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Topic:

Innovative Strategies in English teaching and learning processes in secondary school.

Sub-topic:

"Speaklopoly" as an innovative didactic strategy to develop the vocabulary sub-skill with the students of 9th grade "A" at Instituto Nacional de Excelencia Academica Sandino (IDEAS) located in Diriamba-Carazo during the first semester 2019.

Students' names:	ID numbers:
Br. Cerda Molinares Katherine Elena	14090850
Br. Mercado López Nahima Sarahí	14092070
Br. Navarrete López Sinddy Karolina	14093005

Tutor:

Miss Giselle Ortiz Rodríguez

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¡A la libertad por la Universidad!

Summary

The English language has become an important and universal language for communication in the different areas that our society has. Furthermore, learning this language requires the implementation of innovative didactic strategies, and especially didactic resources in order to develop the vocabulary sub skill, in which the students have the capacity to express their ideas. Most of the time this is the most difficult part, the implementation of the vocabulary in English class, therefore is necessary to make use of some tools that catch the attention of the students.

This research presents the didactic proposal for the implementation of some activities trough of a game (Speaklopoly) where the principal resource is roulette as an innovative didactic strategy in order to develop the vocabulary sub-skill with the students of ninth grade "A" at Instituto Nacional de Excelencia Academica Sandino, morning shift in the first semester 2019. It also proposes to the English teacher a new didactic resource in order to improve the vocabulary sub-skill of the students and contributes to supply their learning by playing.

To prove the effectiveness and results after the implementation of the innovative resource, we made different interviews were conducted among other materials.

Key words: Speaklopoly, innovative didactic strategies, vocabulary sub-skill.

Dedication

Firstly this research is dedicated to our God Almighty our creator, our strong pillar, our source of inspiration, wisdom, knowledge and understanding; He has been the source of our strength throughout this process.

To our parents because they were the first foundation for the construction of our professional lives also they taught us the basis of responsibility and wishes of improvement.

We dedicate this research to our teacher Miss Giselle Ortiz for giving us her time, share her knowlegment and help us to be ready step by step for this final presentation. Also to our friends who have encouraged and supported us at every moment of our professional training.

Our love for you all can never be quantified, God bless you!

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We would like to say thanks to our tutor Miss Giselle Ortiz for the continuous support of our research, for her patience, motivation and immense knowledge; her guidance helped us in all the time.

We want to say thanks to the members of the Nacional Institute of Academic Excellent Sandino because they gave us the opportunity to develop our professionalization practices and especially to the teacher Mr. Miguel Bermudez, who helped us during that time with the students.

Also we thanks our parents for the unceasing encouragement, support, patience, motivation to study and other people who helped us in one or another way.

Index

Introduction

English is a language that has had a great impact in the world being the second most spoken language in the whole world, so much so, that in Nicaragua English is taught as a class within the educational program either in private or in public schools. (MINED) That is the reason why year after year teachers seek to innovate and implement different strategies that facilitate the teaching-learning process.

Nowadays, education should be a matter of concern for the educational authorities of our country, since we live in a development country phase; we depend on future generations, to be part of the educational training process, forming efficient professionals that can contribute to a better development of the country.

With the implementation of this innovative strategy "Speaklopoly" teachers will improve the teaching-learning process in the development of the vocabulary sub-skill in the English class with the students of ninth grade "A" at Instituto Nacional de Excelencia Academica Sandino

This research presents the characterization of the problem, the purpose and the justification that guide the investigative work. This is based on theoretical contents extracted from researches consulted by authors focused on the different techniques of Teaching-Learning process that help to develop the vocabulary sub-skill.

We hope this research being of a big benefit for the implementation of different kind of strategies in order to put into practice English skills and sub skills.

Background

Today the English language is one of the most spoken and demanded languages around the world, that is why the need to learn how to speak it. It´s an essential part of communication since it has become a fundamental such as personal and professional. "Without grammar, very little can be conveyed, without vocabulary; nothing can be conveyed", using that phrase is how the author David Wilkins (2002) resumes the importance of teaching vocabulary.

According to Levinson (1989, p. 49)

> Speaking is a productive skill, this is like other skills, and they involve a series of associated factors that imply their complexity." "The oral skill of the language constitutes the basic form of linguistic interaction which normally develops spontaneously, unpredictably, contextually and informally. (Quoted in Carlos Alberto Guanoquiza, n.d)

(Coomber, Peet and Smith; 1998) said that: "Most of the teachers say that the best general strategy of vocabulary teaching- learning in a foreign language consist in the combination of different type of methods and techniques".

At Instituto Nacional de Excelencia Académica Sandino, students of 9th grade "A" do not have much knowledge of the English language and the ability to practice vocabulary, which is why our innovative proposal is based on putting into practice the use of "Speaklopoly", which will be applied in different sections of classes according to the topic to facilitate the teaching learning process of the students where this strategy requires creativity to motivate students. At the end of this research work the students are going to be evaluated. This evaluation will consist in completing different activities based on the topic they have already studied.

Activity proposal

This research was generated because of the lack of vocabulary that the students have at Instituto Nacional de Excelencia Academica Sandino which was observed when we applied the diagnosis, for that reason an innovative strategy will be taken into account. The main objective of the innovation project will be presented first to the principal at Instituto Nacional de Excelencia Academica Sandino and to the English teacher in a brief presentation using slideshows, and at the end it will be given 5 minutes for questions that the principal and the teacher in charge of the students from 9th grade "A".

Phases for the activity proposal implementation

Phase I

This innovation consists in a game called Speaklopoly which will be applied in different sections of classes according to the topic to facilitate the teaching learning process of the students of ninth grade "A" at Instituto Nacional de Excelencia Academica Sandino. With this strategy the idea is to get the attention of the students and help them to improve their vocabulary sub-skill.

Phase II

To carry out this strategy, the first thing we did was the implementation of different kind of activities to help students to involve them in this game. Among the activities we were applying we have: spelling game, match, complete the sentences with the correct word, oral presentation and so on.

For the development of this strategy we have to divide the classroom into 6 groups and use roulette, the roulette has some icons which every icon has a flashcard, and according to the flashcard they get, they are going to pick it up and make the activity they have in the back of the flashcard.

Phase III

In this phase, it will present in a detailed way the lesson plans that will be implemented for the development of the didactic strategy Speaklopoly attached in the annexes.

See annex 1

Justification

The speaking skill is an essential part of the learning process of the English language, for that reason, the teachers have to use different kind of didactic strategies to help students to develop their abilities in the language properly.

Bearing in mind the statement above, this work intends to demonstrate in what ways it is possible to innovate and create a didactic strategy that the teachers can use in the process of education. This strategy can be a great help for the students since it includes different types of operations such as physical, mental, cognitive, procedural (legal) among others. Through the implementation of this strategy, the pupils could demonstrate motivation and improvement in the skills mentioned before: The issues regarding the lack of vocabulary on the part of the students have driven this research to present an innovative strategy that the teacher can use with the students to strengthen the speaking skill taking into account the vocabulary sub-skill.

This innovative proposal will be a great benefit for the teacher as well as the students in the development of the vocabulary sub-skill because the students can express their ideas even if they do not know how the use of grammar is in an appropriate way.

Problem Statement:

Characterization problem

The didactic strategies in the process of teaching - learning are of great importance and of necessary use for the teachers in the education of the English language.

At Instituto Nacional de Excelencia Academica Sandino in 9[th]grade located in Diriamba- Carazo, the teacher uses diverse didactic strategies in the teaching - learning process for the development of the vocabulary sub-skill in the education of the English language. According to these strategies MINED has as a principal objective some competences that the teacher increases in the learners to interact and share their knowledge, but some students present the lack of motivation because the want to learn vocabulary trough dynamics strategies we identify the problem with observations and with the use of a diagnostic test.

Problem Formulation:

From the characterization and delimitation of the problem presented before the following question is formulated:

How the strategy "Speaklopoly" will improve the Vocabulary sub-skill with 9th grade "A" students at Instituto Nacional de Excelencia Academica Sandino located in Diriamba-Carazo during the first semester 2019?

Problem systematization:

1. What are the difficulties that the students of ninth grade "A" present with the vocabulary sub-skill at Instituto Nacional de Excelencia Academica Sandino located in Diriamba-Carazo during the first semester 2019?
2. What is the importance of the use of "Speaklopoly" to strengthen the vocabulary sub-skill with the students of ninth grade "A" at Instituto Nacional de Excelencia Academica Sandino located in Diriamba-Carazo during the first semester 2019?

3. How can we apply the didactic strategy "Speaklopoly" for the development of the Vocabulary sub-skill with the students of ninth grade "A" at Instituto Nacional de Excelencia Academica Sandino located in Diriamba-Carazo during the first semester 2019?

4. How can we evaluate the innovative didactic strategy "Speaklopoly" for the development of the vocabulary sub-skill with the students of ninth grade "A" at Instituto Nacional de Excelencia Academica Sandino located in Diriamba-Carazo during the first semester 2019?

5. How can we suggest the use of an innovative didactic strategy called: "Speaklopoly" for the strength of the vocabulary sub-skill with the students of ninth grade "A" at Instituto Nacional de Excelencia Academica Sandino located in Diriamba-Carazo during the first semester 2019?

Objectives

General Objective:

To implement the innovative didactic strategy "Speaklopoly" to develop the vocabulary sub-skill with the students of 9th grade "A" at Instituto Nacional de Excelencia Academica Sandino (IDEAS) located in Diriamba-Carazo during the 1st semester 2019.

Specific objectives

> To identify what type of didactics strategy does the teacher use to improve the vocabulary sub-skill with the students of 9[th]grade "A" at Instituto Nacional de Excelencia Academica Sandino located in Diriamba-Carazo during the first semester 2019.

> To explain what is the importance of the use of "Speaklopoly" to strengthen the vocabulary sub-skill with the students of 9[th]grade "A" at Instituto Nacional de Excelencia Academica Sandino located in Diriamba-Carazo during the first semester 2019.

> To apply an innovative didactic strategy called: "Speaklopoly" for the strength of the vocabulary sub-skill with the students of 9[th]grade "A" at Instituto Nacional de Excelencia Academica Sandino located in Diriamba-Carazo during the first semester 2019.

