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UNAN-Managua**



**Multidisciplinary Regional Faculty
FAREM-Carazo**

Department of Humanities and Education Sciences

English Major

General Topic

Didactic Innovation in Teaching the English Language Based on Sub-Skill Grammar

Sub topic

Didactic innovation in teaching the English Language based on sub-skill grammar with emphasis on the use of qualitative adjectives in simple sentences through the creation of a bulletin board with students from 10th grade section C of the Rosendo López Institute located in Rivas, during the period of March to November 2015.

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Dedicatory

This project is dedicated to Jehová Jireh, because He gives us: wisdom, understanding and spirit of perseverance.

To the teacher: Msc. Xiomara Valverde for being a good model and inspiration in our lives.

To our parents, who have given us their unconditional support in all areas of our lives.

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ABSTRACT

This research is based on a Didactic innovation in teaching the English Language with emphasis on the use of qualitative adjectives. This one was applied in a public school with a sample of five students of ten grade.

Legal theoretical information is found in this paper, this one is available for future researches.

Through a class observation, diagnostic test, interview to the students and English teacher, useful information was obtained to develop the project in an efficiently way.

The type of investigation was empirical, because it was based in getting information from the English teacher and students. It had a qualitative focus due to that the collection of data does not involved numerical measurements; likewise, the varying of study could be modified at any stage of the investigation.

The range of the study was explanatory; because they were taken into account the causes and current conditions of the problem.

The project was done in three stages: the first section was to collect information with the assessment instruments above mentioned, the second section was the pre-experimentation (practice), the students built a bulletin board, the last one was a final product, the students made a personalized poster and expressed their knowledge acquired through a video.

The analysis of the results describe all the aspects observed during the process of the investigation. It was also interpreted the results of the instruments applied and the stages of the research. The conclusion describes the advantages of the didactic innovation and the learning achievements. It is also included the recommendations and the contributions of the project.

Key words: didactic innovation, qualitative adjectives, students, teacher, apply, bulletin board.

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1. TOPIC

Didactic Innovation in Teaching the English Language Based on Sub-Skill Grammar

2. SUB-TOPIC

Didactic innovation in teaching the English Language based on sub-skill grammar with emphasis on the use of qualitative adjectives in simple sentences through the creation of a bulletin board with students from 10th grade section C of the Rosendo López Institute located in Rivas, during the period of March to November 2015.

3. INTRODUCTION

It is important to know about the use of qualitative adjectives, because these ones are daily used to describe people, animals or things. There are some mistakes that students make to write descriptions of qualities, due to several antecedents that are detailed in this paper. To do easier the teaching-learning process about these ones, and achieve a meaningful learning in short time, it is important to carry out activities with the following characteristics: inexpensive, easy and practical.

In this paper it is demonstrated the satisfactory results of an educational experience by using the bulletin board to teach qualitative adjectives in English. This one is an excellent technique of teaching, because it has the characteristics mentioned before and has a cultural value because it was used by the old civilizations.

This research was applied in the public school Rosendo López of Rivas city. It was elected a sample of five students of tenth grade, section “C” to verify both: the mistakes in the use of qualitative adjectives that students have and how to overcome them through the bulletin board technique.

This one was carried out in three stages: first, assessment instruments were applied (class observation, diagnostic test, interview to the students and English teacher); after that, it was done the pre-experimentation (practice), this activity was to build the bulletin board; finally, the students made a personalized poster (production). It was elected this one as final product because has a great likeness with the bulletin board.

In the program of 10 grade of the MINED Nicaragua, the qualitative adjectives are included in the English teaching, for what was recommended to this Institution the activities done in this project; likewise, these ones were suggested to World Vision for improving its educational programs. Important and useful information that will be of great help to the current and future English teacher are included in this paper.

Other aspects here included are the achievements of learning of all the participants and the important contributions as a result of the investigation.

4. BACKGROUND

4.1 General Aspects

The Rosendo López Institute is located in Rivas city across from UNO gas station, neighborhood July 19. This one has 1,111 students in modalities: morning, afternoon and night. There are also 62 Teachers, 1 Director, 2 Assistant Directors, 4 Secretaries and 6 people who work on maintenance of the Institute.

According to report from MINED in April 8, 2015, this one was visited on April 7 by Minister of Education Miriam Raudez who noted: "Be satisfied with the achievements and the effort that they do every day to improve the quality of education and overcome difficulties, as in the case of care school infrastructure, the proper use, take care of textbooks and improving the discipline, last year during her visit was not the best and faced several difficulties." (MINED, 2015). MINED Reports. Model Direct Presence Advancing Visit Educational Authorities in Municipality of Rivas. Recovered of www.mined.gob.ni.

4.2 Teaching Innovations FAREM Carazo

A radio program and a newsletter are didactic innovations promoted by Master Kenya Ortiz of FAREM CARAZO in 2013. According to interview in June 24, 2015 she stated: "These innovations were created in order to improve the listening and speaking skills; likewise it is pretended improve the writing skill, one important aspect is that students feel motivated by being involved into didactic innovations of the University; furthermore it is an opportunity to put into practice their abilities."

(Msc. Ortiz, 2015)

In these cases Msc. Ortiz applied the following innovation: learning by doing and thinking. Leonardo Andrés Pizarro Chañilao, Lucía de Lourdes Agraz Rubín, Mario Alberto Domínguez Castro, Abraham Antonio Alonso Reyes and Ivan Osorio Pérez in the work: Functional and Factual provide one explanation about this one:

“The school in Latin America has to change so that children can learn by doing and thinking while doing. The thought and the action are involved to achieve a lasting learning

rather than short-term memory. Consciousness and form a system of values that following the example of teachers, young people recognize the importance to do specific tasks that meet their intellectual, spiritual, labor, creation and development needs.” (Pizarro Chañilao, Agraz Rubín, Domínguez Castro, Alonso Reyes, & Osorio Pérez, July 30, 2013, p. 31).

4.3 Background of the bulletin board

4.3.1. Recent studies about bulletin boards

There are a lot of references about bulletin board in projects of investigation, but currently it is found few books or researches focused in this topic. Some of these ones are:

- ▶ Hatton, M. (2008). *The Bulletin Board as a Teaching Tool in Elementary Education*.
- ▶ Silva Mandujano, Gabriela. (2005). *The bulletin board: among history, architecture and books*.
- ▶ Díaz Perea, María Rosario; Muñoz Muñoz, Alberto (September, 2013) *Monograph: The bulletin board and posters like didactic resource to teach sciences in Primary Education*.

Books or researches done in Nicaragua about bulletin boards, were looked for On November 04, 2015 in the libraries: Roberto Incer Barquero, Access to the Public Information of Central MINED, both located in Managua, and Rafael Sánchez Richardson of FAREM Carazo, but these ones were not found, neither were they found on the web sites: biblioteca.bcn.gob.ni and faremcarazo.unan.edu.ni.cultura/biblioteca.

4.3.2. Opinions about the bulletin board

“The bulletin board is a useful tool used during the school year. In this one it is informed about important activities as: native parties, day of the race, the day of the mothers, the Central America Independence, etc.” (María Francisca Carmona Herrera. Director of the school: Lila Zavala, Nandaime Nicaragua. October 29, 2015).

The Municipal Delegate of Rivas City: Dolores Argentina Contreras, expressed in an informal interview: “the bulletin boards are excellent visual means used in all the schools of Nicaragua as technique for teaching, these ones are also used to inform about important dates.” (November 16, 2015).

4.4 Background of the problem

Julia Arcia and Norleydi González English teachers of the Rosendo López Institute affirmed the following: "the influence of the native language is the main cause for using erroneously the qualitative adjectives, because English and Spanish have different grammatical structures; due to that, students frequently present problems of word order or doing a literal translation from Spanish to English. There are other causes as: false cognates (false friends), inappropriate vocabulary, to change the verb into an adjective, to use adjectives in comparative degree and lack of interest of the students, but the influence of the Spanish is the main cause of the difficulties to learn the English language." (October 29, 2015).

In the libraries and web sites mentioned before, books and researches done in Nicaragua about qualitative adjectives were also looked for, but they do not have material about these ones. There are only books with quotations about this topic taken from another bibliographical sources.

5. Problem Statement

5.1 Characterization of the Problem

Daily it is used qualitative adjective to describe characteristics or qualities of people, animals, places, etc. There are several problems when students write simple sentences using qualitative adjectives, the most common are: to make a literal translation from Spanish to English, for example: instead of typing the green ball, they write the ball green. This alters the word order, the grammar rule and sometimes varies the message.

In the use of vocabulary they also present difficulty, sometimes it is not chosen an appropriate vocabulary to do this type of description or often these ones choose what is called "false friends," these are words that are written in a similar manner to Spanish but have a different meaning, so this causes them confusion.

Example: The <<current>>adjective means: real, true, genuine, authentic does not mean *Corrientes*.

It is also perceived difficulty to change the verb into an adjective. Example: Elena is very **educated**, students do not carry the correct change on the last word, but maintain the basic form of the verb: **educate**.

Learners also have a lot of difficulty in the use of adjectives in comparative degree.

Example: instead of changing the "y" with "i" and add "er", they maintain the same word and add "more."

The Spanish class is **easier** than English. (correct way)

The Spanish class is **more easy** than English (incorrect way)

Vocabulary and word order, are the two aspects which is based this research.

5.2 Delimitation of the Problem

Didactic innovation in teaching the English Language in sub-skill grammar **based on vocabulary and word order** in simple sentences through the creation of a bulletin board with students from 10th grade section C, during the period of March to November 2015 in Rosendo López Institute located in Rivas.

Taking as starting point the background of the problem, the following guidelines questions focused in this investigation arose.

5-3 Formulation of the Problem

What are the main difficulties that students from 10th grade section C of the Rosendo López Institute, have to elaborate a bulletin board with written of qualitative adjectives?

