



UNIVERSIDAD
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UNAN - MANAGUA

**FACULTAD REGIONAL MULTIDISCIPLINARIA DE MATAGALPA,
UNAN-MANAGUA
FAREM-MATAGALPA**

GRADUATION SEMINAR

Submitted to the National Autonomous University of Nicaragua, Managua as a requirement for achieving the Bachelor's degree in teaching English as foreign language.

General Theme:

Methodological Strategies that Influence the Development of the English Language Learning during the Second Semester, 2020

Sub-theme:

Didactic materials that enhance the development of writing skills of 7th grade "A" at Enmanuel Mongalo Y Rubio secondary school, in Matagalpa, during the second semester, 2020.

Authors:

 Jaqueline Ossiris Rostrán Sánchez
 María Danely Zeledón Valenzuela.

Tutor:

MSc. Mauricio Alvarado Sequeira.

Date:

Matagalpa, January 14th, 2021.



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DEDICATORY

This research project is firstly dedicated to our mighty God because he has never failed us and he has given us life, strengths, wisdom and health to finish this challenging work.

To our language professor MSc, Mauricio Alvarado Sequeira for providing us with his full knowledge, patience, and experience in this research study.

To our family, in special to our mothers and children for motivated us and being our engine to achieve our goals in life.

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To God almighty for giving me the blessing every day, life health, wisdom, for his huge love, and for giving us the strength to fight for this graduation project, fulfilling our proposed goal, achieving it successfully.

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To our mothers for helping us without any conditions, for the wise advice and helping us with our children.



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“2020: AÑO DE LA EDUCACIÓN CON CALIDAD Y PERTINENCIA”

vALORACIÓN DEL TUTOR

El trabajo de Seminario de Graduación elaborado por los Bachilleres Jaqueline Ossiris Rostrán Sánchez carnet número 15063899 y María Danely Zeledón Valenzuela carnet número 15066430 para optar al título de Licenciado en Ciencias de la Educación con Mención en Inglés, con el tema: “Didactics materials that enhance the development of writing skills of seventh grade A, at Enmanuel Mongalo y Rubio Secondary School, during the second semester 2020.” Responde a las normativas del proceso metodológico de la investigación de la Universidad Nacional Autónoma de Nicaragua – UNAN – Managua (FAREM – Matagalpa), con la adecuada relación entre los objetivos y variables planteadas, la búsqueda documental, el diseño metodológico, los resultados obtenidos y las conclusiones. El proceso de análisis y discusión de los resultados se realizó tomando en cuenta las variables del estudio, los instrumentos de recolección de información y la bibliografía consultada. Esto facilitó asimismo la elaboración de la propuesta y las conclusiones.

El presente trabajo es el resultado del esfuerzo, dedicación y aprendizaje desde la aplicación de conocimientos adquiridos y la puesta en práctica de los pasos metodológicos de la investigación científica. Por lo tanto, se considera apto para su defensa.

Ms c. Mauricio Alvarado
Tutor
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ABSTRACT

This research is about the influence that use of the didactic materials that enhance the development writing skills of English language learning. Focused on the implementation of didactic materials for develop of writing skills of 7th “A” grade A at Enmanuel Mongalo Y Rubio on secondary public school, the afternoon shift second semester 2020 in Matagalpa city.

The current study explains the influence of the implementation of the new methodological strategy with didactic materials to develop writing skills. This work is innovated because provide information about new methodological strategies “Writing without pencil” with activities specifically designed to develop writing skills using didactic materials. Example: building words, flying words, magic board and rolling (see Appendix N°11). This strategy facilitates the learning process of teachers and students, to motivate them to participate in English class specially on writing and implementation of grammar rules.

The methodological strategy was applied during the second term of grade A, at the Enmanuel Mongalo Y Rubio school, through concrete materials on 2 occasions, it was possible to integrate all the students in the activities and the result was excellent (see Appendix N° 12,13,14 and 15).

It was verified that the implementation of didactic materials in the English class helps students develop their writing skills (see Appendix N° 17,18 and 19).

Using the didactic materials in free techniques that allowed students to feel motivated and interested, this clearly helps them improve their writing skills.

Keywords: Didactic materials, Writing skills, strategy.

I. INTRODUCTION

This research focused on the use of didactic materials in different activities to develop and improve writing skills in the English class of 7th “A” grade A at Enmanuel Mongalo Y Rubio on secondary public school, the afternoon shift second term 2020 in Matagalpa city.

It has been observed that students have difficulties in writing skills. This is deemed due to different factors such as motivation, lack of interest and practice. This research does not allow the integration of some students to English class activities and other to answer the wrong way, but some of them do well.

Didactic material is important because it allows the teachers to implement new strategies using concrete materials awakening in the student’s curiosity and motivation leading the routine with the purpose of facilitate and improve the students learning process.

This research explains the impact that the implementation of the methodological strategy with didactic materials has to develop these important skills. Base on this, it is considered important to design new strategies that generate interest in students when they practice writing in the English class.

This study is an experimental research, the strategy was applied of 7th grade at Enmanuel Mongalo Y Rubio, and employs qualitative methods. This is qualitative research because it used the description to expose the results of the information about the difficulties that students face on writing. (see Appendix N°5 and 2) This information was gathered through a survey on the interview and an observation. The information was described in detail in the data

analysis section. It is also a quantitative study because explains phenomena by using numbers through static analysis and theories.

The students selected for this study were from Enmanuel Mongalo Y Rubio public school, 7th grade “A.” Their age range was between 12 and 13 years old. 20 out of the 28 students were part of the study (10 boys and 10 females through the attendance list) (see Appendix N°4). The sampling method used in this study was simple random sampling. In this way, the population had on equal chance of being selected. This study used observation guide, interview, survey and application of the strategy writing without a pencil, as instruments to acquire information.

II. JUSTIFICATION

This research is about the implementation of methodological strategy that help students develop writing skills through the interaction and manipulation of didactic materials, conducting the activities designed by the teacher.

This work is innovated because provide information about a new methodological strategy with activities specifically designed to develop writing skills using didactic materials (See Appendix 11). This research is going to be a great resource for teachers, students and people interested in English language learning.

There are several difficulties on writing skills. For this reason, it is considered important to design a new strategy that generate interest of students when practicing in the classroom.

It is intended to motivate students and offer English teacher suggestions for strategy to improve student learning on writing skills.

It is thought that the social impact of this research will have intended significant and positive change that addresses a challenge for English teachers and for secondary school students in the English class, obtaining as results the development of the writing skills.

III. OBJECTIVES:

General Objective

- √ To explain the impact that the implementation of the new methodological strategy has with didactic materials to development writing skills of 7th grade “A” at Enmanuel Mongalo Y Rubio secondary public school, during the second semester, 2020.

Specific Objectives

- √ To suggest appropriate writing strategy to overcome the difficulties on writing skills of 7th grade “A.”
- √ To apply the use of new methodological strategy with didactic materials to develop writing skills.
- √ To verify if the use of new methodological strategy with didactic materials helps students to develop writing skills.

IV. DEVELOPMENT OF THE SUB –THEME

4.1. Didactics

4.1.1. Definition:

In order to understand what material didactics is. First of all, didactic must be understood.

According to Gutierrez (1975) “Didactics is the science that deals with the teaching-learning phenomenon in its prescriptive aspect of effective methods. It is responsible for finding methods and techniques to improve teaching, allowing addressing, analyze and design pedagogical schemes. In general terms, it is a creative way of teaching for the teacher and a different way of learning for students.” (p.15)

It’s considered didactics is an important science in the teaching-learning process, in it be can find methods and techniques designed to teach students facilitating the learning process by using different methods, in this way teachers provide meaningful and interesting learning.

In classrooms, the practice of didactic is essential because teaching nowadays is a challenge, the way to do it must be interesting, capturing the student’s attention, awakening interest in the learning, leaving behind traditional methods creating strategies with interesting activities, focused on the characteristics of each group and the students as in the main factor.