> To evaluate the results of an innovative didactic strategy "Speaklopoly" for the strength of the vocabulary sub-skill with the students of 9th grade "A" at Instituto Nacional de Excelencia Academica Sandino located in Diriamba-Carazo during the first semester 2019.

> To recommend the use of a new didactic strategy called: "Speaklopoly" for the development of the vocabulary sub-skill with the students of 9th grade "A" at Instituto Nacional de Excelencia Academica Sandino located in Diriamba-Carazo during the first semester 2019.

Theoretical Framework

I-   Teaching- learning process

1. Concept

The teaching- learning process is not only necessary that in the classroom the teacher builds a process at the service of the needs and interests of the students, according to (Yasna, 2016) "Every teaching-learning process includes human and cultural components that they must relate dialectically to each other " [p104,]

And another hand (Mazarío, n.d) tells us:

> The binomial between teaching and learning is not simple, which is why in the communities of professionals and educators there are important debates and exchanges on instruction. As a result of this controversy, two points of view are established; the most accepted or shared holds that teaching and learning is a didactic and dialectical unit. [p44]

We could say that the of teaching_ learning process is the ability of the human being to transmit their knowledge and experiences has given him a great advantage, that of teaching and learning.

2. Didactics Strategies

2.1 Types of didactics strategies

Rosales, (2007) express that there are two types of didactic strategies:

> **Teaching strategy:** These are procedures used by the teacher to make the student's learning possible, include physical and mental operations to facilitate the contracting of the subject learning with the object of knowledge

> **Learning strategies:** Mental procedures that the student continues to learn a sequence of cognitive and procedural operations that the student develops to process information and learn it meaningfully. (Quoted in Molinares, 2017, p.14)

We could express, the didactic strategies are useful to developed activities considering not only students' understanding of ideas but also a mutual relationship among specific information and a particular activity, as general norm of input. With the implementation of strategies in the teaching process in English class.

2.1.1   Games

(Deesri, 2002) comment: "Games are one of the most important components in EFL classrooms. They include activities which have goals and rules at the same time fun and describe games as: an activity with rules, a goal and an element of fun." (Quoted in Caganaga, 2016 [p127])

Otherwise Palánová, 2010 tell us:

> What is a game? One working definition is that of an enjoyable activity involving an objective that is achieved by following certain rules, usually in competition with one or more other people." In other words, games establish an entertaining and challenging atmosphere in which a task has certain boundaries that the opponents should follow. (Quoted in Yıltanlılar, 2015, p.8)

Therefore games are important for teaching English because they are a way to provide for learner not only having fun and amusement with the target language but also practice incidentally. To be short, games can be accepted as useful and effective tools that are effective for teaching vocabulary.

Quoted Lewis (1999) argued that: "Games are popular among children because they like to play. Through games, young learners could interact, discover, and experiment with their surroundings. Using games not only enhances students' motivation, but also provide an incentive and stimulus to use the language". (quoted in Bakhsh, 2016)

Harmer (2008) says:

> Stated that in order to have the ability to speak English fluently, young learners need to have the ability to know the language features and to process information immediately. Therefore, young learners must practice through variety and appropriate techniques that

aid their information process and simultaneous operations of the language. (Quoted in Bakhsh, 2016).

Vernon (2009) argued that "games are an effective tool to teach vocabulary to young learners. Children participate and pay more attention because they enjoy themselves and the classroom and feel and do better during and after the game" (quoted in Sahar, 2016)

Accordingly with the authors we express that games are important in teaching vocabulary because they highlight the necessary and important words to achieve the objectives of the game and they could learn fast and retain words better.

II. Innovation

1. Innovation in general

Daniel Sturzebecher (n.d) express: "innovation is the capability of continuously achieving a desired future". (quoted Kao, 2016, [p6])

Kuboni, Lentell, Mackintosh, Victor, Webb, & West (n.d) concluded that "Innovation is defined as the process of making changes to something established by introducing something new". (Quoted in Chavarria, 2016, [P7])

Hence we say that innovation is a change that introduces new features and refers to modifying existing elements to improve or renew them.

2. Innovation in education

According to (educating, 2016) explain:

Innovating Education and educating for innovation published in 2016 explain "How could innovation add value in the case of education? First of all, educational innovations can improve learning outcomes and the quality of education provision. For example, changes in the educational systems or in teaching methods can help customize the educational process.

Second, education is perceived in most countries as a means of enhancing equity and equality innovations could help enhance equity in the access to and use of education as well as equality in learning process. [p13]

(sandino, 2016) Express: "Today, the innovation plays an important role in the education, because it helps to construct new ideas to students teaching learning". [P7]

We could say, innovation in the educational field does not necessary mean inventing something new, but it is related to the creativity of the teacher when he or she finds ways with which he or she can improve her or his practice.

3. Innovation in the teaching- learning process in the English language

In agreement with (Francis Sandino, 2016)

In the world of education, innovation comes in many forms. There are innovations in the way education systems are organized and managed, exemplified by charter schools or school accountability systems. There are innovations in instructional techniques or delivery system, such as the use of new technologies in the way teachers are recruited, and prepared, and compensated. [p12]

As a result innovation is a process, a set of ideas, of strategies, of methods, by means of which we try to introduce changes and improve educational practice so that students improve their teaching learning process.

4. Importance of innovation in English teaching

(Anil, 2017) Expresses that:

Acquiring English language has become a predominant factor for a nations´ development as well as an individual´s development. To improve the communicate skills of the learners, innovative teaching methodologies should be used or introduced to make the learning process

interesting. Creativity is a prime factor of any student to develop her/his lateral thinking in terms of learning a language.

In agreement with Anil we say that an English learning classroom should be created using interesting teaching methodologies to mesmerize and encourage students to learn the second language explicitly and implicitly. Second language acquisition has proved that child and adult learners have innate linguistic knowledge in a developmental sequence.

III. Speaking Skill

1. Concept

According to Abdel Salam (2002) defined "speaking as a collection of micro-skills which include syntax, grammar, morphology, pragmatics or social language, semantics and phonology". (Quoted in Ashour, 2014, [p37])

(Ashour, 2014) Defined "Speaking is an interactive process because it requires the involvement of another person unlike listening, reading or writing". (Quoted in Noll, 2016 [p37])

Speaking is probably the language skill that most language learners wish to perfect as soon as possible.

2. Importance

(Fernandez, 2016) Considered that "speaking is important to learn because speaking is the way to communicate with other people in order to delis opinion and express idea".

On the other hand (Gillis, 2014) affirms that "speaking skills are vitally important methods of communication are important for career success, but certainly not limited to one´s professional aspiration. Speaking skills can enhance one´s personal life and thereby bring about should all seek"
we can express that the ability to speak is an interactive process that allows us to produce, receive and process information.

IV.   Vocabulary sub skill

1. Concept

(Neuman & Dwyer, 2009) affirms that the Vocabulary can be defined as "words we must know to communicate effectively; words in speaking (expressive vocabulary) and words in listening (receptive vocabulary)" (quote in Arabia, 2015, p. 385)

 Hornby (1995) defines vocabulary as "the total number of words in a language; vocabulary is a list of words with their meanings".

While Ur (1998) states:

> Vocabulary can be defined, roughly, as the words we teach in the foreign language. However, a new item of vocabulary may be more than just a single word: for example, post office, and mother-in-law, which are made up of two or three words but express a single idea. A useful convention is to cover all such cases by talking about vocabulary "items" rather than "words."

In addition, Burns (1972) defines vocabulary as "the stock of words which is used by a person, class or profession and vocabulary is central to language and of critical importance to the typical language learning". (Quote in Arabia, 2015, p. 385)

In addition, we can affirm that the vocabulary is the knowledge of words and their meanings.

2. Importance

(Arabia, 2015) Tell us that the "Vocabulary knowledge is often viewed as a critical tool for second language learners because a limited vocabulary in a second language impedes successful communication".

Schmitt (2000) emphasizes that

> Lexical knowledge is central to communicative competence and to the acquisition of a second language" further describes the relationship between vocabulary knowledge and

language use as complementary: knowledge of vocabulary enables language use and, conversely, language use leads to an increase in vocabulary knowledge. (Quoted in Arabia, 2015, p. 55)

Rivers and Nunan (1991), furthermore, argue that "the acquisition of an adequate vocabulary is essential for successful second language use because without an extensive vocabulary, we will be unable to use the structures and functions we may have learned for comprehensible communication". (Quoted in Arabia, 2015)

We express that the importance of vocabulary is demonstrated daily in and out the school. In classroom, the achieving students possess the most sufficient vocabulary; the acquisition of vocabulary is essential for successful second language use and plays an important role in the formation of complete spoken and written texts. In English as a second language the vocabulary items plays a vital role in all language skills

3. Kinds of Vocabulary
(Harmer 1991) express that

Some experts divide vocabulary into two types: active and passive vocabulary. Distinguishes between these two types of vocabulary. The first type of vocabulary refers to the one that the students have been taught and that they are expected to be able to use. Meanwhile, the second one refers to the words which the students will recognize when they meet them, but which they will probably not be able to pronounce.

4. How to teach it
Berne & Blachowicz, (2008) tell us that:

Teaching vocabulary recent research indicates that teaching vocabulary may be problematic because many teachers are not confident about the best practice in vocabulary teaching and at times do not know where to begin to form an instructional emphasis on word learning. (Quoted in Arabia, 2015)

Besides (Walters, 2004) says that:

Teaching words is a crucial aspect in learning a language as languages are based on words It is almost impossible to learn a language without words; even communication

between human beings is based on words. Both teachers and students agree that acquisition of the vocabulary is a central factor in teaching a language (Quoted in Arabia, 2015)

Additionally we could say that teaching vocabulary is one of the most discussed parts of teaching English as a foreign language. When the teaching and learning process takes place, problems would appear to the teachers. They have problems of how to teach students in order to gain satisfying results. The teacher should prepare and find out the appropriate techniques, which will be implemented to the students. A good teacher should prepare himself or herself with various and up-to-date techniques. Teachers need to be able to master the material in order to be understood by students, and make them interested and happy in the teaching and learning process in the classroom.

