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General Topic

Didactic strategies applied in High School.

Sub topic

Didactic Innovation in the Teaching process of English Language in writing skill focused on vocabulary using poster through Linking Language Strategy with students from seventh grade “A” at Colegio Maestro Calixto Moya from March to November 2015.

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Dedication

We dedicate this research to Lord for give us the knowledge and the wisdom to carry out it at the end.

To our family who believing in us and giving some advices in our studies, so we able to fulfill our dreams.

Also we would like to dedicate our Reseach to our friends: Cinthya Espinoza, Karen Sotelo, Idania Potoy, Bethania Betanco, Carol Sosa and Anielka Acevedo.

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Abstract

The main purpose of this research is to apply poster as didactic innovation in the Teaching process of English Language in writing skill focused on vocabulary in order to improve it. It was elaborated with twelve students from seventh grade at Colegio Maestro Calixto Moya from Masatepe during the period from March to November 2015.

To gather information we applied five sessions. A diagnostic session to identify the main difficulties in writing skill, a presentation session to introduce the innovation, an interaction to apply the poster with Linking Language Strategy, a pre-experimentation where students created their own poster and a final product to present their finished work. We applied a class observation, interview to the teacher, interview and survey to the sample students and evaluation rubrics.

Students have difficulties when they write sentences because they do not know the spelling and meaning of the words. Other problem is the word order.

The innovation was developed through Linking Language Strategy with sample students. It is the easiest way to teach and motivate them to learn new words and put it in practice as well.

Key words: innovation, writing skill, vocabulary, and poster.

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I. INTRODUCTION

This research applied poster as a new way to teach vocabulary through the Strategy called “Linking Language” in order to improve the main problems students have when they write sentences. The problems are the spelling, meanings of the words and word order. Applying this strategy students practiced what they have learned in the English class and transmitted their knowledge.

It was implemented at Colegio Maestro CalixtoMoya from Masatepe, which is a public high school. It was selected seventh grade A with the objective to improve the main difficulties students have related to writing skill.

It is consist in the follow stages: introduction, background, problem approach, objectives, contextual framework, justification, theoretical framework, systematization questions, methodological design, result analysis, conclusion and recommendations.

I. BACKGROUND

This research is based on search of new didactic innovation to apply it in Teaching English as a Second Language. The didactic innovation of this work is to use poster to teach vocabulary in English Language.

Some researchers have been using posters in different ways. Also they made a combination of posters between writing and speaking skills, for example, Curtis & Gargagliano (2009) consider that:

An enjoyable real-world task includes making a card, designing a poster, and other activities. Those activities may be incorporated by students into their writing activities. Many of the activities also allow visually-oriented students to add element or graphic design such as illustration and layout to their writing. These visuals element are also an important part of writing communication. For students weaker writing skills working with visual increases their ability to communicate and allows them to succeed in one part of task they might otherwise have difficulty with. (p.7)

It was taken into account because this research pretends to use the posters as a visual element and as a useful tool helping students to improve their writing skill.

The last research that is important to mention by Carlson, Brosnahan (2009)

Another idea for a creative project as an alternative to written report is to have students make a poster (...). I know students who have created posters for social studies classes that depict their nomination of the "Person of the Decade" Similar to the Time magazine "Man of the Year" this poster represents photos and information on the person, as well as the reasons why student feels he or she deserves this honor. (...). Making sure that students extend their knowledge beyond simply regurgitating facts is important in this type of assignment. Requiring students include on the poster or in additional written piece their assessment on the person's importance to the world of knowledge or by requiring student to compare the person to another scientist or someone in another field is a way to ensure that students are not simply copying down facts but taking information and reacting to it. (p.80)

In this work it can see that a teacher set students make posters for a social studies class. With the objective that students have a meaningful learning. At the same time, they put in practice what they know. It is related with the work in question that is about to use poster to put in

practice writing skill. They pretend use posters to write a report, but in this case students use poster to write simple sentences.

II. PROBLEM APPROACH

Characterization of the problem

In the Teaching of English as a Second Language teachers use a boring way to teach writing skill. They use the board in order to write the new vocabulary to learn. Then teacher translates a word from English into Spanish.

Delimitation problem

They use a traditional didactic method to teach vocabulary. Because students have difficulties in writing skill they cannot write sentences. Some difficulties are: students do not remember the vocabulary learned.

Problem formulation

What is the appropriate strategy to teach writing skill so as focus on vocabulary in a more meaningful way?

III. OBJECTIVES

4.1 GENERAL:

- ❖ To apply poster through Linking Language Strategy as a didactic innovation to help students to improve their writing skill while focusing on vocabulary.

4.2 SPECIFICS:

4.1 To identify the main difficulties students have when they write sentences

4.2 To use poster as an educational tool.

4.3 To analyze how effective are posters when teaching students to write.

V. CONTEXTUAL FRAMEWORK

This research was carried out at Colegio Maestro Calixto Moya from Masatepe. It is located from the West side of the Church Juan Bautista one block to the South. It is in perfect condition. It is a public school and offers four turns: preschool, elementary school, high school and high school on Saturday. Initial enrollment 2015 was of 14, 985 students.

There are fifty one teachers, they are divided in this way: preschool has three teachers, elementary school has twenty three teachers, high school has sixteen teachers and high school on Saturdays has nine teacher.

It is ruled by Operation Manual of Public School. School rules are classified in: slight foul (article 31), serious foul (article 33), and very serious (article 35).

VI. JUSTIFICATION

One of the most common problems in the teaching of English Language is that students have difficulties with vocabulary in writing skill. For this reason, is necessary to improve this difficulty. Teachers should use another method that helps them to have a good writing.

Therefore, this research is based on to apply poster with Linking Language Strategy to teach writing skill focused on vocabulary in order to improve the problems students have when they write sentences.

It will benefit to teacher and students; to teacher because he will have the opportunity to implement this didactic innovation to teach vocabulary in a creative way. In addition, it will benefit to the students because this one helps them to improve their writing skill in a dynamic way. Also posters can motivate students to learn more and to realize what they have learned.

