**General topic:** Innovative activities in the English Teaching-Learning process in high schools

**Sub topic:** "Sentences Unscramble" to help students to create sentences using simple present tense with students from eighth grade "B" afternoon shift at Juan Jose Rodriguez National Institute, Jinotepe-Carazo, in the second semester, 2019

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¡A la Libertad por la Universidad!

Jinotepe,20 de Diciembre del 2019

Maestra
Xiomara Valverde Hernández
Directora
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Su Despacho

Estimada Maestra Valverde, reciba un cordial saludo,Por medio de la presente le informo que los bachilleres:

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Han cursado bajo mi tutoría el Seminario de Graduación de la Carrera de Ciencias de la Educación con mención en Ingles, en la FAREM – Carazo, durante el segundo semestre del año lectivo 2019, mismo que llevó por tema:

**"Sentences Unscramble" to help students create sentences using simple present tense with students from eighth grade "B" afternoon shift at Juan Jose Rodriguez National Institute, Jinotepe-Carazo, in the second semester, 2019**

Están preparados para realizar defensa del mismo, ante Tribunal examinador, a como lo establece la Normativa para las modalidades de Graduación como formas de Culminación de estudios, Plan 2013, de la UNAN – Managua.

Sin más a que hacer referencia, me es grato suscribirme de usted, con una muestra de estima y respeto.

Atentamente,

Msc. Darling Teresa Saavedra López
Docente – Tutora
Dpto. de Ciencias de la Educación y Humanidades
FAREM – CARAZO
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C.c. Interesados
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**Content**

**Abstract**

The present innovative activity was created with the purpose of helping students to improve their grammar sub-skill. The activity in question is a practical resource that allows students to learn in a practical way and get involved in the English classes.

This study was evaluated by selecting 15 students to be applied a data collection instruments consisting in 3 sections which were a survey, an interview and a focal group. These instruments allowed the researchers to identify how the innovative activity sentences unscramble helped students improving their grammar sub-skill, and what the difficulties that they faced with this activity were.

Most of the students expressed that the activity in question helped them to improve their grammar sub-skill due to most of them were able to identify the parts of speech that a sentence must have and arrange them correctly and with coherence. Also, some students stated that sentences unscramble was a great tool which they would like to continue working with. On the other hand, some of them shared the difficulties faced which were lack of vocabulary and knowledge to identify the parts of speech.

Through the application of this innovative activity, the findings just described indicate that having worked with this activity left a positive impact in students` English learning process with a grammatical focus.

**Key words: Grammar, writing, scramble, sentences, improvements**

**Dedicatory**

This research is dedicated to God and our parents.

## 1. Introduction

According to Caceres Ramirez, (2013) "Grammar is the study of the rules and principles of a language that govern how to use and organize words in a sentence (...)". Teaching English grammar has been always seen as the tedious part of the language because it includes large explanations about how the language works and how every single word has a function.

With this activity, sentences unscramble, it is intended that the students of the eight grade "B" of the afternoon shift from Juan Jose Rodriguez National Institute improve the sub-skill grammar.

The present research explains the procedures from the identification of the problem in the corresponding area, description and implementation of the proposal "The Sentences Unscramble", analysis of the results obtained, conclusions and recommendations.

## 2. Justification

The activity ``Sentences Unscramble`` was raised following the innovation ``Words Unscramble``, a common didactic resource used in primary classrooms to enable children into the reading and writing skills. In this particular case, the activity was used as a didactic resource for practicing the structure of the simple present tense of the English language,.

This activity is important for two main reasons. Firstly, it is a practical resource that will allow teachers to identify and evaluate continuously the progress and weaknesses that their students present in this area. Secondly, it is an activity that can have a continuous follow-up, as it can be used by teachers and students from coming years with the aim of improving the results in the development of the grammar sub-skill.

The activity in question is aimed at improving the grammar sub-skill of students from eighth grade "B" at Juan Jose Rodriguez National Institute, Jinotepe, in the last semester, 2019. English instructors that work for this institution will be also helped during the class sessions by this activity since this one is a resource that will catch students' interest and will allow the teacher to evaluate their progress during the practice time.

## 3. Problem Statement

Grammar remits the summaries of the prescripts, regularities, and exceptions that rule a language. The parts of speech explain how a word is used in a sentence. There are eight main part of speech (also known as word classes) nouns, pronouns, adjectives, verbs, adverbs, prepositions, conjunctions and interjections. These groups follow a structure for having communication in a correct way, students usually get confused with the correct order that sentences must have in order to be understood.

Despite of owning written documents and extra materials brought by the teacher, most of the time students are not able to create sentences grammatically correct. So as to, students need the integrations of a new activity in order to improve this sub-ability which is meaningful for the right comprehension of the language.

### 3.1 Systematization of the problem

### 3.1.1 General Question
How the use of the "Sentences Unscramble" will help students to improve the sub-ability of grammar in eighth grade "B" in students from Juan Jose Rodriguez National Institute, Jinotepe, in the last semester, 2019.

### 3.1.2 Specific questions
What are the difficulties students have when constructing sentences using the simple present tense with students from eight grade "B" afternoon shift at Juan Jose Rodriguez Institute in the second semester, 2019?

How to apply the innovative proposal "Sentences Unscramble" to improve grammar in sentences constructing in students from eight grade "B" afternoon shift at Juan Jose Rodriguez Institute in the second semester, 2019?

How to evaluate the impact of the innovative activity "Sentences Unscramble" in students from eight grade "B" afternoon shift at Juan Jose Rodriguez Institute in the second semester, 2019?

## 4. Objectives

### 4.1 General objective:

To use "Sentences Unscramble" with students from eight grade eight grade "B" afternoon shift at Juan Jose Rodriguez Institute in the second semester, 2019 in order to improve the sub-ability of grammar.

### 4.2 Specific objectives:

To identify the difficulties students have when constructing sentences using the simple present tense from eight grade "B" afternoon shift at Juan Jose Rodriguez Institute in the second semester, 2019.

To apply the innovative proposal "Sentences Unscramble" to improve grammar in sentences constructing in students from eight grade "B" afternoon shift at Juan Jose Rodriguez Institute in the second semester, 2019.

To evaluate the impact of the innovative activity "Sentences Unscramble" in students from eight grade "B" afternoon shift at Juan Jose Rodriguez Institute in the second semester, 2019.

## 5. Theoretical Framework

### 5.1 Writing

The most widely definition of writing was given by Aristoteles mentioning that "words spoken are symbols of affections or impressions of the soul, written words are symbols of words spoken" (Press,2019).

"Writing is a system of graphic symbols that can be used to convey meaning. It is the act of composing text" (Gustafson, Tran, & Buck) Also, Norquist (2017) mentions that "Writing is the primary basis upon which communication, history, record keeping and art is begun. Writing is the framework of our communication".

In a study from Cambridge University (2019) is expressed that, writing has been there for several thousand years, and in nowadays is more important than ever, having spread steadily over the centuries from clay tablets to computer chips, it is poised for further dramatic advances. Although hundreds of millions of people are still unable to read and write, humanity relies on writing to an unprecedent extent. It is quite possible that, today more communication takes place in the written than in the oral mode.

### 5.1.1 Grammar

"Grammar can mean a system of rules which allows the users of the language in question to create meaning, by building both meaningful words and larger constructions of sentences" (Bu, 2014, p,24). Oxford American Dictionary (2019) also agrees that "Grammar is the study of the whole system and structure of a language or languages in general, usually taken as consisting of syntax and morphology (including inflections) and sometimes phonology and semantics".

The Washington state university indicates that:

> Grammar is used to refer to a number of different things: it can be used to refer to books that contain descriptions of the structure of a language; it can be used to refer to the knowledge that a native speaker has of his or her language and to descriptions of that knowledge; it can be used to refer to a set of rules developed to control certain

aspects of the usage of native speakers; and it can be used to refer to a set of rules typically taught in school about "appropriate usage" and about writing. (Prr. 1)

Nelson Francis cited by Patrick Hartwell stablish three meanings of grammar. First, as a set of formal patterns in which the words of language are arranged in order to convey larger meanings. Secondly as the branch of linguistic science which is concerned with the description, analysis, and formulation of formal language patterns and finally as the linguistic etiquette. (p, 109)

The virtual encyclopedia (2019) defines grammar as:

The rules of a language governing the sounds words, sentences, and other elements, as well as their combinations and interpretation. The word grammar also denotes the study of these abstract features or a book presenting these rules. In a restricted sense, the term refers only to the study of sentence and word structure (syntax and morphology) excluding vocabulary and pronunciation.

