



UNIVERSIDAD  
NACIONAL  
AUTÓNOMA DE  
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**FACULTAD REGIONAL MULTIDISCIPLINARIA – FAREM MATAGALPA**

**Departamento de Educación y Humanidades Programa**

**Universidad en el Campo – UNICAM - La Dalia Licenciatura en**

**Ciencias de la Educación con Mención en Inglés**

**THEME:**

**Didactic strategies applied in the learning process of primary and secondary school students, La Dalia – Matagalpa, II semester 2022.**

**SUBTHEME:**

**The use of didactic resources in English learning process of seventh grade students, regular shift, Jose Dimas Gonzalez Urbina school, El Coyolar municipality, La Dalia – Matagalpa, second semester 2022.**

**AUTHORS:**

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**Tutor: MSc. David de Jesús Vallejos Rodríguez.**

**Matagalpa, Nicaragua, December 2022**





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## INDEX

<b>I.INTRODUCTION</b> .....	<b>1</b>
<b>II.JUSTIFICATION</b> .....	<b>3</b>
<b>III.OBJECTIVES</b> .....	<b>4</b>
<b>IV. DEVELOPMENT</b> .....	<b>5</b>
<b>4.1 Didactic resources</b> .....	<b>5</b>
4.1.1 <i>Definition</i> .....	5
4.1.2 <i>Categories of Didactic resources</i> .....	6
4.1.3 <i>Characteristics of didactic resources</i> .....	7
4.1.4 <i>Importance</i> .....	8
4.1.5 <i>In education</i> .....	9
4.1.6 <i>In English class</i> .....	10
4.2.1 <i>Definition</i> .....	10
4.2.2 <i>Characteristics of learning process</i> .....	11
4.2.2.1 <i>Playing and exploring</i> .....	11
4.2.2.2 <i>Play with they want know</i> .....	12
4.2.2.3 <i>Being willing to have a go</i> .....	12
4.2.3 <i>Nicaraguan conception</i> .....	13
4.2.4 <i>High school learning process</i> .....	13
<b>4.3 English as a Foreign Language</b> .....	<b>13</b>
4.3.1 <i>Definition</i> .....	13
4.3.2 <i>English Characteristics</i> .....	14
<b>4.4 Incidence of didactic resources in English learning process</b> .....	<b>15</b>
4.4.1 <i>Motivation</i> .....	15
4.4.2 <i>Participation</i> .....	16
4.4.3 <i>Attention to the class</i> .....	16
4.4.4 <i>Competences developed</i> .....	17
<b>V. CONCLUSIONS</b> .....	<b>18</b>
<b>VI. Bibliography</b> .....	<b>19</b>

## **DEDICATION**

This research is dedicated firstly to God, because it was, he gave us the wisdom to carry out this work.

To our parents, who with their effort instilled in us the desire to improve.

Our professors, who have shown during the five years, that they were always interested in providing us their best thought their patience and advice. They demonstrated that English is an amazing language that involves everyday learning.

Our classmates, they have helped us, when we had troubles in our research.

Finally, we dedicated this to our university, UNAN FAREM MATAGALPA, for having the best professors as work team.

## **ACKNOWLEDGMENT**

Thanks, we are grateful with god, because He is the mighty who allows existing in this World, and thanks to Him, we can do all things that we want, including reach our goals. He gives us the life, energy, the love, the time, the vitality, and health.

To our parents, because they have always been close supporting us economically and motivating us. In addition, they have dedicated their entire lives forming us as good useful people for society.

Furthermore, all professors from UNAN-FAREM-Matagalpa of the English degree. Because they have helped us research our current level in the career.

We would like to say thanks you to our former classmates, for motivating us to finish the five years' university.

Finally, we are grateful with university UNAN-FAREM-Matagalpa for have the best English professors, because each one share their teaching bread with us.

# ENDORSEMENT LETTER



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## UNIVERSIDAD NACIONAL AUTONOMA DE NICARAGUA FAREM-MATAGALPA

*2022: "Vamos por más victorias educativas"*

**Diciembre 2022**

El presente Seminario de Graduación, desarrollado por los estudiantes de la Universidad en el Campo, UNICAM La Dalia, como primeros graduados en Inglés de esta modalidad tan especial, bachilleres Edwin Josué Larios Ochoa, carnet #18725747, Lesner Jossiel Larios Talavera, #18725703; and Harold Sabino Villega, #18724394; remitido como requisito para optar al título de Licenciado en Ciencias de la Educación con Mención en Inglés, con el tema **Didactic strategies applied in the learning process of primary/secondary school Students, La Dalia – Matagalpa, II semester 2022**; bajo el subtema **“The use of didactic resources in the English Learning process of seventh grade students, regular shift, Jose Dimas González Urbina School, El Coyolar Municipality, La Dalia – Matagalpa, second semester 2022”**; cumple con los requisitos del proceso de investigación metodológica de la Universidad Nacional Autónoma de Nicaragua - UNAN Managua - FAREM Matagalpa, con la relación adecuada entre objetivos, variables, fundamentos teóricos, diseño metodológico, resultados y conclusiones.