VII. THEORETICAL FRAMEWORK

7.1 Innovation

Rauner & Maclean (2008) say “Innovation (...) can be defined as anything which has previously existed in a given area of the system or field of practice (...), but need not necessarily, be original; in other words, it is quite possible that they already exist elsewhere”(P.130). Innovation is something new or maybe already exists; where people use creativity. Nowadays this one exists with some changes to improve whatever area. It could be used in Teaching Education, and so on.

For that reason, this work is an innovation because the use of poster has been implemented in other areas, including teaching of any language. But it is will apply for first time at public high school from Masatepe.

Another definition by Morrison (2015) assures “Innovation is crucial to the continuing success of any classroom teacher.” (p.89). To succeed in the Teaching and Learning process of English Language, teachers need to be creativity in their way to teach. Also they must take into account the different characteristics of their students to choose the best strategy to make students learn more. So if teachers apply different activities in every session, students were anxious to learn something new, in this case new vocabulary.

7.2 Strategy definition

Pavicic (2008) quoted to Hatch and Brow (2000:401), “Teaching strategies refer to everything teachers do or should do in order to help their learners learn.” (p.19). In other words, strategies are whose activities that teacher carries out in a classroom environment to achieve students learn. It is necessary and important that teacher take care to choose the best strategy that will implement in the classroom in order to fulfill his purpose. For that reason, teacher can contribute in the learning process.

Because the Teaching Profession is a great responsibility, the teacher must look the best way to make students learn. Teaching and Learning process are connected, for that reason teacher can provide to students the tool to learn. To teach writing skill and improve its difficulties teacher can use the following strategy:

7.2.1 Linking Language Strategy

Rodríguez, Carrasquillo & Soon Lee (2014) cited to Herrera (2010) who describes “Linking Language Learning” is a strategy that becomes a source of connection throughout content teaching. (p.62). Using this strategy, students can mix their previous knowledge with the topic to study. In addition, in that process they interact each other and learn new vocabulary to get better in writing skill.

7.3 Writing definition

It is necessary to define writing because it is one of the most difficult skills to develop in the classroom. Rodríguez et. al (2014) “Writing is a tool for self-expression and it students organize and communicative their thinking.”(p.56).

Another by Brown (2002) “teaching writing as a thinking process in which learners develop their own ideas freely and openly.” (p.80). In certain way, students develop their own ideas because can appreciate the poster in different point of views and write simple sentences to express what they observe, for example, there is a picture where a girl is doing something. Some students can say she is reading, others she is doing her homework or she is studying.

Also Witthaus, Smythe, Seid & Land (200) have the same point of view because they say that “writing is a process in which they put their thoughts and ideas down on paper, and such as a way that another will be able to read it and understand what they are trying to say.” (p.14)

One of the vital skill is writing, because you can write all you wish, but you must be careful in express it in a clear way; so it can cause confusion. It could say that writing is a way to express your ideas and feelings to transmit a message and someone can know what is written. Writing can be used to write what you observe.

7.3.1 Importance of writing

“Writing has been with us for several thousand years, and nowadays is important than ever.”(Coulmas, 2003)

According to him people write for different reasons and about everything. They write to express their ideas, to send a message, no matter if you are a student, an employment, a housewife, and so on.

As Pak-tao (2003) says “Written assignments have two interrelated purpose. First, you write to demonstrate what you have learned. This sounds obvious enough. Second, you write to learn. This may not be immediately obvious to you.” (p.1). writing about the first one, it is refers that is necessary to transmit the knowledge you have and what you understand to your teacher. The second one, means that when you write you learn more.

The teacher should pay attention to develop this skill in the classroom, because it is essential. If students write sentences they can prove that they learned vocabulary. Also they will learn more.

7.4 Vocabulary definition

Vocabulary is the words in a language (Pollock, 2003 & Ur, 2012) so vocabulary is simply words we use to communicate with other people. But you must to know its meaning when you express something in a written or spoken way. In addition, vocabulary is essential to develop writing skill, because if you know a lot of words, it will be easier to communicate all that you want, in this research students could put in practice the vocabulary learned in order to write down on poster.

7.4.1 Importance of vocabulary

The linguist David Wilkins (2011) says:

If you spend most of your time studying grammar, your English not improve very much. You will see most improvement if you learn more words and expressions. You can say very little with grammar, but you can say almost anything with words. (pag.13)

First it is important to learn vocabulary and after learn grammar if you want to express something. Therefore if you know more key words your English will be better.

According to McCarthy (2003) “biggest component of any language course is vocabulary. No matter how well the student learns grammar (...), without words to express a wide range of meanings, communication in an L2 just cannot happened in a meaningful way” (pag.8)

As you can see, Wilkins & McCarthy have the same idea about how important is vocabulary. Because they argue that is important students learn grammar but is more necessary that students know a lot of vocabulary to express everything they want. For that reason, “You should have sufficient vocabulary (...) to permit you to express your thoughts clearly in writing.” (Alice, 2007, p.11)

Rodriguez et al. point out “Vocabulary knowledge is vital for expressing one’s self and play a crucial role in students’ academic preparation.” (p.53). Knowing a lot of words is essential to practice writing skill, because if you have an enriched vocabulary you can write whatever you wish perfectly.

7.5 Aspect of Vocabulary

The purpose of teaching vocabulary is that the students must know the form and the meaning of words as Thornbury (2011) says “At the most basic level, knowing a word involves knowing: its form and its meaning.”

7.5.1 Spelling

“Spelling is the graphic form of a word.” (Kirpal, 2011)

“A leading view of spelling (...) perceives it as mainly representing phonology by orthographic units.” (Goswami, 2002, p.22). It means the way of words is written. In other words it refers to the form of the word.

Kirpal (2011) points out “The learner may use limited vocabulary by avoiding words that are hard to spell (...). Therefore, the teacher should concentrate on spelling while teaching vocabulary.”

