UNIVERSIDAD NACIONAL AUTÓNOMA DE NICARAGUA

CUR– MATAGALPA

DEPARTAMENTO DE CIENCIAS DE LA EDUCACIÓN Y HUMANIDADES

GRADUATE SEMINAR

Submitted to the National Autonomous University of Nicaragua in fulfillment of the requirements for the Bachelor of Arts degree in English Teaching

General topic:

DIDACTIC STRATEGIES APPLIED IN THE LEARNING PROCESS OF SECONDARY EDUCATION STUDENTS, MATAGALPA, II SEMESTER 2024.

Specific topic:

The incidence of ludic strategies in writing skill development in seventh grade "A" students, at El Hular

School, El Tuma La Dalia, Matagalpa, during the second semester 2024.

Authors:

➢ Snr. Karla Patricia Averruz Ruiz
➢ Snr. Nohemí del Socorro Barrera Vallejos

Tutor:

MSc. David de Jesus Vallejos Rodríguez

Matagalpa Nicaragua, November 2024

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DEDICATION

This research is dedicated first and foremost to God, thanks to his infinite kindness we have been able to complete this degree. To our parents, who were always by our side, supporting and motivating us not to give up. To our professors, who always helped us and gave us that important legacy called education. With much love and dedication, this is for you.

ACKNOWLEDGMENT

With deep love and recognition, we would like to express our most sincere gratitude to UNAN Managua, Regional University Center of Matagalpa, for allowing us to be part of it and for opening the doors to the wonderful world of scientific knowledge and training as professionals. We would also like to thank the different professors with whom we had the opportunity to share and who left us a great legacy and knowledge for life. Finally, we would like to thank our classmates with whom we had the opportunity to share practices and experiences in the English degree, thanks to your camaraderie, friendship and support, you have added a high potential to our professional training.

UNIVERSIDAD NACIONAL AUTONOMA DE NICARAGUA

CENTRO UNIVERSITARIO REGIONAL MATAGALPA

¡Universidad del pueblo y para el pueblo!

Noviembre 2024

El presente Seminario de Graduación, desarrollado por las bachilleres Karla Patricia Averruz Ruiz carnet Nº 20602460 y Nohemí del Socorro Barrera Vallejos 20602085; 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 Secondary Education students, Matagalpa, II semester 2024;** bajo el subtema **"The incidence of ludic strategies in writing skill development in seventh grade "A" students, at El Hular School, El Tuma La Dalia, Matagalpa, during the second semester 2024"** cumple con los requisitos del proceso de investigación metodológica de la Universidad Nacional Autónoma de Nicaragua - UNAN Managua - CUR 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 las estudiantes, el cual cumple con todos los requisitos académicos e investigativos. Por lo tanto, se considera completa y lista para su defensa.

MSc. David de Jesús Vallejos Rodríguez
Profesor/Tutor
UNAN Managua, CUR Matagalpa

ABSTRACT

This research includes playful strategies that will facilitate the development of writing skills in the English language, it was carried out during the second semester of 2024 at the El Hular School, this study is directly focused on the development of writing skills in seventh grade students.

Taking into account various important aspects for the study of different strategies to improve the writing skills of the English language. The purpose of this study is to analyze the incidence of playful strategies to develop writing skills in seventh grade "A" students, at El Hular School, El Tuma La Dalia, Matagalpa, during the second semester of 2024.

This study is of great importance because thanks to this research it will be possible to propose playful strategies in the classroom which will facilitate the learning of the students especially in the writing skill which is where the students have presented the most difficulties, in addition it will help to expand their knowledge and communicative competences.

After analyzing research instruments, observed the class and got involved in the classroom with the students and carrying out with them the games proposed as playful strategies it was possible to show how the students enjoy their learning while they play, in the same way the teacher of the section expressed her gratitude and satisfaction at seeing her students participating and interacting with their classmates.

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I. INTRODUCTION

The present study is based on didactic strategies applied in the learning process of Secondary Education students, Matagalpa, II semester 2024, specifically in the incidence of ludic strategies to develop the writing skill in the English language, taking as reference the difficulties observed students have in this ability.

Writing skill is really important for students to have effective communication, since it helps transmit information in a clear and persuasive way, which is the main objective of the communicative approach of English as a foreign language in primary education in Nicaragua, as it is spoken too.

The present research has its setting in a school in the rural area of the municipality of La Dalia, Matagalpa, where students are currently in seventh grade and take English as a foreign language. Therefore, this research has as its general objective to analyze the incidence of ludic strategies in writing skill development in seventh grade "A" students, at El Hular School, El Tuma La Dalia, Matagalpa, during the second semester 2024.

The methodology applied for this research is as follows: **Paradigm** is interpretative, focused on the reality of thinking, feeling and opinions of the participants, which allowed extensive information. **The approach** is qualitative with some quantitative incidences. That is to say that the results obtained are analyzed with the objective of obtaining in-depth information on the research problem.

The type of study is cross-sectional or transversal, because the research process in which the information was collected was carried out in a short period of time. **The Sample** corresponds to 100% of **population**, since this gives more credibility to this research. Then, the **sampling method** is "convenience sampling, formed by 10 students and 1 English teacher. **The techniques** used to collect the necessary data were: interview to the teacher, observation guide and survey for students. **The method** to analyze and process the information was the analytical – synthetic. **The procedures** to interpret it, categorize and process it was using Microsoft Word and excel programs.

II- JUSTIFICATION

This research is focuses on the study of playful strategies in the English learning process, in order to analyze the impact of playful strategies on the development of English writing in seventh grade "A" students at the El Hular School, El Tuma La Dalia, Matagalpa, during the second semester of 2024.