El proceso de análisis y discusión de resultados se llevó a cabo tomando en cuenta las variables de estudio, instrumentos de recolección de información, objetivos y referencias bibliográficas confiables.

La presente investigación es el resultado del esfuerzo, la dedicación y el conocimiento adquirido y puesto en práctica por los estudiantes, el cual cumple con todos los requisitos académicos e investigativos. Por lo tanto, se considera completa y lista para su defensa.

A handwritten signature in blue ink, appearing to read 'David de Jesús Vallejos Rodríguez'.

**MSc. David de Jesús Vallejos Rodríguez**  
**Professor**  
**UNAN Managua, FAREM Matagalpa**

## **ABSTRACT**

The present research it is about didactic strategies applied in the learning process of primary and secondary school students, La Dalia – Matagalpa, II semester 2022. Therefore, it is focused in the use of didactic resources in English learning process of seventh grade students, regular shift, Jose Dimas Gonzalez Urbina School, El Coyolar municipality, La Dalia -- Matagalpa, second semester 2022.

The purpose that it has is analyze the use of didactic resources useful by the teacher in the English lesson, discovering the progress that it produces when these are applied. This study is essential and important resource to find key information to create adequate material that can be used with high school students by the teacher improving the English learning process of them, in addition, it is notable that using them it is clear and an effective way to achieve the performance indicator of the facilitator, at the time of the class the student is motivated, permitting the participation and the integration of each one.

There are some factors that teacher has to think before to make didactic material, like if it is adequate or easy to obtain, taking into account the misunderstanding that can present the young learner. The use of didactic material changes the class in an easier lesson, enabling to teacher to share the idea clear and correctly, the class is more attractive catching the interest of the young learner. When the student is focused, can improve knowledge and also scores, getting a right motivation, keeping an active participation at the time to receive the message, asking about the content or answering to some questions from the teacher.



# I.INTRODUCTION

This research is about the use of didactic materials useful by the teacher in 7th grade students' learning process, in English as a foreign language, regular shift, at Jose Dimas Gonzalez Urbina School, El Coyolar - El Tuma municipality, department of Matagalpa, II semester 2022.

Furthermore, has the purpose to dedicate important information of some didactic materials, at the time to develop a performance indicator to achieve the goal, since present problems with the listening and pronunciation is important practice it, using adequate exercises to improve the needed skill. In the other hand is essential motivate the class creating an active participation to get involve the student in the moment that any lection is developed. Encouraging completing the assigned homework and participating in extra classwork suggested by the teacher, helping to accomplish the indicated performance indicator.

In addition, will be of great benefit to teachers and students who wants investigate about of the useful didactic materials that are going to be used in high school or in another case of education. Certainly, will help to change and make students autodidact, creating new study habits, in this way they become more interesting in the opportunity to get knowledge about the language, innovating the English learning process.

English language allows opening new opportunities to get a job in different places. The acquisition of a second language is very important for people nowadays transforming you in a person that is able to communicate with stranger. English language in the whole world is known as a universal language, getting the chance to improve the life style.

English language has been being taught in Jose Dimas Gonzalez Urbina School in high school for years in the regular shift and the students present interest in learning, but there are some limitations in the classroom.

Even though, the teacher has a good knowledge about the English teaching process and the language itself, he lacks of adequate materials and activities to teach students. That is why, in this research, it is being aimed to analyze: what is the Importance of the use of didactic materials in 7th grade students' learning process, in English as a foreign language, regular shift, at Jose

Dimas Gonzalez Urbina School, El Coyolar - El Tuma municipality, department of Matagalpa, II semester 2022?

The design adopted in this research was descriptive and not experimental, with transverse axis. What experimental research does is observe phenomenon such as, it is applied in the natural context to then analyze it, as well as, in the no experimental research observes existent situations.

**Paradigm:** is positivist, based in assumption that a single tangible reality exists one that can be understood, identified and measured.

**Approach:** the approach of our investigation is quantitative with qualitative incidences.

The investigation document is transversal or cross-sectional since it studies a small part of the process to gather data at one only moment in time.

**Study type:** The study type is used in this investigation is descriptive since; describe the observation accomplished on the classroom, with data collection obtained from different applied instruments.

**Population and sample:** the population involved in this research is 10 students of which 10 participated in applied study, (6 boys and 4 girls). It was carried out with seventh grade students, regular shift, Jose Dimas Gonzalez Urbina School, El Coyolar municipality, La Dalia - Matagalpa, second semester 2022. It was identified the inclusion of didactic resources in English learning process.

**Method and techniques:** it was a deductive method based on analysis of didactic resources used in the high school, with seventh grade students. The instruments are survey to student, interview to teacher and observation guide from the researchers, in the same way, this real information was obtained for this three instruments.

**Information analysis procedure:** to analyze the information obtained, was necessary to make a comparison of this three instruments, from this using Excel program to make graphs and Word for qualitative analysis.