Richards & Schmid (2002) cited by  Baleghizadeh & Oladostram (2001) defined grammar as:

A description of the structure of a language and the way in which linguistic units such as words and phrases are combined to produce sentences in a language. It usually takes into account the meanings and the functions these sentences have in the overral system oh the language. (p.1)

Takala (2016) indicates that, Larsen-Freeman's conception in a more detailed manner it becomes wear that on this researchers grammar is not considered as an  area of knowledge, but actually as a skill ordinamic process whereby the student learn how to use the grammar meaningfully and communicatively. Grammar is a verb rather than a noun, it is something people do. (p.1)

## 5.2 Brain Teaser

As defined in Collins dictionary, a brain teaser is a question problem, or puzzle that is difficult to answer or solve, but it is not serious or important. While on Mariam-Webster is it defined as something (such as a puzzle) that demands mental effort and acuity for its solution.

On Macmillan dictionary, a puzzle is defined as the following: "a game consisting of many pieces that you have to fit together correctly". Also, in Cambridge Dictionary (2019) is mentioned that a brain teaser "is problem which is hard to find the answer, specially one which people enjoy trying to solve as a game".

Described on Wikijob website, brain teaser questions require you to answer an unusual or abstract question, developing a suitable answer based on logic, analysis and hypothesis. They are used to assess your capability to solve a complex problem via a clear thought process. In the majority of cases, you are not expected to reach a perfectly correct answer (…)

### 5.2.1 Puzzles

On the other hand, an online page to solve puzzles (Braingle) supports the ideas of the ones just cited, by stating the following: "A brain teaser is a type of written puzzle that requires only clever thinking to solve. There are a variety of different types of brain teasers".

Puzzle prime website expresses the following: "brain teasers are the favorite type of puzzles for many people. They are fun clever and challenge your problem solving skills in unique ways (…)"

On an article written by the eslwriting.org Puzzles (2019) it is said that puzzles and word games are great learning tools. Used in pairs or with the class as a whole, the focus attention on short reading passages with the goal of comprehension, encourage students to speak up, stimulate recall of long-forgotten words, and foster learning by helping students see patterns.

### 5.2.2 Optical Ilussion

On Braingle, an online page to solve puzzles, a definition of optical illusions is provided "an optical illusion is a visually perceived image that is deceptive or misleading. This happens when the information gathered by the eye disagrees with how the brain processes that information". Besides that, the page web OPTIC4KIDS (2019), says that "optical illusions occur because our brain is trying to interpret what we see and make sense of the world around us. Optical illusions simply trick our brains into seeing things which may or may not be real".

### 5.2.3 Tangrams

Cori Hogdes (2019) explains that tangrams are more than just puzzles used for fun and to pass the time. They are tools to make you think. When working on a tangram, you must think how the shapes can be manipulated (turned and flipped) so that they can fit in the space given without overlapping. It helps to sharpen your special understanding and how objects relate to the space they are in.

According to an article posted on the web page Hand2mind tangrams are especially suitable for students' independent work, since each student can be given a set for which he or she is responsible. However, since students vary greatly in their spatial abilities and language, time should be also allowed for group work, and most students need ample time to experiment freely with tangrams before they begin more serious investigations.

### 5.2.4 Riddles

An article published by the web page Literary Devices explains:

> the riddle is a question, a puzzle, a phrase, or a statement devised to get unexpected or clever answers. It is a folklore genre as well as rhetorical device, often having veiled or double meanings. When someone uses it as a puzzle or a question, it could be a thought-provoking challenge for the audience to figure it out themselves, or it could be a funny comment intended to make the audience laugh.

On the other hand Miffling (2010) "confirms that a riddle is a puzzle or joke in which you ask a question that seems to be nonsense but which has a clever or amusing answer.(...)A

problem or puzzle in the form of a question, statement, etc. so formulated that some ingenuity is required to solve or answer it".

### 5.2.5 "Sentences unscramble" to teach grammar

According to Ariska (2014):

> Scramble is a method of teaching by dividing a worksheet and answer sheet with alternative answers available. The students are expected to look for answers and the solution to a problem that exists. There are so many kinds of scramble, such as scramble word, sentence or discourse. In scramble method, the students are randomly grouped based on the ability of high, medium and low. Scramble method including to cooperative learning method. Scramble method also has strengths and weaknesses. Moreover, this Scramble method can be used in reading and writing skill.

### 5.2.6 Benefits of using the "sentences unscramble" for teaching English grammar

According to Humasugui & Annapi (2018) teaching of vocabulary through scramble game should be continually implemented in teaching process. 4. It is strongly suggested for the teachers to use this medium in teaching English in different skills such as listening, reading and spiking that can increase the students' interest in joining the class because students can learn English enjoyable and fun through new media that motivated them to study. 5. Scramble game is the interesting way to improve students' skill in English. The researcher recommends to next researcher to carry out the research in similar teaching technique in other skill such as listening, reading and speaking. (p.9)

Ariska (2014) mentions that through scrambling cooperative learning method, the students can be trained to be creative in arranging random word, sentence, or discourse. Based on the explanation above, it can be concluded that this method is a method like a game that arrange random words, sentences, or discourse. Scramble method that is done in groups. In this learning method need cooperation among members of a group to help each group. The others also can think critically so that it can be easier in finding a solution to a problem. This method is expected to spur students' interest in learning English.

## 6. Phases of the project

### 6.1 Phase 1: Presentation

The "sentences unscramble" is a brain teaser activity aimed to help students of eighth grade from the National Institute Juan Jose Rodriguez to improve grammar sub-skill by scrambling words to create sentences. First, the activity was introduced to the teacher in charge of the group in order to explain about how the activity worked. After that, the same details were provided to the students. Finally, every session class was planned using the sentences unscramble as a didactic material.

### 6.2 Phase 2:

Application of the proposal

The "sentences unscramble" was applied during the practice session in order to reinforce the student's grammar proficiency.

The sentences unscramble is a didactic material made of cardboard lined with colorful paper and acetate. It includes a set of words (parts of speech) which were the ones arranged by the students in the sentences unscramble.

Two samples of sentences unscramble were created (a big one and twelve small ones). The small ones were used by the students when working in pairs. The content taught included parts of the body, verb ( H*ave to)* describe aliments in first and second person, medicines and the modal Should to give advices. In every session class, during the practice, students were given the set of words for them to arrange sentences using the vocabulary and grammar taught. Also, scrambling sentences was mixed with aome other activities such as running dictation, rock paper and scissor, broken phone, etc.

Once, they were done with the practice activity the big sentences unscramble was used as a whole class assessment to check their work. The students were asked or selected by a warm up activity to share their work to the class.

### 6.3 Evaluation

The evaluation was qualitative and quantitative. The students work was evaluated qualitative during the practice part due to the English instructors were in charge of observing the students' development and helping them during the whole process.

The quantitative evaluation was done through a rubric (annex N° 13) , the one was applied the last session day once students finished the last practice with the "sentences unscramble" (lesson plan 7) , which evaluated this sub skills making emphasis on the grammatical correct construction of sentence.

On the last session student were evaluated through a pair work with the "sentences unscramble".  On this part students showed their abilities in scrambling sentences grammatically correct by using the activity "sentences unscramble" and assessing what was taught in unit 6: Health.

They worked in pairs and a set of words were given to them. Then, the instructions were given. Students were asked to scramble sentences based on some situations which asked to use the grammar and the vocabulary previously taught.

First, they were told to scramble a sentence that describes a parts of the body and its functions.

1. I run with my legs.

Second, students were given two situations which described symptoms. Based on that, students had to scramble the corresponding ailments.

2. My back hurts.
- I have backache. (students' expected answer)
3. My stomach hurts.
- I have stomachache. (students' expected answer)

Finally, two situations were given to students which described ailments. Based on the ones, the had to scramble an advice using the modal "should" to each situation

4. I have headache.
- You should take a pill. (answers may vary)
5. I have sore throat.

- You should take a tea. (answers may vary)

Finally, the activity was assessing using the big sentences unscramble.

### 7. Methodological Design

**7.1 Type of research**

According to the types of research this is a descriptive research. Also , this is a research based on the mixed method (qualitative and quantitative) merely focused on describing the qualitative aspects.