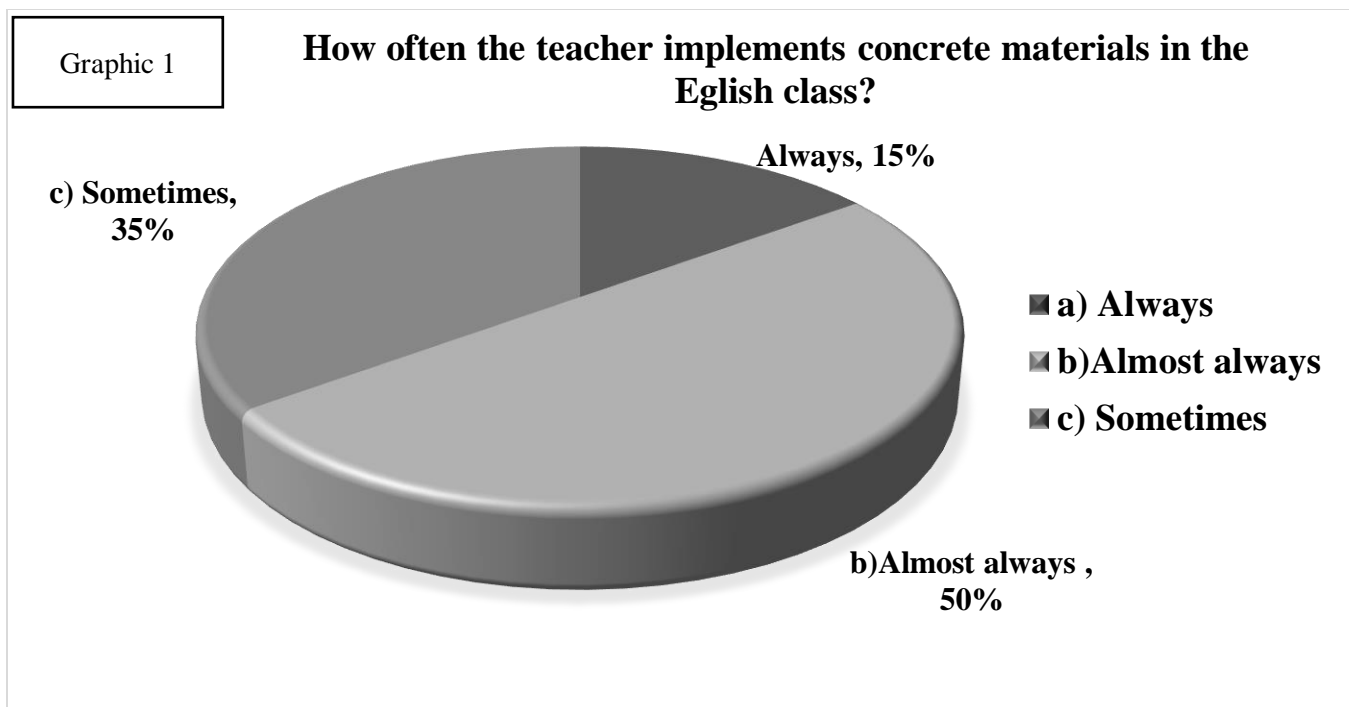
4.1.2. Didactic Materials

4.1.2.1. Definition:

More recently, the definition of Morales (2012) “Didactic material is understood to be the set of material means that they intervene and facilitate the teaching-learning process. These materials can be both physical and virtual, they assume as a condition, awakening the interest of students, adapt to physical and mental characteristics of them, in addition to facilitating the teaching activity by serving as a guide; likewise, they have great virtue of adapting to any type of content.” (p.10)

The didactic material is a resource elaborated to improve and contribute, the use facilitates the learning process adapting to any content, facilitating the acquisition of concepts, skills, attitudes and tasks, they stimulate learning in general, the didactic material is evaluative according to time, context, and learning needs.

The creation of design of a new didactic material focused on developing specific skills allows the teacher to meet the proposed objectives, a different and new material, captures the student’s attention, motivates to must also find the right affective way to transmit it and focus so that students feel safe when using the material.



Graphic 1. Source: Survey applied to the students of seventh grade” A”

In this graph, it can be seen that (50%) students affirm that the teacher implements didactic materials in English class to develop writing skills, almost always, another group of (35%) of the students considers that the teacher uses didactic materials sometimes, small group of (15%) of them, said that always implements didactic materials in the classroom the rest of the options did not have a percentage of 0% (see Appendix N°5).

In the teacher’s interview (see Appendix N°3), she explained that she did not always use concrete materials because elaborating it’s complicated, dues to the time the she must dedicate to elaborate on it, the observation (See Appendix N°2) the teacher used TIC classroom, it is considered that use of didactic materials is important because it awakens the interest to learn, to involve and motivate to participate in the English class.

4.1.2.2. The Importance of Didactic Materials

The Importance of Learning Materials in Teaching (2016) argues “Learning materials are important because they can significantly increase student achievement by supporting student learning. . . Learning materials, regardless of what kind, all have some function in student learning.” (p.3)

The function of didactic materials is significant, no matter what type of materialist, they will always be focused on the student learning, designed to respond to a need.

The use of didactic materials in the classrooms play important and indispensable role to meet the proposed objectives, by using them, the development of the classes stops being routine and becomes interesting, but also the material it must be changing, designed on creating a new one, depending on the class to develop.

4.1.2.3. Characteristics of Didactic Materials

When preparing Didactic material, must be consider the following characteristics according to Fernandez, Albuquerque & Paredes cited in Didactic Materials. (p.14).

- The resources offered by the different social contexts are used, cultural and geographical areas of the country, for conducting activities, as well as for the preparation of various resources.

- The material produced with resources from the environment enables the child to perform a series of combinations that amuse you and promote your development physical, cognitive and affective.
- The material responds to the specific tasks of the educational process.
- Corresponds to the age of the child, adjusting to their level of development evolutionary.
- Clearly reflects their properties and qualities, for example: bright colors, nice shapes.
- Resistant to guarantee its durability.
- Comfortable to transport and store.
- Does not offer danger.
- Have a varied and select repertoire of games, toys and materials.
- Its use is possible, both in individual and group activities.

Didactic Materials should be characterized by being designed, created and focused on the learning needs of the students, according to the educational content, which will use to help, support students, corresponding to the age but also adaptable, it's important that this material is proceeding with creativity, that through its use integration games are implemented, collaboration, also recycling is one of the characteristic that didactic material must present.

Writing without pencil is a new methodological strategy designed with different activities and didactic materials using recycling with its own characteristics to develop the ability to write,

materials used are colorful, the design of each material was made with the intention of being pleasant to the naked eye, in shape and size, can be used individually, or groups to compete. These materials are manipulable and resistant. (see Appendix N°11).

4.1.3. Types of Didactic Materials

Classification of teaching materials for any discipline presented by Nerici (1969) cited in Didactic Materials. (p.4.5)

4.1.3.1. Permanent work material: Such as the board and the elements to write on him, video projectors, notebooks, rulers, compasses, personal computers.

4.1.3.2. Informative material: Maps, books, stories, dictionaries, encyclopedias, magazines, newspapers, etc.

4.1.3.3. Illustrative audiovisual material: Posters, videos, records, etc.

4.1.3.4. Experimental material: Apparatus and varied materials, which lend themselves to the conducting tests or experiments that lead to learning.

4.1.3.5. Technological Material: All electronic media that are used for creating teaching materials. The tools or materials allow the teacher to generate digital dictionaries, interactive biographies, and the publication of documents in digital libraries, that is, the creation of content and information.

4.1.3.6. Concrete Material: The concrete material refers to any instrument, object or element that the teacher facilitates in the classroom, in order to transmit educational content from the manipulation and experience that students have with them.

There are different types of didactic materials designed and elaborated with the intention of help students in each discipline, concrete materials allow the teacher to create it according to the identified need, through determine the impact when being used and verifying the use.