5.4 Systematization of the Problem

1. Do the students of 10th grade section C of the Rosendo López Institute, apply the correct word order when they use qualitative adjectives to write simple sentences?
2. When students of 10th grade section C of the Rosendo López Institute write short descriptions of qualities, Do they use the appropriate vocabulary?
3. Do the learners of 10th grade section C of the Rosendo López Institute, have a good organization during the process of elaboration of the bulletin board?
4. Does the teacher of 10th grade section C of the Rosendo López Institute, use innovative strategies in the English class?

6. Justification

The reason that motivated the elaboration of this project is because in the Rosendo López Institute located in Rivas, students of 10th grade section C present difficulties to use appropriate vocabulary, and word order to write simple sentences with qualitative adjectives. The construction of a bulletin board as didactic innovation was implemented to involve students in the activity, so they could put into practice their knowledge in grammar.

This project was a benefit to students and English teacher previously mentioned, because students could express emotions and feeling about their school; as a result, teacher will realized in what areas must improve in the teaching and learning process.

The result of innovation also brought another benefit to learners, because through the interaction there is an interchange of skills, increases motivation and strengths relationships between classmates and teacher; likewise they achieved to improve their knowledge, which was the main reason in this investigation.

This material is a contribution for future researches for the following reasons:

- It is based in a real problem faced into the classroom when the English teachers teach qualitative adjectives.
- It contains useful and legal theoretical information about: adjectives, innovation, didactic, bulletin boards, peripheral learning, learning styles and group work.
- It has assessment instrument and analysis techniques appropriate for a qualitative research.
- Useful recommendations to improve the acting as teacher are included in this paper.
- A didactic guide to teach qualitative adjectives in English, is available in gratuitous form for all the current and futures English teachers.

7. Objectives

7.1 General

- ▶ To identify the difficulties that have the students of tenth grade section C of the Rosendo López Institute when writing simple sentences in English with qualitative adjectives for giving them feedback by using the bulletin board technique.

7.2 Specific

- ▶ To apply an interview and diagnostic test to students of tenth grade section C of the Rosendo López Institute for verifying if the influence from Spanish language is the main reason to write word order and vocabulary in an incorrect way.
- ▶ To get information through an interview about the techniques used by the teacher when teaching new vocabulary and to write simple sentences in English with qualitative adjectives, for guiding to students in a similar way in the preparation of a bulletin board with written of qualities about their school.
- ▶ To analyze the results of the assessment instruments and the stages of the investigation for innovating a strategy of teaching by creating a didactic guide with easy and inexpensive activities like the bulletin boards and the personalized posters.

8. Theoretical Framework

The education specialists Patricia and Silvia Laguillo Pearce shows an example of common mistakes that children, young people, even adults often make. "The mistakes in English reflect the linguistic rules of their mother tongue; for example:

A Spanish-speaking child can say in English, "I want the ball green" because in Spanish the adjectives are placed after nouns. "(Laguillo Pearce P. , 2015).

8.1 What is adjective?

An adjective is a word or phrase that describes a noun or pronoun. An adjective is usually placed before the noun it modifies (a **blue** lamp), though sometimes it comes after the noun (court-martial), or predicatively after a verb, such as a be-verb (it **is hot**) or a verb expressing a sense (the water **looks choppy**).

Many adjectives have a distinctive suffix such as **able** (commendable), **al** (frontal), **ary** (legendary), **en** (golden), **ful** (helpful), etc. Most adjectives have three forms: positive (skillful), comparative (more skillful), and superlative (most skillful).(Garner, 2009)

8.2 Position of the Adjective

In Spanish the adjective often goes after the noun, whereas in English it usually goes before.

<u>Spanish</u>	<u>English</u>
Un niño simpático	(A friendly boy).

(Ortega, Beaven, Garrido, & Scrivener, 2009. p. 22).

8.3 Exceptions in adjectives position

As adjectives denote properties of nouns, most of the time they are placed immediately before the noun they modify, as in the **good breakfast**. In sentences which contain verbs such as be, become, seem, feel, adjectives can also be placed after the noun they modify and the verb just listed, as in the **breakfast is good**. (Duran Eppler & Ozón, 2013. p. 33)

8.4 Adjectives in positive degree

The positive degree ascribes the quality simply, or it ascribes it in an equal degree.

Example: " High, strong, rocky, polite, black, prudent."

8.5 Adjectives in comparative degree

The comparative degree ascribes the quality in a higher or a lower degree.

Example: " Higher, stronger, rockier, politer, better, more prudent, less prudent".

When an adjective is in the superlative degree or what does the superlative degree express?

The superlative degree ascribes the quality in the highest or the lowest degree.

Example: " Highest, strongest, rockiest, politest, best, most prudent, least prudent."

How are adjectives of one syllable, and some of two syllables, compared, when we wish to express increase of the quality?

By adding r or er, st or est to the word in the positive degree.

Example:

Positive	Comparative	Superlative
Wise	Wiser	wisest
Great	Greater	greatest
Lovely	Lovelier	loveliest
Serene	Serenier	serenest.

How are all adjectives of more than two syllables, and some of two syllables, compared?

By more and most.

Examples:

Positive	Comparative	Superlative
Beautiful	more beautiful	most beautiful
Active	more active	most active
Unlucky	more unlucky	most unlucky.

How are adjectives compared when we wish to express decrease of the quality?

By less and least.

Examples:

Wise less wise least wise

Arrogant less arrogant least arrogant.

(SIMON KERL, 2013).

8.6 Qualitative Adjectives (Definition)

Qualitative adjectives are words that modify a noun. They add specific information to a noun. Words such as **grande (big)**, **amarillo (yellow)**, or **simpatico (friendly)** are qualitative adjectives. (Ortega Ane, Beaven Tita, Garrido Cecilia, & Scrivener Sean, 2009. p. 20).

8.7 Difference between qualitative adjectives ended in **ed** and **ing**

In all varieties of English, adjectives can be formed from the present ('-ing') or past ('-ed') forms of some verbs (labelled the present and past participles). However, their meanings are different, sometimes obviously, sometimes subtly. Adjectives with the '-ing' form are active, having some sort of effect on the universe, and those with '-ed' are passive, on the receiving end of something doing the effecting – if someone is amusing, boring, interesting or frightening then you will be amused, bored, interested or frightened. (Ritchie, October 10, 2013).

Other example is: If this paper is interesting, then the lector will be interested to read it.

8.8 Types of qualitative adjectives.

Demonte (1999) states that qualitative adjectives can be classified in several types.

- | | | |
|--|--------------|---|
| 1) Dimension / Size | for example: | long /short. |
| 2) Velocity or speed | | fast/slow. |
| 3) Physical characteristic | | round / concave. |
| 4) Color and shape | | white / elongated. |
| 5) Age | | old / modern. |
| 6) Valuation or evaluative | | excellent / horrible. |
| 7) Human aptitudes and predispositions | | capable/ emotional. (Socarrás, 2011. Quoted in Demonte 1999. p. 209). |

8.9 Innovative Learning and Unlearning

The biggest barrier to innovation and change is not the resistance to learning something new, but rather unlearning what it is thought is the truth. Learning contexts should be diverse to evoke and capture student imagination. The pedagogy that underpins this process needs to focus on the development of the students ability to diagnose, simulate, problem solve, negotiate, construct, **explore new ideas and exhibit their understanding.**

The theme of innovation is everywhere these days: in magazines, books, articles, conferences, etc. To innovate, being innovative, and innovation are all processes that have been integrated into industry thinking, education and government policy. The single most decisive factor in influencing of a country living standard is economic growth. The engine of this growth, above all else, **is innovation**, almost regardless of other economic factors. This innovation, along with the knowledge development and management that drive it, are the building blocks of an information society and a knowledge economy.

In many schools, educators and government leaders are so intent on content and information transfer, they lose sight of **the importance of the learning context**. Innovation and creativity demands to create: **time, space, and exploration of intersecting ideas and wide-ranging influences**. The opportunities for learning that allow intersection and interaction are diminishing and "fact stuffing" wins out. For people to unlearn they have to discover that they should no longer rely on their current beliefs and methods, because current beliefs and methods shape perceptions and can blind people to potential interpretations.

When it is deviated from the norm it is created opportunities that may surprise. This is at the heart of innovative learning. Transformational learning is "the process of continually transforming perceptions through reflection challenging existing frame works, or at least suspending them, becomes a necessary part of the learning process if new meaning is to be made. Therefore **it is necessary to unlearn in order to learn**, that is, unlearning in the sense that you have to critically examine your constructs and be prepared to set them aside and look at things afresh."

The following physical and attitudinal elements are essential to ensure students can experience and develop their creative and innovative capabilities:

- Create space where construction can be real and virtual
- Employ teachers who are risk takers and facilitators
- Create possibilities that are free from internal and external coercion
- Use digital learning tools
- Access industry and higher education
- Visit diverse design/creative environments
- Encourage students to explore unfamiliar mediums and integrate these
- Permit experiments over and over
- Open to other perspectives and points of view
- Use multiple approaches
- Represent ideas graphically

- Plan strategically

- Build teams

- Design assessment pedagogy

A learning environment can be created that enables people to devote effort and emotion to a task.(Looi, Jonassen, & Ikeda, November 2005).

8.10 Definitions of Didactic

María Nela Beteta Castillo and Marvin Eliezer Hernández Jarquín, state that: “In Nicaragua, There is a lack of training in modern methodological Approaches, very traditional teaching programming, low domain of linguistic knowledge of English language; usually teachers use Spanish in classes.” (Beteta Castillo & Hernández Jarquín, December 2014. p. 7).

Taking as a starting point this problem in Nicaragua, the following definitions are introduced, in order that these are not just theoretical knowledge, but to be aware of the art of teaching.

- Comenius, defined the teaching as the artifice universal to teach all men.
- For Otto Willman, the Teaching is the theory of acquiring what it has a value formative, that is, the theory of human formation.
- Mattos (1963) defines it as "pedagogical discipline, practical character and normative, which aims specifically to teaching the technique, that is, the art of directing and effectively guide students in their learning.
- According Stecker (1964) Teaching is the theory of instruction and education of all kinds and at all levels.
- Nerici relates to the didactics as a science and art of teaching, while Tomas Chcusky defined as a general theory of teaching.