Based on what Roberto Sampieri stated on his book "Metodologia de la Investigacion", the coverage of this research is non-probabilistic.

**7.2 Area of study**

This research project was done at National Institute Juan Jose Rodriguez.

**7.3Universe and sample**

Based on the official list provided by the English instructor this research project was applied in 15 students from the eighth grade "B".

**7.4 Descriptors matrix**
**General objective:**

To use "Sentences Unscramble" with students from eigth grade eight grade "B" afternoon shift at Juan Jose Rodriguez Institute in the second semester, 2019 in order to improve the sub-ability of grammar.

| Specific objectives | Sources | | | | | |
|---|---|---|---|---|---|---|
| | | **Interview** | **Survey** | **Focal group** | **Lesson plan** | **Evaluative rubric** |
| • To identify the difficulties students have when constructing sentences using the simple present tense from eight grade "B" afternoon shift at Juan Jose Rodriguez Institute in the second semester, 20019.<br>• To apply the innovative proposal "Sentences Unscramble" to improve grammar in sentences constructing in students from eight grade "B" afternoon shift at Juan Jose Rodriguez Institute in the second semester, 20019..<br>• To evaluate the impact of the innovative activity "Sentences Unscramble" in students from eight grade "B" afternoon shift at Juan Jose Rodriguez Institute in the second semester, 2019. | Bibliography<br><br>Students<br><br>Students | X | X | X | X<br>X<br>X | X<br>X |

**7.5 Methods, techniques and data collection instruments**

In this research a survey was applied at 8th grade "B" afternoon shift at Juan Jose Rodriguez National Institute. Also, 10 students were selected for answering questions of an interview. Moreover, another interview was answered by the teacher in charge of the group. Finally, a focal group was done with 8 students from the class to discuss about the impact of the activity.

Students' Survey  Protocol(annex N° 1)

Students' Interview  Protocol ( Annex N°2)

Teacher's Interview Protocol (Annex N° 3)

Focus group Protocol (Annex N° 4)

   a) **Procedure for the data and information collection**
   b) **Tabulation plan and statistical analysis of the data**

Based on the data collected the data base was designed by using the statistical software SPSS. After designing the quality control of the registered data, the statistical analysis were done.

Based on the variable's nature (quantitative and qualitative) and guided by the commitment of the specific objectives the descriptive analysis, corresponding to the nominal  and numeric variables was done (a) the frequency analysis, (b), the statistic description for each case. Besides, pie and bar diagrams were designed.

## 8. Results

### 8.1 Results of the survey

**Figure 1**

**Which of the following problems do you consider have affected the development of the grammar in the English language?**
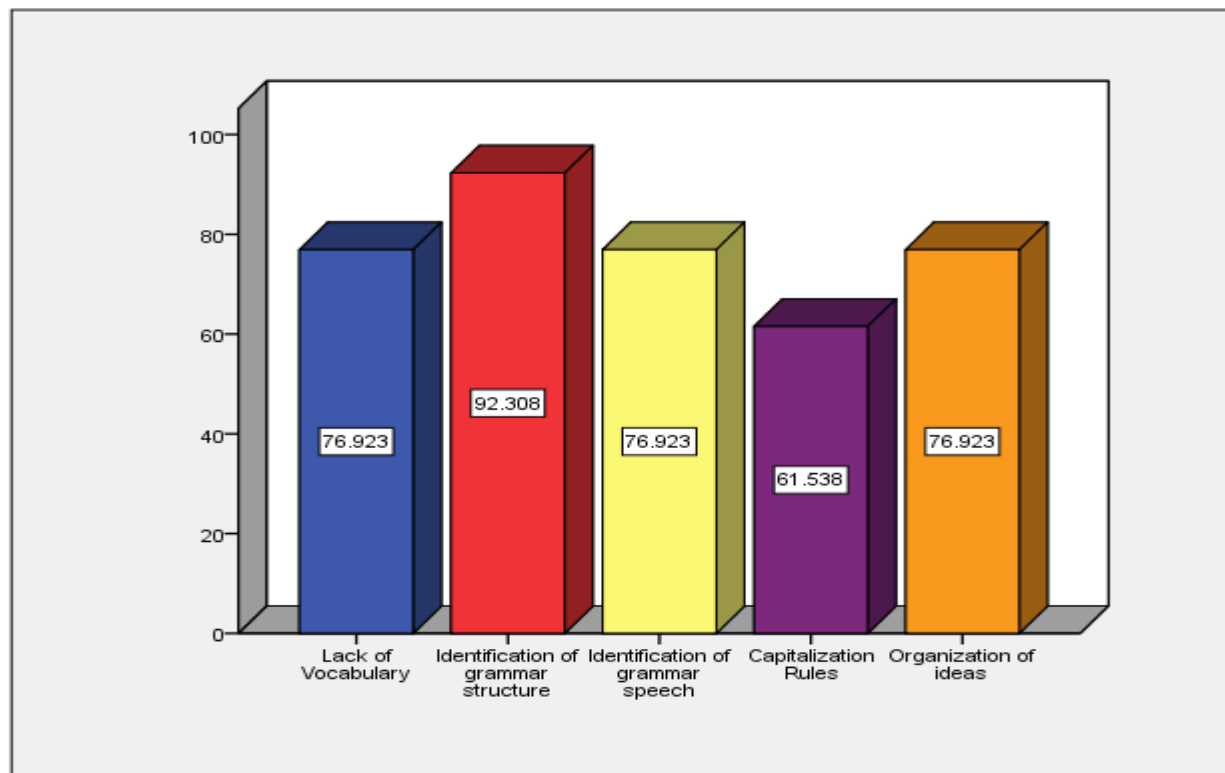


Figure 1 shows the results about the problems that affected the development of the grammar in the English language are shown. The 76% of the students considered the lack of vocabulary. On the contrary, the 92% thought over the identification of grammar structure, while the other 76% pointed to the identification of grammar speech. The 61%, on the other hand, chose the capitalization rules, and the left 76% stated that organization of ideas.

In other words, the identification of grammar structure was the head problem that affected the development of the grammar in the English language.

**Figure 2**

Do you consider "Sentences unscramble" activity helped you to improve your grammar skills?
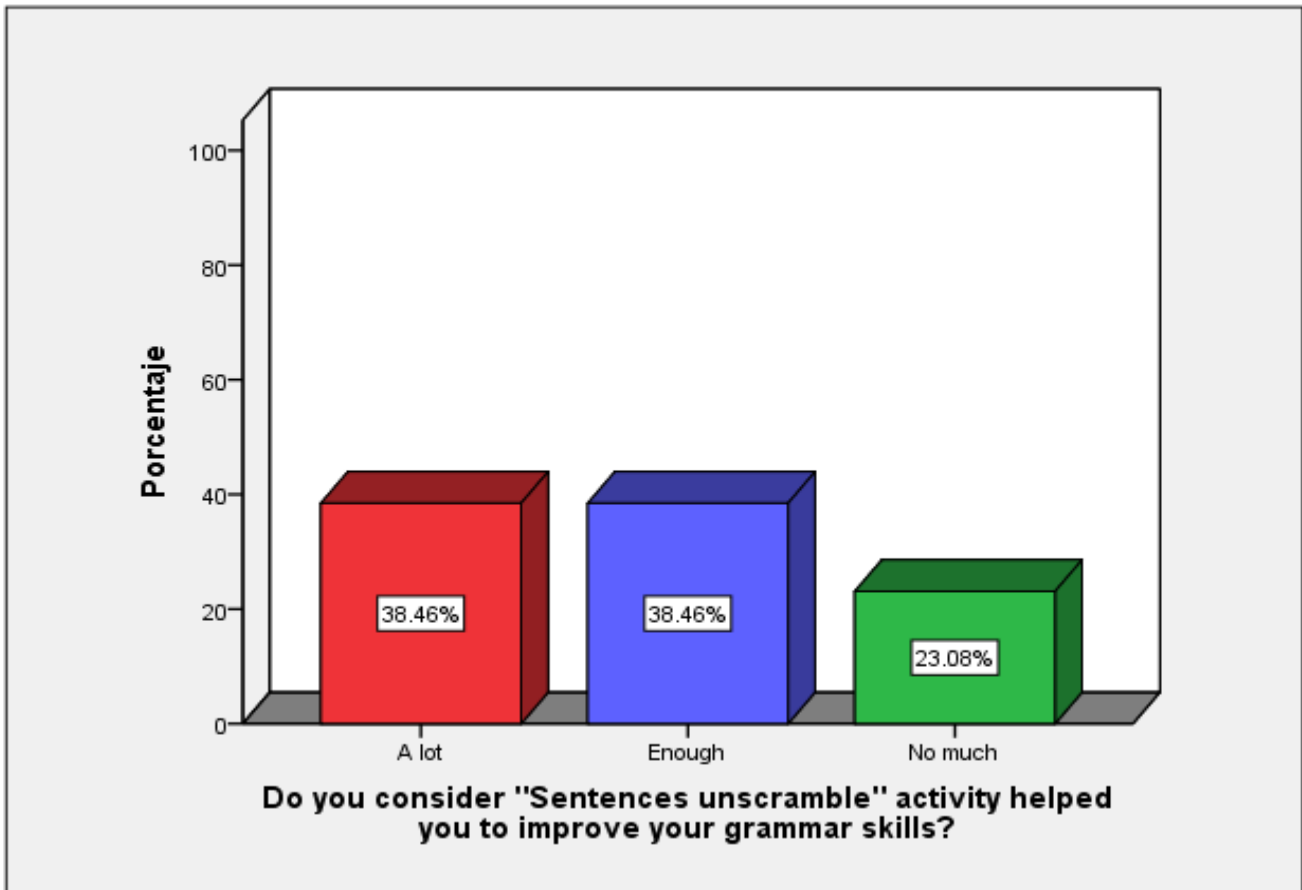