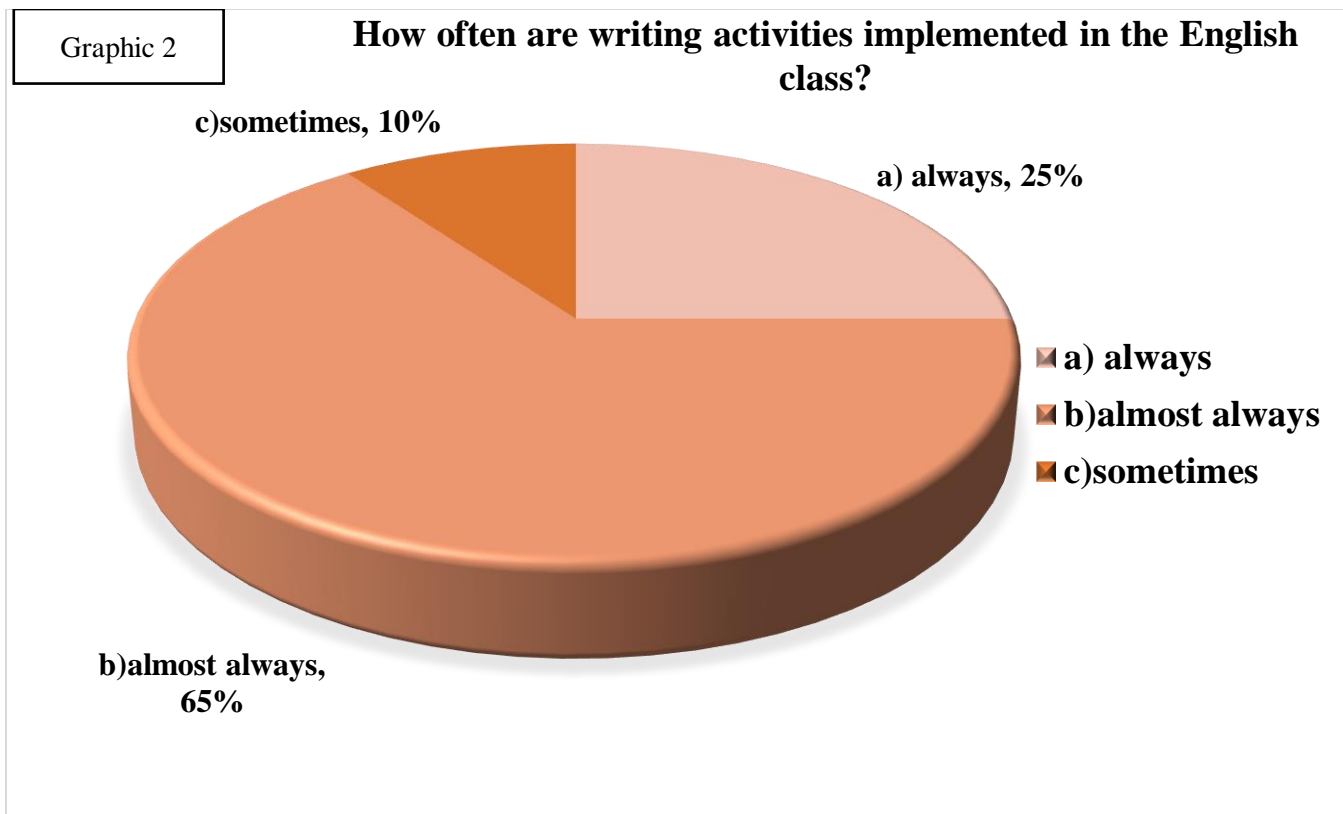
The didactic materials suggested are concretes, the application of this new didactic material is designed to develop writing skills, it also allowed to verify its effectiveness, improve the design in the application process.

4.2. Writing Skills

4.2.1. Definition

According to Hussein, (2015) “Writing is one of the basic language skills (speaking, listening and reading), which are crucial for successful language acquisition. Developing learner's ability to express their ideas through the written language has become a learning objective of its own.” (p.99) Writing skills is essential for good communication and for good language acquisition, these skills develop in students the ability to express themselves on writing.

In the English class writing skills are necessary, practice it will help students improve language acquisition and the ability to communicate because it will allow them to express ideas, opinions and feelings to other people.



Graphic 2. Source: Survey applied to the students of seventh grade” A”

According to the graph N°2, it shows, (65%) students affirm that the teacher uses “almost always” writing activities, another (25%) of them indicate that use it “always” another group smaller of (10%) says that “sometimes” and none of the students opted for the “nothing”, therefore having 0% (see Appendix N°5). The teacher (see Appendix N°3) tells us that she performs different writing activities so that the students can apply grammar rules.

4.2.2. Writing Sub-skills

Writing skills have many Sub-skills. According to Sobana cited in Mandal (2009). Writing has the following types of sub skills. (p.53)

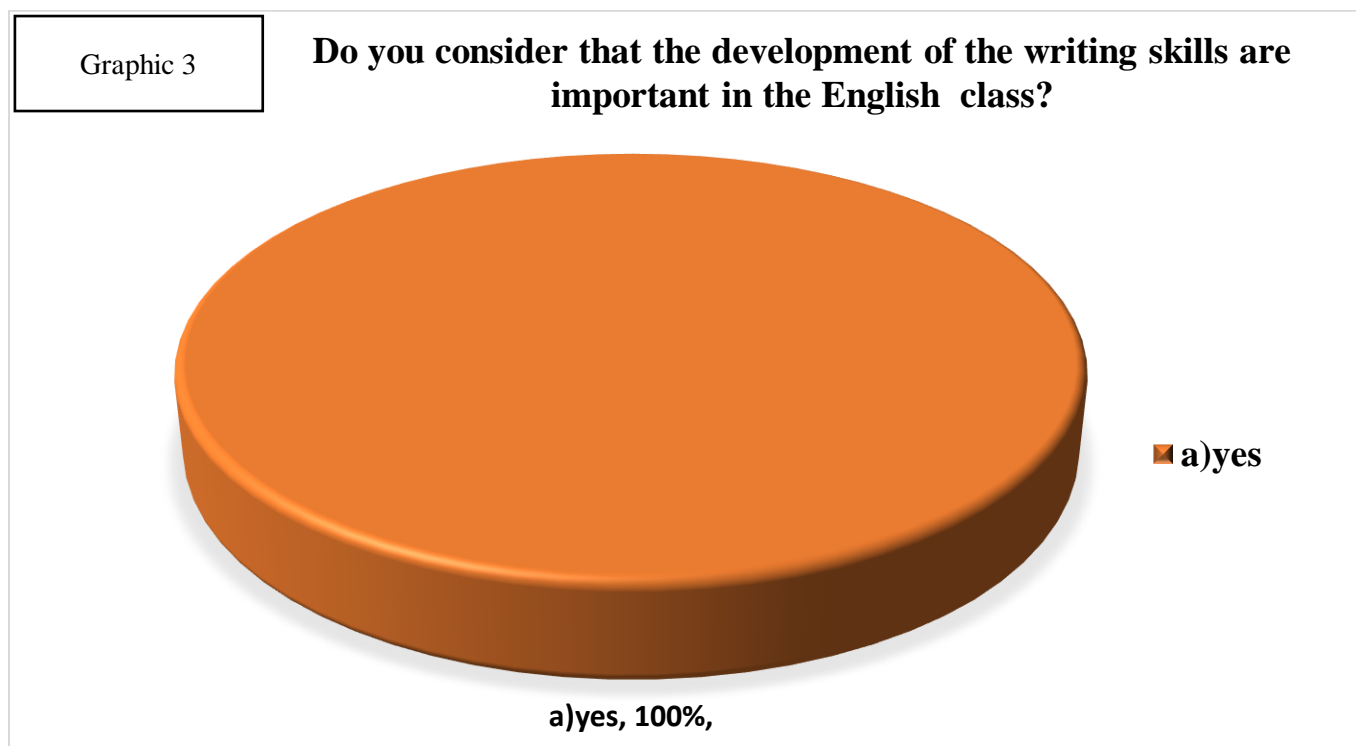
- Mechanics- Handwriting, Spelling and punctuation.
- Organization- Vocabulary, idioms.
- Organization- Paragraphs, topic and support cohesion and unit.
- Syntax- Sentence structure, sentence boundaries, stylings, etc.
- Contents-Relevance, clarity, originally, logic, etc.
- The writing process- getting ideas, getting started writing drafts, revising, etc.

Subskills are a set of categories that students should know to write a good paragraph or other types of text to be clear and consistent. Knowing and using this set of sub-skill students can improve their writing skills and their way of communicating through written language, it can also reinforce other skills.

4.2.2.3 The importance of Writing Skills.

Mandal, (2009) Says “Writing skills are important to facilitate all the needs of the learners inside the classroom as well as in student’s day-to-day life...” (p.61). Writing skills are beneficial for students in all areas. In the English class, the practice of these skills allow students to express

themselves and develop their thinking for better communication, it also allows them to transmit information through paragraphs, essays or reports.



Graphic 3. Source: Survey applied to the students of seventh grade” A”

In the graph N°3, it can be appreciated the students who answered the survey stated (100%) that “yes,” it’s important for them to the development of the writing skills. (see Appendix N°5). The teacher considered that the development of these skills is important and necessary in high school and should be done through different activities designed to help students write clearly and coherently constant practice (see Appendix N°3), the competition is an activity that was observed in the students that allow them to develop their writing skills (see Appendix N°2).

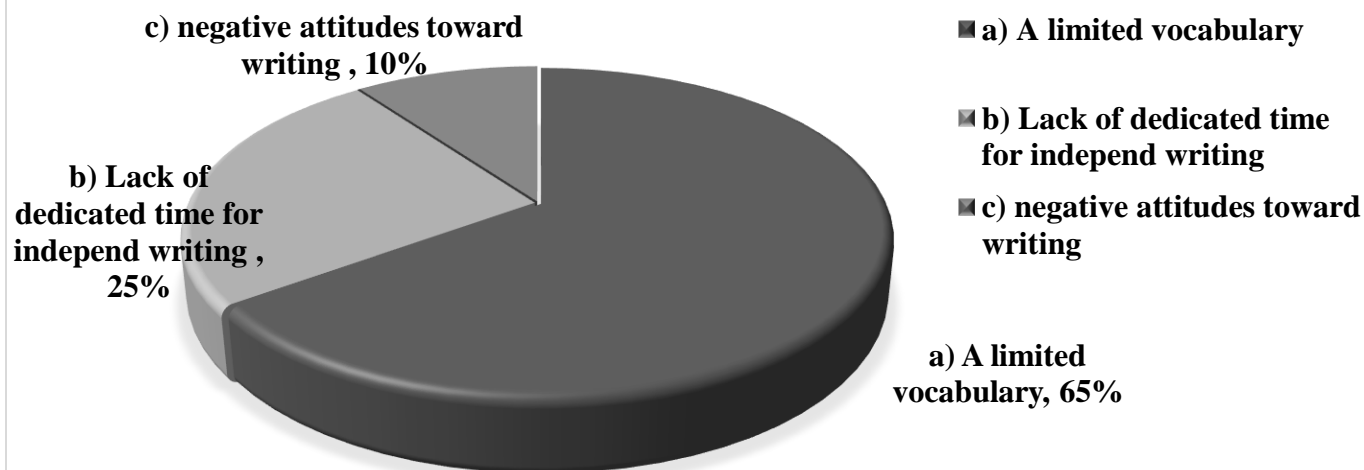
4.2.2.4. Writing difficulties.

