito, otorga el consentimiento previo, libre e informado a la Universidad URACCAN para que se realice la investigación titulada: "Learning Activities to Develop Listening and Speaking Skills with First-grade at San Juan Bautista de la Salle School, 2021", la cual se desarrollará en el primer semestre del año 2021. Información que será utilizada única y exclusivamente con fines académicos.

Con el objetivo de: Analyze the learning activities to develop Listening and Speaking Skills in first grade at San Juan Bautista de la Salle school, first semester 2021.

Las instancias correspondientes autorizan la publicación de los resultados de la investigación, previa validación de los resultados en la comunidad/organización.

Nombre y apellido del representante: Cruz Eliseo Hernández H.

Cargo: Director

Firma y Sello: Hernández

Lugar: Nueva Guinea

Fecha: 23/04/2021





**UNIVERSIDAD DE LAS REGIONES AUT6NOMAS DE LA COSTA
CARIBE NICARAGÜENSE, NUEVA GUINEA**

AVAL DEL TUTOR

El tutor/a: MBE. **José Alexander Oporta Barrera**, por medio del presente escrito otorga el Aval correspondiente para la presentación de:

- a. Protocolo ☐
- b. Informe Final ☒
- c. Artículo Técnico ☐
- d. Otra forma de culminación (especifique): ☐

A la investigación titulada:

**Learning Activities to Develop Listening and Speaking Skills in
First-grade at San Juan Bautista de la Salle School, 2021**

Desarrollada por el o los estudiantes:

Br. Vilma Eskarleth Castellon Hurtado

Br. Junielka Jarrieth Pantin Suarez

De la Carrera de: **Licenciatura en Ciencia de la Educación con Mención en Inglés**

Nombres y apellidos del Tutor, Tutora: MBE. **José Alexander Oporta Barrera**

Firma: *J Alexander Oporta Barrera*

Recinto: **Nueva Guinea**

Fecha: **22 de abril de 2021**