5. **Strategies to teach it**

(Takač, 2008) express:

> This section reports on research results aimed at investigating the techniques used by a teacher of English in presenting the meaning and form of vocabulary. Commonly, there are several techniques concerning the teaching of' vocabulary. However, there are a few things that have to be remembered by most English teachers if they want to present a new vocabulary or lexical items to their students. It means that the English teachers want students to remember new vocabulary. Then, it needs to be learnt, practiced, and revised to prevent students from forgetting. Techniques employed by teachers depend on some factors, such as the content, time availability, and its value for the learners. (Quoted in Arabia, 2015)

a.   Using Objects

(Arabia, 2015) Tell us that:

> Using this technique includes the use of realia, visual aids, and demonstration. They can function to help learners in remembering vocabulary better, because our memory for objects and pictures is very reliable and visual techniques can act as cues for remembering words.

In addition, Gairns & Redman (1986) state that;

Real objects technique is appropriately employed for beginners or young learners and when presenting concrete vocabulary. Objects can be used to show meanings when the vocabulary consist of concrete nouns. Introducing a new word by showing the real object often helps learners to memorize the word through visualization. Objects in the classroom or things brought to the classroom can be used.

b.   Drawing Objects

Can either be drawn on the blackboard or drawn on flash cards. The latter can be used again and again in different contexts if they are made with cards and covered in plastic. They can help young learners easily understand and realize the main points that they have learned in the classroom.

c.   Using Illustrations and Pictures

Pictures connect students' prior knowledge to a new story, and in the process, help them learn new words. There are plenty of vocabularies that can be introduced by using illustrations or pictures. They are excellent means of making the meaning of unknown words clear. They should be used as often as possible

d.   Enumeration

An enumeration is a collection of items that is a complete, ordered listing of all of the items in that collection. It can be used to present meaning.

g. Guessing from Context

Guessing from context as a way of dealing with unfamiliar vocabulary in unedited selections has been suggested widely by L1 and L2; are two types of contexts. The first type is the context within the text, which includes morphological, semantic and syntactic information in a specific text, while the second one is the general context, or non-textual context, which is the background knowledge the reader has about the subjects being read. (Quoted in Arabia, 2015)

Williams (1985) consider:

   The specific context as ''the other words and sentences that surround that word….. it follows that other words in the context of the unfamiliar word often 'throw light on' its meaning. These other words can be found in the sentence containing the unknown word or other sentences beyond the sentence of the unknown item and sees context as within the text itself i.e. the morphological, syntactic, and discourse information, which can be classified and described in terms of general features. (Quoted in Arabia, 2015)

We say that in other words, those techniques help when any word is difficult to explain visually. We can say "clothes" and explain this by enumerating or listing various items. For example the teacher may list a number of clothes e.g. a dress, a skirt, trousers, etc. ,and then the meaning of the word "clothes" will became clear. The same is true of 'vegetable' or ''furniture

6. Input and output

Hatch and Brown (1995), indicate two kinds of vocabulary, namely receptive vocabulary and productive vocabulary:

   a.   Receptive Vocabulary

Receptive vocabulary is words that learners recognize and understand when they are used in context, but which they cannot produce. It is vocabulary that learners recognize when they see or meet in reading text but do not use it in speaking and writing

   b.   Productive Vocabulary

Productive vocabulary is the words that the learners understand and can pronounce correctly and use constructively in speaking and writing. It involves what is needed for receptive vocabulary plus the ability to speak or write at the appropriate time. Therefore, productive vocabulary can be addressed as an active process, because the learners can produce the words to express their thoughts to others. (Quoted in Arabia, 2015)

V.   Innovative Strategy

1. Concept

This strategy is a game where the students have the opportunity to develop the vocabulary sub-skill; it was created taking into account "Valopolis Strategy" that was implemented by MINED in 2009,

"Valopolis Strategies" is a game that develops the abilities for the solutions of problems, and promotes the sharing of opinions in an active communication. MINED (2009), and "Speaklopoly" is an innovative strategy in which we adapted some steps making a roulette with some activities for the strength of Vocabulary sub-skill.

2. Importance

The "Speaklopoly" strategy is important because the students can strength and develop the vocabulary sub- skill trough some activities that they can put in to practice the vocabulary learnt before, also the students can strength the Speaking skill taking into account others sub- skills like pronunciation, grammar, fluency and others.

3. Process

According with the interest of the teacher, the teacher is going to collocate in the roulette some activities according to the topic that will be teach. With the purpose of guide the vocabulary around the subject.

The teacher can use this strategy and the end or every unit to know if the students acquire Vocabulary and strength the knowledge with the activities with the roulette.

4. Techniques

The teacher can use different techniques to teach vocabulary, trying to use dynamics strategies during the class with the students.

(Wahyuni) Tell us about some strategies:

Brainstorming was applied by the teacher to activate the students' knowledge. In this technique the teacher asks the students to give their ideas or mention examples as many as possible.

Listen and Repeat: Listen and Repeat technique was used by the teacher to introduce new vocabulary or read a text. was used by the teacher many times. During the observation, this technique was usually used by the teacher when speak a word and the students have to repeat it.

In-pair or Group Discussion technique was also dominantly used by the English teacher.. In this technique, the teacher divided the students into groups or pairs. Every group/pair was given an exercise be solved.

Game "See and Guess" applied to make the students easy to keep new words in their mind. Using Pictures was applied by the teacher in all grades to get the students attention. In introducing the theme the teacher always shows pictures that are related to the theme. This technique used by the teacher in teaching all grades.

(Rohqim, 2005) suggest a technique to teach:

"Giving an instruction is very important since communication is two-way, and everything will be able to run well if the students understand the instruction/ message".

5. **Activities**

(Kruss) Share with us some activities:

Cloze Passages- This is an educational term for fill-in-the-blank types of activities. Students will use a word key to fill in the blanks of missing vocabulary words in sentences. The sentences have context clues to help them determine the correct answer.

Connect Two- Students choose two vocabulary words and write one grammatically correct sentence using both words. You could challenge them to a Connect Three or Four! I use the Apples to Apples word cards, and make it into a game by flipping over two cards and projecting them for everyone to see. They have to be first to come up with a sentence.

Examples vs. Non-Examples- This activity is in the form of a chart. The vocabulary words are in the left column. Students have to fill in the other two columns with words, phrases, or ideas that are examples of when the vocabulary word would be used and examples when it wouldn't.

There are some strategies that the teacher from Instituto de Excelencia Academica Sandino use with the students if ninth grade, those strategies were of big impact in the learning process.

6. Resources

-Roulette
(Parada, 2018) Affirms that: "The roulette is a didactic resource that allows choosing an item in a random way, and, therefore, playing with the factor "chance", "surprise and "the unexpected" in our language classes".

The roulette is an excellent strategy to teach vocabulary in a dynamic way and help to the students feel motivated during the class.

-Flash cards
(Arntsen, n.d) Tell us:

Flashcards can be an excellent learning and teaching tool especially when introducing new vocabulary or drilling familiar words. Besides being used by the teacher, they can also be used in a variety of activities and even posted around the classroom for students to reference.

Flash cards are important to teach vocabulary sub skill, because the students can learn more easy and fast, is a good strategy to implement in the teaching learning process in the English class.

7. How the strategy is developed in English teaching?

The Speaklopoly roulette is thought as a review activity as well as an assessment method. Students are asked questions and other exercises about topics explained in the different topics in

the English class. Thus, their command of the subject and their attention are evaluated. The teacher divides students into groups trying to form varied groups, that is, students who usually sit together should be separated, and those students who show a high command of the subject should not be in the same group.

The main device to carry out the activity is a roulette game, which is divided into divided into 18 parts. Each square presents a different icon (balloon, doctor, strawberry, lose your turn, etc.) that stands for one of the areas of knowledge. Depending on the contents of the course some of the blocks in the roulette could be emphasized accordingly.

This activity was first tested with a group of students taking part in English class at school. The methodology in the course follows a Content and Language Integrated Learning, approach. The game was designed to review contents from the Middle English period in Jobs and occupations unit.

The activity took place in the lab and the groups of students were distributed among the different groups, all of them controlled by the teachers. The teacher divided students into groups favoring cooperative learning, separating groups of friends and avoiding groups formed by the students with a high command of the subject.

The first group to make the roulette turn was chosen by drawing lots. The Speaklopoly Roulette is divided into several icons, and each icon is found once. The icon marked by the arrow indicates the content, the activities belongs to:

The group taking part at the moment is asked the activity from the corresponding flash card. If they are not able to answer the question, the rest of the groups have the opportunity of giving an answer. The group that gets it right goes on turning the roulette.

Who wins the game? This is a review activity, so having a winner is not really important. However, competitiveness helps students to concentrate on the activity. The different teams get a point whenever they answer rightly one of the questions depicted in the icons; the team that gets a higher amount of points is the winner.

Hypothesis

The vocabulary sub-skill will of the students of ninth grade "A", morning shift in the Nacional Institute of Academic Excellence Sandino, Diriamba-Carazo could be improved as long as "An Innovative Didactic Strategy called Speaklopoly" could be apply in order to improve the vocabulary sub-skill to evaluate the students 'progress as well to evaluate the impact of this strategy and how useful this innovation will be for the teacher to develop the class.

Methodological design

Type of study

The proposed study takes a qualitative approach, according to the study level descriptive, according to the time the research is cross sectional (Medina, 2013) Point out that:

> Qualitative research studies reality in its natural context and how it happens, taking out and interpreting phenomena according to the people involved. Uses variety of instruments to collect information such as interviews, images, observations, describing the routines and the problematic situations, as well as the meanings in the lives of the participants. [P8]

Area of Study

This research took place At Instituto Nacional de Excelencia Academica Sandino in the town of Diriamba-Carazo, specifically with students of 9th grade "A"

Universe and Sample

For the development of this research and for its particular characteristics, all students of the ninth grade "A" group were taken as research subjects.