The purpose of this study is to carry out research that will study the impact of playful strategies that will allow us to identify the benefits of these activities with students. In the same way, this study will allow us to describe the difficulties that students have when learning to write in English, which will facilitate an in-depth analysis and will allow us to propose playful strategies for the development of English writing skills.

This study is considered of great importance because writing is one of the fundamental bases to acquire knowledge of grammar, vocabulary and develop skills to acquire advanced learning, however there are some factors that block this learning but thanks to this research it will be possible to incorporate new strategies that will give significant results that will impact the classroom in a positive and effective way that will help improve writing skills, this impact lies in the need to develop research in the English language in Nicaraguan learning environments.

This research will provide great benefits to educational institutions, especially at El Hular School for seventh grade students, as well as for their teachers who will obtain new tools and strategies to teach them properly, in order to improve their learning process. In addition, it will serve as a basis for future research in this field.

III. OBJECTIVES

Main Objective:

Analyze the incidence of ludic strategies in writing skill development in seventh grade "A" students, at El Hular School, El Tuma La Dalia, Matagalpa, during the second semester 2024.

Specific Objectives:

1 -Identify the benefits of the different ludic strategies used in English language teaching in secondary education.

2 -Describe the importance of ludic strategies to improve writing skill in English as a Foreign Language students.

3- Propose ludic strategies to improve of English writing skill in seventh grade "A" at El Hular School, El Tuma La Dalia, Matagalpa, during the second semester 2024.

IV. DEVELOPMENT

4.1. Ludic strategies

In this chapter, information concerning to the development of the variables and objectives set is presented, along with data obtained from the instruments applied, which are interview to the teacher, survey to students and observation guide to the class.

The first variable addressed is ludic strategies. Then, in order to meet the first objective which is to identify the benefits of the different ludic strategies used in English language teaching in secondary education, the following information is staged:

4.1.1 Definition

In compliance with (Keith E, 2023) States that, "From the Latin ludere ("to play") "ludic pedagogy" focuses on creating fun, yet academically rigorous classroom experiences. Ludic pedagogy combines the related concepts of fun, play, playfulness, and positivity to establish a context for a positive, effective learning environment".

According to the author, the goal of "ludic pedagogy" is to design enjoyable yet intellectually challenging learning environments. Ludic pedagogy combines the related concepts of play, positivism, enjoyment, and playfulness to build a foundation for a fruitful, constructive learning environment. playing is the practice of an activity that is carried out with joy, enthusiasm and charisma and that it is also part of the human nature to feel the need to play and feel free of problems.

On the other hand, these recreational activities have a pedagogical nature and are excellent for improving students' professional skills to learn with joy and love, as a result is something students appreciate. Evidently ludic are those activities that must be put into practice in the classroom to motivate students.

The analysis of data obtained through the instruments shows that the teacher uses ludic strategies to develop some of the lessons, which means the classes are fun and active, creating a good environment to learn.

4.1.2. Benefits

In accordance with (Cailynn K, 2023) States that students are more engaged if they enjoy something. If it's a standard lecture class, students are more likely not to attend; there's less desire to be there. But if you've incorporated fun, the students are going to experience FOMO [Fear of Missing Out]. Fun is what motivates students to attend and also to engage.

As the researchers shows ludic activities have multiple benefits in the educational area since students prefer to learn in a funny and practical way, resulting in meaningful learning. This favors the development and performance of students where they show their highest potential. Through recreational activities.

Therefore, it is important to take into account the benefits such as motivation that students obtain if playful activities are carried out in the classroom. Some results coming from the instruments demonstrate that most students think that ludic activities help emotionally, cognitively, physically and socially.

One of the great benefits that students acquire by carrying out recreational activities in the classroom is in the emotional sphere, since these activities awaken the students and they become emotionally motivated.

4.1.2.1 Cognitive

Pursuant to (Rogier A, 2020) Says that. "Academic performance is a result of the investment of cognitive abilities and the environmental stimulation offered by, for example, educational settings, and cognitive abilities are assumed to be the basis for the development of academic performance".

Owing to, the significant results of the students through the process of acquiring a new language are achieved thanks to the investments of cognitive skills that are of great importance in this process. On the other hand, the environmental stimulation and appropriate educational environments help to acquire the knowledge and skills expected in academic performance.

In order to obtain good academic results from students, through the teaching processes of the English language, several important and necessary aspects must be taken into account to

achieve these educational purposes. For example, the teacher must provide the necessary tools that allow Strengthen students' skills. In addition, teachers must stimulate their students' brains and their way of thinking, and learning in a practical and effective way, through playful strategies and methods.

4.1.2.2 Physical

(Kramer A, 2007) Cites that "research has shown a consistent relationship between physical activity outcomes in children with aerobic exercise, producing greatest benefits"

According to this, it has been shown that physical activities such as games, which are carried out in the classroom, awaken the motivation and interest of students when they are interacting in class. These physical activities greatly help in the learning process. Writing skill is difficult for many students, however, participation in physical activities help in this process, since meaningful learning is possible.

Thus, it is necessary to take into account physical activities within the classroom in order to achieve the acquisition of the writing skill, since this constitutes a difficulty for seventh grades students in high school education in Nicaragua, in English as a second language. Carrying out physical activities where the students get involved provide excellent benefits in a language learning process. During the observation developed, it was evident that when the students were participating in physical activities, they were motivated and showed understanding of the topic developed, as well as ability to use simple structures practiced.

4.1.2.3 Social

Based on (Aqila L, 2019) "Relates that theory of social-culture states that pretended play is important for the acquisition of social competence. This means that children learn through the process of play and as such, have a positive impact on their social development"

According to what Vygotsky's theory says, he affirms that through the practice of games, students have more social life with those around them, that is their classmates and teachers. Students learn to interact, improve their skills, share opinions, ideas, and generates trust and support towards their classmates, which allows an excellent impact on students' learning.