## II.JUSTIFICATION

This documental investigation consists in identify the use of didactic materials useful by the teacher in 7th grade students´ learning process, in English as a foreign language, regular shift, at Jose Dimas Gonzalez Urbina school, El Coyolar - El Tuma municipality, department of Matagalpa, II semester 2022?

Villegas, H (2021), the use of didactic materials in teaching English like a second language is to facilitate and improve the learning and also to help to understand in a better way acquisition of patterns from a new language.

The teacher is an important piece in the process learning is through teacher that can accomplish tan student practice more and more depending of the creativity of the teacher to create didactic materials to make more interesting the class.

This investigation will be to help to those people that do not make use of didactic materials like English teacher are going to have new information about this, in the same way, can be used in classroom, in the way that help to develop educative practices to make the education a effective process for teacher and student. Will be a big benefit to team work that participate in the investigation, in the same way could be used like a didactic material of information for the MINED and UNAN.

English language allows to open new opportunities in life. The acquisition of a second language is very important for people nowadays. English language in the whole world is known as a universal language.

English language has been being taught in Jose Dimas Gonzalez Urbina School in high school for years in the regular shift and students present interest in learning, but there are some limitations in the classroom.

Even though, the teacher has a good knowledge about the English teaching process and the language itself, he lacks of adequate materials and activities to develop the right idea that wants to share with students.

### **III.OBJECTIVES**

#### **General objective**

Analyze the use of didactic resources in English learning process of seventh grade students, regular shift, Jose Dimas Gonzalez Urbina School, El Coyolar municipality, La Dalia -- Matagalpa, second semester 2022.

#### **Specific objectives**

- Define Didactic Resources.
- Explain the English language learning process in high school.
- Describe the incidence of didactic resources in English learning process of seventh grade students, regular shift, Jose Dimas Gonzalez Urbina School, El Coyolar municipality, La Dalia -- Matagalpa, second semester 2022.

## IV. DEVELOPMENT

### 4.1 Didactic resources

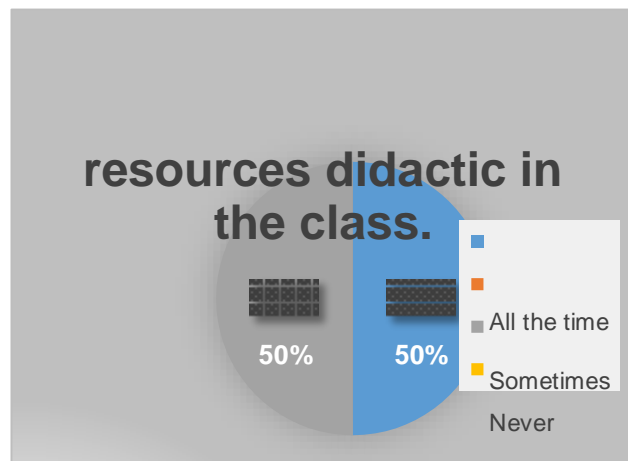
#### 4.1.1 Definition

According to Padron, et al (2005), didactic resources “are kind of aid that assist those actors to achieve their objective during the entire learning process doing his job more uncomfortable improving the student`s knowledge.”

In other words, didactic resources are some important pieces of learning process, help to develop the general idea and the purpose that actor wants to show, doing this a better and easier.

In the same way, can say that teachers use these materials to make an excellent job and can help themselves and help the students in their environment for example, in the classroom allows that make a fantastic process because has a great performance.

In the Survey applied to the students 50% of them claim that the teacher uses didactic resource all of the time, and 50% of them say that he does it sometimes. On the other hand, in the interview to the teacher, he affirms that he sometimes uses didactic resources in the lesson. Therefore, it is notable the teacher uses didactic resources with seventh grade students in this before school said.



#### **4.1.2 Categories of Didactic resources**

Each category can be used to improve a specific set of skills, such as counting or speaking. Most schools will use these materials; however, children will also often encounter a number of them while at home or in the real world. (Mathew Lynch2021).

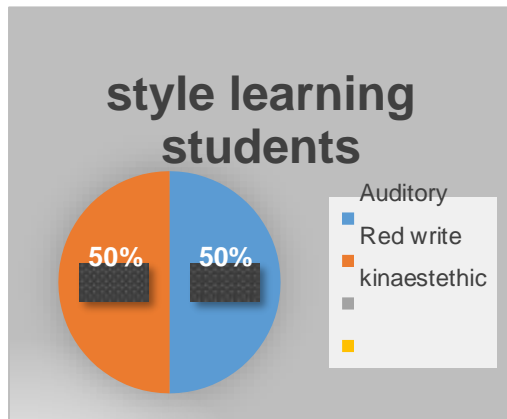
In the same way we can say that the categories have an essential point in the goal that wants it, and is for it that many school prefer use these important things to facilitate the learning process and to develop student`s knowledge.

Furthermore, schools prefer use it because make a better performance in the development of the classroom but using the adequate category depending of the necessity and we can say four examples of categories of didactic resources.