The sample is defined by all the students of the same group, considering the criterion of (Chavarria, 2016) is important take into account all of the students to examine in a classroom to have resulst.

Definition and Operationalization of variables

In the Variable Operationalization Matrix presented below, each of the topics that will help determine the indicators to be measured as well as the data collection technique to be used to obtain the results of these indicators are detailed.

The study covered the fields: conceptual variable, sub variable and operative variable; retaking the abstract concepts identified in the systematization of the problem statement.

Methods, techniques and data collection instruments

To carry out this study, a survey will be applied to students belonging to ninth grade A, a focus group for five students, an interview with the English teacher of the school and a focus group for 5 students and an interview with five students. The formats of the data collection instruments can be found in the annexes 2

Procedimientos para la recolección de Datos e Información

At first, the instrument of a diagnostic test was applied.

In a second moment, the focus group instrument was applied to the sample of 5 students.

In a third moment, the interview instrument was applied to 6 students.

In the fourth moment, the instrument of the interview was applied to the teacher.

In the fifth moment the survey was applied to the 36 students.

At the last moment an evaluation rubric was applied

All the data collection instruments were validated by the graduation seminar instructor, for the evaluations of the diagnostic test and rubric the approval of our qualified instructor was taken into account and the use of "The Common European Framework of Reference for Language levels" ((CEF)).

Matrix Descriptor

General Objective: To implement the innovative didactic strategy "Speaklopoly" to develop the vocabulary sub-skill with the students of 9th grade "A" at Instituto Nacional de Excelencia Academica Sandino (IDEAS) located in Diriamba-Carazo during the 1st semester 2019.

Specific Objectives	conceptual variable	Sub variables, o Dimensions	Operational Variable	Data Collection and Information Gathering Techniques				
				Survey	Interview	Focus group	Lesson plan	Rubric
S.O.1 To identify what type of didactics strategy does the teacher use to improve the vocabulary sub-skill with the students of 9thgrade "A" at Instituto Nacional de Excelencia Academica	1. Didactics strategies to develop the vocabulary sub. skill	1. 1.Didactics strategies	1.1.1. Important the use of didactic resource to strength the vocabulary Sub-skill 1.1.2.		X		X	
		1.2. Develop the vocabulary sub skill	1.2.1. The improvement of Vocabulary sub-skill	X	X	X	X	X

Sandino located in Diriamba-Carazo during the first semester 2019.								
E.O.2 To explain what is the importance of the use of "Speaklopoly" to strengthen the vocabulary sub-skill with the students of 9th grade "A" at Instituto Nacional de Excelencia Academica Sandino located in Diriamba-Carazo during the first semester 2019.	1. Importance of the innovative didactic Strategy Speaklopoly	1.1 Importance of an innovative strategy 1.2 Importance of Speaklopoly	2.1.1 Innovative strategies are of big impact in the teaching learning process 2.2.1 The use of Speaklopoly will benefit students	X X	X X	X X X X		
E.O.3. To apply an innovative didactic	1. Applied the innovative didactic strategy	1.1 Applied the didactic strategy	1.1.1 application of the innovative didactic strategy Speaklopoly			X		

strategy called: "Speaklopoly" for the strength of the vocabulary sub-skill with the students of 9th grade "A" at Instituto Nacional de Excelencia Academica Sandino located in Diriamba-Carazo during the first semester 2019.	2.Strength the vocabulary sub skill	Speaklopoly	2.1.1 with the application will strength the vocabulary sub skill	X	X	X	X	
		2.1 the speaklooly strength the vocabulary sub skill		X	X	X	X	X
	1.Results of the innovative didactic strategies		1.1.1. the didactic resources we implemented in classes with ninth grade students are successful and sufficient	X	X	X		X
E.O.4 To evaluate the results of an innovative didactic strategy "Speaklopoly" for the strength of the vocabulary sub-skill with the students of 9th grade "A" at Instituto Nacional de Excelencia Academica Sandino located in Diriamba-Carazo during	FD		1.1.2. the benefit that the students can reach by the implementation of Speaklopoly			X		X
			1.1.3. "Speaklopoly" was an innovative activity in the English class with students from ninth grade	X	X			
	1. Recommend a new didactic strategy	1.1 The impact of the application of the didactic strategy Speaklopoly	1.1.1. Speaklopoly is a great benefit to develop the vocabulary sub skill and another					

the first semester 2019.			skills.					
E.O.5 To recommend the use of a new didactic strategy called: "Speaklopoly" for the development of the vocabulary sub-skill with the students of 9th grade "A" at Instituto Nacional de Excelencia Academica Sandino located in Diriamba-Carazo during the first semester 2019.	1. Recommend a new didactic strategy	1.1. Recommend the innovative didactic strategy speaklopoly to develop the vocabulary sub skill.						

Methods, techniques, and instruments

Presentation:	**Practice:**
-Diagnostic Test	-Bingo Game
-Dynamics	-Match
-Videos	-"mime an occupations activity"
-Games	-Role play
-Songs	-Use photocopies
-Flash Cards	-Little whiteboards
-Photocopies	-Games

Tabulation plan and statistical analysis of data.

From the data collected, the corresponding database was designed, using the statistical software SPSS. Once the quality control of the registered data was carried out, the relevant statistical analyzes were realized.

According to the nature of each of the variables (quantitative or qualitative) and guided by the commitment defined in each of the specific objectives, graphs of pastel or bars were realized.

Results Obtained through the Evaluation Rubric (before and after the implementation of the innovative strategy)

According to the graph we can see, through a diagnostic test that before the implementation of the teaching strategy the students showed a low level of vocabulary and that through the lessons and in the end with the implementation of the innovative strategy Speaklopoly have presented a growth and strengthening in the vocabulary sub- skill through the result and the participations in the didactic resource.
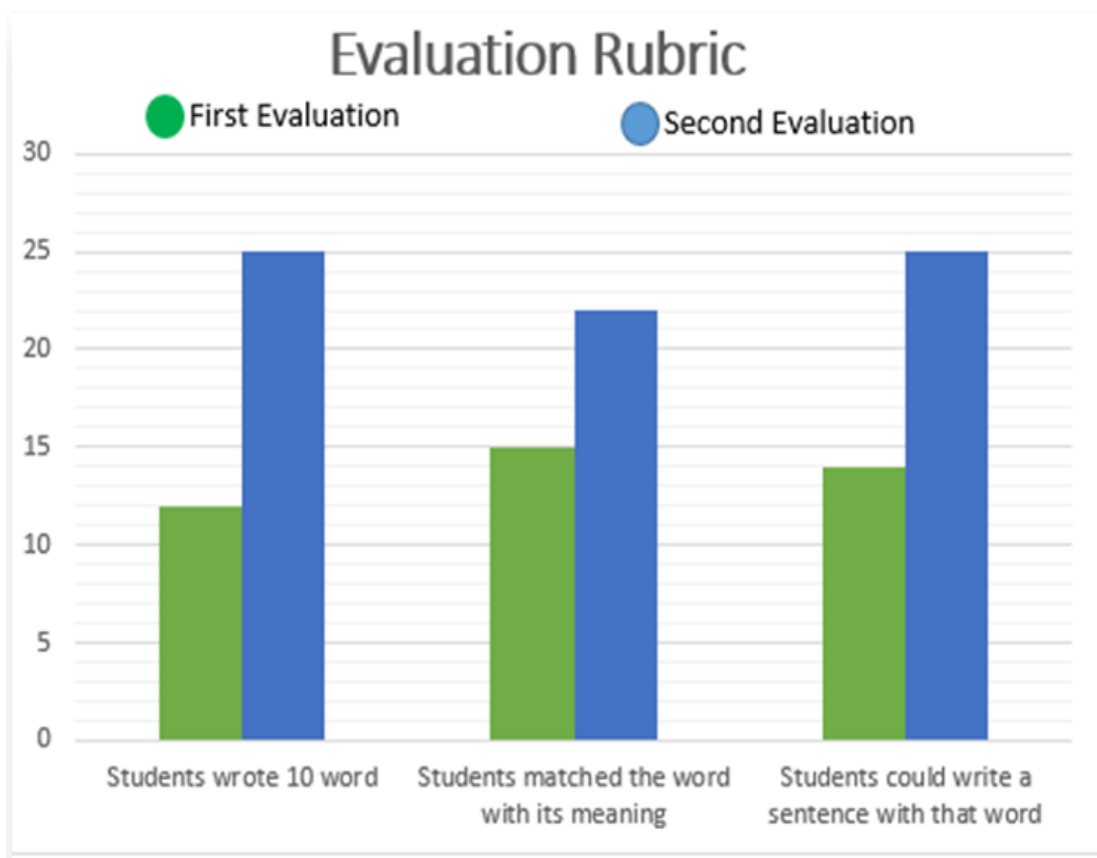
According to the result of the evaluation rubric the improvement of their vocabulary sub skill; students demonstrated 22-25% to 85-90%

Results obtained through the students' interview

Some of the students tell us that this innovative strategy "Speaklopoly" is a good strategy because they learnt more in the English's class, they express that improved the vocabulary sub-skills and not only vocabulary also pronunciation and grammar. They felt motivated because the classes were more dynamics. This strategy helps them to remember previous classes.

See annex 2 and 4

Results obtained through the focus group with the students

The strategy "Speaklopoly" was a great helpful for the students, they express that with the implementation of this innovative strategy learnt more about vocabulary and practices more this sub-skills, for they the classes was dynamics and entertaining, they felt to motivated to participate in the English's class. The students said that during this time they improved their knowledge about English language.

See annex 2 and 4

Results obtained through the interview applied to the English teacher

According to Mr. Miguel Bermudez (English's teacher) English language is very important in the world for this reason is necessary that the students learn this language, he express that during the English classes students felt motivated with the implementation the innovative strategies because they prefer learn with games, due to, it is way out of the everyday routine, in this case only copying, is important to find new strategies to implement in the English class so that students feel motivated to learn, he observe that with the implementation the innovative strategy "Speaklopoly" the students had more knowledge about vocabulary and they felt more energetic in the class, he think that with this strategy can include another topic according to the unit. He express that the only inconvenient was the time because the time was very short to develop the English's class.