According to Bryne cited in pratiwi (2012) divided “the problems that make writing difficult into three categories. The first is Linguistic Difficulty. Linguistics aspects such as grammar, vocabulary, language use and choice of sentence in writing must have been fully monitoring. The second is Physiology Difficulty, which more focuses on the writer’s difficulty because there are not direct interaction and feedback from the reader when they are writing. This difficulty more focuses on the difficulty in developing written material or content of composition. The third is cognitive difficulty. Writing has to be thought through formal instruction such as spelling, punctuation, capitalization and paragraphing.” (p.5)

Some students find it difficult to write when they do not know norms or rules to write something coherent. This becomes a difficulty if you do not have the mastery of the components of linguistics, the physiological difficulty refers to the fact that there are people who can only write if they have someone that is helping or evaluating them depend on other people, and cognitive difficulty refers to that you must think before writing and many people write without thinking and that is how so many inconsistencies are seen in the writing they do not consider the spelling rules etc., that is to say there is no esthetics or coherent in what is written.

Graphic 4

Wich of the following writing difficulties , do you have when you write?



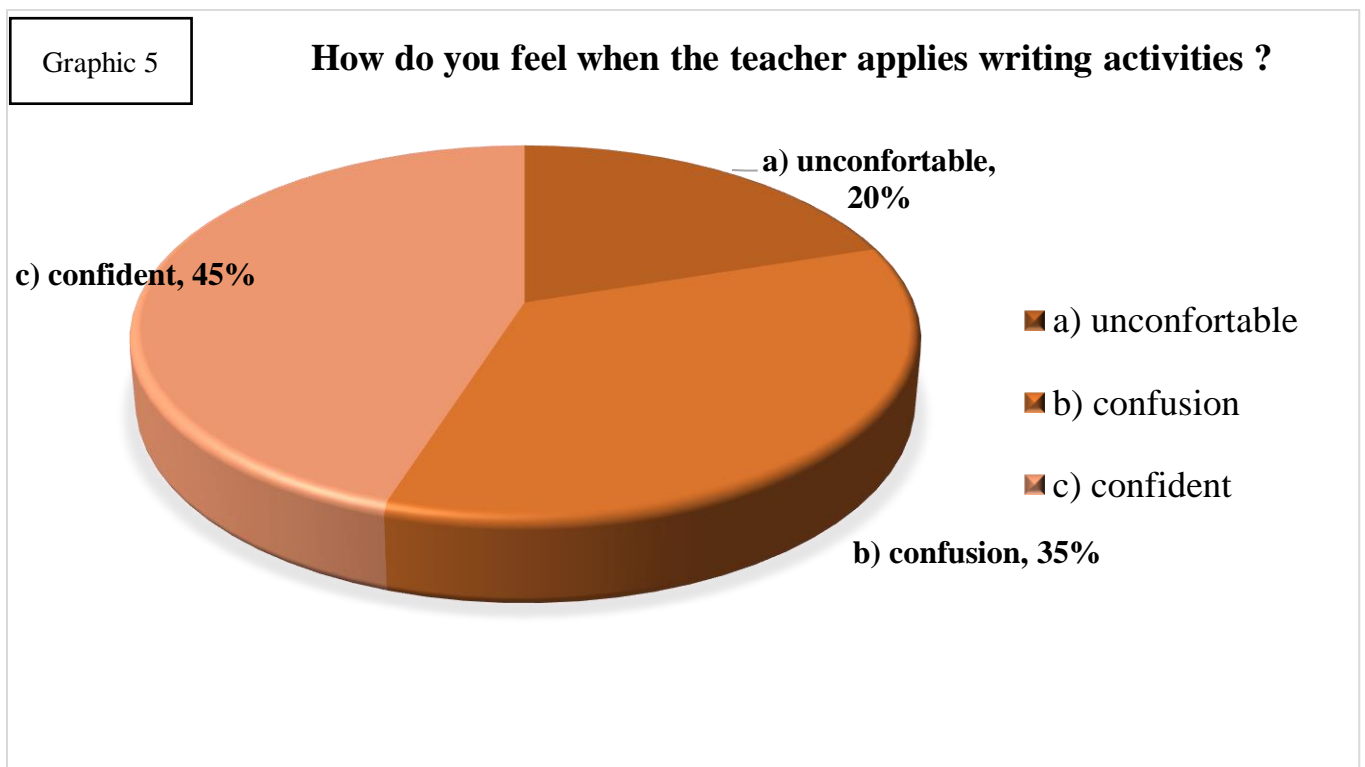
Graphic 4. Source: Survey applied to the students of seventh grade” A”

This graph shows that, (25%) students answered that “lack of dedicated time for independent writing,” they have when writing, other (65%) of the sample responded “A limited vocabulary” and (10%) of them have difficulties because they do not like English (See Appendix N°5). In the interview (See Appendix N°3) the teacher expresses that the students have a vocabulary limit due to lack of study at home. It was observed (see Appendix N°2) that students have difficulties writing in English, for this reason they do not integrate and prefer not to participate.

4.2.2.5. The impact of activities on writing skills

Freire cited in (Crespo, Pinto, 2016) says “Activities written in English also unite the language with the reality of the student in which topics of their environment and to their liking, and in which there was a collective dialog about these before start writing.” (p.49).

It is said that writing is important skills because through it can be express feelings and emotions, depending on the context in which they are related, it is interesting to write about important and engaging topics, in this way You can write interesting essays for others.



Graphic 5. Source: Survey applied to the students of seventh grade” A”

This graph shows that (35%) students felt confusion with performing writing activities, other students (45%) were confident and (20%) “uncomfortable” with the application of writing activities. (See Appendix N° 5). In the interview, (see Appendix N°3) the teacher said that students

have not reached a good level of English because this is the first year that they receive English as a foreign language. Besides the lack of interest and the support that they have from their parents, but during the observation (see Appendix N°2) that it was possible notices that do not call students participate due to their shyness and lack of confidence.

V. CONCLUSIONS

This study explains the impact that the implementation of the methodological strategy with didactic materials to develop the writing skills and can conclude that:

1. The new strategy proposal is to write without a pencil, a new methodological strategy with didactic materials named flying words, magic board, building words and rolling, to develop writing skills without using pencils and to overcome difficulties on writing skills of 7th grade “A.”

2. The methodological strategy was applied during the second semester of grade 7th A, at the Enmanuel Mongalo Y Rubio school, through concrete materials on 2 occasions, it was possible to integrate all the students in the activities and the result was excellent.

3. It was verified that the implementation of didactic materials in the English class helps students develop their writing skills.

3.1. Using the didactic materials in free techniques allowed the students to feel motivated and interested, which clearly helped them improve their writing skills.

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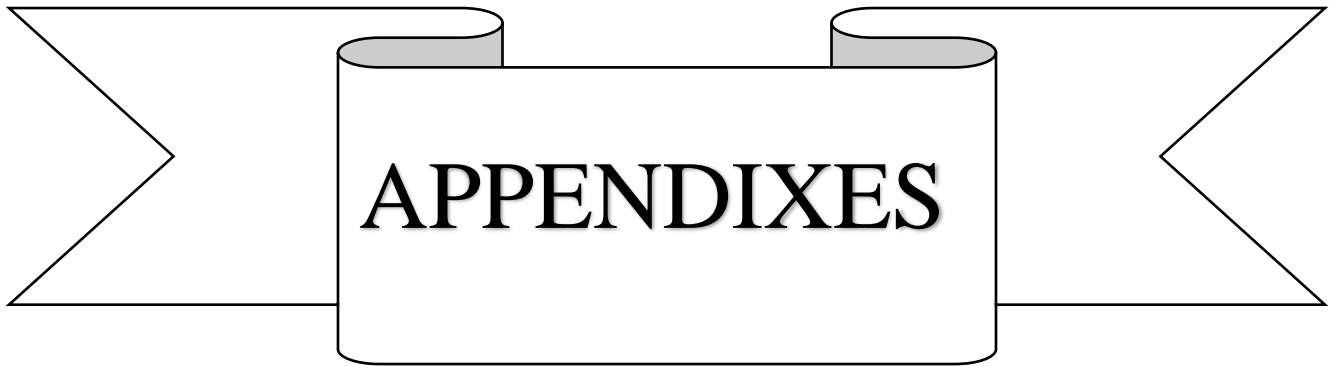
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APPENDIXES

Variable operationalization

Variables	Dimensions	Indicators
 Didactic Materials	<ul style="list-style-type: none"> • Concrete material: 	<ul style="list-style-type: none"> • Manipulable objects.
	<ul style="list-style-type: none"> • Illustrative audiovisual material: 	<ul style="list-style-type: none"> • object illustrations • posters
	<ul style="list-style-type: none"> • Evaluation instruments 	<ul style="list-style-type: none"> • Verify achievements and difficulties.
	<ul style="list-style-type: none"> • Awaken students curiosity 	<ul style="list-style-type: none"> • The change of routine.
	<ul style="list-style-type: none"> • Integrates shy students 	<ul style="list-style-type: none"> • Encourage the participation of students.