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Moreover, it is strongly important to know how the socialization of students influences the educational field and how to put it into practice through games and creative activities in the process. For example, when teachers carry out recreational activities as a team, it is surprising to see how the student who knows more helps their classmates. This was something that could be appreciated in the observation developed.

4.1.2.4 Emotional

In conformity with (Martinez C, 2019) refers to a child's developing capacity to: experience, manage and express the full range of positive and negative emotions; develop close, satisfying relationships and emotional development is important in early childhood in order for children to develop skills necessary for self - regulation managing emotions, impulses, and disruptive behaviors and healthy attachment an emotional bond between child and caregiver.

According to the author, emotional development refers to the emotional capacity that children represent during their childhood. It is a process through which they learn to experience what attracts them, understand the importance of studying, express emotions that they like or that they don't even like. Students interact with the people around them, act and perceive the emotions of the people around as well.

Regarding to the emotional development of students' abilities, it is important to keep in mind that students are in the stage of developing emotions. Therefore, it is necessary that those around them to transmit good feelings and values, where children feel the confidence to express their emotions. On the other hand, teachers must always arrive to the classroom with positive emotions, so that students receive and can transmit those same positive energies.

In conclusion, it can be said that the benefits of the different ludic strategies applied in the English learning process are cognitive, physical, social and emotional, being of great relevance for the students, the class, the teacher, and for building knowledge.

4.1.2. Importance of ludic strategies in the process of learning and teaching English language.

According to (Jeminnifer M, 2017)"Play is a natural process for children, the introduction of ludic activities in the classroom can lead to more effective learning since it can enhance students' motivation, help children to make sense of the surrounding environment, build their knowledge".

Like that, playful activities have great relevance and importance in the educational process, learning and developing an English language skill while playing will help motivation and make a class fun. On the other hand, teaching English with play activities will allow the teacher to enjoy his profession and will also allow students to enjoy their learning process.

Then, it is important and required to know the relevance that recreational activities have in the teaching process to develop, since playing is a part of being children, and this can be taken as an advantage when it comes to learning a language. For many students, writing the English language is difficult since they have not internalized the required structure and vocabulary to perform their tasks.

Until now, the first variable and first objective have been analyzed. Then, time for the second variable and second objective is up. This time, corresponds to writing skill.

4.2 Writing skill

4.2.1 Concept

As stated by (Sitti A, 2013) "Writing is a process of creating an idea and express the meaning in written form. Writing is way of communicating a message to reader for purpose. The purpose of writing is to provide information for and persuade a reader."

In other words, the process of generating an idea and putting it into written form is called writing. Writing is a means of purposefully conveying a message to the reader, done for the reader's benefit and to inspire them. According to this definition, writing is the act of generating an idea in order to convey a message to the reader.

Writing has as purpose information and persuasion. Since we are communicative beings, schools in our country should encourage children to write more to explain simple and complex thoughts.

4.2.2 Writing elements

As any other skill, writing has some elements or subskills that compose it. They are: part of speech, grammar, coherence and creativity, which are the most important ones. However, vocabulary plays an important role too.

> Parts of speech: include adjective, nouns, verbs, and pronouns, among others. Knowing the distinction between a verb and an adverb, we can say a preposition and a conjunction is important for effective communication. Some writers have been struggling with these parts of speech from primary school. Even now, they still face challenges on how to properly use them. Sentences fragments, Sentences mistakes, Verb-subject agreement, Capitalization, Punctuation, Spelling, Abbreviations, reducing redundancy. (Mongadima M, 2021)

According to the author, speech components include, among others, pronouns, verbs, adjectives, and nouns. Effective communication requires the ability to distinguish between a verb and an adverb, as well as between a preposition and a conjunction. Since elementary school, some writers have struggled with these components of speech. They still have difficulties using them correctly today. Sentence errors, sentence fragments, agreement between verbs and subjects, Spelling, capitalization, punctuation, abbreviations, and cutting down on repetition

It is important to know, manage to use and identify properly the different parts of speech that compose English language in order to communicate appropriately. Precise and varied words enrich writing style and help communicate ideas with clear information.

Therefore, it is necessary to put in practice these elements because this way we can improve our writing skill and the same our students do. As teachers we must be clear and well prepared regarding to the information that we are going to share with students, since, this influences the learning.

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4.2.2.1 Grammar.

In agreement with Yang (2022), "Is the set of guidelines that a language is built on. Proper grammar helps you communicate your thoughts clearly and effectively. Grammar skills are not always easy to learn, but luckily you can improve your skill with practice and perseverance".

Stated in different words, The rules upon which a language is constructed are known as grammar. Students can express themselves more effectively and clearly when they use proper language. Although learning grammar is not always simple, it is possible to get better with practice and persistence.

Taking this into consideration, since grammar is the basis of the language, it is not smart to leave it behind when teaching a topic, as it is considered to be nowadays in the subject approach in our country. Maybe what teachers should not do is to focus only in this subskill, but it is necessary to be addressed in order to have a better understanding of the language. Students in high school have to know the right way to apply grammar, in order to develop coherent texts. Thence, teachers should foster grammar correction to improve students' writing skill.

4.2.2.2 Coherence.

As claimed by (Aukland, 2018) Coherence in a piece of writing means that the reader can easily understand it. Because when we talk about coherence making everything flow smoothly. The reader can see that everything is logically arranged and connect, and relevance to the central focus of the essay is maintained throughout.

In short, when a piece of writing is coherent, it is easy for the reader to understand since when we writing coherently, everything comes together seamlessly. One advantage is that readers can see that everything is connected and logically organized.

Knowing that having good coherence in writing has a great usefulness to be understood easily when someone wants to verbalize some written ideas, this have to be performed through doing different statements that also should possess cohesion and have ideas that have connections, which helps reader to understand.