See annex 2 and 4

Budget

The implementation of Speaklopoly requires the use of roulette with some flashcards. El Instituto Nacional de Excelencia Academica Sandino has big classrooms with 37 students which are perfect for the application of this didactic resource and where this strategy can be developed. However, in case that a teacher wants to apply this didactic resource, and the institute does not have the conditions, the teacher can perfectly apply it in an ordinary classroom; here we have some of the instruments that the teacher should have to apply this didactic resource.

- Roulette
- Flashcards

Budget for the realization of this research work.

Activities	Price
Roulette	650 Còrdobas
Flashcards	100 Còrdobas
Paints	200 Còrdobas
Color papers	20 Còrdobas
Stud	20 Còrdobas
Pasteboard	50 Còrdobas
Transportation	1.200 Còrdobas
Total	2.240 Còrdobas

Conclusions

Through this process, the teachers have implemented an innovative didactic strategy to develop the vocabulary sub-skill with the students of ninth grade "A" at Instituto Nacional de Excelencia Academica Sandino which was really useful to strengthen the abilities that students have, however the different kind of strategies that the teacher implement to motivate his students are a good element to develop very well the class.

With the implementation of Speaklopoly as an innovative strategy we can say that this resource is really important to improve any other skills and sub-skill in order to get the student´s attention, in addition to have fun with them.

We recommend the use of this innovative didactic strategy "Speaklopoly" which is really useful to develop the vocabulary sub-skill and any other skill you are teaching.

Recommendations

The more words we have at our fingerprints, the more precise we can be in communicating our ideas and expressions to others. Learning vocabulary is a cumulative process and that it must be deliberately taught, learned, and recycled. For that reason we recommend you the implementation of this innovative didactic strategy to develop the vocabulary sub-skill and have fun with your students. You can include different kind of activities to develop any others skills and sub-skills to get the students 'attention and motivate them in this learning process.

We hope having provided a variety of techniques and teaching approaches to teaching vocabulary and promoting students to refine their vocabulary learning skills

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    NAGERS

ANNEXES

Annex 1: Lessons Plans

Lesson Plans

Today is Wednesday, February 13th, 2019

Unit: I: Jobs and Places at Work

Topic: Jobs and occupations

SWAT: practice and listen the vocabulary before studying.

9th grade "A" Time: 45 min Session: 1

(5 m) **Warm-up:** Diagnostic test

(10 m) **Presentation:** The teachers are going to make an activity, they`re going to play a game using a ball, the teachers are going to play a song and the students are going to pass the ball, when the music stops, the students who gets the ball is going to match..

A)   B)

Translator	A qualified person that decides cases in a law court
Travel Agent	A person that check your eyes and try to correct any problem.
Scientist	A person that paints pictures or interior and exterior of build
Plumber	A person that repairs your systems or pipes.
Painter	A person that works in a science industry.
Optician	A person that organizes and sells holidays for others.
Judge	A person that translates from one language to another.

(10 m) **Practice**: The teacher is going to play an audio and the students are going to listen and write down the vocabulary they listen.

Teacher

Baby sitter

Doctor

Nurse

Police Office

5 m) **Production:** According to the audio the students have to write a dialogue. Work in group of six. One group is going to pass in front of the class and Performance the dialogue.

(5 m) **Wrap-up**: two lines.

Pass the backpack behind the head, in the middle of their legs, one of the students is going to be a job and the other one is going to be an occupation.

Today is Tuesday, February 19th, 2019

Unit: I: Jobs and Places at Work

Topic: Jobs and occupations

SWAT: practice and listen the vocabulary before studying.

9th grade "A"   **Time:** 45 min   **Session:** 2

(5 m)   **Warm-up:** Check Homework

(10 m)   **Presentation:** First the teacher is going to give them some pieces of paper with the vocabulary studied before and says to the students, change of place the person that has teacher/Doctor/ engineer! The student who change of place and does not get a chair is going to answer the question: what do want to be? And why?

(10 m) **Practice**: the teacher is going to make an activity

She is going to pass the marker with noise, when the noise stops the students who gets the marker is going to pick up a flashcard and he or she has to come to the board and write what he or she does.

5 m) **Production:** Write a paragraph what would you like to be and why?

     I would like to be a gardener because they garden clean and tidy. They take care of the plants in the garden. My favorite plan is the rose. I love flowers. Some students are going to pass. Telling a number, the person who guesses the number is going to pass in front of the class.

(5 m) **Wrap-up**: Homework (8 lines) Paragraph

          -describe what is important to be a teacher?

Today is Tuesday, February 25th, 2019

Unit: I: Jobs and Places at Work

Topic: Jobs and occupations

SWAT: talk about the abilities of jobs

9th grade "A"   **Time**: 45 min   Session: 3

(5 m) Warm-up: the teacher comes to class and greats to the students.

-The teacher writes down in the white board   a tongue twister and the students have to say it aloud.

I scream, you scream, we all scream for an ice cream.

You know New York, you need New York, you know you need unique New York.

(10 m) Presentation: First the teacher is going write ability on the board, the teacher is going to select a student. The others ones is going to make mimics and the students who is in front of the classmates has to guess what is the ability that is written in the board.

-Build houses-do carpenter- iron clothes-play sport-play an instrument-cut hair-draw-ride a bike

(10 m) Practice: Match columns

A	B
Secretary	care flowers
Engineer	care children
Hair dresser	can sing
Chef	do carpenter
Painter	Can type/ use a computer
Carpenter	paint
Singer	cook
Gardener	Build houses
Baby Sitter	Cut hair

5 m) Production: conversation

A:Hi, how are you?

B: fine, and you?

A:fine, where do you go?

B:I have to work.

A: Where do you work? In an office?

B: No, I don´t. I work in a school. I teach Spanish and you?

A: I build houses, I´m an   engineer.

(5 m) Wrap-up: Homework:

Look for 10 abilities more

Modal can sentences structure

Affirmative

Subject + can+ Verb / (simple form) + complement

I can ride a horse

He can play baseball

Negative Subject+ can + not +verb (simple form) + complement

I cannot ride a motorcycle

We can´t to travel to Leon

Interrogative form

Can + subject + verbs (simple form)

Today is Wednesday, February 27th, 2019

Unit: I: Jobs and Places at Work

Topic: Jobs and occupations

SWAT: use the modal can in aff, neg and int sentences.

9th grade "A"   **Time: 45 min**   **Session:** 4

(5 m) Warm-up: Check Homework.

(10 m) Presentation: The teacher is going to make an activity. Divide the classmates into two groups. They have to listen some sentences and write down in their notebooks, then they have to write down the sentences they`ve listened in the white board but one by one. Most of the students have to participate.

(10 m) Practice: The teacher is going to put it into practice the writing skill of every singles students with this activity. The teacher is going to say some sentences in aff, neg and interr way. The students have to write down in their notebooks and then he or she has to run quickly to the board, pick up the marker and writes as fast as he/she can the sentence she/he heard.

She can play the guitar.   I cannot speak Spanish.

He cannot dance very well.   We can dance rock and roll.

They can play soccer.   You cannot play soccer.

You cannot sing.   She cannot speak English.

5 m) Production: Work in pair. The students have to describe what her/his classmate can do, and what he/she cannot do.

The teachers are going to make an example in front of the class.

(5 m) Wrap-up:

HOMEWORK

Describe to one of your family member. What can he/she do?

Today is Tuesday, March 4th, 2019

Unit: I: Jobs and Places at Work

Topic: Jobs and occupations

SWAT: talk about the abilities of jobs using can

9th grade "A"   **Time**: 45 min   Session: 5

(5 m)   Warm-up: the teacher comes to class and greats to the students.

-Check Homework

(10 m) Presentation:

(10 m) Practice: work in groups

Competence using mini whiteboards: The teacher is going to tell them a sentences to the students and the group is going write the sentence in the correct way, the group who write the sentences first in correct way is going to have a point.

At the end the group that has more points is going to be winner.

5 m) Production: conversation

A:Hi, how are you?

B: fine, and you?

A:fine, where do you go?

B:I have to work.

A: Where do you work? In an office?

B: No, I don´t. I work in a school. I teach Spanish and you?

A: I build houses, I´m an   engineer.

(5 m) Wrap-up: Homework:

Reorder sentences.

1. Tree/climb/He/ the /can
2. Fast/ can /Guadalupe/ swim/ very

3. Very / He/ drive// can´t/ well

4. Can´t / the / baby / walk

5. Well?/ you/ cook/ can/ very

6. Mother/ piano?/ your/ play/ can

Today is Tuesday, March 12th, 2019

Unit: I: Jobs and Places at Work

Topic: Help wanted   Instructor: Ms. Navarrete

SWAT: identify different kind of jobs using simple help wanted - ads

9th grade "A"   **Time**: 45 min   Session: 6

(5 m) Warm-up: the teacher comes to class and greats to the students.

-Check Homework

-Quiz

(10 m) Presentation: Brainstorming about the vocabulary of help wanted, and practice pronunciation. Explain the meaning of the words

1. Experienced   having experience in doing something; you've done it before

2. high school graduate   a person who has graduated from high school

3. hourly   per hour

                                   Example: The job pays $9:00 <u>hourly</u>.

4. Manager   the person who is in charge; the person who usually interviews you for the job

5. Necessary   something that is needed

                                   Example: Experience is <u>necessary</u> for the job.

6. Reference   a person that the employer can call to ask about you and your work habits

7. Required   something that is necessary or demanded

8. Salary   the amount you will be paid for working

(10 m) Practice: the telephone: the students are going to make 2 lines, then the teacher is going to gossip to her/ him a sentences and the last student has to write the sentence in the whiteboard.

-please, call me in the afternoon

-I´m looking for an excellent job

- I am looking for a good advertisement

-is that an advertisement?

10m) Production:

Help wanted: waiter

Tip top is looking for a waiter to work on Saturdays and Sundays, must be able to work in the afternoon C$100 per hour; must be friendly, neat and clean. No need experience, apply   in person at Tip top Jinotepe restaurant, -remember ask for the manager.