- Fernandez Huerta (1964) has provided, among other things, a definition of teaching and science of teaching, learning consistent work with the methods of teaching and learning and is aimed at instruction.
- Finally, Titone (1981) offers the following definition: "Science that it has as a formal and specific object, the direction of the teaching process to immediate and remote ends of instructional effectiveness y formative."

In short, you can see that in the following definitions predominate three qualifiers:

a) The teaching is:

Science

technology

technique

art

b) The semantic content of the word Didactic is:

Curriculums

learning

(Diaz Alcaraz, 2002)

8.11 Use of the Bulletin Board as a Teaching Innovation

8.11.1 What is bulletin board?

That applies or placed on the wall.(Ultra Publishing Company S.A. de C.V.,, 2011)

8.11.2 History of the Bulletin Boards

The history of the bulletin board begins in the prehistory, in the Roman Empire and in the Mayan and Aztec civilizations, these ones contributed to count part of the history of these cultures and the customs that later on helped the man to study and to decipher the life of these civilizations. (Beatriz, November 16, 2009).

The bulletin board sheets were some of the main didactic resources with which the faculty counted to motivate the learning in the century XIX and beginnings of the XX. In that period they occupied a similar space to which today it is conceded to the digital and audio-visual means.

The objective of the bulletin board sheets was to bring near to the pupil to unknown realities and far from their community. (ECURED, 2015). Illustrated sheets Bulletins Boards. The Use of School Didactic Material. Recovered of <http://www.museodelaeducacion.cl>.

8.11.3 Importance of the bulletin board

Using bulletin board in the Elementary class room tells a visual story and can capture the attention and imagination of a student (Hatton, 2008).

8.11.4 Bulletin Board Group

This task can be organized by participants. The group needs to decide on a theme, the materials to be used, and where the bulletin board will be placed when it is finished. It is advisable to frame the bulletin board group and hang it in a public place. The bulletin board can be a multi—media project. Various materials may be used, such as, paints, felt-tip markers, beads, or cut-out pictures.

The bulletin board group activity fosters group process, group cohesion, individual and group creativity. **It is an enjoyable and meaningful activity to work on together. The bulletin board group can make a valuable statement about the feelings and thoughts of participants (Weiss, 2012. p. 30).**

8.11.5 Positive results using the bulletin board as innovative activity

The book: National Awards 2003 for Innovative Education reflects experiences of authors by using the bulletin board as a creative activity.

“When the completed bulletin board was mounted joining fragments all classes, each sought his and discovered that part of the picture belonged, how it provided a sense to the whole and did appreciate the importance of work in equipment. **The public exhibition of bulletin board gave to the work from classroom a different dimension** to normal classroom activities. As the assessment by the public was very positive, students became aware of what was done in class can coming to serve for something, even team work can produce real surprises like the one here tries to summarize, the staff teachers can work in collaboration with students, enhancing the result, guiding and causing him the embodiment of art: there are things that can be shared, infected, after taught and exhibited, and there are things that deserve to be shared, of which worth catching, can be learned and should be displayed to the public.”(Ministry of Education and Science, 2005. p. 153).

8.11.6 Likeness between bulletin boards and posters

María Rosario Díaz Perea and Alberto Muñoz Muñoz in their monograph: *Bulletins Boards and Posters as a Didactic Resources for Teaching Sciences in Elementary Education*, consider the following: “In the era of the new technologies, the most traditional didactic resources are still needed to motivate children and to assist them with the teaching-learning process. These resources, developed within active and globalized methodologies, can enhance the development of different basic learning skills, encouraging pupils to interact and cooperate.” (P. 468).

“In their physical appearance and composition the bulletin board has likeness with the poster. As a poster, the bulletin board must be clear in the ideas that it contains, pleasant in its design and very attractive for its colors.” (Interamerican Center of Rural Development and Agrarian Reform. P 412 and 413). Recovered of <https://books.google.com.ni>

8.11.7 Advantages of the bulletin boards

“Several authors like Bravo (2003), Utrera (2008) and Bernal (2010) have shown the benefits of the development and use of bulletin boards in an educational context. Between these ones are stand out: they structure and facilitate the study of topics, allowing sorting ideas, helping to reinforce the most important concepts and consolidating knowledge acquired before and during the development of the bulletin boards. They also serve to evaluate and remember the contents worked, considering the diversity, because each student works according to their possibilities. Also they enhance the participation of students in their own learning, through an active methodology, combining group work and cooperation with the positive competition. On the other hand, we must not forget that they are a cheap and accessible resource in the school environment, easy to handle and clothing, which also helps to develop creativity through various art techniques (drawing, painting, cut, paste, chopped collage) and materials.” (María Rosario Díaz Perea¹, Alberto Muñoz Muñoz, quoted in: Bravo 2003, Utrera 2008 and Bernal 2010, p. 477).

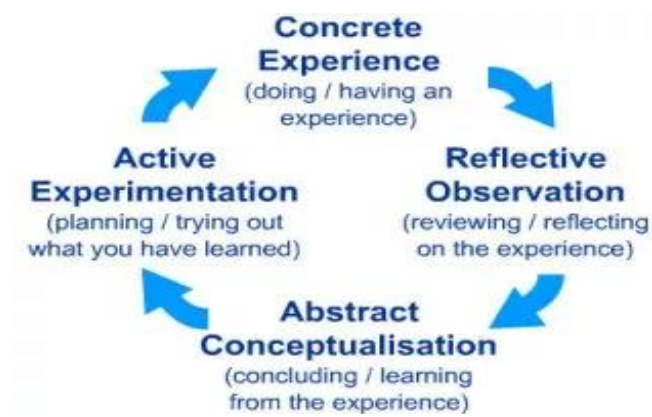
8.11.8 Peripheral Learning

This learning is those that children develop unconsciously and complement with other types of learning.

The decoration of the classroom is the main mean by which it contributes to the peripheral learning. To decorate a classroom, specific or not of English, it contains many elements through which children are in continuous contact with the foreign language. The posters, bulletin boards, photographs, or cards with words, phrases or expressions which form part of the decoration of the classroom, these ones materials and resources will improve knowledge of foreign language students, not only language, but also social and cultural. (Digital Lebrija, Colombia. The Magazine Cultural of Lebrija, 2010. What is the Peripheral Learning? **Recovered of:** <http://www.lebrijadigital.com/web/secciones/43-mas-que-educacion>).

8.12 Learning Styles of David Kold

The following graphic has a close relationship with the stages of this research.



Kolb indicates that through the search for experiences, people schedule their way to learn the dimensions of the learning cycle (perception-processing), with emphasis to some means of these processes. This cycle defines four types of learning: reflective observation, abstract conceptualization, active experimentation and concrete experience.

8.13 Group Work

“Group work can be a fun way to learn, thus motivating learners and increasing their active participation in learning. Group work allows learners to experience roles as leaders, peers, and subordinates a range of social contact”. (Martínez Rosales Brizeida Fatima and Romero Espinoza Skarlet Ariadne. December, 2014. p. 22. Quoted in Killen, 2007).

8.13.1 Advantages of group work

1. The interaction that is generated is very rich.
2. Promotes cooperative work.
3. Promote learner responsibility and autonomy.
4. The students are more autonomous and participate more actively in their learning, as they learn and teach.
5. It is not necessary to have an even number of students.
6. Groups can be flexible; that is to say, can be separated and reassembled.

(Martínez Rosales Brizeida Fatima and Romero Espinoza Skarlet Ariadne. December, 2014. P. 25. Quoted in Caballero de Rodas, 2001).

To carry out an investigation project, it is necessary to have scientific bases. All the theoretical information before included in this paper, have relationship with the aspects taken into account in this research.

9. Questions of Investigation

The items of the assessment instruments, come from the guidelines questions.

9.1 Formulation of the Problem

What are the main difficulties that students from 10th grade section C of the Rosendo López Institute, have to elaborate a bulletin board with written of qualitative adjectives?

9.2 Systematization of the Problem

- 1.** Do the students of 10th grade section C of the Rosendo López Institute, apply the correct word order when they use qualitative adjectives to write simple sentences?
- 2.** When students of 10th grade section C of the Rosendo López Institute write short descriptions of qualities, Do they use the appropriate vocabulary?
- 3.** Do the learners of 10th grade section C of the Rosendo López Institute, have a good organization during the process of elaboration of the bulletin board?
- 4.** Does the teacher of 10th grade section C of the Rosendo López Institute, use innovative strategies in the English class?

10. Methodological Design

10.1 General and Specific Objectives

In the General Objective is mentioned: What was done to carry out the project? In the Specific Objectives is detailed: How was done what is expressed in the General Objective?

This way to formulate objectives was learned in a training about Methodological Investigation in FAREM CARAZO.

"To write the general objective must be made the question: What we are going to do? and Why we are going to do it.? On the other hand, to write the specific objectives must be made the question: How we are going to do it? that is to say, how will be done what is expressed in the general objective." (Msc. Juanita Rodríguez, Methodological Area FAREM CARAZO. Training JUDC. October 2013).

10.2 Type, focus and range of the investigation

The type of investigation was empirical, because it was based in getting information from the teacher and students through the observation and experimenting one didactic innovation in the classroom.

This project had a qualitative focus due to that the collection of data did not involve numerical measurements; on the other hand, it was obtained perspectives and points of view from participants; likewise, the varying of study could be modified at any stage of the investigation.

The range of the study was explanatory; because they were taken into account the causes and current conditions of the problem. The study pretends to achieve positive results to benefit the students and English teachers.

10.3 Population and Sample

The population in the 10th grade section C, of the Rosendo López Institute is 50 learners. It was chosen a sample of 5 students for the following reasons:

- The sample represented the population

- The research was done in less time
- To save money
- It is allowed to analyze the varying at depth
- It is possible to have more control over the varying to study

10.4 Assessment Instruments

To collect information it was used: diagnostic test, class observation, interview to the students and English teacher.

The interview to students was chosen because it could be applied to one sample of people; on the other hand through this one, specific and precise information was obtained.

The interview to the English teacher was chosen; due to that this one provided updated information about the problem in study.