Spelling mistakes

Al-Mahrooqi, Vijay Singh & Roscoe (2015) cited Al-Abri’s (2003) study showed that, according to the teachers participating in it, spelling errors were the most common in their learner’s writing (...). (p.355)

People should take care with the spelling of words because according to Thornbury (2011) “Spelling mistakes result from the wrong choice of letter (shell for shall), the omission of letters (studing for studying), or the wrong order of letters (little for little).” So, if you add or omit letter or words in your writing your message will be wrong therefore the reader do not understand it. Hence is vital to know the correct spelling of any word. As Mark (2014) claims “An important part of using words is spelling them correctly. Spelling errors confuse readers (...)” (p.189)

It is important to admit that spelling mistake affect directly to the learners, so they must know that change a simple letter in any language change totally the idea or destroy the message, in this case, they are going to write simple sentence about what they observe in the picture having a lot careful with the spelling.

Witthaus et al. (2004) express:

The spelling mistakes that your learners make in English are usually very logical, because your learners often use spelling patterns that they know from their own language. For example: they may

write 'nat' instead of 'nut', because the letter 'a' in African languages makes the same sound as the letter 'u' in English.

According to Kirpal (2011) spelling mistakes affect the writing skill of the students.

7.5.2 Meaning

“Students may have difficulty spelling (...) and the understanding the words and the meaning.” (Coker Jr. & Ritchey, 2015, p.174)

Kirpal (2011) assures that “In teaching vocabulary it is important to get across the meaning of the items clearly and to ensure that the students understand the meaning of the word correctly.” Students need to know the meaning of the vocabulary from one language to another one. In this case from English to Spanish because it helps them to understand and know that they write. In other words, we can associate the meaning of our language into another, teacher usually translates the word from English into Spanish, this way is done in the majority of public high school.

Beck, Mckeown, & Kucan (2013) claim “If they understand what the words mean in Spanish, they will understand what the words mean in English when they learn the English labels.” (P.162)

Rasinski, Padak, M. Newton & Newton (2008) assure that “vocabulary is knowledge of word meanings” (p.13)

Elbourne (2011) “Words are traditionally supposed that have meanings.” (p.1)

As you can realize, both express that words have meaning and it is form part of knowing vocabulary. Furthermore, knowing the meaning of words is very essential to write sentences and understand what you write.

Rodríguez et al. say “The meaning of words is crucial to understanding the content of (...) written texts.” (p.53)

It means that if people do not know the meaning of the words they do not understand the message of sentences. Also learners must domain the meaning of the words from a language into another; if they have any doubt this can frustrate them to carry out any assignment.

7.5.3 Word order

“They will typically write in the present tense only and have basic issues with word order (Peregoy & Boyle, 2000). Students may also write one or two- word sentences which may be strung together in a way that lacks logical sequence (...).” (Vásquez, Hansen & Smith, 2013, p.113)

Wallwork (2011) states “English has a strict order in which word can appear in a sentence.” (p.21)

Jung Song (2012) say “Word order, that is, the way words are arranged in a particular linear order in sentences. Word order may be one of the most differences between ones’ native language and target language.” (p. 1)

Word order is the manner to set a word in a logical order in a sentence. That is to say we must respect word order in any language in this case English language. We need to set the word so that have sense the sentence and do not lose the message. It is writing about word order because the students are going to write sentences using the poster through Linking Language Strategy.

According to Wallwork (2011) “You can improve the order in which you put words and information in an English sentence if you analyze how you do it in your own language and then analyze the differences with English.” (p.21)

Word order and spelling mistakes affect the reader. They are some of the most common mistakes that people do because in our Spanish we write the noun and after the adjective, while in English Language it is the opposite. In this work students must recognize the word order to form a simple sentence, where they write down on paper.

7.6 Sentence definition

Panda (2007) states:

We know that a sentence is a combination of words giving a complete sense and it has two parts_ a Subject and a Predicate. The Subject refers to the person or thing about which something is said, and the Predicate refers what is said about the person or thing referred to by the Subject.

That is to say that a sentence is a mix of words that have a meaning. No matter what kind of sentence you write, but you can transmit an idea. In this case students are going to write simple sentences. According to T. O'Dwyer (2006) "a simple sentence consist of only one independent clause; this clause contains only one finite verb."

7.7 Poster definition

Ur (2012) "At beginner or elementary level where the meanings of new vocabulary tend to be more concrete, you can use pictures (...)" (p.66). Because poster contains pictures it provokes students pay attention and learn more. According to Herrera, R.erez, K. Kavimandan & Vessels (2013) "(...) pictures are used as a stimulus for reading, writing, and word study, students can further deepen their understanding of the new vocabulary." (p.6)

Teacher have the responsibility to develop the best way in writing skill, furthermore they can to benefit to the student with the use of the poster, it keeps colors, forms, things and people. All students can put in practice the vocabulary learned writing sentences.

It could be better and easier if teachers use poster to teach new vocabulary. Thornbury (2011):

Imaging: best of all were subjects who were given the task of silently visualizing a mental picture to go with a new word. Other test has shown that easily visualised words are memorable than words that don't immediately evoke a picture. This suggests that even for abstract words –it might help if learners associate them with some mental image.

It is true because if we relate a word with a picture is easier to remember what this word means and how is written.

7.7.1 Importance of poster

Witthaus et al. say:

The posters should be stuck on the classroom wall during the lesson in which they are needed and can remain on the wall after they have been used, as a reminder of what has been learnt. The posters are a very important part of the course, because they represent scenes that learners will recognize, and they will stimulate learners to generate many English words. (p.2)

Frankland (2007) points out “Posters are increasingly becoming as an educational tool for teaching, learning and assessment purposes.” It means that posters have an essential role in the teaching and learning process of vocabulary. Because using pictures students have the opportunity to recall the words that were studied. It is very useful to introduce new vocabulary because “Visual clues, such as pictures, posters, (...), help them to learn vocabulary.” (Owen, Garcia & McLoughlin, 2012, p.i)

According to Tomlinson (2013) “Vocabulary is best learned when students can be actively engaged in it, with deep processing” (p.109)

With the use of poster and Linking Language Strategy students have the opportunity to be the protagonist of their own learning, which they remember the vocabulary studied.