Answer the following questions

1- is this job full time or part time?
2- What days will you work if you get this job?
3- What are the requirements for this job?
4- What is the pay for this job?
5- Where is the job?

(5 m) Wrap-up: Homework

Make an advertisement; you can use the example from the last exercise.

Today is Wednesday, February 27th, 2019

Unit: I: Jobs skills and characteristics

Topic: Help Wanted

SWAT: make a help wanted   Instructor: Ms. Molinares

9th grade "A"   **Time: 45 min**

(5 m) Warm-up: The teacher is going to divide the group into three groups; they have to come to the board and write the vocabulary they have learnt before as fast as they can, the group who finish first is going to be the winner. (Quickly check hw)

(10 m) Presentation: The students are going to pass in front of the board and reorder the ad.

(10 m) Practice: The teacher is going to present a help wanted ad, she`s going to read it once and the students have to listen carefully because they are going to complete some missing words.

5 m) Production: The teacher is going to divide the classroom into four groups, the teacher is going to give to her students a piece of paper and according to the pieces they get, and they are going to create a help wanted ad.

(5 m) Wrap-up: HOMEWORK Divide the classroom into 5 group and give to the students a pieces of paper and according to the piece they get, they are going to make a help wanted ad.

Secretary-chef-teacher-waiter-cashier

Today is Tuesday, March 12th, 2019

Unit: I: Jobs and Places at Work

Topic: Résumes   Instructor: Ms. Mercado

SWAT: to identify parts of a resume.

 9th grade "A"   **Time**: 45 min   Session: 8

(5 m) Warm-up: the teacher comes to class and greats to the students.

-Check Homework

(10 m) Presentation: The teacher is going to introduce the topic Résumes .

Ask the questions: What is a résume

The teacher is going to present the concept of résume and the parts of a résume.

(10 m) Practice: The teacher is going to give an example about résume

The students are going to make a résume according to the example.

10m) Production: The students are going to pass in front of the class and are going to present the assignation.

(5 m) Wrap-up: Homework

Make a Résume

Today is Wednesday, March 20th, 2019

Unit: I: Jobs and Places at Work

Topic: Personal details

SWAT: make your own resume

9th grade "A"   **Time**: 45 min   Session: 9

(5 m)   Warm-up: the teacher comes to class and greats to the students.

-Check Homework

 (10 m) Presentation: Brainstorming about how to make a resume

(10 m) Practice: work in groups and make a resume.

Use an example

15m) Production: the teacher is going to select some groups to past to read in front the class the resume

(5 m) Wrap-up: Homework

Write the resume of a family member

Today is Tuesday, March 26th, 2019

Unit: I: Jobs and Places at Work

Topic: review unit 1

SWAT: express their ideas with the vocabulary learned before

9th grade "A"   **Time**: 45 min   Session: 10

(5 m)   Warm-up: the teacher comes to class and greats to the students.

(5m) Presentation: the teachers are going to explain about how will be the use of the rullete "SPEAKLOPOLY"

(32) Practice and Production: the students are going to make groups of 6, every group is going to select a coordinator that hast to represent the group and he or she is going to select the student who is going to pass in from the class to start play with the roulrtte.

(3 m) Wrap up: Homework Study the vocabulary, we are going to use again the Roulette.

UNIVERSIDAD NACIONAL AUTÓNOMA DE NICARAGUA, MANAGUA

FACULTAD REGIONAL MULTIDISCIPLINARIA DE CARAZO

Graduation Seminary 2019

Student interview protocol

Institution: Instituto de Excelencia Academica Sandino

1. **Person to Interview:** The ninth -grade teacher at Instituto de Excelencia Academica Sandino during the first semester 2019.

2. Objective of the Interview: This qualitative research technique has the objective of gathering the diversity of perspectives, visions and opinions on:

A) The impact of the application of "SPEAKLOPOLY".

B) The importance of applying new strategies in high schools to motivate students in the teaching-learning process.

3. Topics to be addressed in this interview: The topics under which the interview will be conducted will focus on:

A) The search for motivational aspects of the students regarding learning English

B) The implementation of a didactic strategy "SPEAKLOPOLY" as an innovative didactic resource in high schools.

4. Technical and Contextual Reference of the Methodological Instrument

    a. **Method:** Interview

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

c.   **Date**: March 2019

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

e.   **Place**: Computer laboratory at Instituto Nacional de Excelencia Academica Sandino

f.   **Context**: Environment conductive

g.   **Who is going to apply the interview?** The research group

5. Rapport.

a) Rapport:

i.   First Phase: The interviewers introduce themselves and let the students know the interview objective of their research work.

"Hello, our names are … we appreciate your time and allow us to conduct this interview…"

ii.   Second Phase: The interviewers make initial questions to empathize; these are simple questions to establish comfortable and fluid communication between the interviewer and the interviewee.

7.   About Content with open questions:

How are you today?

7.   Evaluation questions:

- Anything else you want to share with us?

<u>Entrevista al Estudiante</u>

<u>Las siguientes preguntas guías propuestas son para desarrollar cada uno de los temas:</u>

- ¿Cómo valora nuestro desempeño durante la implementación del recurso didáctico "Speaklopoly"?

- ¿Desde su punto de vista, consideras que las actividades realizadas por el grupo fueron dinámicas? ¿Cuéntenos porque?

- ¿Consideras tú que mejoraste tu sub habilidad de vocabulario o alguna otra? ¿cuéntanos de que manera?

- ¿Cómo el uso de la estrategia didáctica "Speaklopoly" le favoreció en la clase de inglés?

- ¿De acuerdo a su experiencia como valora el uso del recurso didáctico "Speaklopoly"?

- ¿Desde tu punto de vista de que manera mejorarías el recurso didáctico "Speaklopoly"?

UNIVERSIDAD NACIONAL AUTÓNOMA DE NICARAGUA, MANAGUA
FACULTAD REGIONAL MULTIDISCIPLINARIA DE CARAZO

Seminario de Graduación segundo semestre 2019

Protocolo de Encuesta

Objective: How can apply the didactic strategy "Speaklopoly" for the development of the Vocabulary sub-skill with the students of 9thgrade "A" at Instituto Nacional de Excelencia Academica Sandino located in Diriamba-Carazo during the first semester 2019?

No. de encuesta: _____   Fecha: ___/____/___ Nombre de encuestador:
_____

Marque con una "X", <u>SOLO UNA DE LAS OPCIONES</u>.

Marque con una X su **opción u opciones** *seleccionada (s)*	Si	No	Mas o menos
¿Desde su punto de vista, considera usted que el grupo innovador demostró las capacidades requeridas para la implementación del recurso didáctico "Speaklopoly"?			
¿Durante las siete semanas que se aplicaron diferentes actividades en la clase de inglés implementadas por el grupo innovador, te motivó a participar de una manera más activa en la clase?			
¿Considera que las actividades usadas durante la clase de Ingles fueron dinámicas e innovadoras?			
¿Consideras que el tiempo en el que se realizó el recurso didáctico "SPEAKLOPOLY " fue apropiado?			
¿Durante la implementación del recurso didáctico consideras haber mejorada tu sub- habilidad de vocabulario?			

Marca con una X las actividades que más te gustaron aplicadas por el grupo innovador

Unir	
Completar	
Juegos	
Warm up	
Presentaciones Orales	
Tareas	

1.   ¿Cómo valora usted su sub habilidad de Vocabulario en la clase de inglés, durante la implementación de esta innovación?

        1) Malo ___; 2) Bueno ___; 3) Muy Bueno ___; 4) Excelente ___.

2.   ¿Qué otras habilidades del idioma inglés considera usted que mejoró durante la implementación del recurso "Speaklopoly"?
        1) Escucha_____ 2) Habla_____ 3) Lectura _____ 4) Gramatica_____ 5) Vocabulario _____

3.   ¿Cómo valora usted los recursos didácticos que implementó el grupo innovador para motivarlo en las clases de inglés?

        1) Malo _____; 2) Bueno ___; 3) Muy bueno ___; 4) Excelente _____

4.   ¿Cómo valora usted las actividades implementadas por el grupo innovador para el desarrollo de su sub habilidad de Vocabulario?
        Muy malo ___; 2) Malo ___; 3) Regular ___; 4) Bueno ___; 5 Muy Bueno ___.

¡¡¡ Muchas Gracias!!!

UNIVERSIDAD NACIONAL AUTÓNOMA DE NICARAGUA, MANAGUA
FACULTAD REGIONAL MULTIDISCIPLINARIA DE CARAZO

Graduation Seminar second semester 2017

Teacher interview protocol

Institution: Instituto Nacional de Excelencia Academica Sandino
- **Person to Interview: The ninth -grade teacher at Instituto Nacional de Excelencia Academica Sandino during the first semester 2019**

2. Objective of the Interview: This qualitative research technique has the objective of gathering the diversity of perspectives, visions and opinions on:

    A) The impact of the application of the didactic strategy Speaklopoly

    B) The importance of applying new strategies in high schools to motivate students in the teaching-learning process

- **Topics to be addressed in this interview: The topics under which the interview will be conducted will focus on:**

A) The search for motivational factors of the students regarding learning English.

B) The implementation of "Speaklopoly" as an innovative didactic resource in high schools.

4. Technical and Contextual Reference of the Methodological Instrument

1.   **Method:** Interview

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

3.   **Date**: April 2019

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

5.   **Place**: Computer laboratory at Instituto Nacional de Excelencia Academica Sandino

6.   **Context**: Environment conductive

7.   **Who is going to apply the interview?** The research group

5. Rapport.

a) Rapport:

- First Phase: The interviewers introduce themselves and let the person knows the interview objective of their research work.

Hello, our names are … we appreciate your time and allow us to conduct this interview…

- Second Phase: The interviewers give rise to questions of initiation and empathy, are simple and aim to establish comfortable and fluid communication between the interviewer and the interviewee.

How are you today?

6. Interviewee Empowerment:

Do you know about the implementation of the didactic strategy Speaklopoly in class?

7. About Content with open questions:

✓   Why do you consider is important the use of didactic resource to strength the vocabulary Sub-skill?

✓   How do you rate the ability to "Vocabulary" in ninth grade "A"? Why?