- **Practical life equipment** – these materials are presented to students from the moment that they arrive home. They are designed to evoke movement, encouraging the child to manipulate objects and improve their gross motor skills.
- **Sensory material** – these activities are designed to improve the five senses (sight, hearing, touch, taste, and smell).
- **Language equipment** – children begin to memorize and learn sounds and phonemes subconsciously. However, language equipment can be used to quicken this process and improve vocabulary.
- **Mathematics materials** – it is important to note that mathematics materials are sensory materials. The part of the child's mind that is responsible for solving these problems is designed to order, classify and organize. Using mathematics materials can help children understand how numbers work, including the four primary operations (addition, subtraction, division, and multiplication).

In the interview the teacher explains that his students learning style are reading and writing.

In other words, the students were interviewed about their learning style. which, 50% of them said that learning style are through auditory and the other 50% of them affirm that the learning style they have to learn English is reading and writing, while in the observation guide it is clearly that the learning style of them is with these materials but also didactic materials help in a great way.



#### ***4.1.3 Characteristics of didactic resources***

- Use facility. If is comfortable or not by teachers and students, if it need specialized staff.
- Individual or collective. If can it use an individual level, small group, big group.
- Versatility. Adaptation to diverse contexts: environment, didactic strategies, students.
- Open, permitting the modification of the contents to treat.
- That promote the use of other materials (cards, dictionary) and the realization of complementary activities (individual or in cooperative group).
- Provide information, practicality all the didactic middles provide explicitly information: books, videos, informative programs.

- capacity's motivation. To encourage the student, the materials must awake and keep curiosity and the interest against its utilization without provoke anxiety and avoiding all the elements that interfere in the learning process.
- Adequation to the rhythm of work of students. The great materials have in consider the characteristics student's evolutional that against (development, cognitive, capacities, interest, necessity) and the progress that going doing.
- stimulate the development of abilities cognitive and student's learning strategies that permit themselves make plans, moderate and evaluate their own learning activity, provoking the reflection about their knowledge and about the methods that they use at the time to think, because, learn significantly suppose modify their own knowledge's charts, remodel, review, extend and enrich the cognitive structures.
- Cognitive effort. The materials of class must facilitate meaningful learning and transferable to others situations with a constant mental activity with the kind of learning that pretends.
- Availability. Must be willing at the moment you need them.
- Guide the student's learning instructs, as an anthology or book do it for example.

#### **4.1.4 Importance**

According to Corea O and Javier. A (2007), there is a low academic performance in the country, we consider very important to research about one of the most important sub skill in the process of learning English because we consider that exist real problem in the students when they use grammar.

As they told try to explain how important is the grammar sub skill in the English language, this work is also composed by a short definition of the "language", and how to present and explain grammar in the classroom. The grammatical mistakes are also presented in this research and so on.



Also this research work has the goal to help teachers to improve the learning of grammar into the classroom so we give extra information about some techniques that the teacher could use in the classroom. This work explains two concepts that were taught by two American teachers they are teaching grammar as process and teaching grammar as form.

#### 4.1.5 In education

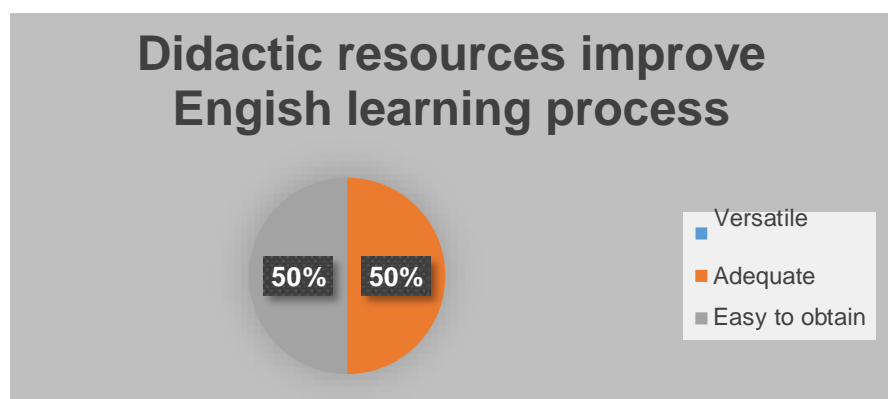
In other words, Facility the communication teacher – student about ideas to the feelings (beginning of the intuition), awake the student`s interest (Montessori, 1870-1952).

In the other hand the didactic materials permit extend experience of children favoring the learning process. This tools are important because help this learning process, helping the child to encourage with facility in the activities.

In addition to said this material must has diverse conditions, first through harmonica disposition of color, shine, forms the material has to attract the child`s attention to the limit, as well as must has some characteristics that provoke the learner`s activity.

The teacher confirm that He use didactic material visual to obtain 100%, because this way the students understands very well, while to develop Class English.

In the survey applied to the students 50% of them are clear that didactic resources improve



English learning process and 50%, they say that it is probably. Moreover, in the observation guide is clear that didactic materials are tools and help to support the idea that you want to share. developing easier the idea that is going to

be shared with the student. For that reason, is considered that didactic resources improve English learning process.