7.7.2 The use of Poster

“The use of poster (...) can encourage you and your students to reconceptualize material in visual form and thus enable a deeper understanding.” (Ashcraft & Foreman Peck, 2003, p.119). Posters can motivate the students because “The poster is designed as an eye-catcher, to simplify and accentuate the central theme of the lesson.” (Duminy, MacLarty & Maasdorp, 2006, p.17)

Using poster help to teacher to catch the attention of learners, because is an attractive didactic material. It is very relevant that teachers motivate extrinsically their students because if the learners are motivated they get a meaningful learning.

VIII. Systematization questions

1. Which are the main difficulties that students have when they write sentences using a poster?
2. Why will the use of posters as an educational tool to improve the students' writing skill in a more meaningful way?
3. How effective is to use posters to teach writing skill while focusing on vocabulary?

IX. METHODOLOGICAL DESIGN

9.1 Type of study

This research has a qualitative approach because the phenomenon was explored in their natural environment. It used different instruments to get and analyze the data. According to Anderson & Arsenault (2002) “Qualitative research is a form of inquiry that explores phenomena in their natural settings and uses multi-method to interpret, understand, explain and bring meaning to them.” (p.119)

Also is Exploratory because “Exploratory research is mainly used to explore the insight of the general research problem. It is used in obtaining background information, research problem formulation or defining it more precisely, identifying and defining key research variables and developing hypotheses.” (Bajpai, 2011,p.38)

9.2 Universe population and sample

The universe population was the seventh grade “A” from Colegio Maestro Calixto Moya from Masatepe city and the sample was twelve students from forty five.

9.3 Data Collection Tools

Data collection tools are the variety instruments or tools, which is obtains information about the phenomenon in question. To get information about the objectives of this research it used the followings tools:

9.3.1 Class observation

James Popham (2013) assures “Class observation evaluative evidence refers to systematically collected data by trained observers who employ a formal observation instrument to ascertain a teacher’s use of designated behaviors, the quality of such usage being determined during the observation or thereafter.” (p.94)

It is important because using a class observation you can realize about the setting problem. It is one of the most popular instruments used by the researchers. To observe a class was applied an evaluation rubric, which contains ten questions with the answer YES/NO.

According to Cook & Farmer (2011) “ (...) a rubric is created to describe and evaluate more complex types of students work, such as research papers, presentation, portfolios, etc. Rubrics, in fact, provide objectivity and accountability to evaluate task that are often very complex.” (p.136)

9.3.2 Survey

It is another of the most common instrument that people use to do a research. The survey was applied to sample students. It is structured with six questions, where there are two or three possible answers. The students select only one answer.

9.3.3 Interview

Macnee & McCabe (2008) “Interview are the probably the most frequently used method for collecting data in qualitative research.” (p.167)

It was applied to teacher and students. The interview of teacher has seven open-ended questions. The interview of sample students contains six open-ended questions.

9.4 Data collection procedure

We went to Colegio Maestro Calixto Moya from Masatepe to talk with the principal, the teacher and students in order to get the support to develop our innovation. They were willing to help us.

To get the information we applied five sessions. The first was to apply a class observation with an evaluation rubric and a written interview to teacher. The second one was to present the innovation, apply interview and survey to sample students. We applied the use of poster through Linking Language Strategy in the interaction session. In the next, students created their own poster to write simple sentences and also they practiced what they have learned in English class using the strategy before mentioned. In the last one, they improved their works following the instructions given.

X. RESULT ANALYSIS

10.1 Descriptive Analysis

10.1.1 Class observation

The teacher started the class with the name of the topic and he did not write and say the achievement indicator of the class. He explained to the students they are going to do in the class four activities. The first was about speaking skill, the second and third were about writing skill and the last one could not be developed due to the time. They were translated from English into Spanish. Students had the opportunity to understand that the teacher said and what they are going to do. The majority of them were related with the context of their students.

When he made explorative questions related to the topic just one student participated and gave the correct answer. In the next activity only five students participated. He had to call them for their names. He was dynamic. The teacher encouraged to students to participate and corrected mistakes. The majority of students did not pay attention and did not show interest in the given activities. In this class observation the teacher did not use visual aids to teach vocabulary. The students have difficulties in spelling, word order and meaning.

10.1.2 Survey to sample students

We observed that students were willing to answer this instrument. The results from the survey applied are: the majority of students expressed they like English class and one student answered no. Some believe it is very important and they practice it outside and inside the classroom and others no. The majority answered the most difficult activity to develop in classroom is write sentences. Some students said they do not know how to write the word and the meaning of it. Most students would like to use poster to learn new vocabulary.

10.1.3 Interview

10.1.3.1 Interview to teacher

According to the teacher students have interest to learn new vocabulary because they think that if they learn new words can write and speak in a better way. When they learn new vocabulary they use them to resolve different kind of exercises to use them in context. It is important to develop writing skill in the classroom because practice writing is a way to know what people think and understand everything around us.

The teacher expressed that the common mistakes related with spelling are: they forgot to use a subject, they think in Spanish and write words and put the letters in a wrong place. In other cases they omit words. On the other hand, students know the meaning of the words and they have some ideas about they are writing to make sense. They can write sentences with a logical meanings expressing different feelings or describing something. He uses dictation, songs or pictures of different classroom objects or others. If the students write an incorrect word the other students correct it telling him/her the correct form by spelling.

He considers poster as a new innovation to teach vocabulary because is very interesting for students because they love different things to do and it's better to contextualize the knowledge. Using poster they can memorize the words and has a relationship between the poster and the words. It is an easiest form to learn new words and practice them frequently.

10.1.2 Interview to sample students

Most students feel motivated to practice writing skill because the teacher makes a lot of dynamic activities and help us, he tells us the advantages to learn English, he applies test, and he explains very well. On the other hand, some students are not motivated to practice it because the teacher does not assign homework and he is very strict.

The students have problems when they write sentences in English. The difficulties are: they cannot write the words correctly and they do not know the meaning of the words.

Using Poster as didactic material the students believe that they are going to improve writing skill. Some students expressed with the use of poster they are going to learn better and easier. Other said they can know about what they are writing and it would be funny.