 Writing skills	<ul style="list-style-type: none"> • Redaction 	<ul style="list-style-type: none"> • Letter decoding. • The word organization. • The application of grammatical rules.
	<ul style="list-style-type: none"> • Checking 	<ul style="list-style-type: none"> • Calligraphy and orthography. • Logic order.

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Teacher and students' observation guide

Topic: _____

Achievement indicator: _____

Grade: _____ Date: _____

Teacher: _____

Objective: Identify the influence of didactic materials used by the teacher in the English class to develop the writing skills.

1. Does the teacher use concrete material in the English class?

Yes____ No____ Sometimes____

2. When the teacher uses didactic material, does he use it as an evaluation instrument to reach the achievement indicators?

Yes____ No ____ Sometimes____ If so, what kind activities does the teacher use _____

3. Does the teacher motivate the students to participate on the activities of writing?

Yes ____ No ____ Sometimes ____ If so, how does the teacher motivate the students to participate in the activities of writing _____

4. Does the teacher implement activities to develop writing?

Yes ____ No ____ Sometimes ____

5. Do the students have didactic materials to work on writing activities?

Yes ____ No ____ Sometimes ____

6. Does the teacher use different didactic materials to develop writing skills?

Yes ____ No ____ Sometimes ____

7. During class, the teacher uses the stages of writing: writing and checking?

Yes ____ No ____ Sometimes ____

8. Is the vocabulary in the English according to the level of the student?

Yes___ No ___ Sometimes_____

9. Do the students participate in the writing activities?

Yes___ No ___ Sometimes_____

10. Do the students correct the errors found in writing by the teacher and improve it?

Yes___ No ___ Sometimes_____

11. Do the students understand the activities and orientations given by the teacher?

Yes___ No ___ Sometimes_____

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English teacher's interview

Teacher's name: _____ Date: _____

Level: _____ Year of experience: _____

Objective: To obtain information about the use of didactic materials to develop writing skills.

1. What types of didactic materials do you use to develop writing skills?

2. Do you consider that the use of concrete material improves learning in English class?

3. What is the reaction of students when you use didactic material?

4. What are the advantages of using teaching material in English class?

5. Are there disadvantages when using teaching materials?

6. If a student does not like to write, how do you evaluate it?

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Interview

Name: _____ Date: _____ Age: _____ Level: _____

Objective: to gather accurate information from the teacher and students.

1. How many students are there in 7th grade A?

Girls: ___ Boys: ___ total: ___

2. Are there students who have repeated the grade?

Yes ___ No ___ If so, how many are there? _____

3. Where are the students of 7th grade A from?

Rural ___ urban ___

4. Are there any students of 7th grade A who have taken English courses?

Yes ___ No ___

5. Are there any students of 7th grade A who have family members who speak English?

Yes ___ No ___

6. Do you know the social status of the 7th grade students?

Yes ___ No ___ If so, what social status are the students in?

Poor class ___ Lower middle class ___ Middle class ___

7. Are there any students of 7th grade use cell phones or tablets?

Yes ___ No ___

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SURVEY

We are students of Sciences degree with a mention in English, of the National University of Nicaragua, the purpose of this survey is to obtain information about the use of the didactic materials and its application to develop the writing skills in English class, of the 7th grade students of the Enmanuel Mongalo y Rubio school of the afternoon shift.

1. How often the teacher implements concrete materials to improve writing skills?

- a) Always
- b) Almost always
- c) Sometimes
- d) Never

2. How often are writing activities implemented in English class?

- a) Always
- b) Almost always
- c) Sometimes
- d) Never

3. Do you consider the development of writing skills is important in English class?

a) yes

b) no

4. Which of the following writing difficulties, do you have when you write?

a) A-limited vocabulary

b) Lack of dedicated time for independent writing

c) Negative attitudes toward writing

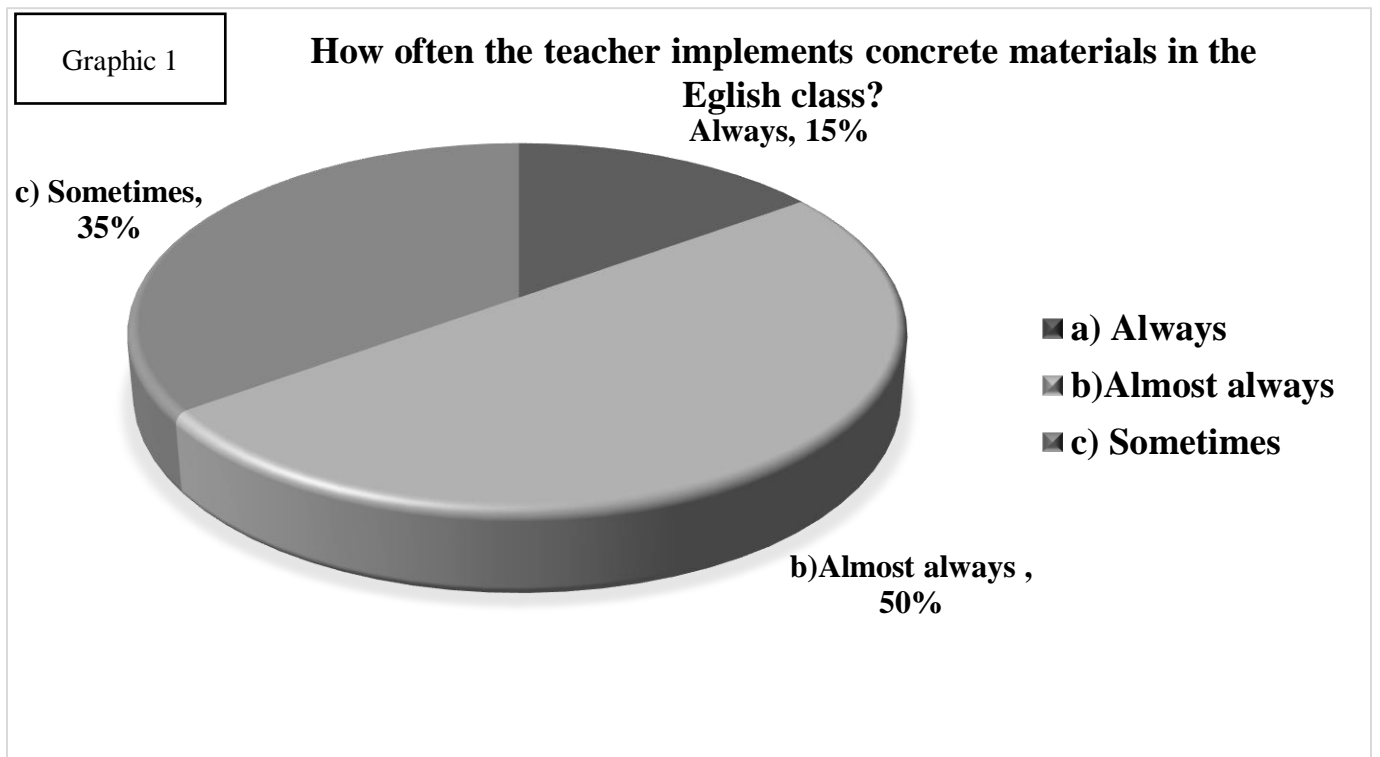
5. How do you feel, when the teacher applies activities writing?