By practicing and implementing coherence in the English subject, writings can look substantial and clear for readers. Moreover, this helps students communicate their ideas more precisely and clearly. To achieve this, there must be different strategies applied and activities developed in class.

4.2.2.3 Creativity.

In accordance with (Hosper J, 2012)   Declares that "it is an art, it requires imagination, whether it is a poem, story, blog or any other form of writing, the writer must use imagination and expression to evoke emotion from the reader."

Stating this differently, imagination is necessary for creativity, which is an art, no matter what kind of text is being developed, the author must employ expression and imagination to arouse the reader's emotions.

Creativity plays an important role in the development of better compositions. it is important to develop creativity in students, since it is necessary to develop competences on them and this helps them organize their thoughts, communicate them and find other ways to convey messages. It is the teacher's work in school to develop creativity in students through different ludic activities.

Students were asked what the teacher focuses on when developing writing exercises. They answered that she emphasizes on grammar, with some basis on coherence. This gives clear clues on how the writing skill is prompted in these students. As a conclusion, we can say that these students work in writing skill development, focusing on grammar, which is necessary and truly important for this skill; but also practicing coherence too. However, it is necessary to work on creativity and vocabulary building too, in order to achieve a good writing level.

2.2.3 Writing skills benefits

These are some of the benefits provided by the reading skill practice:

2.2.3.1 Communication.

In congruence (Saliha C, 2011) Distinguishes two aspects of performance; "Usage" and "use." He explains that "usage" makes evident the extent to which the language user demonstrates his knowledge of linguistic rules, whereas "use" makes

evident the extent to which the language user demonstrates his ability to use his knowledge of linguistic rules for effective communication.

When we examine Widdowson's definition of communicative competence in terms of Usage and Use, it becomes evident that he is emphasizing the importance of both, knowing the linguistic rules (Usage) and being able to effectively apply them in communication (Use). This suggests that mere knowledge of the rules is not enough; one must possess the ability to utilize that knowledge to achieve effective communication.

In other words, communicative competence can be divided into two components, use and usage, introducing a deeper level of understanding. Usage comprises an individual's familiarity with the linguistic rules that govern language, including grammar, vocabulary, and syntax. However, it is in the area of use, where communicative competence really shines.

Usage means a person's ability to apply their knowledge of linguistic rules in real-life situations to achieve effective and meaningful communication. Use encompasses not only mastery of language structures, but also understanding of social and cultural contexts and the ability to adapt communication style.

Therefore, in the context of teaching and learning a second language, it is very important to enhance this ability in students, so that they can apply effective communication both in practice and in theory.

4.2.3.2 Learning and knowledge retention

As cited by (Bennett A, 2012) The study of retention clear call it when appropriate in response to prompts such as those usually found in schools and not merely in response to experiential cues, such as the smell of freshly baked bread. The study of retention is among the oldest areas of formal study in the science of learning, dating back to Ebbinghaus's study of spacing effects in the 1880s.

Said differently, retention is suitable to respond to prompts, like those typically found in schools, rather than just in reaction to experience signals. the study of retention has been one of the most formalized fields of study in the science of learning.

In effect, the study of retention is closely related to the study of memory. However, it differs in that for information to be considered and retained, students must be able to recall it in appropriate situations, such as in response to prompts commonly found in schools, rather than relying solely on experiential clues such as the smell of food.

In fact, educational systems depend largely on students' ability to remember and apply information learned in the classroom. When examining the factors that influence retention, educators can develop approaches based on evidence or the context of the students' place and experiences.

Another approach can be critical analysis, since it allows questioning and reaffirming Knowledge as well as opening up to new solutions or alternative responses, as criticism challenges us to explore strategies that may be more effective in promoting long-term retention and transfer knowledge. Then, memory plays an important role in writing skill benefits. It is well known that writing is an excellent option to memorize and remember information.

4.2.4 Importance of writing skills

In conformity with (Frydrychova B, 2013) says: Writing is important because it's used extensively in higher education and in the workplace. If students don't know how to express themselves in writing, they won't be able to communicate well with professors, employers, peers, or just about anyone else. Much of professional communication is done in writing: proposals, memos, reports, applications, preliminary interviews, e-mails, and more are part of the daily life of a college student or successful graduate.

Regarding the author's writings, due to writing is widely used in both the workplace and higher education, it is significant. Students who lack the ability to articulate themselves in writing will find it difficult to interact with peers, instructors, employers, and pretty much anybody else. Writing is used extensively in professional communication; a college student's or successful graduate's daily life includes proposals, memos, reports, applications, initial interviews, emails, and more.

Thence, this statement about the importance of writing in education and the workplace is true. Competent writing skills are essential for effective communication. It is of utmost importance

to develop English writing skills from the early elementary and secondary education levels. It is crucial to encourage writing at the level of their knowledge and context so that it does not become tiring and stressful for students, especially in primary and secondary school.

Then, the importance of writing skill in English language relies on the claim that there is a great deal of implications since it enhances oral fluency, vocabulary growth, and reading comprehension. A person who is able to write a well-organized sentence or paragraph, is able to communicate it spoken too, even if pronunciation is not accurate, but the message is transmitted, which is the approach of English language in basic and medium education nowadays in Nicaragua.

After understanding the importance and benefits of writing skill in the English language for EFL learners, it is important to know also the limitations or difficulties this field presents for students.

4.2.5 Difficulties

2.2.5.1 Spelling.

Posted by (Bonnie T, 2024) Many children and even adults have problems with spelling. Spell check can often only get you so far. Sometimes spell check cannot even tell what word it is you are trying to spell. You may have even written a word that is a word but not the word you intended to write.

Said differently, most children have troubles spelling English words correctly because they hear them one way and the words are written another way, so they tend to get confused or, as soon as they see a word in English, they think about how it is pronounced. This is language interference from their mother tongue, Spanish.