To know if the level of knowledge about qualitative adjective is according to the grade in course, a diagnostic test was applied.

It was also carried out a class observation to know the activities that the teacher uses and how students react at instructions from the teacher.

It was given opportunity at students and English teacher to respond in an open way to the interview, because this allowed them freedom for expression; likewise, it was obtained meaningful answers about the problem under study.

11. Analysis of Results

11.1 Descriptive Analysis

11.1.1 Class Observation

This activity was done on September 08, 2015 at 8: 30 am, this one lasted 45 minutes. The topic was: Why.../ Because..., the teacher has an excellent acting into the classroom, she spoke 70% English during the class, the techniques used were: pair work and group work. The class was very interactive between students-teacher-students, it was also perceived an excellent discipline in the students. The teacher showed good disposition and will to support the development of the project. In this visit it was chosen the sample with English teacher in order to carry out the project.

11.1.2 Interview to the English Teacher

This instrument was structured by open questions, she decided to respond in written way in her home due to the time, and to return the document on next day (September 9, 2015).

11.1.3 Interview to the Students

To start the activity it was explained to the students the objective of the instrument. It was observed that they enjoy the group work; likewise these ones showed good discipline and disposition to answer to the questions. They answered in written way by following the general and specific instructions of the document. This activity was done on September 8, 2015 and had a duration of 15 minutes.

11.1.4 Diagnostic Test

Each student wrote a letter to one classmate expressing their opinions about the school, (teachers, Directors, environment, classmates, etc). They expressed that have taken other English studies; however, they did not remember the meaning of the words: qualitative adjectives, then they got a brief explanation about these ones so they did not feel fear to write in English. On the other hand they considered interesting to write about these topics. This diagnostic lasted around 20 minutes, it was carried out on September 08, 2015. The students showed self-confidence, order and disposition.

These instruments were applied in the first section.

11.1.5 Pre-experimentation (practice)

On September 22 at 9am, it was done the pre-experimentation as part of the second section; this activity lasted around one hour. First, it was done a feedback to students because of the mistakes found in the Diagnostic Test, so they could overcome their difficulties. The corrections of the written were done with the learners in separated way, they accepted the feedback with a positive attitude. After that, they did descriptions about the school, teachers, classmates, personal support and the ecology of the school, each student wrote about a different topic. These written were pasted on the bulletin board. It was taken into account some types of qualitative adjectives from theoretical framework (dimension, physical characteristic, color, shape, valuation and human aptitudes).

The materials used in this activity were: papelografo (1.20 mts high by 1.50 mts long), crepe paper, paper size letter in different colors, scissor, paste and frosted foamy.

On September 30 at 9am, the students continued building the bulletin board. They innovated the ideas to their written and to decorate it. They worked with a good organization, interaction and discipline. The students did not reject to work in the innovation despite of the rest of students were free because there was a meeting with parents of families.

11.1.6 Final Product (production)

To carry out this activity it was used an open space (the yard of the school) due to the meeting with parents of families. The students showed their creativity to decorate a poster for giving to their English teacher. The poster had a letter signed by these ones in which the qualities of the teacher were described. The materials used were: a piece of cardboard size 30 by 30 cms, shine paper, a picture size 8, 10 or 12 cm of the addressee of the poster, paste, scissor and figures of foamy.

Good discipline, interaction and organization were also perceived. When they finished the poster, the students looked for the teacher and gave her this one as a gift. This activity was done on September 30, 2015 with a duration of 30 minutes.

During the process of the research, it was gotten a lot of support from the rest of workers (Directors, teachers, personal of maintenance, personal of security, librarian.)

An excellent organization, direction and distribution of costs and responsibilities between the investigators were also important aspects to develop efficiently the project.

As testimony of meaningful learning of the students and the emotions of the teacher in this process, two videos were recorded on October 6, 2015. Due to several intents, this activity lasted around 20 minutes. In this way the third section of the project concluded.

11.1.7 Proposals to Central MINED and World Vision

On November 04, 2015 through a letter signed by one of the responsible of this project, it was recommended to MINED Nicaragua the inclusion of activities applied on the project: the bulletin board and poster to teach qualitative adjectives, because they were not found in the book of ten grade printed by this institution.

Following instructions from the Graduate Julio Canelo, Technician Coordinator of High School Education, it was elaborated a didactic guide with the steps, materials and techniques to carry out them; besides, he considered the proposal as interesting and excellent.

On November 19, 2015, after a meeting with the National Cortege of English teacher, the Graduate Canelo expressed the following: "We have revised the didactic guide recommended by you, and we are considering to include the activities in a CD as a training material for all the English teachers of Nicaragua in the next year. We cannot do changes in the books currently, because they were printed for using them by three years due to high coast that they represent, the activities could be included until in that moment, but would be in a long term."

It was also done a verbal recommendation to World Vision about the same activities on November 19, 2015. The Graduate Milton Tapia expressed the following: "we are thankful for your contribution, it is an excellent idea and we are interested in your material. Please, write a letter signed by your responsible to the Graduate Claudia

Picado, Coordinator of Educational Programs in Nicaragua, so we receive it with a support from the University.

On November 30, 2015 these institutions received a formal invitation from FAREM CARAZO to the expositions of Didactic Innovations in order to give them in digital the innovative ideas of its students that they considered useful to the education in Nicaragua.

11.2 Interpretative Analysis

11.2.1 Class Observation

It was observed an English Class in order to suggest an innovative strategy as final product.

The strategies in the classroom, clear instructions from teacher, active participation of students and the objective of the class, were the achievement indicators evaluated through a rubric.

The teacher obtained an excellent qualification in all the items.

11.2.2 Interview to the teacher

This instrument was applied for getting information about techniques and strategies used by the teacher in the English class, to guide in the same way to the selected sample to carry out the activities of the project.

The answers of the interview are the following:

1. She uses things around the class and in some occasions makes comparisons between students for teaching new vocabulary about qualitative adjectives.
2. To teach how to write simple sentences in English using qualitative adjectives, she gives examples between students and writes the grammar structure on the board, then they make sentences according to this structure.
3. The English teacher frequently applies the group work strategy, because in the contents there exercises to work in this way. She expressed that there are not enough English books to work alone.
4. She had obtained positive results through the group works, because there are students who have knowledge about the language and they can help others who

does not know nothing about English. She thinks that between students there is an interchange of knowledge.

11.2.3 Interview to the Students

This instrument was applied to the students for analysing the level of knowledge about vocabulary and word order when they write simple sentences with qualitative adjectives.

According to results of the interview, some students have difficulty to write English sentences in the correct order and to choose the appropriate vocabulary when qualities are described. Another students expressed to have confusion with the false friends. Some students expressed have taken courses of English and have not difficulty to write in this Language.

11.2.4 Diagnostic Test

The objective of this instrument was the same as in the interview to the students. The difficulties found are the following:

- ▶ To choose appropriate vocabulary and word order.
- ▶ There is difficulty to change a verb into an adjective
- ▶ Learners presented difficulties to delimit the description of qualities and to write titles in English. (These aspects were not considered in the research, however it is important to mention it).

They received feedback to improve their knowledge about the above points.

12 Conclusions and Recommendations

12.1 Conclusions

1. To make accessible the education until the farthest places of the Country, has been a challenge of the Nicaraguan Government. Due to this, it is necessary to keep traditional techniques of teaching with not expensive materials for the teachers and students and keep in mind that sometimes it is difficult to get audio-visual tools in the rural areas.
2. It was verified through this educational experience that all the advantages wrote by Díaz Perea, María Rosario and Muñoz Muñoz Alberto about the bulletin board are certain, because excellent results were obtained by using this one for teaching qualitative adjectives in English.
3. They were verified the difficulties that students have to write simple sentences in English with qualitative adjectives, expressed by the English teachers of the Rosendo López Institute.
4. “To delimit the descriptions of qualities, and not talk about other topics, how to interact in the best form, to learn new vocabulary, to write titles in a correct way and to use the correct word order with qualitative adjectives,” were the achievements of learning expressed through a video by the students.
5. To increase the motivation of the English teacher as a result of the personalized poster, was another positive result. Through a video she expressed: "My students are very smart, the present it is important because they practiced a lot, I feel good because they expressed good feeling to their teacher." During her experience as English teacher, she never got a gift like this.
6. As authors of the project, the learning achievements obtained are the following:
 - To increase the cognitive level.

- To develop investigative skills.
 - To feel self-confidence about be prepared as facilitators of the education.
 - To innovate creative ideas.
7. Due to the creativity and management ability were obtained names, phone numbers, address and emails of the Technician Coordinator of High School of Central MINED and the Coordinator of Educational Programs of World Vision, for FAREM CARAZO propose them the innovative ideas of its students and these ones improve the didactic material that it is used in the education of Nicaragua.
8. A lot of external factors were very difficult to face during the process of this investigation; however, the objectives of this one were achieved in an efficient way.

12.2 Recommendations

- It is available in this paper in gratuitous form, the didactic guide based on the educational experience of the investigators, which is recommended to the futures and current English teachers to use it for teaching qualitative adjectives.
- To keep in mind that, the education must be: easy, pretty and inexpensive, it is another recommendation to all facilitators of the education. There are a great population of students with limited economic resources, so it is necessary to use techniques as the bulletin board and posters for the previously written advantages.
- It is recommended to futures investigators both: the use of the assessment instruments, and the procedures of analysis of results of this project, because they respond appropriately to the type qualitative of investigation.
- Finally, it is recommended at FAREM CARAZO, to continue the communication with the contacts that are left established to make a team with these institutions in benefit of the education of Nicaragua; on the other hand, this could bring employment opportunities for the graduated of the career: Sciences of the Education with Mention in English.