10.2 INTERPRETATIVE ANALYSIS

According to the data we obtained from the five sessions, the teacher is a dynamic, but he needs to be more flexible with the students. The majority of students have problems when they write sentences because they do not know the meaning of the words. Also they almost practice writing skill in the classroom because in the class observation most students did not like to do the writing activities. Even they have problems they like English class. In addition, we observed they have difficulties with the word order, the spelling and the meaning.

The majority expressed they would like to use poster to learn new vocabulary because using poster they are going to improve the difficulties when they write sentences. Furthermore, they believe that some advantages of it could be: learn better and easier, know about what they are writing, and it would be funny.

This is true because when we applied this innovation we observed that it caught their attention, was easy to learn vocabulary and write sentences. They were involved in their Learning Process. The innovation was applied from session number two to session five, at the beginning we observed students had difficulties when they write simple sentences and during the process they improved little by little because they were excited to participate in this project. When they wrote sentences each student used a different color to distinguish and be sure that all students participated. We consider the use of Poster with Linking Language Strategy is a good combination to teach vocabulary because at the end they got better in writing skill. In addition, it strategy helped them to put into practice what they studied in the class.

You can see the innovation students made in the Library of Colegio Maestro Calixto Moya From Masatepe.

XI. CONCLUSION

As a conclusion, we applied Poster through Linking Language Strategy to teach writing skill while focusing on vocabulary. In addition, we identified the main difficulties that students had when they wrote sentences and used the innovation to teach vocabulary. We analyzed the effectiveness of the use of poster when teaching students to write, for that reason, we can say this strategy is a useful didactic material to teach writing skill focused on vocabulary because it helped students to improve their spelling, the word order and know the meaning of the words. Also, they learned easier the vocabulary.

XII. RECOMMENDATIONS

1. Teacher should create writing assignments that take into account the Poster with Linking Language Strategy.
2. Encourage students to pay close attention to learn more new vocabulary and do not forget it.
3. Teacher should promote the development of new strategies that will help students learn.
4. Increasing the motivation and efficacy in their learning.
5. Implement practical activities to provide students the opportunity for practicing the vocabulary learned.
6. Teacher should let to students to correct their mistakes and back the assignment again.
7. Be assure that all students get involved in the assigned activity in the classroom.

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APPENDIXES

APPENDIX 1

DESCRIPTORS MATRIX

Specifics objectives	Question guidelines	Specifics questions	Informant	Tools
To identify the main difficulties students have when they write sentences.	Which are the main difficulties that students have when they write sentences using a poster?	Which are the mistakes frequently students do when they write sentences?	Teacher	Interview Class observation
		¿Cuál de estas actividades te es más difícil desarrollar en clase de inglés?	Students	Survey
		¿Qué dificultades tienes cuando escribes una oración en inglés?	Students	Interview Class observation
		¿Conoces el significado de las palabras cuando escribes oraciones en inglés?	Students	Survey Class observation
		What kind of activities do you use to improve the difficulties of your students when they write sentences?	Teacher	Interview

To use poster as an educational tool.	Why will the use of Poster as an educational tool improve the writing skill of students in a more meaningful way?	¿Te motiva el docente a practicar la escritura en inglés?	Students	Survey
		¿Te gustaría usar poster para aprender nuevo vocabulario en inglés?	Students	Interview
To analyze How effective posters are when teaching students to write.	How effective are posters to teach writing skill while focusing on vocabulary?	Do you consider that the use of poster as educational innovation in Teaching Vocabulary would have some advantage?	Teacher	Interview
		¿Consideras que usar poster como medio de enseñanza mejorará tu escritura en la clase de inglés? explique	Students	Interview

APPENDIX 2

ACTIVITY SCHEDULE

Sesion	Activities	Date
Diagnostic	<ul style="list-style-type: none">✓ Class observation (rubric)✓ Apply an interview to teacher.	October 2 nd , 2015
Presentation	<ul style="list-style-type: none">✓ Show poster (innovation)✓ Activity of competition✓ Students write simple sentences✓ Apply a survey and interview to students.	October 10 th , 2015
Interaction	<ul style="list-style-type: none">✓ Group work through Linking Language Strategy✓ Students bring materials to create their poster (next session)	October 17 th , 2015
Pre-experimentation	<ul style="list-style-type: none">✓ Group work activity (create their poster) and Linking Language Strategy.✓ Write simple sentences.	October 24 th , 2015
Final product	<ul style="list-style-type: none">✓ Show the final work.	October 24 th , 2015

APPENDIX 3



Universidad Nacional Autónoma de Nicaragua

UNAN- Managua

Facultad Regional Multidisciplinaria

FAREM-Carazo

Estimado estudiante:

Somos estudiantes de la carrera de Inglés FAREM- Carazo. Estamos realizando el trabajo final sobre Innovaciones Didácticas de la Enseñanza del idioma Inglés en la habilidad de escritura enfocado a vocabulario. Para lo cual estamos solicitando su apoyo para responder las siguientes preguntas.

ENCUESTA PARA ESTUDIANTES

Fecha: _____ Edad: ____

Nombre del estudiante: _____ Grado y sección: _____

Objetivo: Obtener información sobre la habilidad de escritura enfocado a vocabulario.

I. Marque con una x una de las siguientes opciones

1. ¿Te gusta la clase de inglés?

Sí No

2. ¿Crees que es importante la clase de inglés?

Sí No

3. ¿Cuál de estas actividades te es más difícil desarrollar en clase de inglés?

Escribir palabras Escribir oraciones

4. ¿Conoces el significado de las palabras cuando escribes oraciones en inglés?

Siempre Algunas veces Nunca

5. ¿Practicar la escritura fuera y dentro del aula de clase?

Sí No

6. ¿Te gustaría usar poster para aprender nuevo vocabulario en inglés?

Sí No

ENTREVISTA

1. ¿Te motiva el docente a practicar la escritura en inglés? Por qué

2. ¿Te gusta como enseña el profesor nuevo vocabulario? Explique

3. ¿Qué dificultades tienes cuando escribes una oración en inglés?