a) scared

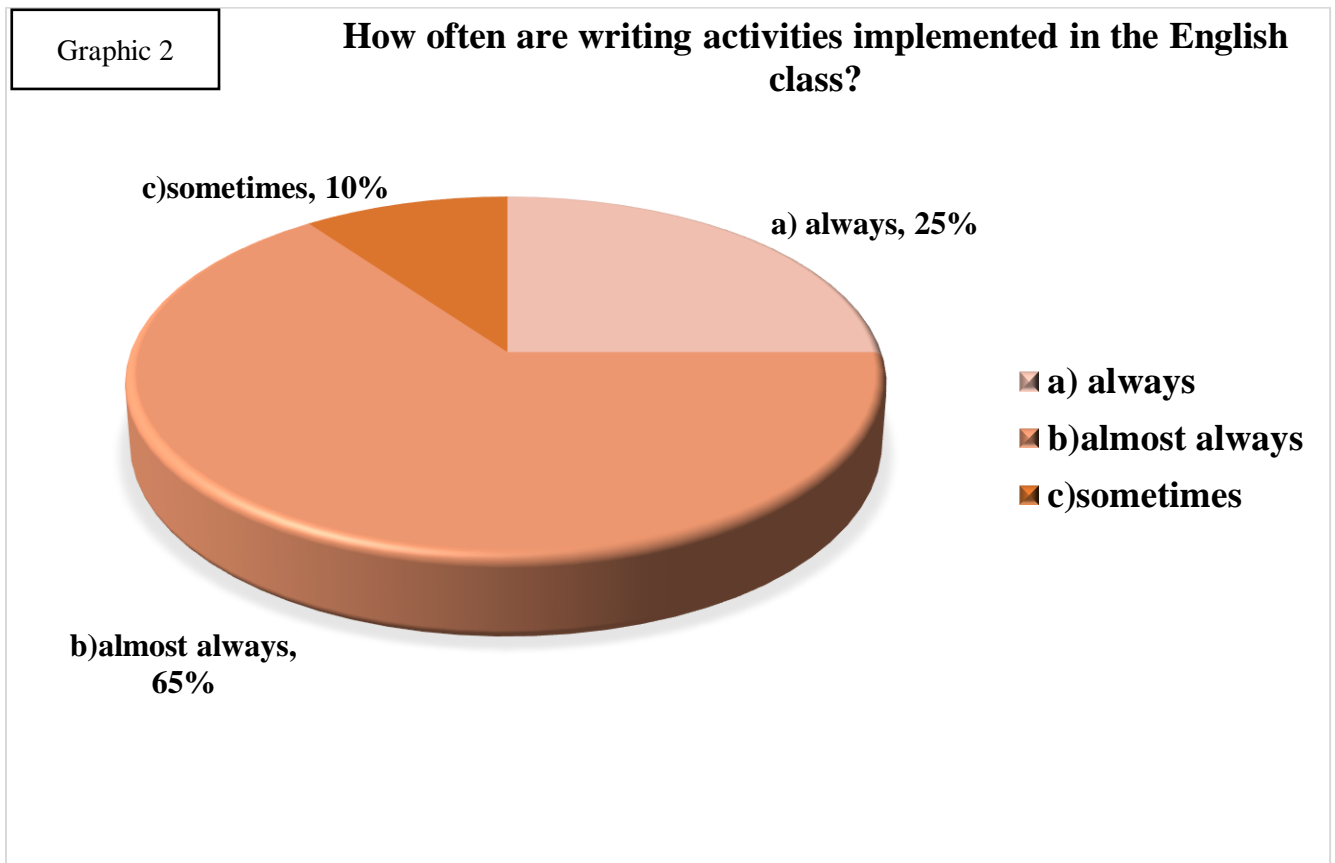
b) confusion

c) boredom

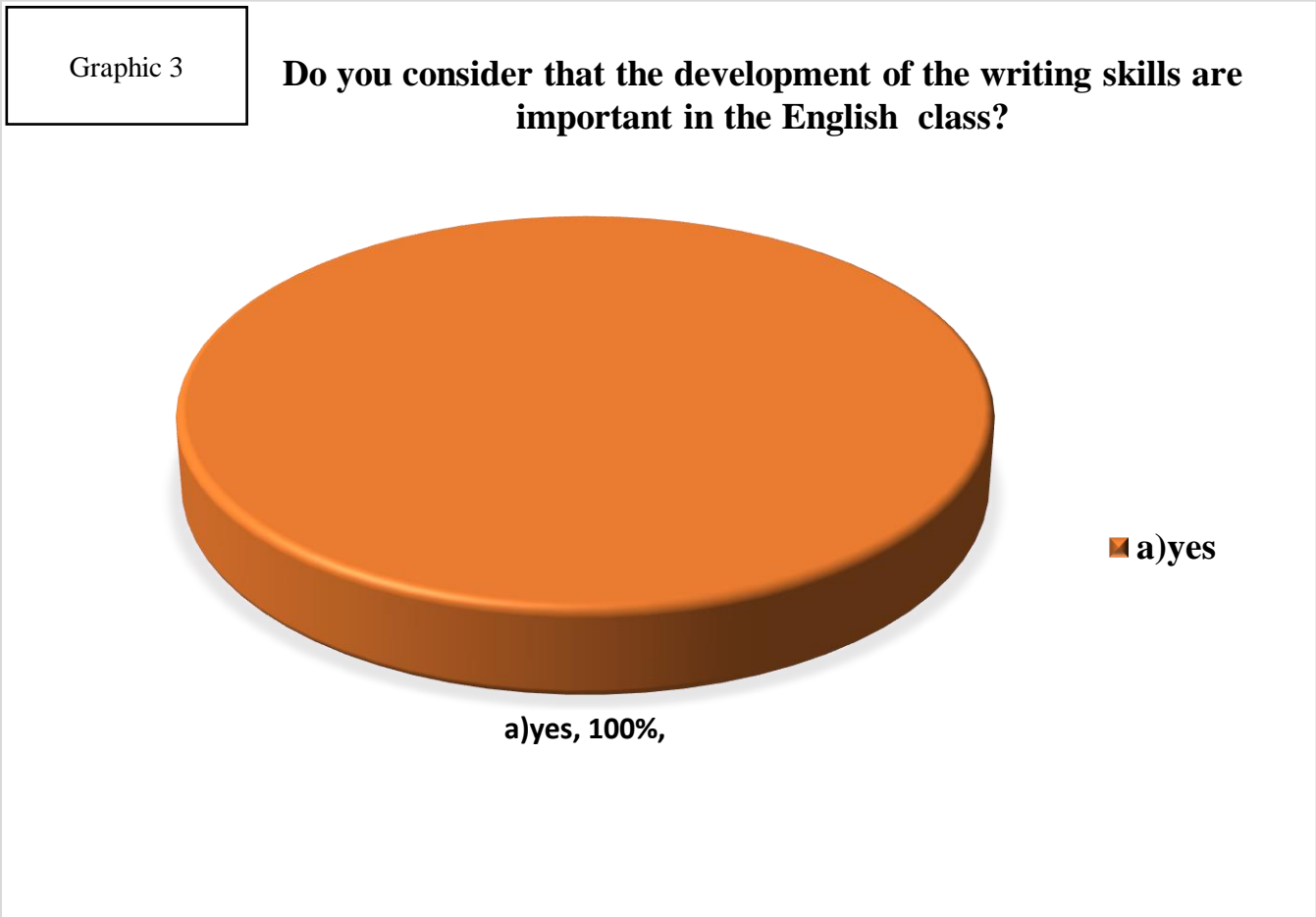
DATA PROCESSING



Graphic 1. Source: Survey applied to the students of seventh grade” A”



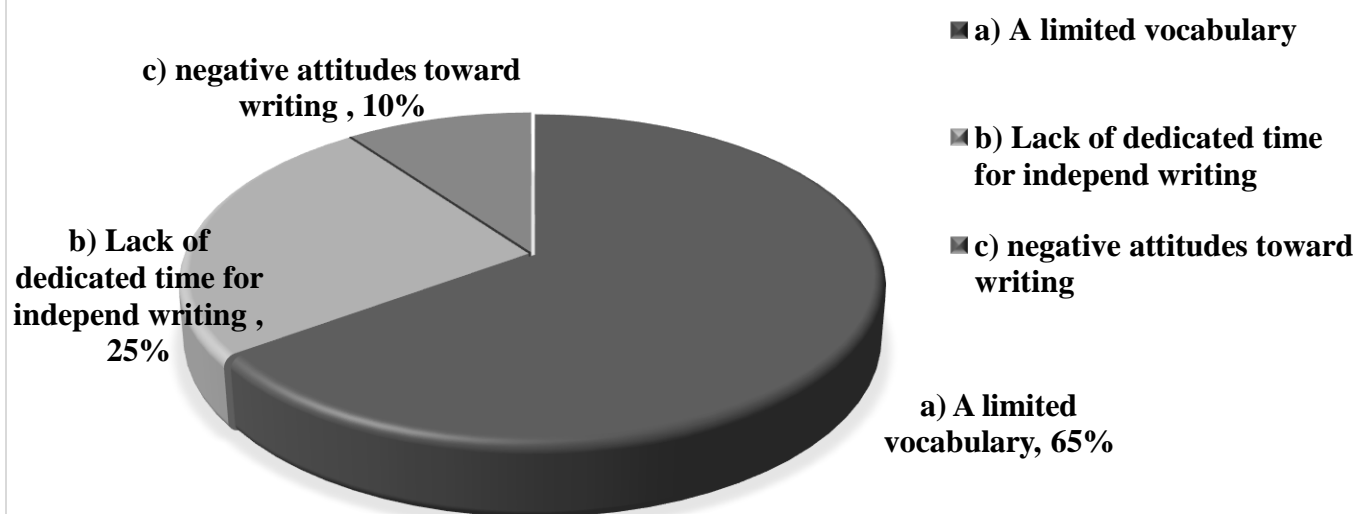
Graphic 2. Source: Survey applied to the students of seventh grade” A”