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Annexes

Description of the Matrix

Specific Objectives	Guidelines Questions	Specific Questions	Source from Information	Assessment Instrument
<p>To apply an interview and diagnostic test to students of tenth grade section C of the Rosendo López Institute for verifying if the influence from Spanish language is the main reason to write word order and vocabulary in an incorrect way.</p>	<p>Do the students of 10th grade section C of the Rosendo López Institute, apply the correct word order when they use qualitative adjectives to write simple sentences?</p> <p>When students of 10th grade section C of the Rosendo López Institute write short descriptions of qualities, Do they use the appropriate vocabulary?</p>	<p>Is it difficult for you to write simple English sentences with qualitative adjectives in an orderly way? Why?</p>	Students	Interview
		<p>Do you write English sentences in the same grammatical order like in Spanish?</p>	Students	Interview
		<p>Is it difficult for you to choose the appropriate vocabulary when writing simple English sentences using qualitative adjectives? Why?</p>	Students	Interview
		<p>Do you often confuse words that have similar writing in English and Spanish, but they have different meaning?</p>	Students	Interview

<p>To get information through an interview about the techniques used by the teacher when teaching new vocabulary and to write simple sentences in English with qualitative adjectives, for guiding to students in a similar way in the preparation of a bulletin board with written of qualities about their school.</p>	<p>Do the learners of 10th grade section C of the Rosendo López Institute, have a good organization during the process of elaboration of the bulletin board?</p>	<p>Why do you think it is important to work in group?</p> <p>Do you consider there is a good relationship and enthusiasm between your classmates when working in groups? Why?</p>	<p>Students</p>	<p>Interview</p>
	<p>Does the teacher of 10th grade section C of the Rosendo López Institute, use innovative strategies in the English class?</p>	<p>What techniques do you apply in order to teach new vocabulary about qualitative adjectives?</p>	<p>Teacher</p>	<p>Interview</p>
		<p>How do you teach your students to write simple English sentences using qualitative adjectives?</p>	<p>Teacher</p>	<p>Interview</p>
		<p>How often do you apply the group work strategy in the classroom?</p>	<p>Teacher</p>	<p>Interview</p>

<p>To apply an interview and diagnostic test to students of tenth grade section C of the Rosendo López Institute for verifying if the influence from Spanish language is the main reason to write word order and vocabulary in an incorrect way.</p>	<p>Do the students of 10th grade section C of the Rosendo López Institute, apply the correct word order when they use qualitative adjectives to write simple sentences?</p> <p>When students of 10th grade section C of the Rosendo López Institute write short descriptions of qualities, Do they use the appropriate vocabulary?</p>	<p>What results have you obtained through the group work?</p>	<p>Teacher</p>	<p>Interview</p>
		<p>Through a letter express opinions about your school (teachers, Directors, environment, classmates, etc).</p>	<p>Students</p>	<p>Diagnostic Test</p>

<p>To analyze the results of the assessment instruments and the stages of the investigation for innovating a strategy of teaching by creating a didactic guide with easy and inexpensive activities like the bulletin boards and the personalized posters.</p>	<p>Does the teacher of 10th grade section C of the Rosendo López Institute use innovative strategies in the English class?</p>	<p>What innovative strategies the teacher uses in the classroom?</p>	<p>Teacher</p>	<p>Class Observation</p>
		<p>Are clear the instructions from the teacher?</p>	<p>Teacher</p>	<p>Class Observation</p>
		<p>Do the students participate actively at innovative strategies applied by the teacher?</p>	<p>Teacher</p>	<p>Class Observation</p>
		<p>Did the teacher achieve the objectives of the class?</p>	<p>Teacher</p>	<p>Class Observation</p>

Assessment Instruments



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Interview to Students

Entrevista a estudiantes.

Nombre de la Escuela: _____

Area: _____ Grado: _____ Sección: _____ No.: _____

Fecha: _____

Instrucciones Generales.

Estimado estudiante,

Esta entrevista es anónima, tus respuestas son una importante contribución para mejorar el conocimiento sobre el uso de adjetivos calificativos en el área de Inglés. También se toma en cuenta la calidad de relación entre estudiantes y maestro para sugerir actividades innovadoras de enseñanza-aprendizaje.

Instrucciones Específicas.

- Lea el documento cuidadosamente.
- Use lapicero para sus respuestas.
- Escriba claramente y con precisión.
- Exprese sus opiniones libremente y con veracidad.

Gracias por su contribución.

- 1) ¿Es difícil para usted escribir oraciones simples en Inglés con adjetivos calificativos de una manera ordenada? ¿Por qué?

- 2) ¿Usted escribe oraciones en Inglés en el mismo orden gramatical como en Español?

- 3) ¿Es difícil para usted escoger el vocabulario apropiado cuando escribes oraciones simples en Inglés usando adjetivos calificativos? ¿Por qué?

- 4) ¿Con frecuencia confunde palabras que tienen similar escritura en Inglés y Español, pero tienen diferente significado?

- 5) ¿Por qué piensas que es importante trabajar en grupo?

- 6) ¿Consideras que hay una buena relación y entusiasmo entre tus compañeros de clases cuando trabajan en grupo? ¿Por qué?

3) How often do you apply the group work strategy in the classroom?

4) What results have you obtained through the group work? (positive, negative)
Why?



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Prueba Diagnóstico.

Nombre del Colegio: _____

Area: _____ Grado: _____ Sección: _____ No.: _____

Fecha: _____

Instrucciones Generales.

Estimado estudiante,

Esta prueba diagnóstico es para ayudarte a mejorar los conocimientos sobre el uso de vocabulario y orden de palabras para escribir oraciones simples en Inglés con adjetivos calificativos. Los datos obtenidos no tendrán ninguna puntuación ni revelarán tu identidad.

Instrucciones Específicas.

- Use lapicero negro o azul para tus respuestas.
- Exprese sus opiniones libremente y con veracidad.

Gracias por su contribución.

A través de una carta, expresa opiniones sobre su escuela (maestros, Directores, el ambiente, compañeros de clase, etc).





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Class Observation

Name of the School: _____

Teacher Name: _____ Area: _____

Grade: _____ Section: _____ No.: _____ Date: _____

Achievement Indicators

Criteria	EX	VG	REG	DEF
The teacher applies innovative strategies in the classroom.				
The teacher gives clear instructions of the activities.				
The students participate actively at innovative strategies applied by the teacher.				
The teacher achieved the objective of the class.				

Qualitative assessment

Excellent = EX

Regular = REG

Very Good = VG

Deficient = DEF

Observations: _____



National Autonomous University of Nicaragua
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Multidisciplinary Regional Faculty
FAREM - Carazo

Class Observation

Name of the School Herando Rojas Instituto
Teacher Name: Dra. Angelina Ruiz Ruiz Area: English
Grade: 10 Section: C No: 1 Date: September 18, 2015

Achievement Indicators

Criteria	EX	VG	REG	DEF
The teacher applies innovative strategies in the classroom.	/			
The teacher gives clear instructions of the activities.	/			
The students participate actively at innovative strategies applied by the teacher.	/			
The teacher achieved the objective of the class.	/			

Qualitative assessment

Excellent = EX

Regular = REG

Very Good = VG

Deficient = DEF

Observations: Unit 15: Why...? | Because....

Functions: asking for and giving reasons.



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Prueba Diagnóstico.

Nombre del Colegio: Instituto Nacional Rosendo López
Area: Inglés Grado: 10 Sección: C No.: 1
Fecha: 8-9-15

Instrucciones Generales.

Estimado estudiante,

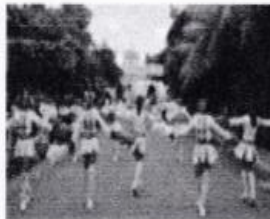
Esta prueba diagnóstico es para ayudarte a mejorar los conocimientos sobre el uso de vocabulario y orden de palabras para escribir oraciones simples en Inglés con adjetivos calificativos. Los datos obtenidos no tendrán ninguna puntuación ni revelarán tu identidad.

Instrucciones Específicas.

- Use lapicero negro o azul para tus respuestas.
- Exprese sus opiniones libremente y con veracidad.

Gracias por su contribución.

A través de una carta, expresa opiniones sobre su escuela (maestros, Directores, el ambiente, compañeros de clase, etc).



Tuesday September 8th 2015

Dear Carolina...

I wanna talk to you a little bit about my school, Rosendo López Institute, there are so many students, and first I'd like to talk to you about the things that I like and enjoy about this school.

I like that the school is too big, that there are many trees and that the teachings are quality, and of course, that there are a lot of good and very smart students.

What I don't like is that the rules aren't strict enough ^{W-O} and the students break those rules all the time, I also don't like that the students don't care about their studies and they only come to school to show off and to learn bad things from the bad influences, I don't like that the director doesn't punish the students who break the laws.

And of course, I hate that every year the students who enter to the 7th year are each year more and more desaplicated students.

That's all for now, write me back soon. Thanks. Bye.



National Autonomous University of Nicaragua

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Multidisciplinary Regional Faculty
FAREM – Carazo

Prueba Diagnóstico.

Nombre del Colegio: Instituto Rosendo Lopez
Area: ingles Grado: 10 Sección: C No.: 2
Fecha: 08th Sept - 2015.

Instrucciones Generales.

Estimado estudiante,

Esta prueba diagnóstico es para ayudarte a mejorar los conocimientos sobre el uso de vocabulario y orden de palabras para escribir oraciones simples en Inglés con adjetivos calificativos. Los datos obtenidos no tendrán ninguna puntuación ni revelarán tu identidad.

Instrucciones Específicas.

- Use lapicero negro o azul para tus respuestas.
- Exprese sus opiniones libremente y con veracidad.

Gracias por su contribución.

A través de una carta, expresa opiniones sobre su escuela (maestros, Directores, el ambiente, compañeros de clase, etc).



Tuesday, 08th September 2015

Dear: Mario ponce.

Hello, my Dear friend, this letter is for I want
tell you something the school.

For example: my teacher is very good, my school
is very good, because to learn new vocabulary

Currently we have ^{w-o} a new yard is big and I'm
going to tell you the big is the school,
_{w-o}

the teach there is big ~~we~~ are happy in the
school.

the english is very good because to learn
new and much vocabulary.

See you tomorrow.

Good bye.

If God will

- Word order
- appropriate vocabulary



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Prueba Diagnóstico.

Nombre del Colegio: Instituto Publico Rosendo Lopez
Area: Inglés Grado: 10 Sección: C No.: 3
Fecha: 08-09-15 martes.