#### **4.1.6 In English class**

According to Urbano, R (2017), Learn a foreign language is a process that require constant practice where by it could be a little hard and that sometimes for some students it can be an experience full of mistakes at the long learning process.

At the same time, communicate with the tongue that is not our language is complicated because a foreign language has many patterns, rules, grammar, pronunciation, and others different things that change our typical way of communicate us, this can do us a lot of mistakes at the time of learn it.

Didactic material is one of the most essential tools that you could use on the learning process, therefore, it has a group of things that make this more an effective work, the students have more interest and motivation at the moment of participate on a English class.

So, teacher should use some funny and interesting activities or materials for example, games, music, videos, flashcards, audiobooks, and some development´s activities

In the interview applied to the teacher explains that the use of a didactic resource help to communication, because students reform on the classroom.

On the other hand the students in the survey applied to students 100% of they said that it is better understood the message of the teacher through didactic material such flashcard.

## **4.2 English learning process**

### **4.2.1 Definition**

According to IGI global Publisher (1988 – 2021), process that people pass through to acquire new knowledge and skills and ultimately influence their attitudes, decisions and actions, Activities carried out to achieve educational objectives

Also, this is the activities carried out by students to achieve educational objectives. They are carried out individually, although this takes place in a cultural and social context, in which students combine their new knowledge with their previous cognitive structures.

Is to say, it is the process of in which an individual or group uses, adapts and reproduces structures or appropriates the structures. Improving his/her knowledge, doing a goal accomplished, the steps followed into receiving, understanding and recreating knowledge

#### **4.2.2 Characteristics of learning process**

Ruksana Mohamed (2015), tell us characteristics of Effective Learning (CoEL) are a revived element in the current Early Years Foundation Stage Curriculum (EYFS). CoEL advocate that in planning and guiding children's activities, practitioners must reflect on the different ways that children learn, and then reflect these in their practice.

Rather than what they learn i.e. process over outcome. Underpinning the CoEL is the understanding that during their earliest years, children form attitudes about learning that will last a lifetime. Children who receive the right sort of support and encouragement during these years will be creative and adventurous learners throughout their lives.

Although they are at a young age, It is not to deny that there are difficulties in the interview applied to the teacher affirms that there are difficulties in students learning process in seventh, eighth, ninth, because they don't learn very well the alphabet, new vocabulary, is difficult memorize, nevertheless he says it's matter of repetitions.

On the survey applied to students they say they have difficulties in the pronunciation of the words, also in the writing. Since the pronunciation of the words and the writing are different.

Three characteristics of effective teaching and learning identified by the EYFS are:

- **playing and exploring** - children investigate and experience things, and 'have a go';
- **active learning** - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements; and
- **Creating and thinking critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

##### **4.2.2.1 Playing and exploring**

This is when children use open-ended, hands on experiences, which arise from curiosity. These provide the basis on which the child builds concepts, tests ideas and finds out how things work:

- Showing curiosity about objects, events and people
- Using senses to explore the world around them
- Engaging in open-ended activity
- Showing particular interests

#### **4.2.2.2 Play with they want know**

This refers to how a child uses imaginative play to understand, explore and embed ideas. Children use imaginative play to re-create experiences:

- Pretending objects are things from their experience
- Representing their experiences in play
- Taking on a role in their play
- Acting out experiences with other people

#### **4.2.2.3 Being willing to have a go**

This is when children use their particular interests to initiate activity ideas, look for challenges and opportunities within new experiences and to take risks. Children demonstrate a 'have a go' attitude and use new opportunities to learn:

- Initiating activities
- Seeking challenge
- Showing a 'can do' attitude
- Taking a risk, engaging in new experiences, and learning by trial and error

### **4.2.3 Nicaraguan conception**

The conception in Nicaragua has been teaching – learning because all the time people thought that teacher taught and student learned in the environment of education. This was the preferred process in the classroom.

Is the same to say, student always listened what teacher said in the class rather than before teacher was who knew and if teacher said something that was the correct but people were wrong and were doing a great mistake.

Is necessary say, that, today all is changed is to say the conception in the education is totality different, now is just learning process because teacher learn from students and also students learn of the teacher. Teacher in Nicaragua is only a helper and just facilitate the process.

### **4.2.4 High school learning process**

The profile of teachers' learning styles is Theoretical, Pragmatic, Active and Reflective, which indicates that they use particular processes and strategies to obtain, process, understand and put into practice information.

## **4.3 English as a Foreign Language**

### **4.3.1 Definition**

English as a foreign language (EFL) is the term used to describe the study of English by non-native speakers in countries where English is not the dominant language. This is not to be confused with English as a second language, also called English as an additional language, which is the practice of learning English in a predominantly English speaking country. (Richard Norquist, 2020).

Furthermore, refers to teaching and learning of English in a setting in which English is neither widely used for communication among the nation, nor is it used as the medium of instruction.

In this manner, in the context where English has no official status, it is taught in classroom setting, in the role of English in communication inside the country is limited such as in Turkey, English taught to or used by non-native individual.