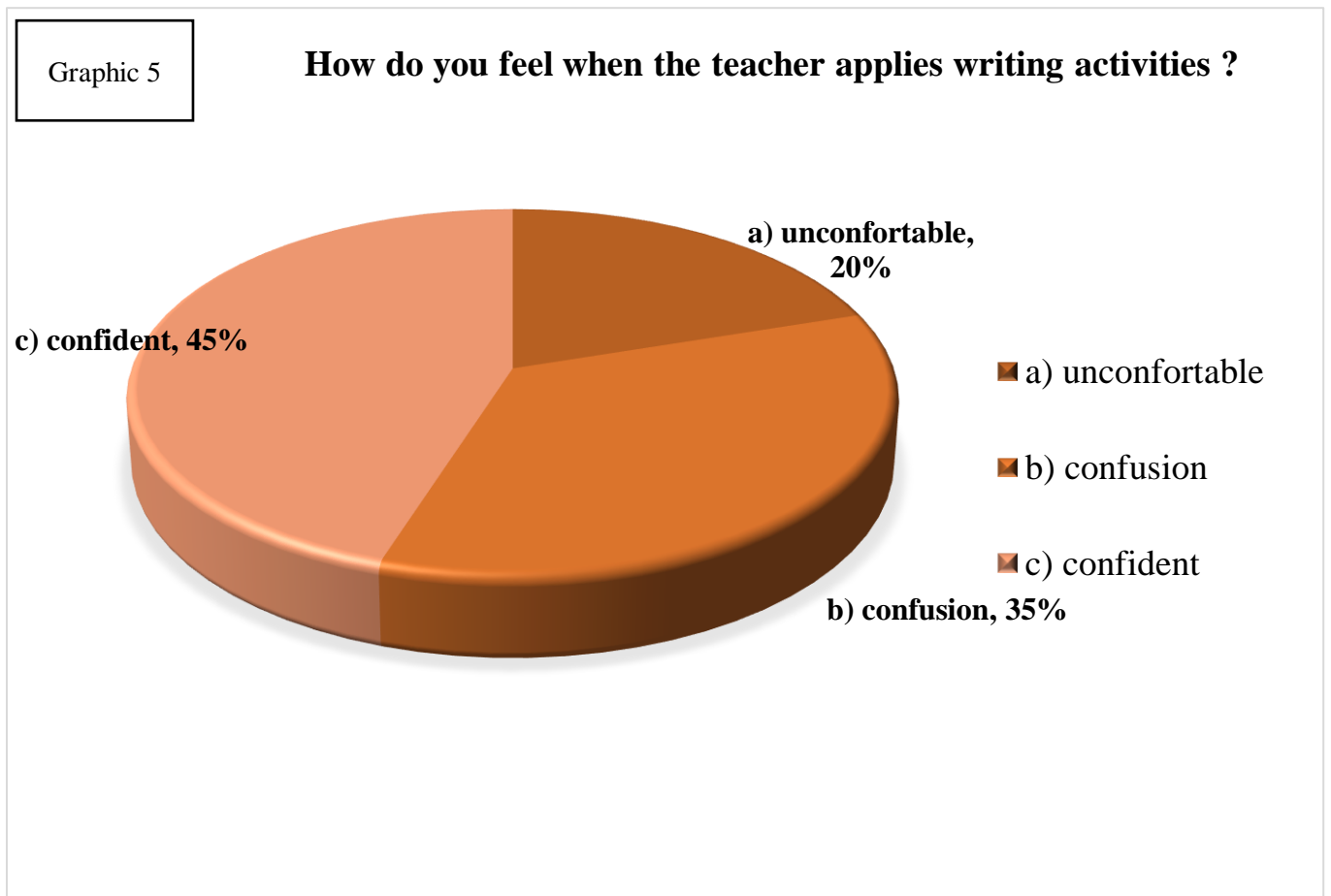
Graphic 3. Source: Survey applied to the students of seventh grade” A”

Graphic 4

Wich of the following writing difficulties , do you have when you write?



Graphic 4. Source: Survey applied to the students of seventh grade” A”



Graphic 5. Source: Survey applied to the students of seventh grade “A”

Strategy suggested “Writing without pencil “



Didactic Material was designed to improve the writing skill.

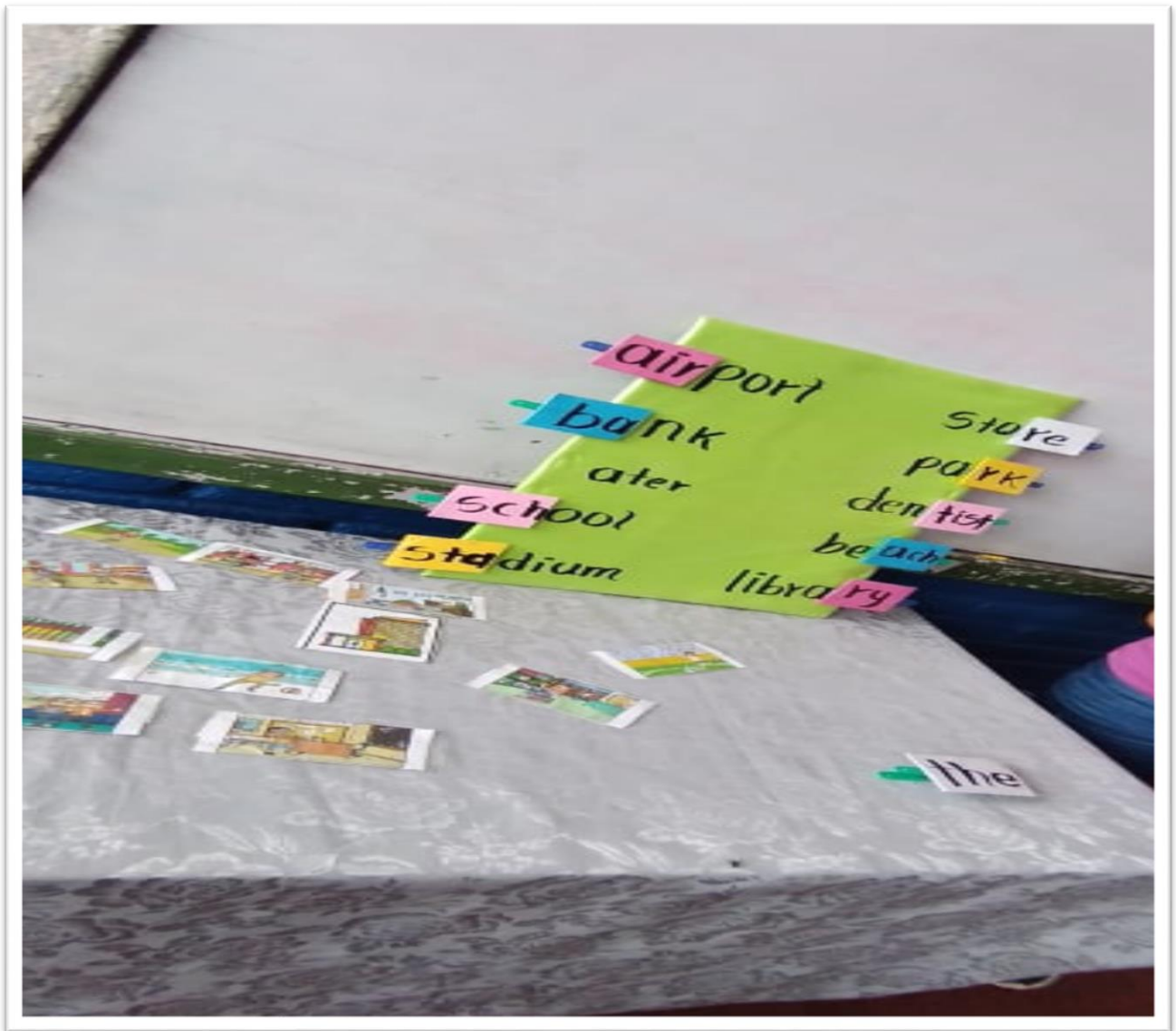
OBJECTIVE: identify the impact that didactic Material has in the writing skill.