Figure 2 shows the results about whether the activity sentences unscramble helped the students to improve their grammar skills. The 38% of the students stated that the activity helped them a lot. The other 38% considered that it was of enough help; whereas the 23% argued that the activity did not help them much. That is to say, the activity worked on had a significant impact in students 'grammar skill improvements, as the majority looked out for positive descriptions of the educational process with the usage of sentences unscramble.

**Figure 3**



What difficulties did you encounter during the process of the Sentences Unscramble activities?
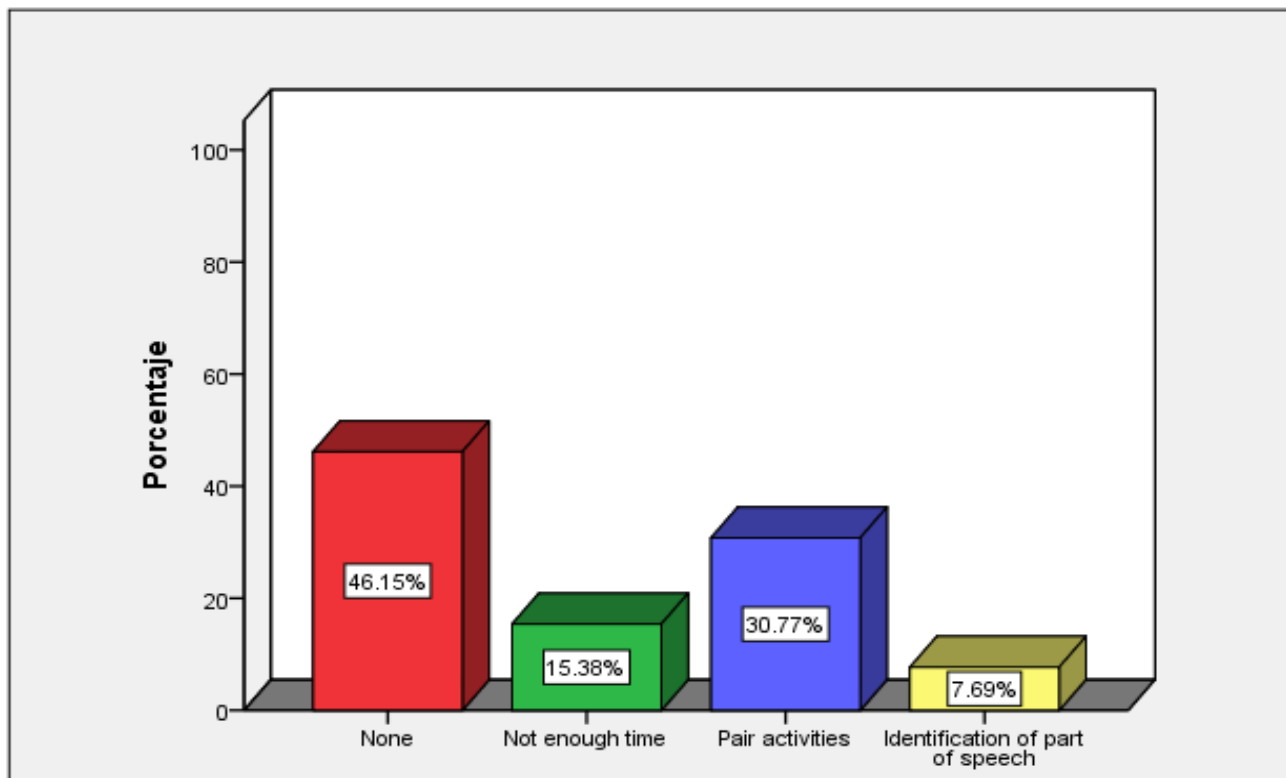
Figure 3 shows the results of the difficulties that students faced when using the sentences unscramble. The 46% of the students did not have problems when working on the activities assigned on the sentences unscramble. The 15% considered that they did not have enough time to complete the assignments with the material; while the 30% stated that working in pairs was a difficulty. Finally, the 7% thought over that the identification of parts of speech was the hardest for them when using the activity. As a remarkable finding, it is inferred that the teaching-learning process was positive and meaningful along the sentences unscramble implementation. Due to the 46% of students considered there were not problems when using the sentences unscramble, it can be inferred that the instructions given were clear and the activity  was interactive and easy to use.