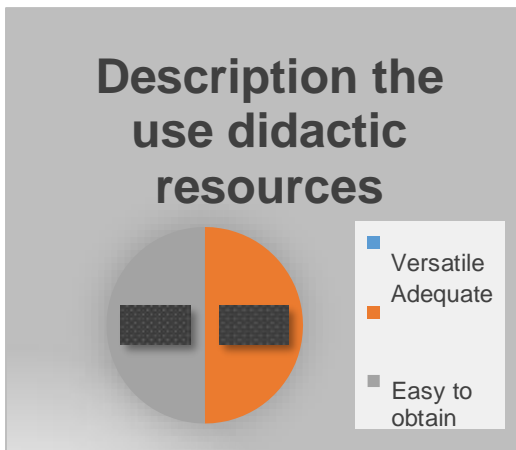
#### **4.3.2 English Characteristics**

Specific characteristics:

- Fairly easy to learn: English is one of the easiest and simplest natural language in the world, of course it's all relative, it depends on the learner's ability and previous language learning experiences.
- Latin alphabet: The English language uses the Latin alphabet; it is the most universal, short and straight forward alphabet (only the Greek alphabet is shorter and simpler). Also, in English, the Latin alphabet presents its cleanest form as a true alphabet with only 26 basic letters.
- Its simple inflection: inflection is the name for the extra letters added to nouns, verbs and adjectives in their different grammatical form, e.g., cat, cats; eat, eats, big, bigger.
- Receptiveness: a significant feature of the English language is its receptiveness to accepting and adopting words from other language.

The teacher ensure that the use didactic resource applied the classroom is easy to obtain 100%.

In the survey applied to the students 50% of them say that the use of didactic resources applied in the classroom are adequate, and 50% say they that are easy to obtain.



#### ***4.4 Incidence of didactic resources in English learning process***

According to Cabero (1994), the didactic resources gives strategies to teacher, helping to develop a better period of class improving abilities and attitudes helping in the English learning process,

In other words, using this material changes the English class in a good form, making itself easy and interesting catching the attention of the student, getting participation, concentration and better scores.

Is to say, using this material into the English class student gets motivation keeping himself focused and interested in the class through the different kind of material that are used like audios and visual aids.

##### ***4.4.1 Motivation***

Motivation is the process that initiates guides, and maintains goal-oriented behaviors. It is what helps you lose extra weight, for instance, or pushes you to get that information causes you act in a way that gets closer to your goal, (Kendra Cherry 2022).

Furthermore, having motivation in the student about English class you are closer to achieve your performance indicator, getting great scores and better results with your learning process, even helping in the behavior in the classroom.

In the other hand, English learning process in seventh grade is better with support material adequate to the right class, helping to catch the attention of the learner making easier the process.

#### **4.4.2 Participation**

Hollander (2002) discusses the need to present participation as a collective responsibility of the class rather than just an individual responsibility.

In other words, students have to make a participation in whole group and when someone is opining something the group reinforce the idea, didactic resources can catch the attention and they are going to talk about the content, picture or audio improving and making easier the English learning process.

Therefore, didactic resources help to student to participate in the class with any resource to support the content, it could be flashcards, videos, audios, books giving opinions from the students about what are believing when are learning with this kind of material facilitating the learning and creating interest.

#### **4.4.3 Attention to the class**

Attention depends on various factors, it can be the surrounding distractions and personal health but it also depends on how interesting the activity is or maybe could be how the class is and the resources used, (Thanh Huyen 2022).

Moreover, using didactic resources in the English class students are focused on the lesson and does not matter the distractions or interruptions at the time of this period but it could change depending in the activities used.

On the other hand, the English lesson is more interesting when are applying didactic resources like flashcards, videos, audios, books or another material, giving a better result in student's scores, facilitating and developing the interest by the class in the moment that are using attractive materials.

The teacher explains that didactic resource has incidence over participation and attention.



#### **4.4.4 Competences developed**

create material with resources from de environment permit better levels of efficiency in the classroom, moreover the use of this resources are possible for all the students, materials have to be attractive, easy to use, not dangerous and according for each age and interest of the students. (Ministry of education Ecuador 2022).

As well as, attractive materials improve the competences of the student encouraging and involving the students into the English class, the behavior increase in a great way in interest with the materials, and also to present a good level of knowledge about the English language.

The values, attention and interest are developed by the use of didactic resources because these are catching the attention, so they come to participate into the class developing the four English skills listening, speaking, writing, and reading. And some sub skills, like, grammar or vocabul

## V. CONCLUSIONS

The didactic materials used in the English class are audios; visual, printed, audio-visual and sometimes electronic, helping students develop abilities. These materials are adequate, however, not well contextualized to the community.

1. The didactic materials used in the English class are audios; visual, printed, audio-visual and sometimes electronic, helping students develop abilities. These materials are adequate, however, not well contextualized to the community.
2. High school it is an essential learning period of English language. students feel comfortable with writing and reading, but sometimes they like the class with attractive material as audios, flashcards, songs, or any visual aid. In addition, didactic resources facilitate students to improve each ability in the English language, having an effective communication between teacher and student, moreover, there is a productive environment, permitting the integration to the young learner, sharing a clear idea about what teacher wants transmit.
3. Didactic resources are essential keys in The English learning process catching students' interest, motivating and integrating them, improving the attention span in explanations, and participating in the activities developed by the teacher, improving scores, creating an active participation.