(building words, magic board, rolling, flying words).

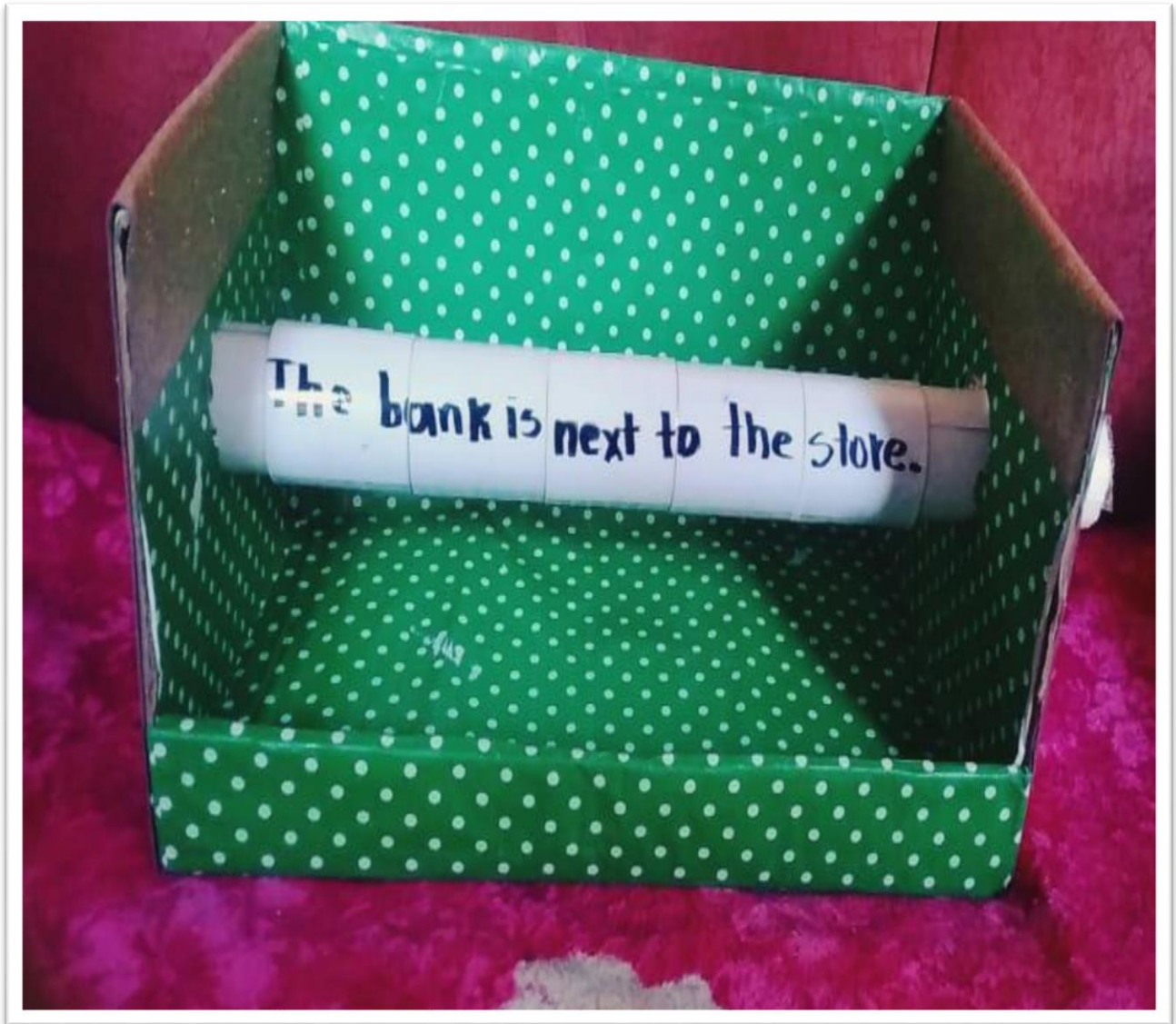
BUILDING WORDS: This teaching material is designed to write words according to the content developed. The student must show agility and cunning to find the caps with the letters and in this way build the words.



MAGIC BOARD: This material is designed with the intention of dividing the word into two parts, a list of words is made on the left and right side of the board, the missing part of the word will be in small squares. The parts taken out can be at the beginning of the word or at the end. The student must match the consonant and vowel syllables.



ROLLING: This didactic material was made with small mobile tapes with words written on them to form complete sentences. The student must order each part of the sentence according to the grammar rules.



FLYING WORDS: This didactic material is focused on sentences that are in different colored cards and scrambled way. The student must order each card according to the grammar rules of the language.



Strategy suggested “Writing without pencil “

Building words:

First, a review of the issue was made, then they were shown a flash card of the places in our community and asked. **what place is this?**



Then the students were shown the didactic material called building words and it was explained that in the box there is a picture of a place and on the inside of the box there are caps with letters, these are mixed up, with which they should form the name of the place that is in the picture.

Volunteers were needed to come forward to do the activity and they began to pass one by one, to identify the letters of bottle caps according to the name of the place in the picture.



They did it correctly.

Flying words.

In this activity it was explained to the students that they would be dictated by some sentences that were found disordered and pasted on the blackboard, the students had to identify them and order the sentence according to the grammar rules.



Volunteers were needed to pass in front of him to order and form the sentences that were dictated to them, he stepped forward one by one.



The students did it very well, although some needed to have the sentences repeated.

Rolling



In the roll it was explained to them that in this tape that could be moved and in them sentences were written and then they were disordered in the roll for the students, find and order the sentences according to the grammar rules.

Volunteers were needed to come to the front to do the activity, one by one, the students did it very well.

Magic board



In this activity it was explained to the students that there are incomplete words on the board that they must complete according to the places in the community.

The students were passed to the front one by one to do the activity, the students did it excellent.



Improvement of Didactic Material



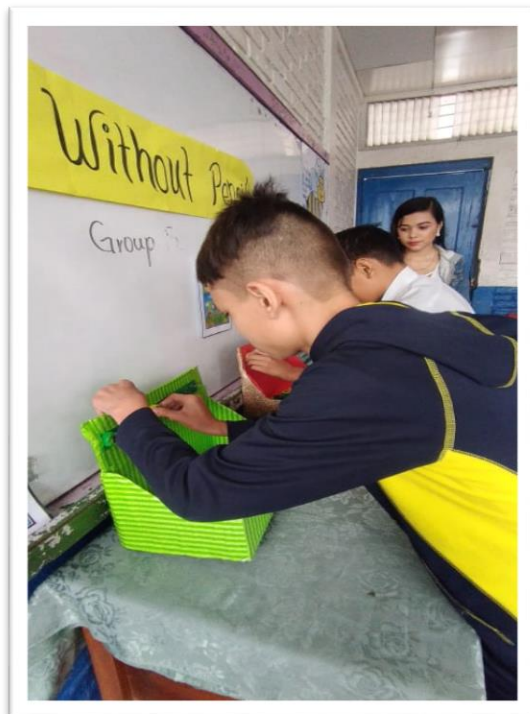
In the first preparation of the teaching material, we found errors; therefore, we re-elaborated the material adding some adjustments and improvements, once the material had been redesigned, we proceeded to re-apply the strategy focused on the second application in competition.

The results were awesome. The classroom was divided into two groups group A and group B, it was explained that it was the same indications and they would do the same with the didactic materials but competitively, the winners were group A because this group used the first didactic material and the second group used the redesigned material it was evident that the adjustments to said material were more difficult to use but it was possible to verify that in these students their Knowledge is significant Although they took longer to conduct the activity.

During the (rolling) activity competition. (second phase)



During the (building words) activity competition



During the (building words) activity competition



During the (flying words) activity competition

Improvement of Didactic Material

Didactic Material.	The first phase	The second phase.
Magic Board.	The students took more time to build the words.	By presenting a large image, the student related the image to the word and formed it in less time.
Rolling	This material had two to three words on each tape, which allowed the student to quickly formalize the sentence and finish timely.	The student took more time due to they had to find each word on each tape, this allowed the student to have curiosity about the sentence.
Building words.	The letters were written without putting the bottle caps tightly so that these use to fall, but the words were built in less time.	The letter was written on each bottle cap completely screwed on. The student must have taken more time to build the word but the caps could not be taken out anymore.
Flying words.	On the cards were written more than one words and the cards were not covered with plastic.	On each card was written just one word and they were covered with plastic so that the cards were easy to use.

Students of 7th grade A at Enmanuel Mongalo Y Rubio Secondary School, after applying the strategy.



Didactic Materials to development writing skills.



Students of 7th grade A at Enmanuel Mongalo Y Rubio Secondary School, after applying the strategy.