**Figure 4**

## What activities did you like the most?
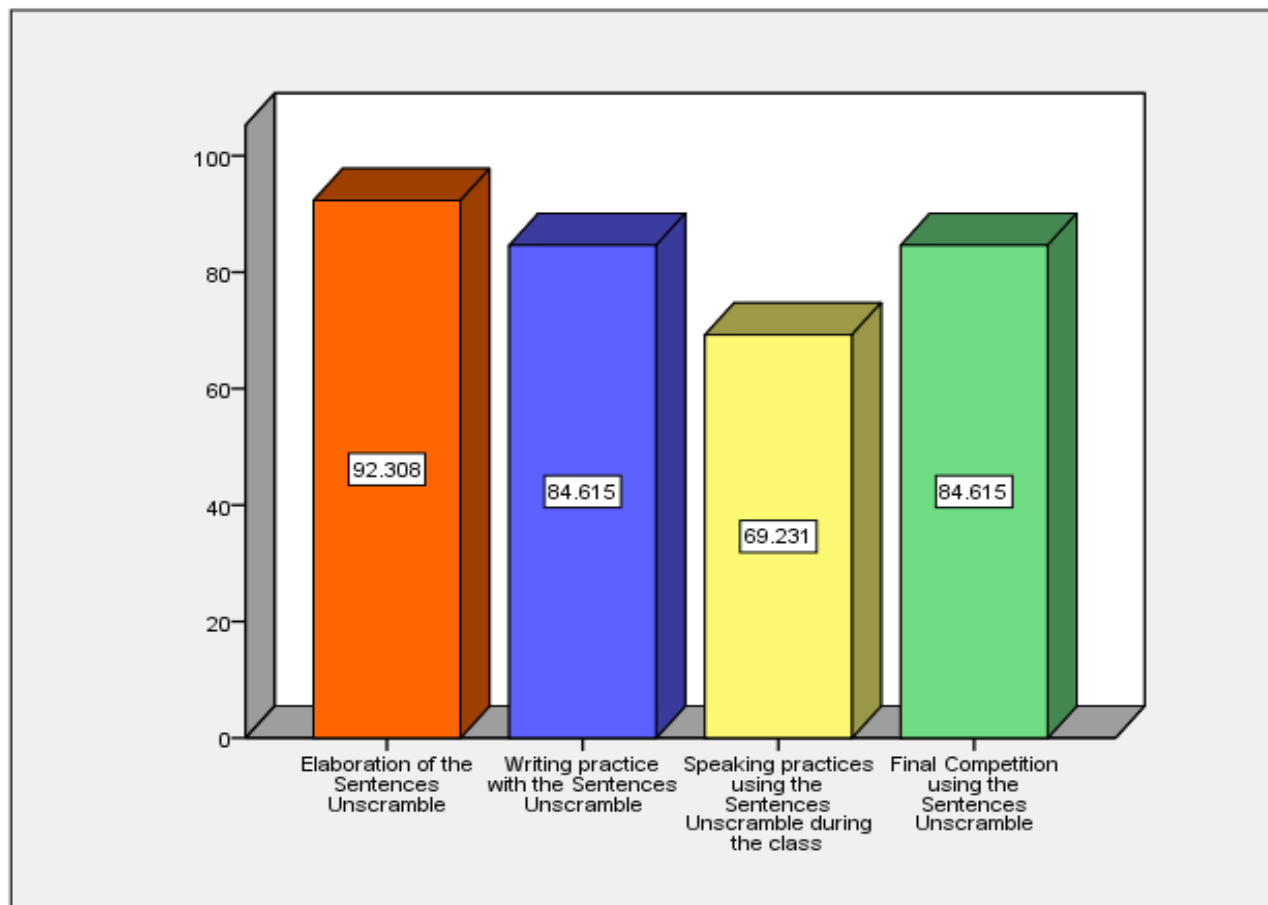


Figure 4 shows the results of the activities carried out that students liked the most. The 84% of the students stated that they liked the final competition or activity that was done as the final evaluation. About the writing practices with the sentences unscramble, the 84% chose it. On the contrary, the 69 % stressed the speaking practices that were developed mixing some other strategies with the sentences unscramble. On top of that, the 92% emphasized the elaboration of the sentences unscramble as the activity they liked the most. It is inferred, then, that since the beginning of the presentation of this activity, it called students attention and brought out their interests on it, as for them it was something new about to be explored.

**Figure 5**



How would you rate the implementation of the Sentences Unscramble in the classroom?
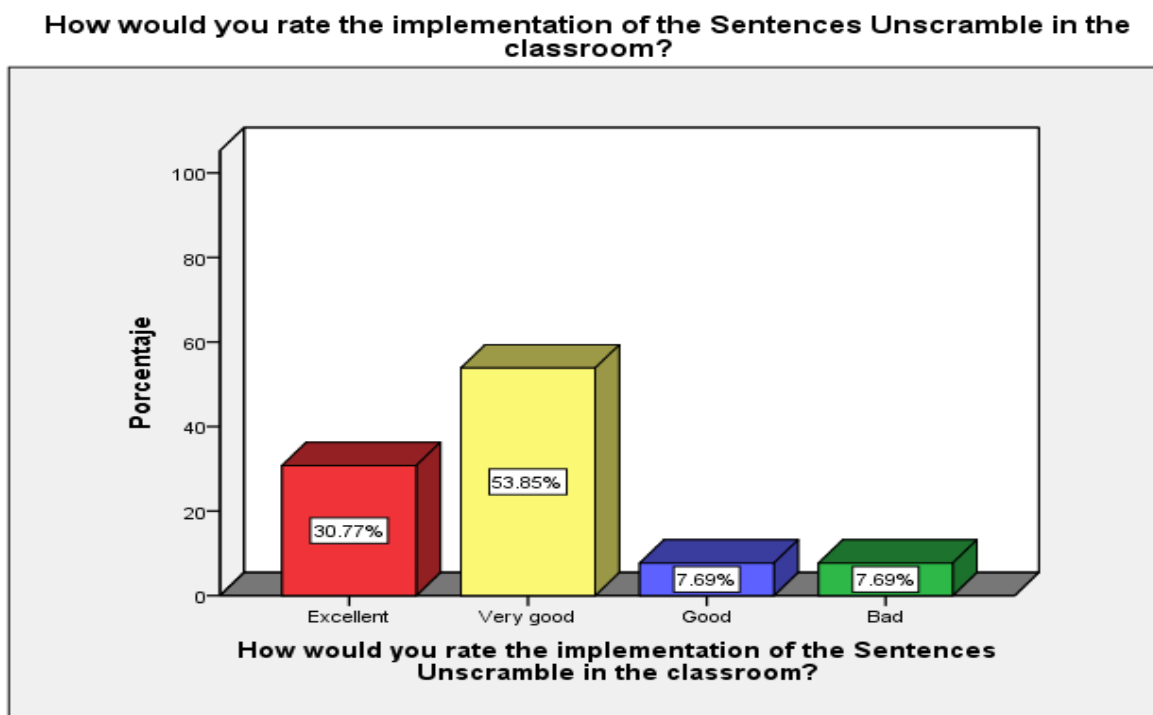
Figure 5 shows the results of how students rated the impact of the implementation of the sentences unscramble in the classroom. The 53% of the students opted for very good. The 30% rated it as excellent; meanwhile the 7% as good and the left 7% as bad activity. Therefore , based on the results just shown, it can be figured out that having implemented this activity in English sessions class was satisfactory and positive to enhance grammar - practice pattern for learners.

## 8.2 Results obtained from students interview

An interview was applied to 10 students from 8<sup>th</sup> grade, in the afternoon shift, at Juan Jose Rodriguez national institute, in Jinotepe. The results vary, as students 'perceived points of view were different from one another.

Firstly, students replied to the improvements obtained by having worked with the Sentences Unscramble activity. The most remarkable answers were that it helped them identifying what the parts of speech are, and to arrange them, as well.

On the other hand, they stated that they were helped to improve their writing skills. Secondly, students replied to the improvements they consider need to be made on the instrument itself (sentences unscramble).

Having a better design with more resistant material and more space to create sentences, were the improvements suggested by the interviewed. Summing up, the last aspect pointed was the difficulties faced while working with this activity which was the understanding of vocabulary.

## 8.3 Results obtained from the teacher interview

The English instructor in charge of the group considers the sentences unscramble as an innovative activity that allows students to develop their cognitive skills and learn about grammar and sentence structure. Also, it was said that it wakes up the intrinsic motivation in students.

Besides that, it is considered that the achievements obtained allowed the students to interact in an active participatory way the proposed objectives. On the other hand, the English instructor considers that Students absence and the persistence of shyness are the difficulties that students faced when working in the activity "sentence unscramble"

The teacher also said that this activity should be implemented with students from the coming years due to it allows the student to learn grammar which is an essential part of English language. Also, the activity was considered as an innovative tool that will allow students to interact in a fun way when ordering sentences.

## 8.4 Results of the focal group

A focal group was done with 10 students from 8th grade, afternoon shift, at Juan Jose Rodriguez national institute, in Jinotepe to discuss about the impact of the activity "Sentences unscramble".  The students from eight grade "B" afternoon shifts considered the activity "Sentences unscramble" as a new, creative, colorful and interesting activity.

On the other hand, students replied that some changes in the design of the sentences unscramble should be done. They consider it needs to be pasted with more resistant material such as hot silicon or be stapled for not to get destroyed easily by the students. Students stated that they would prefer to work individually instead of working in pairs with a sentences unscramble.

 Besides that, students recommend the sentences unscramble for being used with the other class groups to practice grammar. Also, they stated that they would like to continue using this activity because they consider that it will help them to learn and practice the grammar of the English language in an interactive and easier way.