Instrucciones Generales.

Estimado estudiante,

Esta prueba diagnóstico es para ayudarte a mejorar los conocimientos sobre el uso de vocabulario y orden de palabras para escribir oraciones simples en Inglés con adjetivos calificativos. Los datos obtenidos no tendrán ninguna puntuación ni revelarán tu identidad.

Instrucciones Especificas.

- Use lapicero negro o azul para tus respuestas.
- Exprese sus opiniones libremente y con veracidad.

Gracias por su contribución.

A través de una carta, expresa opiniones sobre su escuela (maestros, Directores, el ambiente, compañeros de clase, etc).



September 8, 2015.

Dear Erick ...

I speak of my school and my teacher's.
my school is very beautiful because it have the flowers
and tree ^{w.o} very big. I love study ^{here} ... the teacher's
are very good and relaxed and the school is big.
I don't like the english... !c bye.

All: Esther Carolina Poiz.

- w.o
- To change verb into an adjective



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Prueba Diagnóstico.

Nombre del Colegio: Instituto Nacional Rosendo López
Area: Inglés Grado: 10^{mo} Sección: "C" No.: 4
Fecha: Tuesday, 08th, 09-15 September.

Instrucciones Generales.

Estimado estudiante,

Esta prueba diagnóstica es para ayudarte a mejorar los conocimientos sobre el uso de vocabulario y orden de palabras para escribir oraciones simples en Inglés con adjetivos calificativos. Los datos obtenidos no tendrán ninguna puntuación ni revelarán tu identidad.

Instrucciones Específicas.

- Use lapicero negro o azul para tus respuestas.
- Expresa sus opiniones libremente y con veracidad.

Gracias por su contribución.

A través de una carta, expresa opiniones sobre su escuela (maestros, Directores, el ambiente, compañeros de clase, etc).



Dear:
Jonathan Mellow.

Tuesday, September
08th, 2015

Hello my friend, in this letter I want tell you something about my school and some of my classmates.

Currently we have a new yard by big, and I'm going to tell you something. The last week there was three monkey in a tree of the school. I think that there are between twenty and thirty trees around the school and there is fruits like coconuts and bananas but the banana is out side of the school.

So, the teachers are good person in special of the English. She's happy, good person, has alot ability when she speaks english very well. and the directors do the better job for us.

And finally I'll tell you about my class mate they're so good person that they always help me.

See you soon!
If God will.



National Autonomous University of Nicaragua

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Prueba Diagnóstico.

Nombre del Colegio: Instituto Nacional Rosendo López

Area: Inglés Grado: Decimo Sección: C No.: 5

Fecha: 08/09/15

Instrucciones Generales.

Estimado estudiante,

Esta prueba diagnóstico es para ayudarte a mejorar los conocimientos sobre el uso de vocabulario y orden de palabras para escribir oraciones simples en Inglés con adjetivos calificativos. Los datos obtenidos no tendrán ninguna puntuación ni revelarán tu identidad.

Instrucciones Específicas.

- Use lapicero negro o azul para tus respuestas.
- Exprese sus opiniones libremente y con veracidad.

Gracias por su contribución.

A través de una carta, expresa opiniones sobre su escuela (maestros, Directores, el ambiente, compañeros de clase, etc).



Tuesday September, 8th 2015.

Dear Maria...

My teacher is good, always help in the theme
and the students are intelligent.

The director is polite with the teachers, the students
and always help in the problems.

The environment is beautiful, clean and big, the person
takes the environment and we are living in good
environment.
studying

Good bye.

- appropriate vocabulary



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Interview to Students

Entrevista a estudiantes.

Nombre de la Escuela: Instituto Nacional Rosendo Lopez
Area: Inglés Grado: 10^{mo} C Sección: "C" No.: 1
Fecha: 08-04-15 Martes

Instrucciones Generales.

Estimado estudiante,

Esta entrevista es anónima, tus respuestas son una importante contribución para mejorar el conocimiento sobre el uso de adjetivos calificativos en el área de Inglés. También se toma en cuenta la calidad de relación entre estudiantes y maestro para sugerir actividades innovadoras de enseñanza-aprendizaje.

Instrucciones Específicas.

- Lea el documento cuidadosamente.
- Use lapicero para sus respuestas.
- Escriba claramente y con precisión.
- Exprese sus opiniones libremente y con veracidad.

Gracias por su contribución.

1) ¿Es útil para todos recibir un curso de inglés con algunas actividades de una manera individual? ¿Por qué?

No, es difícil, es debido a que no había estado dado un curso antes y ahora un curso más interactivo y no me es difícil.

2) ¿Algunos estudiantes de inglés en el estado están aprendiendo como en España?

No, es debido a que la gramática es algo difícil y no puede memorizarlo.

3) ¿Es útil para todos cuando se escuchan actividades cuando se están escuchando un inglés cuando se están escuchando? ¿Por qué?

No, es debido a que no había escuchado con verbos y ahora los estoy escuchando.

4) ¿Con frecuencia algunos países que tienen estas cosas en inglés y español, pero tienen algunas diferencias?

Si, es debido a que algunos tienen el mismo significado al español.

5) ¿Por qué algunos que se encuentran cuando se están en grupo?

es debido a que en grupo hay muchas de ideas y todos podemos interactuar en grupo.

6) ¿Cualquiera que hay una buena actividad y un momento entre las actividades de clase cuando están en grupo? ¿Por qué?

No, cuando es trabajo de inglés ellos tienen un poco de tener por que no pueden.



National Autonomous University of Nicaragua
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Interview to Students

Entrevista a estudiantes.

Nombre de la Escuela: Instituto Nacional Rosendo López
Area: Inglés Grado: 10^{mo} Sección: C No.: 2
Fecha: 8-9-15

Instrucciones Generales.

Estimado estudiante,

Esta entrevista es anónima, tus respuestas son una importante contribución para mejorar el conocimiento sobre el uso de adjetivos calificativos en el área de Inglés. También se toma en cuenta la calidad de relación entre estudiantes y maestro para sugerir actividades innovadoras de enseñanza-aprendizaje.

Instrucciones Específicas.

- Lea el documento cuidadosamente.
- Use lapicero para sus respuestas.
- Escriba claramente y con precisión.
- Exprese sus opiniones libremente y con veracidad.

Gracias por su contribución.

1) ¿En qué año tuvo lugar el primer concilio ecuménico en España? ¿Dónde se celebró?

En 529, en Toledo.

2) ¿Qué concilio ecuménico tuvo lugar en el norte de España? ¿Dónde se celebró?

En 680, en el norte de España.

3) ¿En qué año tuvo lugar el primer concilio ecuménico en España? ¿Dónde se celebró?

En 1562, en Alcalá de Henares.

4) ¿Qué concilio ecuménico tuvo lugar en España? ¿Dónde se celebró?

En 1562, en Alcalá de Henares.

5) ¿En qué año tuvo lugar el primer concilio ecuménico en España?

En 529, en Toledo.

6) ¿Qué concilio ecuménico tuvo lugar en España? ¿Dónde se celebró?

En 1562, en Alcalá de Henares.



National Autonomous University of Nicaragua

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FAREM – Carazo

Interview to Students

Entrevista a estudiantes.

Nombre de la Escuela: Instituto Piblico Rosendo Lopez.
Area: Ingles Grado: 10 Sección: C No.: 3
Fecha: 08-09-15 martes.

Instrucciones Generales.

Estimado estudiante,

Esta entrevista es anónima, tus respuestas son una importante contribución para mejorar el conocimiento sobre el uso de adjetivos calificativos en el área de Inglés. También se toma en cuenta la calidad de relación entre estudiantes y maestro para sugerir actividades innovadoras de enseñanza-aprendizaje.

Instrucciones Específicas.

- Lea el documento cuidadosamente.
- Use lapicero para sus respuestas.
- Escriba claramente y con precisión.
- Exprese sus opiniones libremente y con veracidad.

Gracias por su contribución.

- 1) ¿Es difícil para usted escribir oraciones simples en Inglés con adjetivos calificativos de una manera ordenada? ¿Por qué?

No, todo es saber la escritura del adjetivo en inglés.

- 2) ¿Usted escribe oraciones en Inglés en el mismo orden gramatical como en Español?

Sí es en el mismo orden que al español
pronombre, verbo y complemento.

- 3) ¿Es difícil para usted escoger el vocabulario apropiado cuando escribes oraciones simples en Inglés usando adjetivos calificativos? ¿Por qué?

Sí a veces es complicado saber escoger el adjetivo que más conviene para la coherencia de la oración.

- 4) ¿Con frecuencia confunde palabras que tienen similar escritura en Inglés y Español, pero tienen diferente significado?

No, todo es concentración.

- 5) ¿Por qué piensas que es importante trabajar en grupo?

Porque así se obtienen más ideas y opiniones, y así enriquecemos nuestro conocimiento.

- 6) ¿Consideras que hay una buena relación y entusiasmo entre tus compañeros de clases cuando trabajan en grupo? ¿Por qué?

Sí porque normalmente nosotros escogemos con quien trabajar y así hay mejor comunicación para el intercambio de ideas.



National Autonomous University of Nicaragua

UNAN-Managua

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FAREM – Carazo

Interview to Students

Entrevista a estudiantes.

Nombre de la Escuela: Instituto Rosendo Lopez
Area: ingles Grado: 10 Sección: C No.: 4
Fecha: 08-sept-2015

Instrucciones Generales.

Estimado estudiante,

Esta entrevista es anónima, tus respuestas son una importante contribución para mejorar el conocimiento sobre el uso de adjetivos calificativos en el área de Inglés. También se toma en cuenta la calidad de relación entre estudiantes y maestro para sugerir actividades innovadoras de enseñanza-aprendizaje.

Instrucciones Específicas.

- Lea el documento cuidadosamente.
- Use lapicero para sus respuestas.
- Escriba claramente y con precisión.
- Exprese sus opiniones libremente y con veracidad.

Gracias por su contribución.

- 1) ¿Es difícil para usted escribir oraciones simples en Inglés con adjetivos calificativos de una manera ordenada? ¿Por qué?