4. ¿Consideras que es importante que el docente cambie su manera de enseñar vocabulario? Por qué

5. ¿Crees que usar poster como medio de enseñanza mejorará tu escritura en la clase de inglés? explique

6. En tu opinión ¿Cuáles serían los beneficios si el docente usara poster para enseñar vocabulario?

APPENDIX 4



Universidad Nacional Autónoma de Nicaragua

UNAN- Managua

Facultad Regional Multidisciplinaria

FAREM-Carazo

Dear teacher:

We are students of English Major FAREM- Carazo. We are doing the final research about Didactic Innovation in Teaching of English Language in writing skill focused on vocabulary. Therefore, we need your support in order to answer the following questions.

Interview to teacher

Date: _____

Grade and section: _____

Name: _____

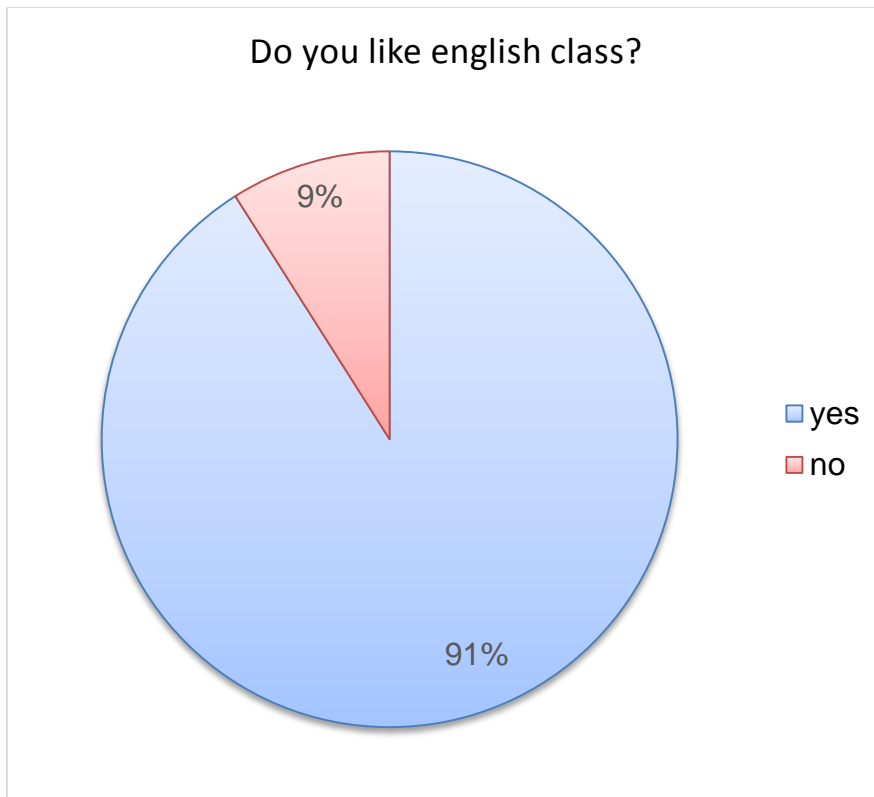
Objective: To collect information about the teaching of writing skill focused on vocabulary.

1. Do students have interest to learn new vocabulary? Why
2. Why is important to develop writing skill in the classroom?
3. Which are the mistakes frequently students do when they write sentences?
4. Do you consider your students know the meanings of the words when they write sentences? Why

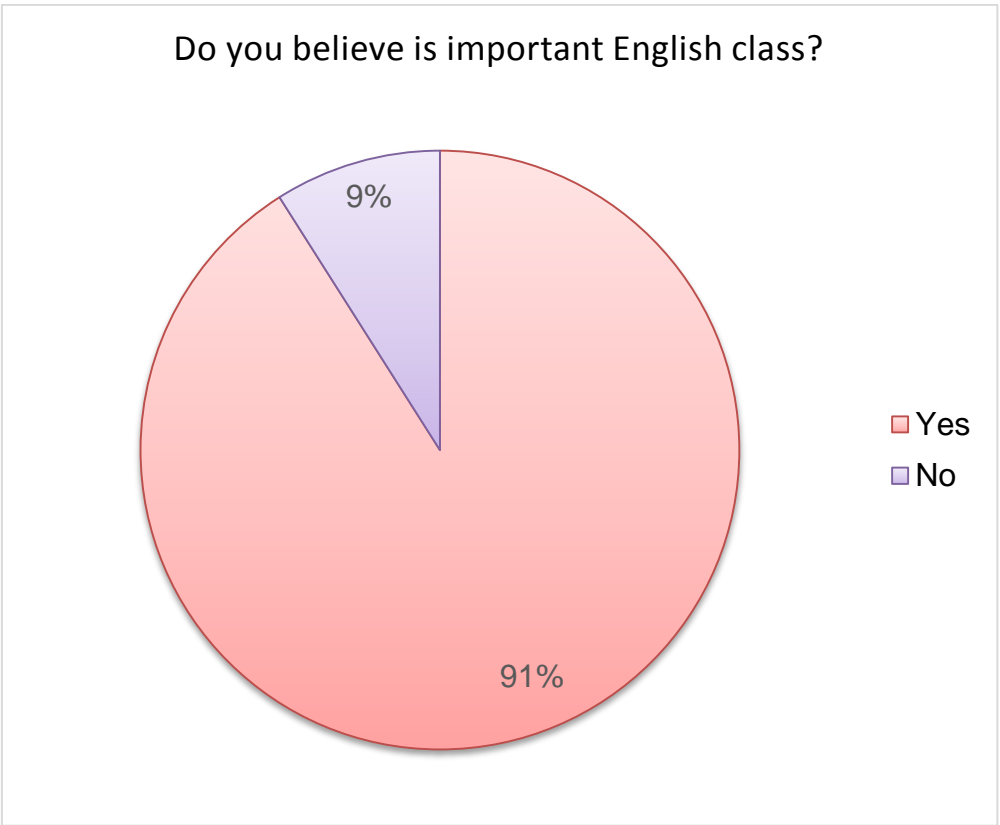
5. What kind of activities do you use to improve the difficulties of your students when they write sentences?
6. Do you consider that the use of poster as educational innovation in teaching vocabulary would have some advantage?
7. Do you think that using poster to teach vocabulary yours students will learn new vocabulary? Why

APPENDIX 5

Objective of the survey: To obtain information about writing skill focused on vocabulary.