In this way, constant practice of the writing skill by students is necessary; the more they practice, the more fluency is obtained. On the other hand, the implementation of various activities where the student practices writing in different ways is essential for meaningful learning.

Spelling will always represent a challenge for English as a second language learners, since spelling and pronunciation are different.

2.2.5.2 Grammar.

Consistent with (Yang H, 2022), "Is the set of guidelines that a language is built on? Proper grammar helps you communicate your thoughts clearly and effectively. Grammar skills aren't always easy to learn, but luckily you can improve your skill with practice and perseverance".

Then, everybody should have a good knowledge about grammar in order to build or create a good understanding when someone is going to write something about a specific topic, and to do this they writer must have type of skill in grammar such as rules and some uses because grammar it is presented in every language and it is extremely important to know how to use well to have a good communication. To conclude to get good message is needed grammar.

Taking into consideration those grammar descriptions it is essential to implement different grammar structure when we want to look wise through our writing. Therefore, students in our school have to know the right way to apply grammar in written in order to carry out coherent texts to impress reader showing strong grammar use. Thence teacher should foster grammar correction to improve students' skills in great writing.

2.2.5.3 Coherence.

In concordance with (Abdelwahab E, 2020) "Coherence is a component of writing skill that proves to be an essential part of and a virtual guarantee of the quality of writing. It is accomplished by seamlessly combining sentences and concepts and flowing together"

According to the text, "coherence" is a crucial component of writing ability, which has a major impact on the overall quality of writing. According to the definition, coherence is achieved by skillfully connecting ideas and sentences to create a continuous flow. That is, coherence allows the reader to move from one idea to another, from one sentence to the next, and from one paragraph to the next efficiently.

Since writers can either achieve coherence or suffer the consequences of its absence, coherence is crucial to high-quality writing that enhances reader comprehension. Coherence should be emphasized in writing instruction because it can be considered a crucial and successful goal within education.

Coherence refers to fluid transitions between ideas and sentences. This is not something easy to develop in students, not even in the mother tongue. That is why it is a challenge in English too. One way to improve this is outlining anything that is to be written.

2.2.5.4 Cohesion.

In congruence with (Sudirman A, 2021) "Cohesion refers to how words and sections of a text are linked together through the use of devices such as conjunctions, references, substitutions, ellipsis, and lexical cohesion"

In other words, referencing multiple devices implies that these conjunctions are necessary for clear and coherent communication. Since it allows the reader to follow the author's argument and preserve the flow of ideas, understanding cohesion is essential for both writers and readers. It suggests that an incoherent text could be disconcerting to the reader or interfere with comprehension.

The definition offered by Hasan and Halliday emphasizes the critical role of cohesion in writing. Developing this sub-skill is important and also challenging in students, mostly I primary and secondary education. Connecting ideas inside the same paragraph is something super important and should be addressed as much as grammar is. ESL learners need to develop this in order to present better ideas order and sequence. Outlining and graphic connectors are good choices to improve this.

2.2.5.5 Lack of vocabulary

Another highly felt difficulty in English language learning, specifically in writing skill is lack of necessary vocabulary to perform.

According to (StasyanA, 2019)"It can be said that one key to success in communication is the power of words. As they learn to read, written vocabulary comes to play an increasingly larger role in literacy than does the oral vocabulary"

To begin it can say that vocabulary is of great importance for the successful development of the English language, for example if a student learns enough vocabulary, he could express himself without any problem since English is an extensive language and to get it, because if we don't have enough vocabularies, people can't understand others or express their ideas. It also makes

it easier to talk about various topics in detail. Having a good vocabulary using words that describe exactly what you want makes you easier to understand. What is important in work and personal relationships. This is a function of having a broad vocabulary. In addition to this, you need to be ready to hear vocabulary at any time

Language learners need to know enough words to communicate, whether it is written or spoken. Most of the time, lack of vocabulary is what stops students from participating in the class. Students have ideas, the problem is that they do not know how to express them, mostly because they do not have the words to do it.

The results obtained from the survey affirm that they have difficulties in spelling words, coherence and lack of vocabulary. On the other hand, the interview shows that spelling, grammar and vocabulary are difficulties present in students. The same way, the observation applied reaffirms that these students have difficulties in spelling words, lack of vocabulary and grammar, as well as coherence and cohesion.

The following graph shows students` considerations of their difficulties in the English language, concerning to writing skill. Note: it is a multiple answers item.
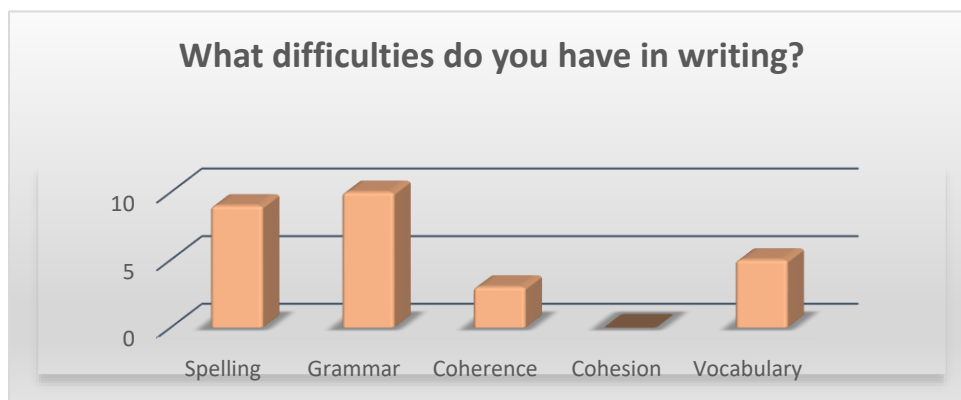
Source: Survey to students. Own source.