✓   Why do you think the didactic resources we implemented in your class with ninth grade students are successful and sufficient?

✓   How do you think the use of Speaklopoly will benefit students?

  ✓ What are the benefits you think the students can reach by the implementation of Speaklopoly?

7.   Evaluation questions:

- Do you have any issues remained?
- Anything else you want to share with us?

8. Development of the questions: They take into account that flexibility is essential to adapt to the person interviewed without losing sight of the topic and objectives of the interview.

<u>**Interview Questionnaire**</u>
<u>**To cover each of the topics, the following guiding questions are posed:**</u>

1   Do you consider that the didactic resource "Speaklopoly" was an innovative activity in the English class with students from ninth grade? Why?

2   According to your opinion, do you think that the innovative group showed great aptitudes in the development of the didactic resource?

3   What were the inconveniences presented by the innovative group during the implementation of the didactic resource?

4   What were the inconveniences presented by the students during the implementation of the didactic resource?

5   How would you apply the use of Speaklopoly in your classroom?

6   What do you think about the activities implemented by the research group?

7   What improvement can we implement as teachers to enhance the use of Speaklopoly as a didactic resource?

¡ THANKS A LOT!

SEMINARIO DE GRADUACION
II SEMESTRE 2017

PROTOCOLO DE GRUPO FOCAL

Institución: Instituto de Excelencia Academica Sandino

1. **Personas que Participan en el Grupo Focal:**

Estudiantes de Inglés de noveno grado "A", del Instituto Nacional de Excelencia Academica Sandino 2019

Objetivo del Grupo Focal: Esta técnica de investigación cualitativa, se utilizará con el objetivo principal de recolectar la diversidad de perspectivas, visiones y opiniones sobre los resultados y beneficios alcanzados durante la implementación de la estrategia "**Speaklopoly"** en los estudiantes de inglés de noveno grado "A", del Instituto Nacional de Excelencia Academica Sandino.

3. Temas a tratar en los Grupos Focales:

a). El impacto de la implementación del recurso didáctico **Speaklopoly** en los estudiantes de noveno grado A.

4. Referencia Técnica y Contextual del Instrumento Metodológico

a) **Método**: Grupo Focal.

b) **Técnica**: Técnica de discusión grupal.

c) **Fecha**:   Abril 2019

d) **Duración**: 1 a 1 ½ horas.

e) **Lugar**: Instituto Nacional de Excelencia Academica Sandino

f) **Contexto:** Ambiente propicio para esta actividad.

g) **Personas que participan del Grupo Focal:** Estudiantes de inglés de noveno grado "A", del Instituto Nacional de Excelencia Academica Sandino 2019

h) **Moderador del Grupo Focal:** Grupo Innovador.

i) **Investigador del Grupo Focal:** Grupo Innovador.

El contenido del Grupo Focal

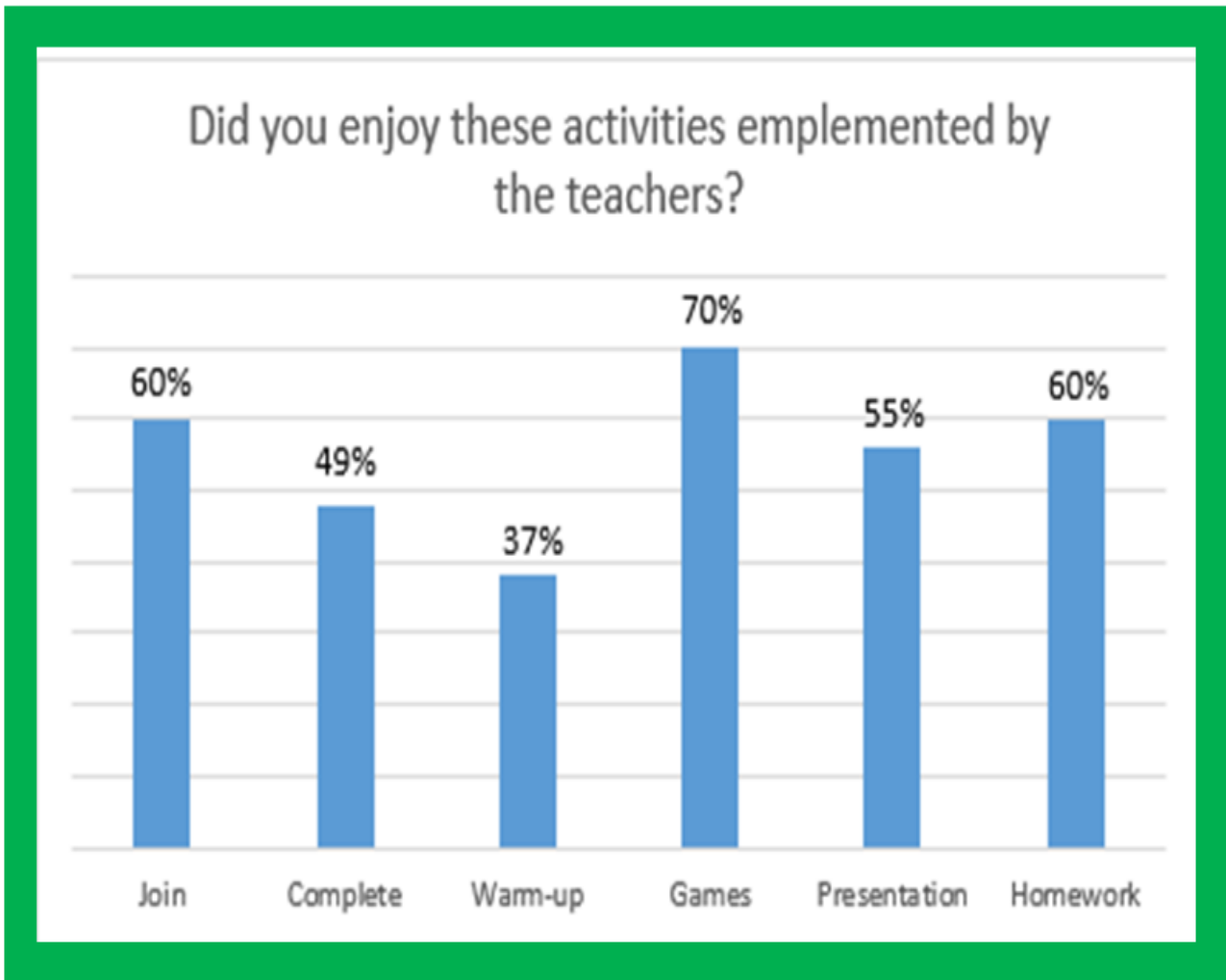### Para cubrir cada uno de los tópicos, se plantean las siguientes preguntas guías:

1.   ¿Cuál es su opinión acerca de la aplicación del recurso didáctico de innovación "Speaklopoly"?

2.   ¿Cuáles de las actividades o dinámicas implementadas durante las clases de inglés con el grupo innovador fue más motivadora para usted? ¿Por qué?

3.   ¿De qué manera te ayudo en tu aprendizaje el recurso didáctico Speaklopoly?

4.   Desde su punto de vista, ¿Que recomendaciones le gustaría aportar para la mejora de esta estrategia innovadora?

5.   ¿Como cree usted que este recurso didáctico "Speaklopoly" beneficiará al docente de inglés durante el desarrollo de las clases?

**¡¡ Muchas Gracias!!**

Annex 3: Schedule of activities.

Activity/Time	August	September				October				November		
	4th week	1st week	2nd week	3rd week	4th Week	1st week	2nd Week	3rd week	4th week	1st week	2nd week	3rd week
Topic delimitation	▓											
General and specific Objectives	▓	▓										
Justification			▓									
Problem delimitation			▓									
Description of the Institution				▓								
Background					▓	▓	▓					
Framework						▓	▓	▓				
Phase 1									▓			
Phase 2 and 3									▓	▓		
Application of Instruments										▓		
Introduction											▓	
Phase 4 and 5											▓	
Budget/ hypothesis												▓
Annex/ acknowledgement												▓

Annex 4: graphics

Did you enjoy these activities emplemented by the teachers?

| Join | Complete | Warm-up | Games | Presentation | Homework |
| 60% | 49% | 37% | 70% | 55% | 60% |

With the implementation of these activities you can observe the following results: The 70% enjoyed the games (Speaklopoly) implemented by the teachers.

With the implementation of Speaklopoly, did you improve any other skill or sub-skill?

| Listening | Reading | Speaking | Grammar | Vocabulary |
| 60% | 50% | 54% | 78% | 85% |
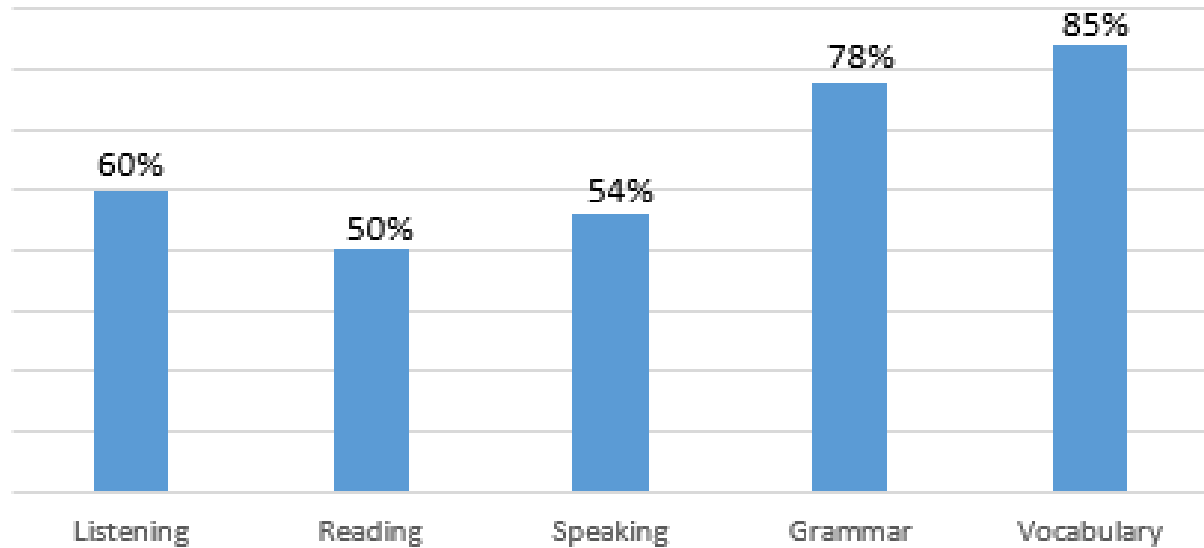
This graphic represents the improvement that the students have in others skills and sub-skills during the implementation of Speaklopoly.