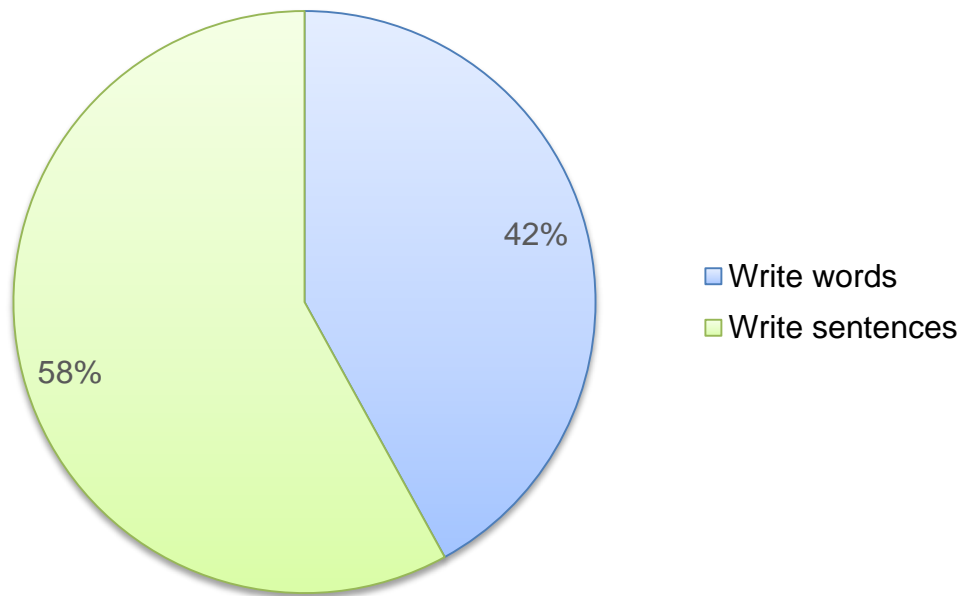


The analysis found that 91 % of students like English class.



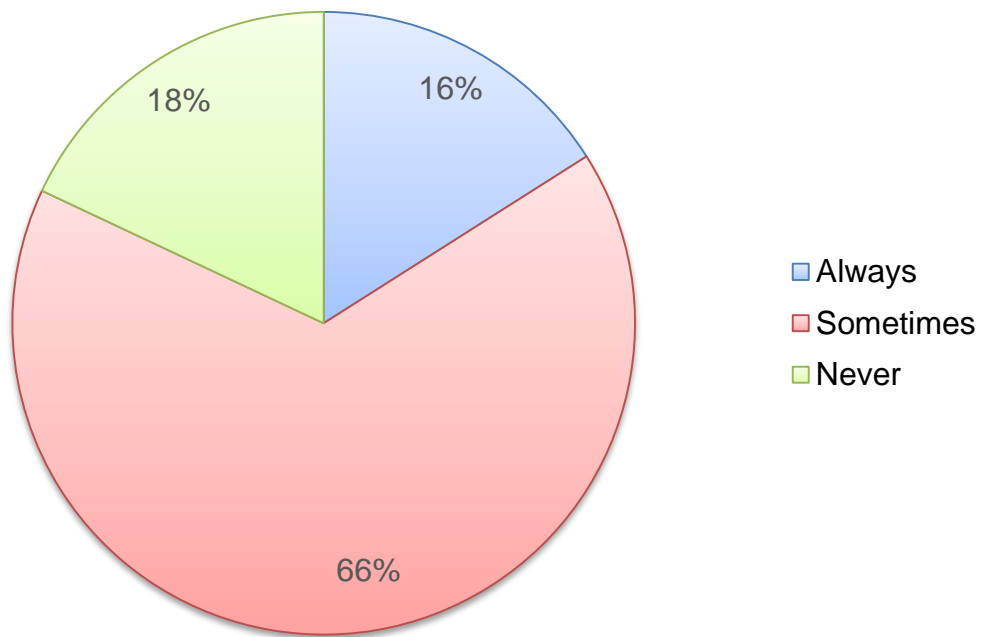
The analysis finds out that the 91 % of students believe important English class.

Which of these activities below do you develop with most difficult in English class?



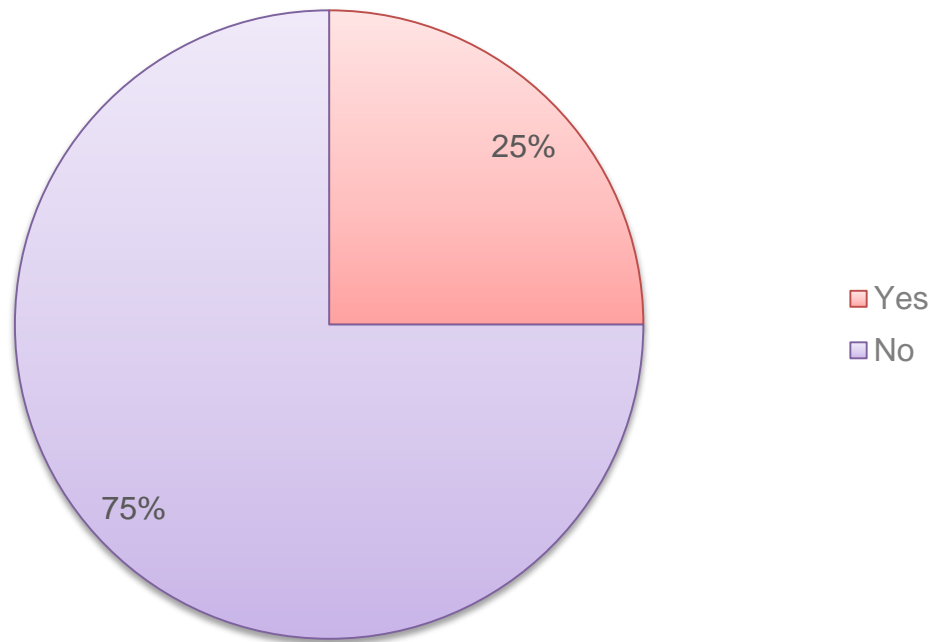
The analysis finds out that 58% of students consider have difficulty to write sentences.