As a conclusion, it is clear that the difficulties faced by English as a foreign Language Learners in writing skill are Spelling will always represent a challenge for English as a second language learners, since spelling and pronunciation are different; grammar because the order of words in English differs, at least compared to the rules of Spanish language, where adjectives can be pluralized and they come after the noun, which is totally the contrary in English language.

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Probably, this is one of the biggest difficulties for students when writing; coherence since This is not something easy to develop in students, not even in the mother tongue; cohesion because people generally does not outline before writing and have problems using graphic connectors; and lack of vocabulary due to students always have ideas, the problem is that they do not know how to express them, mostly because they do not have the words to do it.

Based on these difficulties found through this research, it is the right moment to address the incidence ludic strategies have over writing skill and how they can help English as a Foreign Language students

4.3 Incidence of ludic strategies over writing skill

It is important to mention that since there is a big deal of ludic activities, choosing the correct ones for the right purpose is important. When talking about these playful activities for writing fostering in English as a foreign language learning process, it is important to keep in mind what are the challenging factors for these students, that is why lack of vocabulary, coherence, cohesion, and grammar are mentioned above. Then, in order to overcome these difficulties in EFL, it is important to analyze how ludic strategies help.

According to (Noor, 2024) "students may find writing challenging if they lack interest in the assigned topics or if they do not perceive the relevance of writing to their personal or academic goals." It is a well-known fact that motivation drives students' positive performance. Then, one way to obtain students motivation to participate in class activities designed to improve writing, is using ludic strategies. Therefore, if students perceive activities engaging and attention grabbing for them, writing skill learning becomes easier.

Furthermore, (Bell, 2012) claims that "learners retain a particular linguistic point for a long time when they focus on it playfully." It is to say that by playing, students understand, practice, learn, and retain linguistic aspects. When talking about writing, it is important for students to learn and retain grammar structure, patterns, and vocabulary, for them to succeed in this skill. By playing and participating in ludic activities, EFL students improve their competencies in this language ability.

Then, based on these assumptions, proposing ludic activities to improve writing skill in EFL is an excellent idea.

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4.4 Ludic strategies to foster writing skills

Based on the theory above mentioned, the following ludic strategies are proposed in order to improve writing skill, looking forward to fulfill the third objective which is to propose ludic strategies for the development of English writing skill in seventh grade "A" at El Hular School, El Tuma La Dalia, Matagalpa, during the second semester 2024.

4.4.1 Bananagrams:

"Bananagrams is a fast-paced board game in which players compete to place and rearrange their letter tiles as quickly as possible. Despite being superficially similar to Scrabble, Bananagrams is not as well studied" (Paul Helling, (2017)

Each other to build Is the award-winning word game that needs no pencil, paper, or board? Players race against crossword grids and use all their letter tiles first. The words can be horizontal or vertical, and must be read from left to right or from top to bottom. Each player can rearrange their own words as many times as they want.

How to play:

Place the 144 chips face down in the center of the table. Each player takes their starting tiles from the pile.

All players at the same time turn their pieces face up and begin to form their own group of connected and crossed words. Each player can rearrange their own words as many times as they want.

Players can yell STEAL! to steal more chips or CHANGE! to change one they don't want. The game ends when there are no chips left in the pile and one player places all his letters and shouts BANANAGRAMS.

4.4.2 Unscramble:

In the game, the letters that can make a meaningful word are scrambled or mixed up together in a random fashion when a person plays word scramble game. (Naydel, 1954)

Bananagrams is a fast-paced board game in which players compete to place and rearrange their letter tiles as quickly as possible. Despite being superficially similar to Scrabble, Bananagrams is not as well studied.

In this game, Unscramble the letters and make as many words as you can in two or more minutes. Helps a lot in writing so that the student associates the words well and learns in a more creative way.

In relation to the results of the interview address to the teacher, survey to Students and observations to the class, it is thought that the teacher uses ludic activities that helps to the students to develop writing skill creating an effective way in the process of learning.

In the interview the teacher expressed interesting points that this game unscramble allows the students development of English writing.

According to the results found in the survey to the students all the students expressed That the teacher uses effective games such a unscramble.

4.4.3 Word search

Word search: The objective of the game is to find more words than the opponents. According to Battle (2020)

How to play:

At the beginning of the game the program displays a word search board showing the topic on which they will find the words. The order of the players' turns is decided at random.

On their turn, each player must mark a sequence of letters horizontally, vertically or diagonally, both read from back to front and from front to back. This helps the student to speed up their mind to improve their writing and knowing more words.

It was detected that the teacher frequently uses the word search technique to teach writing and that the students like it a lot. It is considered that using the word search technique to teach writing can also help students with cognitive problems that affect their spelling. Word searches are excellent tools to develop vocabulary skills and capture students' attention. Presenting words

in a game mode is more positive since they learn while they are distracted by searching for words that help develop and reinforce vocabulary so that they learn while having fun.

4.4.4 Power Point templates (Profe social, El profe Victor)

Professor Victor, I really like being a teacher, he is fascinated by Gamification and ABJ, Mexico Joined Aug 28, 2021. Profe social is a social network for teachers who want to enrich their educational experience through collaboration with other teachers.

Share educational resources and experiences to inspire and help other teachers in the community, but also to receive feedback on your own work. Connect with teachers around the world to learn better practices and bring them to your classroom.

The teacher expressed that the use of technology in the process of learning English could be amazing it is help to improve the writing skills. For other hand all the students also expressed that could be interesting the implementation of technology in the classroom.

V- CONCLUSIONS

After analyzing the information presented above, coming from different authors and also from the instruments applied during the research, the following conclusions are drawn:

1. The benefits of the different ludic strategies applied in the English learning process are cognitive, physical, social and emotional, being of great relevance for the students, the class, the teacher, and for building knowledge.