**8.5 Results obtained from the diagnostic and final evaluation**
Figure 6                                                                                   Figure 7
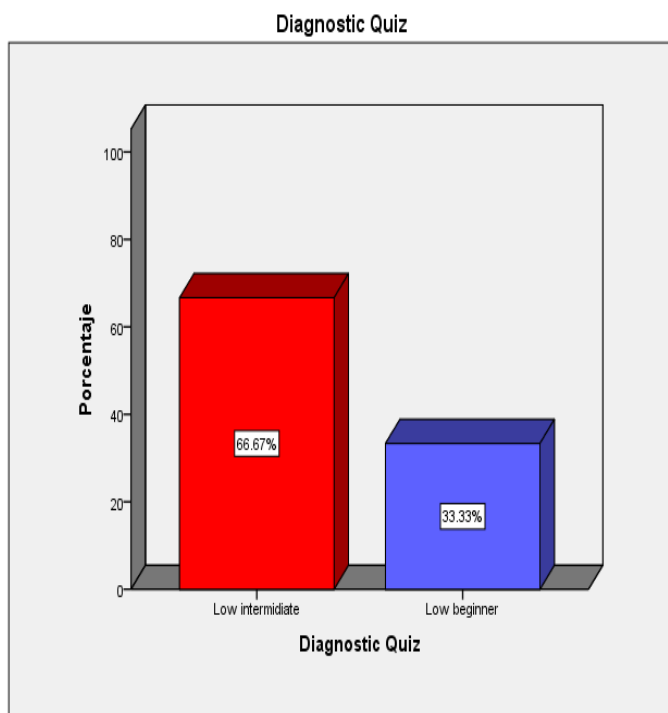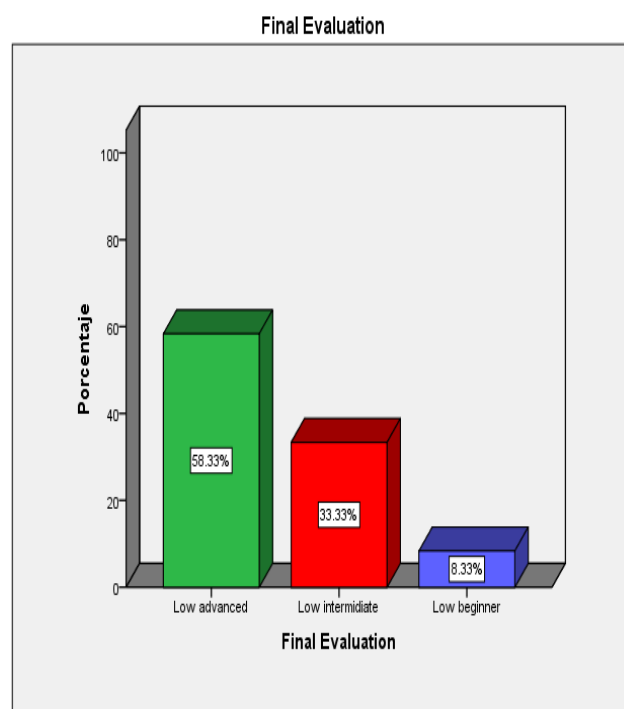


Taking into account the qualitative and quantitative evaluation criteria from MINED students' skill were determined through a diagnostic and a final evaluation obtaining the following results:

Figure 6 shows the results of diagnostics quizzes which were applied to students from eight grade at the beginning of the work cycle. As a result, the 66 % of the students presented a low intermediate level, while the 33 % of them a low beginner. It is, then, that the major part of students had certain knowledge about the topics evaluated on these instruments but, the other 33% lacked of some basic competences.

On the other hand, figure 7 shows the results of the final evaluation carried out. At the end, the 58 % of the students reached a low advanced level, the 33 % low intermediate, and the 8 % low beginner. As it can be inferred, there were such significant results. That is to say that after having toiled all long the specific period of time with the activity in question, the impact as well as the result was meaningful.

Based on the results of figure 6 and 7. It can be stated that the implementation of the sentences unscramble impacted students English grammar improvement owing to at the end of the

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process the 58% of students reached a low advanced level. In other words, the major number of students were able to scramble sentences grammatically correct and understand how the basic parts of speech work.

**8.6 Results discussion**

According to the students from eight grade, unscrambling sentence is a new, creative, colorful and interesting activity that helped them to improve their writing skill. This affirms what Ariska (2014) said on Ginaariska's blog, that scramble sentences allow students to be creative in arranging sentences. Also, it gets along to what Humasugui & Annapi (2018) stated, which was that Scramble games are the interesting way to improve students' skill in English.

On the other hand, Humasugui & Annapi (2018) suggested that teachers use this medium in teaching English in different skills in order to increase the students' interest in joining the class as they can learn English enjoyable and fun through new media that motivated them to study, which is supported by what was expressed by the instructor in charge of the group talk about, who stated that Sentences Unscramble is an innovative tool that allows students to interact in a fun way when ordering sentences.

Ariska (2014) referred that "in this learning method need cooperation among members of a group to help each group" which contrast what students evaluated in the survey that they would rather work alone by using their own sentences unscramble.

## 9. Conclusions:

1. At the end of the Sentences unscrambles implementation, a satisfactory degree of improvement was reached. Due to, the 58% of students achieved a low advanced level in constructing sentences grammatically correct.

2. "Sentences unscramble" activity was valued as very good. Also, it was stated by the major number of students that despite of the short period of time students worked with the activity, the results of the progress were significant.

3. This activity was new, creative and interactive for students to practice the grammar skill.

4. This activity allowed students to actively participate and show their abilities in a more confident way in the classes. Also, through the pair-work done with the sentences scramble students were able to help each other to improve their grammar skills.

5. The objectives of this research work were accomplished. Therefore, the research group work was able to identify the student's difficulties, apply the activity in the classroom and evaluate the impact.

**10. Recommendations:**

1. It was suggested by the students and the English instructor that "the sentences unscramble" be used in different English classes with other students, for them to also improve their English grammar abilities.
2. Students should be asked to provide the material to create the sentences unscramble in a class session. In this case, because of the short period of time, the researchers provided the material to the students.
3. It was suggested by students to work individually using their own sentences unscramble.
4. The application of the Sentences unscramble has to be mixed with different activities (broken phone, running dictation, case solving,) in order to catch students attention and motivated them to work effectively using the didactic material.

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# 12.Annexes

**Annex N° 1**

UNIVERSIDAD
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UNAN - MANAGUA

**Major in Education Science focused on English teaching**

**Student Survey protocol**

**Evaluation of the project impact: Sentences Unscramble**

N° of survey_____          Date: __/__/__

    a) **Put a X in one of the following options**

**Which of the following problems do you consider have affected the development of the grammar in the English language?**

1. Lack of vocabulary ____
2. Identification of grammar structure __
3. Identification of grammar speech ____
4. Capitalization rules __
5. Organization of ideas ____

    b) **Choose one of the following options**

    1. **Do you consider sentences Unscramble activity helped you to improve your grammar skills?**

A lot _____   enough ____   no much___       a little_____ nothing_____

    2. **What difficulties did you encounter during the process of the sentence unscramble activities?**
      - 1. Arranging sentences ____
      - 2. Not enough time ____
      - 3. Pair activities ____
      - 4. Identification of part of speech ___

    3. **What activities did you like the most?**

| Activities | Yes | No |
|---|---|---|
| Elaboration of the Sentence Unscramble | | |
| Writing practices with word unscramble during the class | | |
| Speaking practices using the sentences unscramble during the class | | |
| Final competition using the sentence unscramble | | |

**How would you rate the implementation of the sentences unscramble activity perform in the classroom?**

Excellent___ very good___ good ___ not very good___ bad___

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**Major in Education Science focused on English teaching**

**Student's Interview Protocol**

**Institution:** Juan Jose Rodriguez National Institute

1. **People to be interviewed:** The students from 8ᵗʰ grade "B" Juan Jose Rodriguez National Institute at semester, 2019.
2. **Objective of the interview:** to know the opinions of the students about this innovation proposal.
3. **Topics to be covered in this interview:**

**The main issues which the interviews will be implemented through, will be focused on:**

   a) The development of the activity of the innovative proposal.
   b) The impact of the innovative activity.

4. **Reference-contextual technique of the methodological instrument.**

a. **Method:** Interview

b. **Technique:** Semi-structured interview

c. .**Date:** November 19ᵗʰ , 2019

d. **Time:** 20 to 30 minutes

e. **Place:** Classroom

f. **Context**: A right environment for this activity

g. **Who is going to interview the teacher?** : The researchers

**5. Rapport.**

**Rapport:**

**I: First phase:** The interviewer introduces himself  and let the students know about his investigation project.

 **II: Second phase:** The interviewer allows the initiation questions and behaves kindly. The questions are not difficult and look forward to establish a comfortable communication among the interviewer and the person being interviewed.

## Questionnaire to interview

**For covering each of the patterns, the followings guide questions are presented.**

1. How has "the sentences Unscramble" project helped you improve your writing ability?
2. What aspects do you consider we should improve in the sentences Unscramble activity?
3. Could you mention some of the difficulties that you faced during the development of this activity?

**UNIVERSIDAD NACIONAL AUTÓNOMA DE NICARAGUA, MANAGUA**

UNAN - MANAGUA

**Major in Education Science focused on English teaching**

**Teacher's Interview Protocol**

**Institution:** Manuel Hernandez National Institute

**1.Person to be interviewed: The** English instructor from 8th grade B at Juan Jose Rodriguez National Institute in the first semester, 2019.

**2.Objective of the interview:** The objective of this interview is knowing the opinions of the teacher about this innovation proposal.