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## VII. Annexes

### Appendix 1. Descriptors

#### Matrix

Variables	sub variables	Sub categories and descriptors
4.1 Didactic resources	4.1.1 Definition	
	4.1.2 categories of didactic resources	Audio-visual
		Printed material
		Audio
		Visual material
		Electronic
	4.1.3 characteristics of didactic resources	Open
		Versatility
		Adequation
		Use facility
4.1.4 importance	English language	
4.1.5 in education	Encourage	
4.1.6 in English class	Didactic material	
4.2 English learning process	4.2.1 definition	English learning process
	4.2.2 characteristics of learning process	Playing and exploring
		Play with they want to know
		Being willing to have a go
	4.2.3 Nicaraguan conception	Teaching – learning process
	4.2.4 high school learning process	Learning styles
	4.3 English as a foreign language	Definition
		English characteristics
	4.4 incidence of didactic resources in English learning process	Motivation
		Participation
Attention		
Skills developed		

## Appendix 2. Variables Operationalization

variable	concept	Indicators	Questions	Scale	instruments	To whom
Didactic resources	Didactic resources "are kind of aid that assist those to achieve their objective during the entire learning process. padron  At all (2005)	Didactic resources	Do you use didactic resources in the classroom?	<b>Close</b> Yes No Sometimes Never	interview	teacher
			Does the teacher use didactic resources in the class?	<b>Close</b> Yes No Sometimes never	Survey	student
		Importance in education	Do you consider that didactic resources improve English learning process?	<b>Close</b> Yes No Probably	Interview Survey	Teacher Students
			The teacher uses didactic resources in the classroom.	<b>Close</b> Yes No	Observation guide	Class
		Characteristics	How do you describe the use of didactic resources applied in the classroom?	<b>Close</b> Versatile Adequate Easy to obtain	Interview Survey	Teacher Students
			The use of didactic resources makes the class interesting for students.	<b>Close</b> Yes No	Observation	Class

		Classification	<p>What are the didactic resources used by the teacher to develop the English class?</p> <p>What didactic materials do you use to develop English classes?</p>	<p><b>Close</b></p> <p>Audio</p> <p>Visual</p> <p>Print</p> <p>Audio-visual</p> <p>Electronic</p>	<p>Survey</p> <p>Interview</p>	<p>Student</p> <p>Teacher</p>
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variable	Concept	Indicator	question	Scale	instrument	To who
English learning process	IGI global Publisher (1988-2021) process that people pass through to	Importance in English Classes	Do you believe that didactic resources help communication?	Open	Interview Survey	Teacher Students
			Didactic resources seem to help develop communication.	<b>Close</b> Yes No	Observation	Class
		Do you think that It is better understood the message of the teacher through didactic material such flashcards?	Yes No sometimes never	Survey	student	
			Are there difficulties in students' learning process?	Open	interview	teacher

	acquire new knowledge and skills and ultimately influence their attitudes.	Difficulties	Do you have learning difficulties in English classes? Describe	<b>Open</b>	Survey	Students
			There are difficulties in students' learning process	<b>Close</b> Yes No	Observation Guide	Class
	Learning styles	What learning styles do your students have?	<b>Close</b> Visual Auditory Read/write Kinaesthetic	Interview	Teacher	
		What learning styles do you have?	<b>Close</b> Visual Auditory Read/write Kinaesthetic	Survey	Students	
		The learning style students' have mostly is _____	<b>Close</b> Visual Auditory Read/write Kinaesthetic	Observation	Class	
	Incidence of didactic materials on English learning process	What is the incidence of didactic resources in the English learning process of the students?	<b>Close</b> Motivation Participation Attention Skills development All of them	Interview	Teacher	

			Didactic resources influence Motivation.	<b>Close</b> Yes No	Observation	Class
			Didactic resources influence participation.	<b>Close</b> Yes No	Observation	Class
			Didactic resources influence skills development.	<b>Close</b> Yes No	Observation	Class
			Didactic resources influence attention.	<b>Close</b> Yes No	Observation	Class



# Instruments

## Appendix 3. Interview to Teacher.



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### FACULTAD REGIONAL MULTIDISCIPLINARIA MATAGALPA UNIVERSIDAD EN EL CAMPO UNICAM – LA DALIA

#### I. General Data:

Date: 27-10-2022 Time: 25 minutes

School: José Dimas González Urbina\_\_ Área: \_\_\_\_\_

Interviewer: Lesner Jossiel Larios Talavera

Interviewed: Hipólito Salgado Sánchez

Age: 45 Gender: male

#### II. Introduction

Dear teacher, we are doing some research on learning strategies to develop speaking skill on regular shift students, as a requirement for graduating as Bachelors of Arts in English. For this, we need your valuable collaboration. Please answer the following interview. Thank you in advance.