2. The importance of ludic strategies to improve writing skill in EFL students is that they are perceived as engaging and attention grabbing, leading to motivation to participate, becoming writing learning easier. Furthermore, by playing, students understand, practice, learn, and retain linguistic aspects such as grammar structure, patterns, and vocabulary, the important elements to improve writing competencies.

3. The ludic strategies to improve English writing skill in seventh grade "A" at El Hular School, El Tuma La Dalia, Matagalpa, during the second semester 2024 are: Bananagrams, Unscramble, Word search, and Power Point Profe Social, el Profe Victor templates.

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Appendix 1. Activities Timetable

Phase	Activities	Date	Responsible
I	Select the theme	August 17th 2024	Group
II	Select the general and specific objectives justification recollect information	September 24th 2024	Group
III	Working on the framework	September 31st 2024	Group
IV	Finish framework, analyze corrections of the development.	September 07th	Group
V	Elaborate description matrix, variable operationalization	September 14th 2024	Group
VI	Working on Methodological design	October 21st 2024	Group
VII	Methodological design, Analyze corrections of the development.	October 28th, 2024	Group
VIII	Elaboration of instruments, survey, interview, observation guide.	October 12th, 2024	Group
IX	Instruments: survey to student, interview to teacher, observation guide.	October 27th, 2024	Group
X	Digitize instruments Introduction	November 02nd, 2024	Group
XI	Cite references	November 09th 024	Group
XII	Practice to Explain the research on Saturday, November 12th 2024	November 16th, 2024	Group

Appendix 2. Descriptors Matrix.

Variables	Sub variables	Sub categories and descriptors
I Ludic strategies	1. Definition 1.2 Benefits 1.3 Importance of ludic strategies in the process of learning and teaching English language.	 1.2.1 Cognitive 1.2.2 Physical 1.2.3 Social 1.2.4 Emotional
II Writing Skill	2.1 Concept 2.2 Writing elements. 2.3 Benefits of writing skills. 2.4 Importance of writing skills. 2.5 Difficulties	 2.2.1 Purpose 2.2.2 Grammar 2.2.3 Coherence 2.2.4 Creativity 2.3.1 Communication 2.3.2 Learning and knowledge retention 2.5.1 Spelling
III Ludic strategies to develop writing skills	- Bananagrams - Unscramble - Word search - Power Point templates.	Profe Social Profe Victor

Appendix 3. Variables Operationalization.

Variables	Definition	Dimensions	Indicators	Questions	Scale	Instruments	To whom
I. Ludic strategies	Dr T Keith Edmunds (2023) states that, "From the Latin ludere ("to play") "ludic pedagogy" focuses on creating fun, yet academically rigorous classroom experiences. Ludic pedagogy combines the related concepts of fun, play, playfulness, and positivity to	1.1 Definition		Do you use ludic strategies for teaching writing? Explain Does the teacher use ludic strategies for teaching writing? The teacher uses ludic strategies for teaching writing.	**Open** **Closed** Yes No **Closed** Yes No	Interview Survey Observation guide	Teacher Students Class
		1.2 Benefits	1.2.1 Cognitive 1.2.2 Physical 1.2.3 Social 1.2.4 Emotional	What are the benefits of ludic activities for you? What are the benefits of ludic activities for you? Ludic activities help physical development.	**Closed** Cognitive Physical Social Emotional **Closed** Yes No	Interview Survey Observation Guide	Teacher Students Class Class

establish a context for a positive, effective learning environment".			Ludic activities help cognitive development.	**Closed** Yes No	Observation Guide	Class
			Ludic activities help social development.	**Closed** Yes No	Observation Guide	
			Ludic activities help emotional development.	**Closed** Yes No	Observation Guide	Class
	1.3 Importance		What is the importance of using ludic strategies to teach English? Explain.	**Open**	Interview	Teacher
	2.1 Concept					

| II. Writing skill | According to Gebhard, in Rahmatia states that writing is a process of creating an idea and express the meaning in written form. Writing is way of communicating a message to reader for purpose. The purpose of writing is to provide information for | 2.2 Writing elements | 2.2.1 Purpose 2.2.2 Grammar 2.2.3 Coherence 2.2.4 Creativity | What is your focus when you teach writing?

What does the teacher focus on when teaching writing?

Do you like to use playful activities to teach writing? Explain

The teacher uses playful activities to teach writing. | **Closed** function Grammar Coherence Creativity

Open

Closed Yes No | Interview

Survey

Interview

Observation Guide | Teacher

Students

Teacher

Class |
| | | 2.3 Benefits of writing skills. | 2.3.1 Communication 2.3.2 Learning and Knowledge Retention | What are the benefits of developing writing skill in students? | **Closed** Communication Retention None | Interview | Teacher |

and persuade a reader.	2.4 Importance of writing skills	2.4.1 Spelling improvement	Do you consider important the writing skill in English learning? Explain.	**Open**	Interview	Teacher
				Closed	Interview	Teacher
			Do you have students have difficulties when writing?	Yes No	Survey	Students
	2.5 Difficulties	2.5.1. Spelling 2.5.2. Grammar 2.5.3. Coherence 2.5.4. Cohesion 2.5.5Vocabulary	Do you have difficulties in spelling words?	**Closed** Yes No	Interview Survey	Teacher Students
			What difficulties have you encountered in students' writing?	**Closed** Spelling Grammar Coherence Cohesion		
			What difficulties do you have in writing?	Vocabulary	Observation Guide	Class
			Students have difficulties in spelling.	**Closed** Yes No	Observation Guide	Class