**3.Topics to be covered in this interview:**

**The main issues which the interviews will be implemented through, will be focused on:**

a)     The development of the activity of the innovative proposal.

b)     The impact of the innovative activity.

**4.Reference-contextual technique of the methodological instrument**.

**a. Method:** Interview

**b. Technique:** Semi-structured interview

**c.Date:** November 19th, 2019

**d. Time:** 20 to 30 minutes

**e. Place:** Classroom

**f. Context:** A right environment for this activity

**g. Who is going to interview the teacher? :** The researcher

**5.Rapport.**

   a) **Rapport:**

      **I: First phase:** The interviewer presents and explains the objective of the investigative work to the one who is going to be interviewed.

      **II: Second phase:** The interviewer allows the initiation questions and behaves kindly. The questions are not difficult and look forward to establish a comfortable communication among the interviewer and the person being interviewed.

**Questionnaire to interview**

   **For covering each of the patterns, the followings guide questions are presented.**

1. How do you assess the innovative activity "Sentences Unscramble"?

2. How do you evaluate the achievements obtained related to the improvement of the grammar?

3. What difficulties did you identify in students 'performance during the process of this innovative activity?

4. Explain if this innovative proposal would be useful or not for you with students from coming years.

5. Explain why has the activity been innovative for you?

**UNIVERSIDAD NACIONAL AUTÓNOMA DE NICARAGUA, MANAGUA**

UNAN - MANAGUA

**Major in Education Science focused on English teaching**

**Focus group protocol**

**Institution:** Juan Jose Rodriguez National Institute

**People to be part of the focus group:** The Students from 8th grade "B" at Juan Jose Rodriguez National Institute  in the second semester, 2019.

**Objective of the focus group:** this research technique will be applied in order to know the opinions of the students about this innovation proposal.

**4.Reference-contextual technique of the methodological instrument**.

**a.Method:** focal group

**b.Technique:** group discussion

**c.Date:** November 19$^{th}$, 2:00 PM

**d.Time:** one hour

**e.Context:** propitious context for the activity

**f.People that will participate:** The Students from 8th grade "B"

**g.Focal group moderator:** Francis Munguia

**h.Focal group researcher:** Jennifer Bravo, Gabriela Aleman, Francis Munguia-.

**For covering all the topics, the following questions will be asked:**

1. What did you like from this activity?
2. What did you not like from this activity?
3. Would you recommend the use of the sentences unscramble?
4. Would you like to continue working with this activity?

**MINED**

**English subject**

**Lesson plan 1**

Teacher`s name: Jennifer Bravo/Francis Munguia/ Gabriela Aleman

Date: _____,2019                    Institution: Institute Juan Jose Rodriguez

Grade: 8 <sup>th</sup>                    Unit VI: Health

Competences: The student uses appropriate present and past verb tenses, simple sentences and new vocabulary.

Objective: At the end of this session, students will be able to construct sentences describing parts of the body.

| 12:30 – 12.45 | - Greetings and introductions<br>- |
|---|---|
| 12.45 - 2.00 | 1) **Warm up:** The balloon game is going to be played. Students will be divided in two groups, each group will be given a balloon, they will keep the balloon in the air, using their arms or legs; the point is not letting the balloon fall.<br><br>2) **Presentation:**<br><br>New vocabulary:<br>A shape will be drawn on the board and students will be elicited      to name parts of the body that they already know.<br>After that the missing ones will be taught.<br>Practice pronunciation.<br><br> Grammar tense: simple present tense review<br><br>**3) Practice:**<br>Some sentences will be given to the students about the functions of the body parts and they will scramble them.<br><br>Sentences:<br>Example:<br>    1.  run/you/your/with/legs: You run with your legs.<br>    2. mouth/you/talk/your/with: You talk with your mouth.<br>    3. listen/your/you/with/ears: You listen with your ears. |

4. your/you/see/eyes/with: You see with your eyes.
5. nose/you/with/smell/your: You smell with your nose.

Sentences will be checked using the sentences unscramble.

4) **Production**: Students using the body functions will answer the following questions.
   1. What is the function of the ears/nose/eyes/fingers/legs/hands/feet/tongue?

After that, they will be split in two groups and ask and answer the questions to each other.

Round 1:
   group 1:  make questions        group 2: answer
Round 2:
   group 2: make questions        group 1: answer

5) **Assessment:** "Bingo"

Students will draw a chart on the notebooks.
In the chart they have to write the body part.

| | | |
|---|---|---|
| Ears | Tongue | nose |
| Leg | Hand | Feet |
| Finger | Eyes | mouth |

The English instructor will name some of them. The one who gets a bingo first must say bingo and show it to the teacher for having a prize.

Homework:  Search the function of the following body parts:
            Eyelashes, teeth, eyebrows, lips, nails.
Write it on your notebook and share it with the class in the next session.

**MINED**

**English subject**

**Lesson plan 2**

Teacher`s name: Jennifer Bravo/Francis Munguia/ Gabriela Aleman

Date: _____,2019                              Institution: Juan Jose Rodriguez

Grade: 8<sup>th</sup> grade                      Unit VI : Health

Competences: The student uses appropriate present and past verb tenses simple sentences and new vocabulary.

Objective: At the end of this session, students will be able to scramble sentences describing parts of the body.

| TIME | - Diagnostic quiz |
|---|---|
|  | **GRAMMAR QUIZ** |
|  | **Student's name: _____ Date: _____** |
|  | I-      Circle the correct option. |
|  | 1)  I____ soccer everyday   a) plays    b)play          c)played |
|  | 2)  She____ brown ayes   a) have    b)has          c)had |
|  | 3)  He ____ 19 years old   a) am       b)is          c) has |
|  | 4)  I _____ Nicaragua      a) am      b)am from     c) is from |
|  | 5)  She___ wearing a cap   a)is       b)am          c) are |
|  | II-      Match the questions with the correct respond. |
|  | 1)  Where do you live?                      ___ I play volleyball. |

2) How old are you?                    ___ It is 5 dollars.

3) How much is it?                      ___ I am 19 years old.

4) What color is the shirt?            ___ It is black

5) What do you do in free time?      ___ I live in Jinotepe.


III-      Write a short description about your family.

_____

_____

_____

_____

_____

-   ¿Cuáles consideras son las actividades que podrían ayudarte a mejorar la habilidad de gramática?


-   Check Homework

| 45 minutes | Practice:<br>The gossip game will be played. Students will be told some of the body functions that were studied in the previous session.<br>The last student of each line will try to decode the message scrambling the words that were given.<br>The sentences will be checked in the big sentences unscramble. |
| --- | --- |

**MINED**

**English subject**

**Lesson plan 3**

Teacher`s name: Jennifer Bravo/Francis Munguia/ Gabriela Aleman

Date:_____,2019                          Institution: Juan Jose Rodriguez

Grade: 8 <sup>th</sup>                          Unit VI: Health

Competences: The student uses appropriate present and past verb tenses, sentences and new vocabulary.

Objective: At the end of this session, students will be able to talk about illnesses and ailments using have.

| TIME | **Greeting and Introduction** |
|------|------|
| 45 minutes | **Homework review** |

| | 1) **Warm up:**<br> 6 volunteers will be asked to make some mimics. They will mimic the following ailments.<br> Stomachache, headache, sneezing, toothache, sore throat, fever.<br><br> 2) **Presentation:**<br>  Grammar presentation: Simple present tense, have<br>  New vocabulary:  Ailments.<br>  Students will be asked about what other illnesses and ailments do they know<br> The new vocabulary will be written on the board to be practice with the students.<br><br>    1.  Stomachache<br>    2.  Headache<br>    3.  Sneezing<br>    4.  Toothache<br>    5.  Sore throat<br>    6.  Fever<br>    7.  Backache<br>    8.  Dengue<br>    9.  Allergies<br> Grammar presentation: Simple present tense with the verb have |

This sentences will be scrambled on the sentences unscramble to show them students how to strucurtrw the sentences.

- I have a headache
- I have fever
- I have a sore throat.

**Practice:**

A model sentence will be presented in the sentences unscramble.

Students will work in pairs, they will be given few sentences for them to work on the sentences unscramble.

- I have stomachache.
- You have headache.
- They have sore throat.
- We have toothache
- You have backache.

**3) Production:**

Students will write down the following dialogue. They will change the underlined words.