Do you know the meaning of the words from English to Spanish when you write sentences in English?



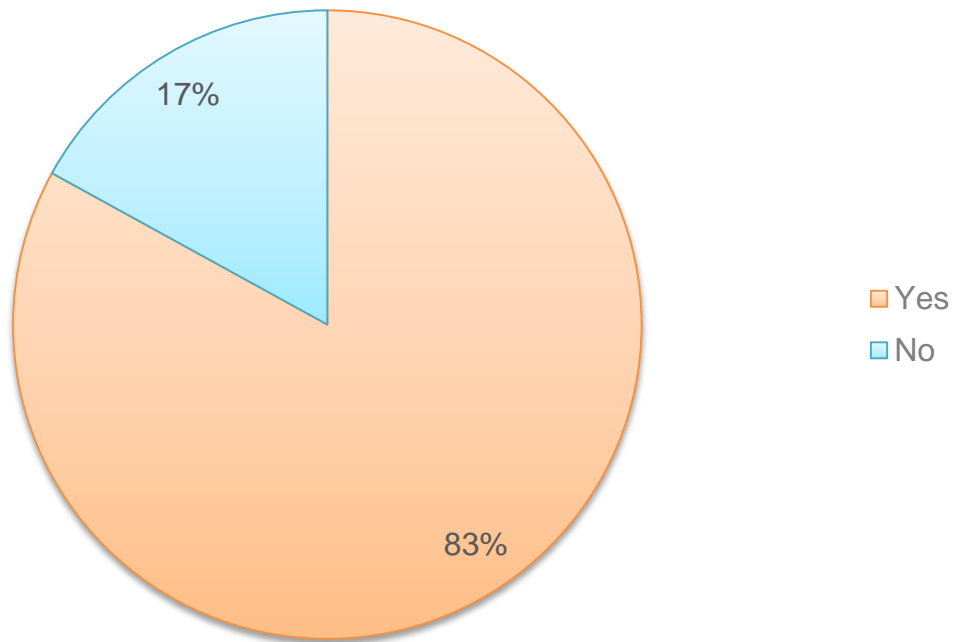
The analysis finds out that 66 % of students sometimes know the meaning of the words.

Do you practice writing skill outside and inside of the classroom?



The analysis finds out that 75 % of students do not practice writing skill outside and inside of the classroom.

Would you like to use poster to learn new vocabulary in English class?



The analysis finds out the 83% of students would like to use poster to learn new vocabulary in English class.

APPENDIX 6



Universidad Nacional Autónoma de Nicaragua

UNAN- Managua

Facultad Regional Multidisciplinaria

FAREM-Carazo

Rubric n. 1

Rubrics for a class observation

Teacher- students

Name of the institute: _____

Shift: _____

Date: _____

Grade and section: _____

Name of the teacher: _____

Discipline: _____

class period: _____

Objective: To know the difficulties students have in writing skill.

Questions	Yes	No	Observation
Is the aim of the lesson clear?			
Is the teacher dynamic?			
Does the teacher use visual aids to teach vocabulary?			
Does the teacher put in practice writing skill?			
Does the teacher do a variety of activities to develop writing skill?			
Does the teacher encourage			

students to participate in class?			
Do students participate actively In the different activities in class?			
Do students use appropriate word order in sentences?			
Do students spell the words correctly?			
Do students know the meaning of a word?			

APPENDIX 7

DIAGNOSTIC SESION



Teacher is explaining the activity to do.



Some students did not pay attention.

APPENDIX 8

PRESENTATION SESION



We presented our innovation.



They are giving feedback
each other after to write sentences.



They are answering the survey
and the interview.

APPENDIX 9

INTERACTION SESION



They wrote simple sentences in group of four students using poster with Linking Language Strategy.

APPENDIX 10

PRE-EXPERIMENTATION SESION



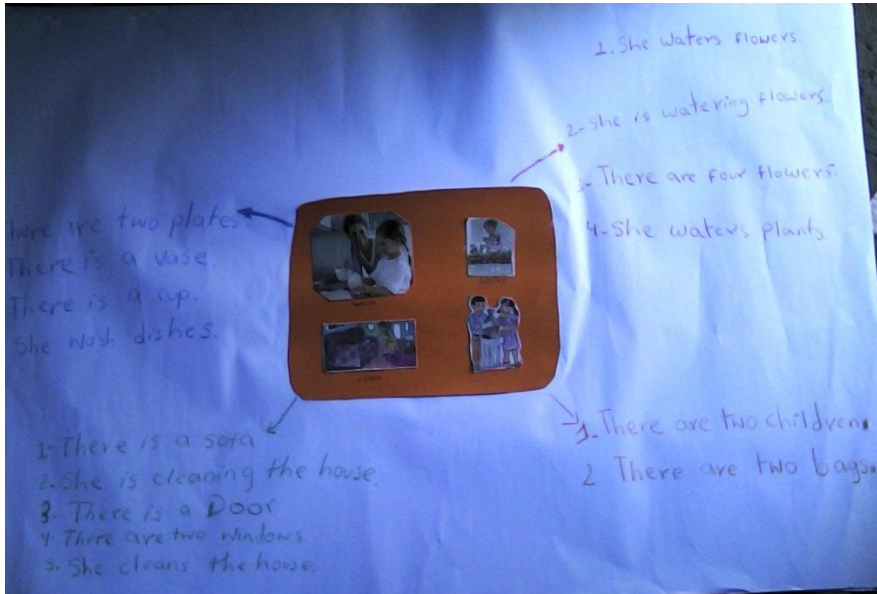
They are creating their own poster.



They wrote simple sentences using their poster through Linking Language Strategy

APPENDIX 11

FINAL PRODUCT



They improved their works.