				Students have difficulties in grammar.	**Closed** Yes No	Observation Guide	Class
				Students have difficulties in coherence.	**Closed** Yes No **Closed** Yes	Observation Guide Observation Guide	Class Class
				Students have difficulties in cohesion.	No **Closed** Yes No		
				Students have difficulties in vocabulary.			
		III. Ludic strategies for the development writing skills.	3.3.1 Bananagrams	Have you ever heard about bananagrams?	**Open**	Interview	Teacher
			3.3.2 Unscramble	Do you use unscramble to teach writing?	**Open** **Open**	Interview Survey	Teacher Students

			Does the teacher use unscramble to teach writing?	**Closed** Yes No	Observation Guide	Class
			The teacher uses unscramble to teach writing.			
		3.3.3 Words search	Do you ever use the word search technique?	**Closed** Yes No	Interview	Teacher
			Does the teacher use word search technique to teach writing?	**Closed** Yes No	Survey	Students
			The teacher uses word search to teach writing.	**Closed** Yes No	Observation Guide	Class
		3.3.4 Power Point templates (Profe social, Victor)	Would you like to use technology to improve the writing skills of your English students?	**Closed** Yes No	Interview	Teacher
				Closed Yes	Survey	Students

				Would you like to use technology to improve your writing skill in English?	No		

Appendix 4. Interview to the Teacher

UNIVERSIDAD NACIONAL AUTÓNOMA DE NICARAGUA, MANAGUA
UNAN - MANAGUA

CENTRO UNIVERSITARIO REGIONAL MATAGALPA

I.   General Data:

Date: _____ Time: _____

School: _____ Area: _____

Interviewer: _____

Interviewed: _____

Age: _____ Gender: _____

II.   Introduction

Dear teacher, we are doing some research on the incidence of ludic strategies to develop writing skill in seventh grade "A" students, at El Hular School, El Tuma La Dalia, Matagalpa, during the second semester 2024, 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

Analyse   the incidence of ludic strategies to develop of English writing skills, at El Hular School, El Tuma La Dalia, Matagalpa, during the second semester 2024.

IV.   Development

Questionnaire

1. Do you use ludic strategies for teaching writing? Explain

2. What are the benefits of ludic activities for you?

    a) Cognitive

    b) Physical

    c) Social

    d) Emotional

3. What is the importance of using ludic strategies to teach English? Explain.

4. What is your focus when you teach writing?

    a) function

    b) Grammar

    c) Coherence

    d) Creativity

5. Do you like to use playful activities to teach writing? Explain.

6. What are the benefits of developing writing skill in students?

    a) Communication

    b) Retention

    c) None

7. Do you consider important the writing skill in English learning? Explain.

    a) Yes

    b) No

8. Do your students have difficulties when writing?

    a) Yes

    b) No

9. What difficulties have you encountered in students' writing?

    a) Spelling

    b) Grammar

    c) Coherence

    d) Cohesion

    e) Vocabulary

10. Have you ever heard about bananagrams?

11. Do you use unscramble to teach writing?

12. Does the teacher use unscramble to teach writing?

13. Do you ever use the word search technique?

14. Would you like to use technology to improve the writing skills of your English students?

Thanks for your collaboration!

Appendix 5. Survey to Students

CENTRO UNIVERSITARIO REGIONAL MATAGALPA

Dear student, we are students of the fifth year of English as a foreign language (EFL) career of UNAN Managua, CUR Matagalpa. We are conducting a survey with the purpose of gathering useful information on the incidence of ludic strategies to develop writing skill in seventh grade "A" students, at El Hular School, El Tuma La Dalia, Matagalpa, during the second semester 2024.

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: <u>Urban / rural</u>

II.   Development

Please answer the following questions:

1.   Does the teacher use ludic strategies for teaching writing?

   a) Yes

   b) No

2.   What are the benefits of ludic activities for you?

   a) Cognitive Physical Social

   b) Emotional

3.   What does the teacher focus on when teaching writing?

     a) function

     b) Grammar

     c) Coherence

     d) Creativity

4.   Do you have difficulties in spelling words?

     a) Yes

     b) No

5.   What difficulties do you have in writing?

     a) Spelling

     b) Grammar

     c) Coherence

     d) Cohesion

     e) Vocabulary

6.   Does the teacher use unscramble to teach writing?

     a) Yes

     b) No

7.   Does the teacher use word search technique to teach writing?

     a) Yes

     b) No

8.   Would you like to use technology to improve your writing skill in English?

     a) Yes

     b) No

Thanks for your collaboration!

Appendix 6. Observation Guide

UNIVERSIDAD
NACIONAL
AUTÓNOMA DE
NICARAGUA,
MANAGUA
UNAN-MANAGUA

CENTRO UNIVERSITARIO REGIONAL MATAGALPA

I.   General Data:

School: _____ Time: _____ Date: _____

Observant name: _____

II.   OBJECTIVES

Main Objective:

Analyse   the incidence of ludic strategies to develop of English writing skills.

Specific Objectives:

1 -Identify different ludic strategies used in English language teaching.

2- Describe the difficulties in ESL writing skill.

3- Propose Ludic strategies for the development of English writing skill in seventh grade "A" at El Hular School, El Tuma La Dalia, Matagalpa, during the second semester 2024.

III. **DEVELOPMENT**

Indicators	Yes	No	Comment
1. The teacher uses ludic strategies for teaching writing.			
2 Ludic activities help physical development.			
3 Ludic activities help cognitive development.			
4. Ludic activities help social development.			
5. Ludic activities help emotional development.			
6. The teacher uses playful activities to teach writing.			
7. Students have difficulties in spelling.			
8. Students have difficulties in grammar.			
9.Students have difficulties in coherence.			
10.Students have difficulties in cohesion.			
11.Students have difficulties in vocabulary.			
12.The teacher uses unscramble to teach writing.			
13.The teacher uses word search to teach writing.			