Patient: Good afternoon! Today I have an appointment.

Doctor: welcome! Sit down, please.

Patient: thank you!

Doctor: so, what is wrong?

Patient: well, I have <u>backache, headache, stomachache, and fever.</u>

Doctor: what about <u>rash</u>?

Patient: no at all…

Doctor: well, let`s make a blood analysis…

**4) Homework:**

In pairs, students will get prepared for presenting the dialogue just written.

**MINED**

**English subject**

**Lesson plan 4**

Teacher`s name: Jennifer Bravo/Francis Munguia/ Gabriela Aleman

Date:_____,2019                                  Institution: Juan Jose Rodriguez National Institute

Grade: 8<sup>th</sup>                                  Unit VI: Health

Competences: The student analyzes problems and proposes solutions using real information.

Objective: At the end of this session, students will be able to create sentences to describe symptoms.

| TIME | **1) Homework review:** Students will perform their dialogues. |
|------|---------------------------------------------------------------|
|      | **2) Warm up:** The coin game will be played.  As punishment, each student will sing a song |
|      | **3) Presentation:** |
|      | Grammar presentation : simple present tense, has |
|      | Vocabulary review: |
|      |     1. Stomachache |
|      |     2. Headache |
|      |     3. Sneezing |
|      |     4. Toothache |
|      |     5. Sore throat |
|      |     6. Fever |
|      |     7. Backache |
|      |     8. Dengue |
|      |     9. Allergies |
|      | **Practice:** A set of sentences will be written on the whiteboard. Students will rewrite them but using the vocabulary and grammar just presented. |
|      | My back hurts. |
|      | My head hurts. |
|      | My throat hurts. |
|      | My tooth hurts. |
|      | Example: My ears hurt – She has earache. |

| | **Production:** 6 volunteers will be asked to make some mimics. They will mimic the following ailments. |
| | Stomachache, headache, sneezing, toothache, sore throat, fever. |
| | The rest of the class will guess what the ailment being mimicked is. |

**MINED**

**English subject**

**Lesson plan 5**

Teacher`s name: Jennifer Bravo/Francis Munguia/ Gabriela Aleman

Date: _____,2019                    Institution: Juan Jose Rodriguez National Institute

Grade: 8 <sup>th</sup>                               Unit VI: Health

Competences:

Objective: At the end of this session, student will be construct sentences which describe
advices when someone is sick.

| TIME | |
|---|---|
| | 1) **Warm up:** The Hopscotch game. Two hopscotches will be brought to the classroom. Students will be divided in two lines, so that each line has hopscotch. The first two students from each line will jump on every single square (every time they jump on one, they must say an ailment. If not, they may no continue). Once the first ones are done, they have to go and touch the hand of the next student as a sing of "You are next". At the end, one line will be the winner. The non-winner one, will have a punishment. |
| | 2) **Presentation:** Target language review: ailments , verbs have and has<br>New vocabulary: Medicine tips<br>- Take a pill<br>- Take rest<br>- See a doctor<br>- Get an injection<br>- Take a tea<br>Grammar presentation: Modal should, advisability |
| | 3) **Practice:** Students will work in pairs. They will work on the sentences unscrambles. They will be given sentences about ailments.<br>Example: I have headache<br><br>Then, they will be also given disorganized sentences which include advices. What they are going to do is to unscramble the corresponding advice for each ailment description.<br><br>Example:<br>I have headache.<br>I should + advice |

**Annex N° 10**

**MINED**

**English subject**

**Lesson plan 6**

Teacher`s name: Jennifer Bravo/Francis Munguia/ Gabriela Aleman

Date: _____,2019                              Institution: Juan Jose Rodriguez National Institute

Grade: 8<sup>th</sup>                              Unit VI: Health

Competences:

Objective: At the end of this session, students will be able to scramble sentences.

| TIME | 1) **Warm up:** "Birds and Nest" will be played ( the students that do not have a nest will answer a question about the last class) <br> 2) **Presentation:** Review about use of should to give advices <br> (15m) <br><br> 3) **Practice:** using the "Sentences unscramble" students will scramble sentences using should to describe advices. |
|------|------|

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**MINED**

**English subject**

**Lesson plan 7**

Teacher`s name: Jennifer Bravo/Francis Munguia/ Gabriela Aleman

Date: _____,2019                    Institution: Juan Jose Rodriguez National Institute

Grade: 8 <sup>th</sup>                               Unit VI: Health

Competences:

Objective: At the end of this session, students will be able to write sentences using the vocabulary to describe ailments and the modal should to give advices.

| TIME | |
|------|---|
| | 1) **Presentation:** Review about all the contents. <br> • Parts of the body <br> • verb( H*ave to)* <br> • aliments <br> • medicines <br> • Modal Should to give advices. <br> 2) **Practice:** students will be given a bunch of parts of speech. The ones they have to scramble in order to create as much sentences as they can. <br> 3) **Production:** Based on the sentences scrambled students will create a short conversation. |

**MINED**

**English subject**

**Lesson plan 8**

Teacher`s name: Jennifer Bravo/Francis Munguia/ Gabriela Aleman

Date: _____,2019                          Institution: Juan Jose Rodriguez

Grade: 8 <sup>th</sup>                                    Unit VI: Health

Competences: The student analyzes problems and proposes solutions using real information.

| TIME | |
|---|---|
| | 1) **Warm up:** "Simon says "the teacher will give a series of command the last will be "get in to pairs " for the next activity. |
| | • **Students will do the last evaluation with the person they chose when playing "Simon says".** |
| | 2) **Final Assessment:** |
| | **A sentences unscramble and a set of words will be given to the pairs.** |
| | First, students have to create a sentence based on parts of the body which was the first content. |
| | 1.      I run with my legs. |
| | Second, students will be given two situations which describes symptoms. Based on that, students have to scramble the corresponding ailments. |
| | 2.      My back hurts. |
| | •      I have backache. (students' expected answer) |
| | 3.      My stomach hurts. |
| | •      I have stomachache. (students' expected answer) |
| | Finally, two situations will be given to students which describe ailments. Based on the ones, the have to scramble an advice using the model should to each situation |
| | 4.      I have headache. |
| | •      You should take a pill. (answers may vary) |
| | 5.      I have sore throat. |

- You should take a tea. (answers may vary)

The sentences will be evaluated through this rubric

**Student's name:** _____ **Date:** _____.

| Criteria | Excellent (5) | Good (3) | Needs improvement (2) |
|---|---|---|---|
| Sentences structure | The student scrambled sentences grammatically correct | The student makes 2-3 mistakes when scrambling the sentences | The student does not scrambled sentences grammatically correct. |
| Coherence | The student scrambled correctly the sentences based on the situations given. | The students makes 2 mistakes when scrambling the sentences based on the situations given. | The student does not scramble the sentences based on the situations given. |

**Total:** _____

- Pair by pair will be given feedback about their work.

**Annex N° 13**

**Diagnostic quiz**

GRAMMAR QUIZ

Student's name: _____ Date: _____


**I.      Circle the correct option.**

6)  I____ soccer everyday   a) plays   b)play          c)played

7)  She____ brown ayes   a) have   b)has          c)had


8)  He ____ 19 years old   a) am      b)is          c) has

9)  I _____ Nicaragua      a) am      b)am from   c) is from


10) She___ wearing a cap   a)is       b)am          c) are


**II.      Match the questions with the correct respond.**

6)  Where do you live?                    ___ I play volleyball.

7)  How old are you?                      ___ It is 5 dollars.
8)  How much is it?                       ___ I am 19 years old.
9)  What color is the shirt?              ___ It is black.
10) What do you do in free time?          ___ I live in Jinotepe.


**III.      Write a short description about your family.**

_____

_____

_____

_____

_____

_____


-   **¿Cuáles consideras son las actividades que podrían ayudarte a mejorar la habilidad de gramática?**

**Student's name:** _____ **Date:** _____.

| Criteria | Excellent (5) | Good (3) | Needs improvement (2) |
|---|---|---|---|
| Sentences structure | The student scrambled sentences grammatically correct | The student makes 2-3 mistakes when scrambling the sentences | The student does not scrambled sentences grammatically correct. |
| Coherence | The student scrambled correctly the sentences based on the situations given. | The students makes 2 mistakes when scrambling the sentences based on the situations given. | The student does not scramble the sentences based on the situations given. |

**Total:** _____

**Annex 14**

**Students working with the sentences unscramble**