Do you consider that the innovative group demonstrated the capacity requiered during the implementation of this didactic strategy "Speaklopoly"?

- yes
- no
- so-so

8,11%
27,03%
64,86%
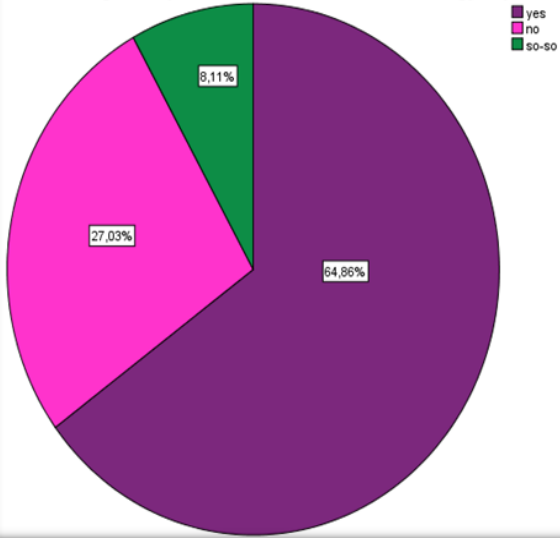
Do you consider that the activities implemented by the teacher were motivated and dynamics?

- yes
- no
- so-so

18,92%
13,51%
67,57%
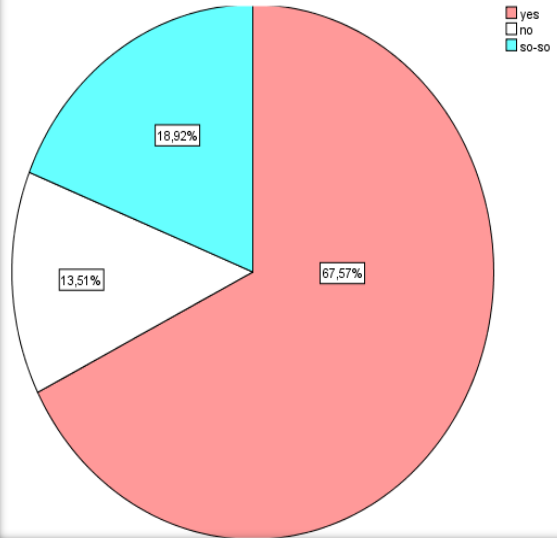
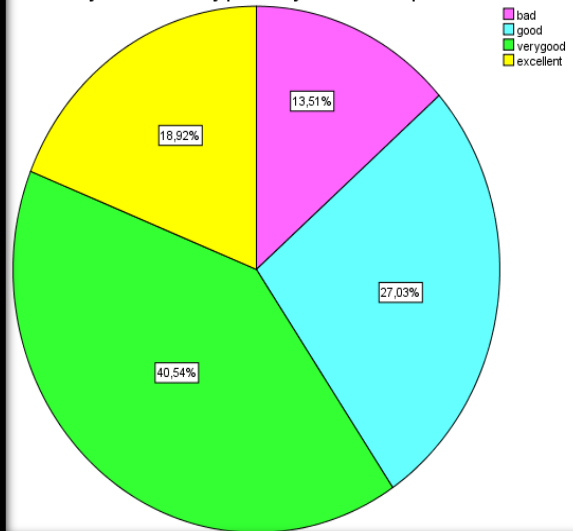**During the implementation of different activities in the English class, did you feel motivated by the teachers?**

- yes
- no
- so-so

13,51%
5,41%
81,08%
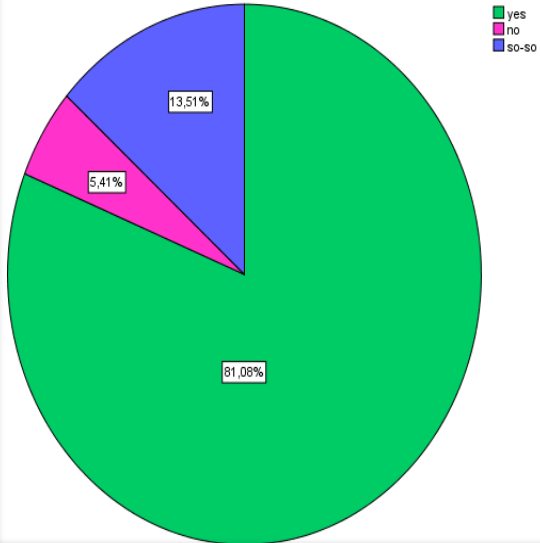
During the implementation of the innovative strategy, Did you improve your Vocabulary sub-skill?

- yes
- no
- so-so

13,51%
18,92%
67,57%
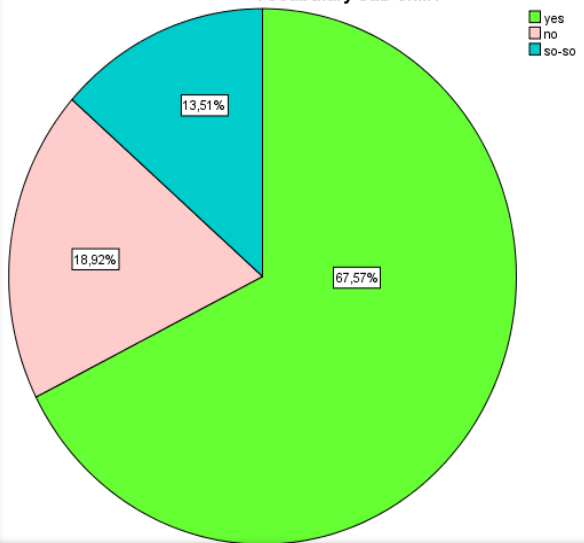
Do you think that the time for the implementation of the innovative strategy "Speaklopoly" was appropiated?

yes
no
so-so

18,92%
13,51%
67,57%
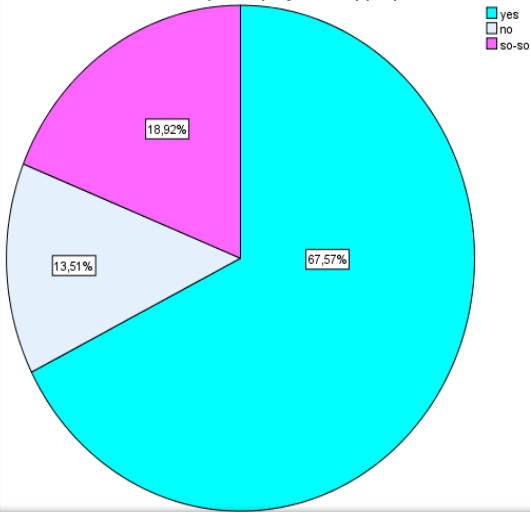
How was your Vocabulary profiency before the implementation of thhis strategy?

bad
good
verygood
excellent

13,51%
18,92%
27,03%
40,54%

How did you categorize the implementation of Speaklopoly in the English class?

good
verygood
excellent

13,51%
45,95%
40,54%
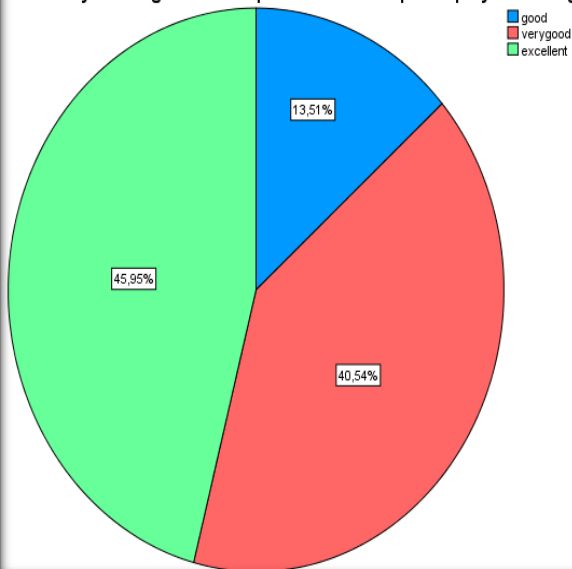
How did you evaluate the activities implemented by the teachers to develop you vocabulary sub-skill?

bad
good
verygood
excellent

5,41%
10,81%
43,24%
40,54%
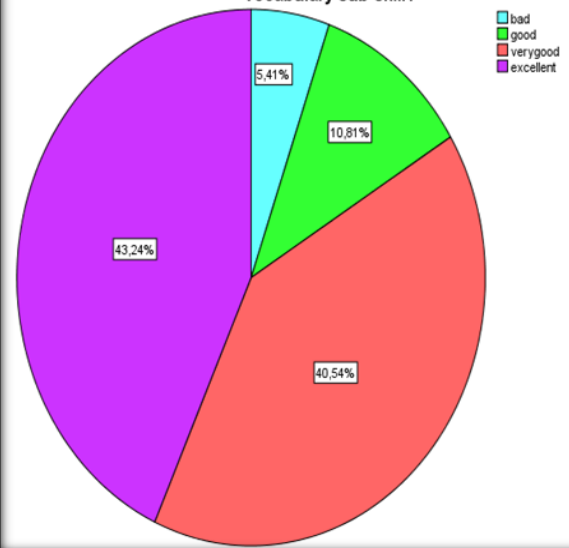
Annex 5: Pictures

In this picture you will be able to observe while the implementation of the innovative didactic strategy Speaklopoly was put into practice.

In this picture you will be able to observe one of the classes developed before the implementation.