#### III. Objective

Analyze the use of didactic resources in English learning process of seventh grade students, regular shift, Jose Dimas Gonzalez Urbina school, El Coyolar municipality, La Dalia -- Matagalpa, second semester 2022.

## interview

1. Do you use didactic resources in the classroom?

A.) Yes

B.) No

C.) Sometimes

D.) Never

2. Do you consider that didactic resources improve English learning process?

A.) Yes

B.) No

C.) Probably

3. How do you describe the use of didactic resources applied in the classroom?

A.) Versatile

B.) Adequate

C.) Easy to obtain

4. What didactic materials do you use to develop English classes?

a) Audio

b) Visual

c) Print

d) Audio-visual

e) Electronic

5. Do you believe that didactic resources help communication?

Open

6. Are there difficulties in students' learning process?

Open

7. What learning styles do your students have?

- a) Visual
- b) Auditory
- c) Read/write
- d) Kinaesthetic

8. What is the incidence of didactic resources in the English learning process of the students?

- a) Motivation
- b) Participation
- c) Attention
- d) Skills development
- e) All of them

## Appendix 4. Observation Guide



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**FACULTAD REGIONAL MULTIDISCIPLINARIA, MATAGALPA**  
**DEPARTMENT OF EDUCATION AND HUMANITIES**  
**UNIVERSIDAD EN EL CAMPO UNICAM LA DALIA**

### I. General Data:

School: José Dimas González Urbina Time: 45 minutes Date: 27-10-2022

Observant name:

Lesner Jossiel Larios Talavera

Edwin Josue Larios Ochoa

Harold Sabino Villegas

**Objective:** Analyze the use of didactic resources in English learning process of seventh grade students, regular shift, Jose Dimas Gonzalez Urbina school, El Coyolar municipality, La Dalia -- Matagalpa, second semester 2022.

Indicators	Yes	No	Comment
Didactic resources seem to help develop communication.	Yes		
There are difficulties in the Student English learning process	Yes		
The learning style Students have mostly is.	Visual. Auditory. Read and writing. Kinesthetic		Reading writing and repetitions the because the teacher the must activity does It this way.
The didactic resources influence motivation	Yes		
The didactic resources influence participation	Yes		
Didactic resource influence skills development	Yes		
Didactic resource influence attention	Yes		

## Appendix 5. Survey to Students



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UNAN - MANAGUA

### FACULTAD REGIONAL MULTIDISCIPLINARIA MATAGALPA UNIVERSIDAD EN EL CAMPO UNICAM – LA DALIA

Dear student, we are students of the fifth year of English as a foreign language (EFL) career of UNAN Managua, UNICAM La Dalia. We are conducting a survey with the purpose of gathering useful information to analyse how learning strategies help to develop speaking skill on regular shift students of Jose Dimas Gonzales Matagalpa, II semester 2022. For this, we need your valuable collaboration. Please answer the following survey. Thank you in advance.

#### I. General Data:

Name: \_\_\_\_\_ Age: \_\_\_\_\_

Date: \_\_\_\_\_ Community where you live: \_\_\_\_\_

Area: Urban / rural

#### II. Development

**Please answer the following questions:**

1. Does the teacher use didactic resources in the class?

- a) Yes
- b) No
- c) Sometimes
- d) Never

2. Do you consider that didactic resources improve English learning process?

- a) Yes
- b) No
- c) Probably

3. How do you describe the use of didactic resources applied in the classroom?

- a) Versatile
- b) Adequate
- c) Easy to obtain

4. What are the didactic resources used by the teacher to develop the English class?

- a) Audio
- b) Visual
- c) Print
- d) Audio-visual
- e) Electronic

5. Do you think that it is better understood the message of the teacher through didactic material such as flashcards?

- a) Yes
- b) No sometimes
- c) Never

6. Do you have learning difficulties in English classes? Describe

Yes, I have difficulties in writing, speaking, I have difficulties in the pronunciation of some words, also, I have difficulties in writing some words because it is different the pronunciation and the writing

Writing

Speaking

7. What learning styles do you have?

- a) Visual
- b) Auditory
- c) Read/write

d) Kinaesthetic

## Appendix 6. Activities Timetable.

Phase	Daily routine	Date	Responsible
<b>I</b>	Select the theme	August 27th 2022	All the group
<b>II</b>	Select the general and specific objectives, justification recollect information	September 3 <sup>rd</sup> 2022	All the group
<b>III</b>	Working on the framework	September 10th 2022	All the group
<b>IV</b>	Finish framework, analyze, corrections of the development.	September 11 <sup>th</sup> 2022	All the group
<b>V</b>	Elaborate description matrix, variable operationalization	September 18th 2022	All the group
<b>VI</b>	Elaboration of instruments, survey, interview, observation guide	October 01 <sup>st</sup> 2022	All the group
<b>VII</b>	Instruments: survey to student, interview to teacher, observation guide.	October 27 <sup>th</sup> 2022	All the group
<b>VIII</b>	Practice to explain the research on Saturday, November 12th 2022	November 12 <sup>th</sup> 2022	All the group