No se me hace difícil porque he tomado algunas clases prácticas y también aprendiendo en las clases diarias del Instituto.

- 2) ¿Usted escribe oraciones en Inglés en el mismo orden gramatical como en Español? ¿Por qué?

Hay veces no porque no es lo mismo el español con el inglés ni la gramática.

- 3) ¿Es difícil para usted escoger el vocabulario apropiado cuando escribes oraciones simples en Inglés usando adjetivos calificativos? ¿Por qué?

No porque la práctica que tengo me hace pensar y definir un bueno y gran vocabulario.

- 4) ¿Con frecuencia confunde palabras que tienen similar escritura en Inglés y Español, pero tienen diferente significado?

No, porque para eso tenemos un vocabulario en inglés.

- 5) ¿Por qué piensas que es importante trabajar en grupo?

Porque así se hace más armonía, más socialismo entre nosotros y así compartimos ideas.

- 6) ¿Consideras que hay una buena relación y entusiasmo entre tus compañeros de clases cuando trabajan en grupo? ¿Por qué?

Sí, porque con los que me he hecho yo tengo buena relación y así como yo les ayudo ellos a mí también.



National Autonomous University of Nicaragua

UNAN-Managua

Multidisciplinary Regional Faculty

FAREM – Carazo

Interview to Students

Entrevista a estudiantes.

Nombre de la Escuela: Instituto Nacional Rosendo López.

Area: Inglés Grado: Decimo Sección: C No.: 5

Fecha: 08/09/15.

Instrucciones Generales.

Estimado estudiante,

Esta entrevista es anónima, tus respuestas son una importante contribución para mejorar el conocimiento sobre el uso de adjetivos calificativos en el área de Inglés. También se toma en cuenta la calidad de relación entre estudiantes y maestro para sugerir actividades innovadoras de enseñanza-aprendizaje.

Instrucciones Específicas.

- Lea el documento cuidadosamente.
- Use lapicero para sus respuestas.
- Escriba claramente y con precisión.
- Exprese sus opiniones libremente y con veracidad.

Gracias por su contribución.

- 1) ¿Es difícil para usted escribir oraciones simples en Inglés con adjetivos calificativos de una manera ordenada? ¿Por qué?

No, porque puedo hacer oraciones en inglés de manera ordenada por ej: en español "libro rojo", en inglés "red book."

- 2) ¿Usted escribe oraciones en Inglés en el mismo orden gramatical como en Español?

No, porque en inglés el orden gramatical es distinto.

- 3) ¿Es difícil para usted escoger el vocabulario apropiado cuando escribes oraciones simples en Inglés usando adjetivos calificativos? ¿Por qué?

No, porque se varias vocabularias que son necesarias para la oración que estar haciendo.

- 4) ¿Con frecuencia confunde palabras que tienen similar escritura en Inglés y Español, pero tienen diferente significado?

Casi no, porque conozco algunas significadas.

- 5) ¿Por qué piensas que es importante trabajar en grupo?

Porque así podemos aprender el conocimiento de los compañeros con los que estamos trabajando.

- 6) ¿Consideras que hay una buena relación y entusiasmo entre tus compañeros de clases cuando trabajan en grupo? ¿Por qué?

Si, porque todos trabajamos igual, nos ayudamos unos a otros y hacemos un buen trabajo.



National Autonomous University of Nicaragua
UNAN-Managua
Multidisciplinary Regional Faculty
FAREM – Carazo

Teacher Interview

Name of the School: Rosendo Lopez Institute
Area: Communicative-English Grade: 10^{mo} Section: C No.: 1
Teacher Name: Rosa Angelina Ruiz Ruiz Date: September 8, 2015

General Introduction

Dear teacher;

It is being carried a research project action; due to this, it is requested your important contribution to respond the following interview. The aspects to take into account are: the techniques used to teach new vocabulary and to write simple sentences in English using **qualitative** adjectives, and the strategies applied in the classroom to form group work

Thanks for your time and disposition.

- 1) What techniques do you apply in order to teach new vocabulary about **qualitative** adjectives?

I try to use things around the class and in some occasions I make comparisons between students, using for examples short, tall etc.

- 2) How do you teach your students to write simple English sentences using **qualitative** adjectives?

Giving examples between them and I write the grammar structure on the board and then they make sentences according this structure

3) How often do you apply the group work strategy in the classroom?

I apply this strategies often because most of the contents are exercises to work in group, behind there aren't enough english book to work alone

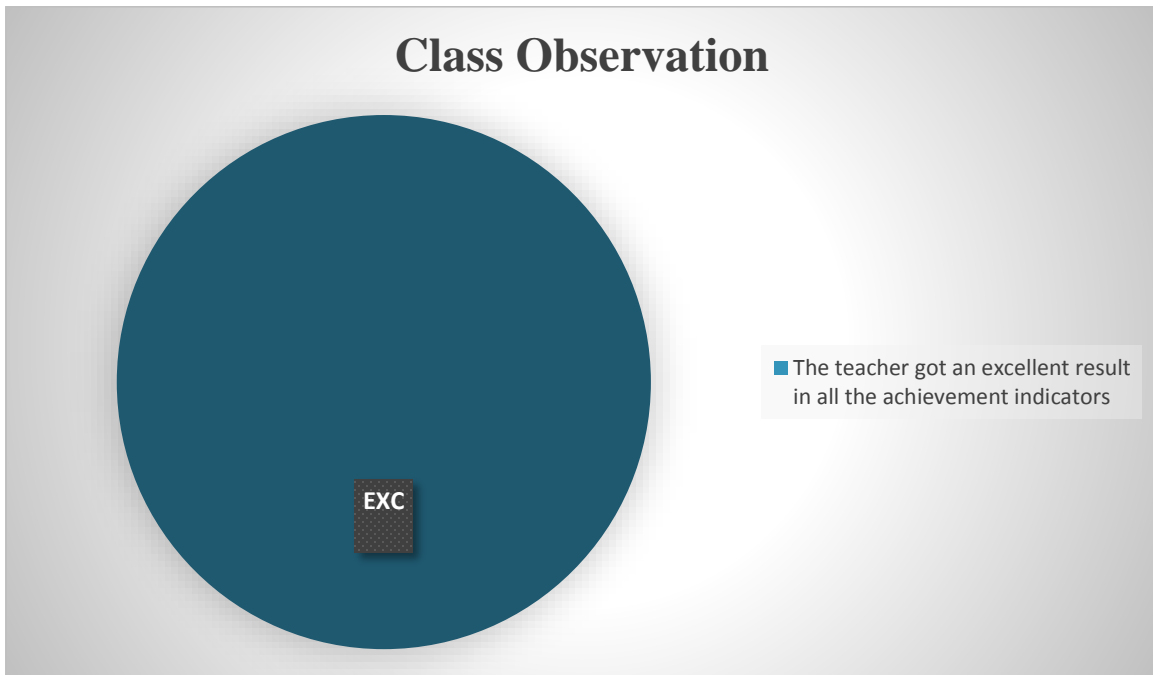
4) What results have you obtained through the group work? (positive, negative) Why?

Positive, Because there are students, which have knowledge about the language and they can help to another who doesn't know nothing about English. I think that between students, there is an interchange of knowledge.

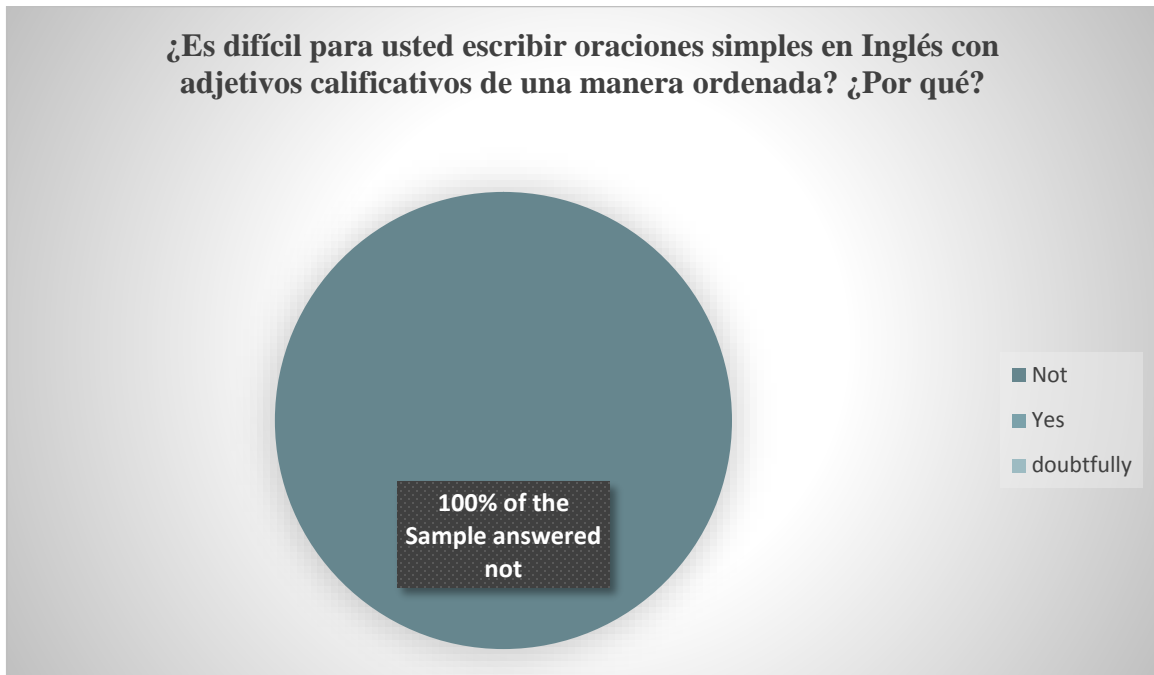
Results of the Assessment Instruments

Achievement Indicators to evaluate in the Class Observation were the following:

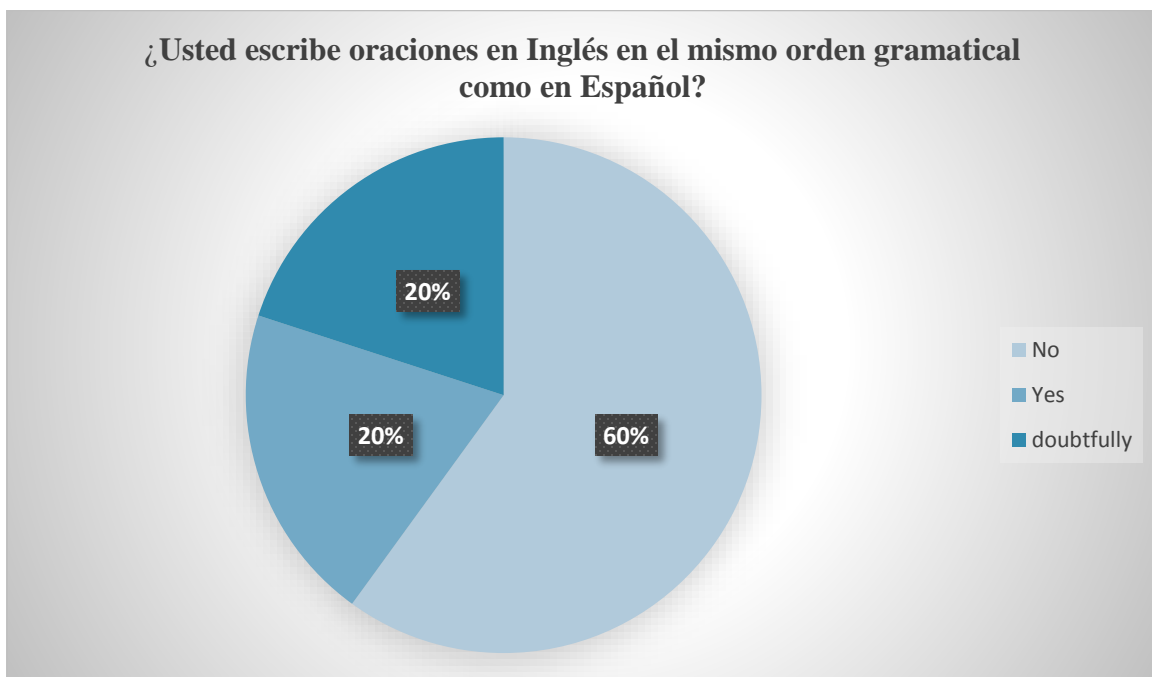
The teacher applies innovative strategies in the classroom.
The teacher gives clear instructions of the activities.
The students participate actively at innovative strategies applied by the teacher.
The teacher achieved the objective of the class.



Interview to Students (5 of the best students in the English class)

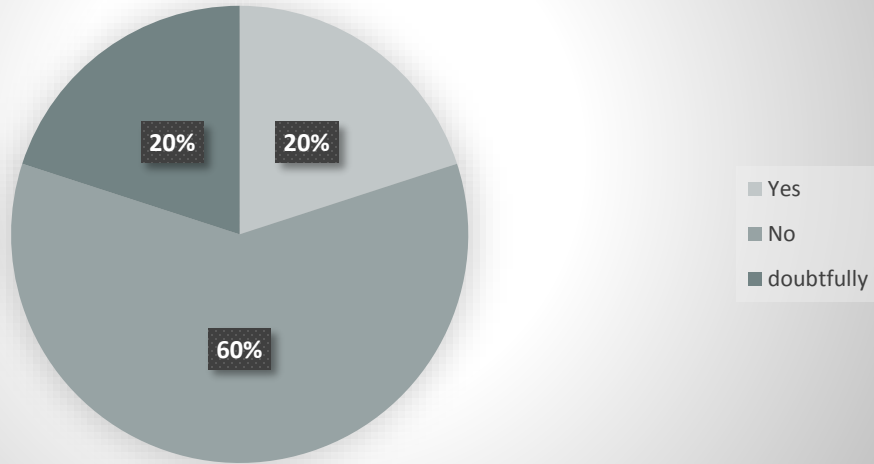


There is a difference between this answer and the diagnostic test, because this one show that students have difficult about word order.

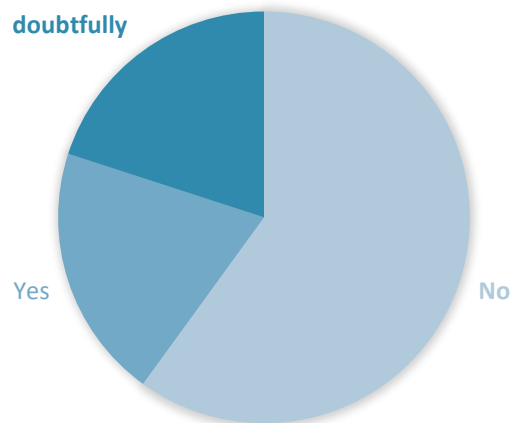


This question is similar to the first one, however there is a variation in the answers.

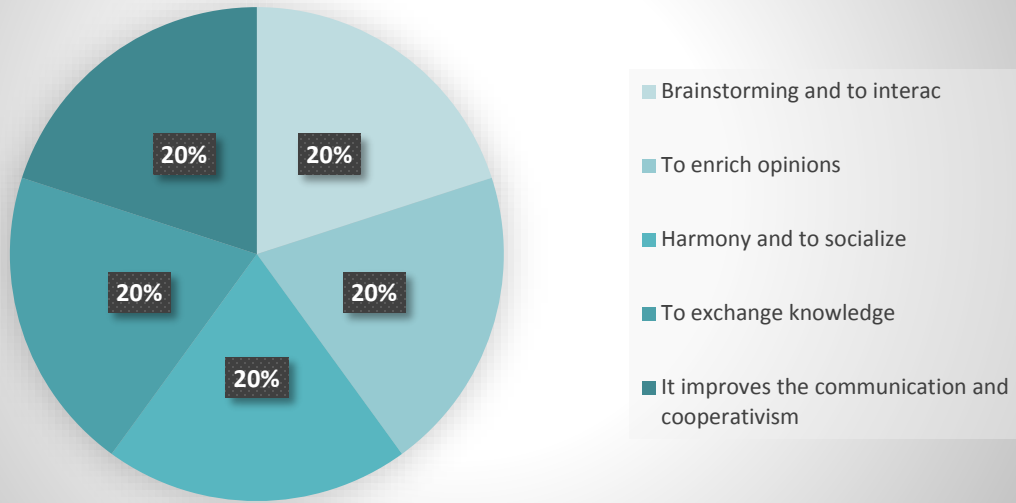
**¿Es difícil para usted escoger el vocabulario apropiado cuando
escribes oraciones simples en Inglés usando adjetivos
calificativos? ¿Por qué?**



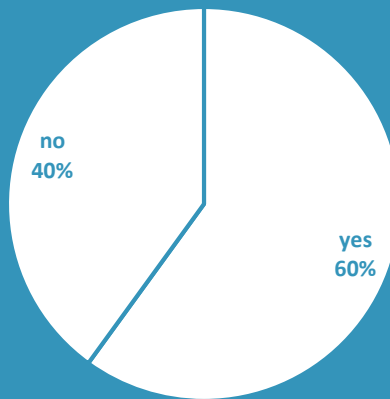
**¿CON FRECUENCIA CONFUNDE PALABRAS QUE TIENEN
SIMILAR ESCRITURA EN INGLÉS Y ESPAÑOL, PERO
TIENEN DIFERENTE SIGNIFICADO?**



¿Por qué piensas que es importante trabajar en grupo?

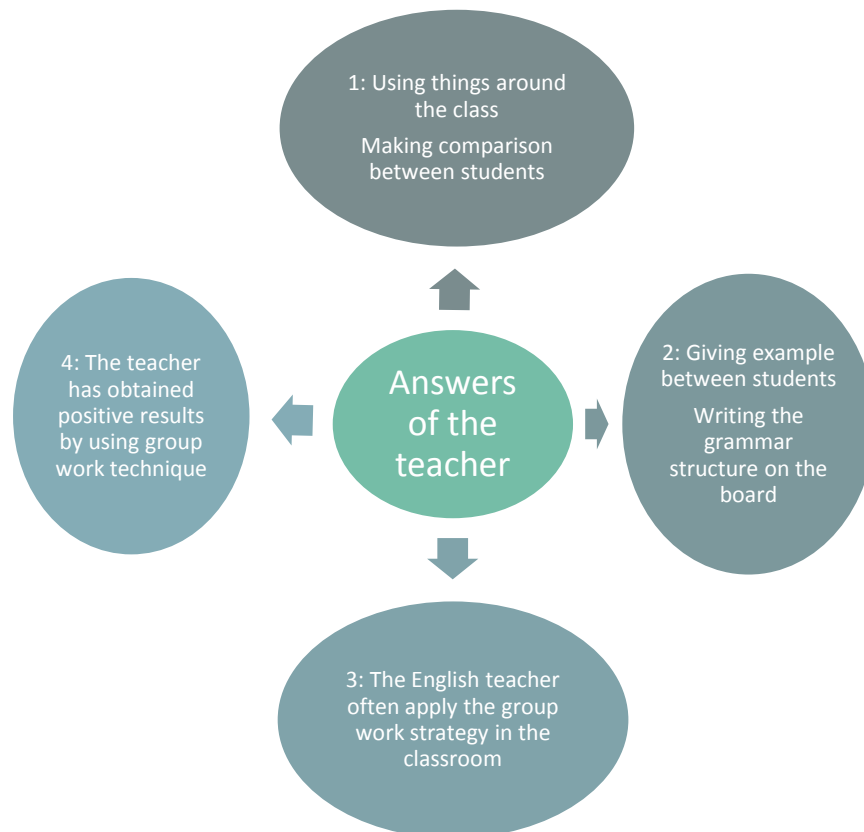


¿CONSIDERAS QUE HAY UNA BUENA RELACIÓN Y ENTUSIASMO ENTRE TUS COMPAÑEROS DE CLASES CUANDO TRABAJAN EN GRUPO? ¿POR QUÉ?



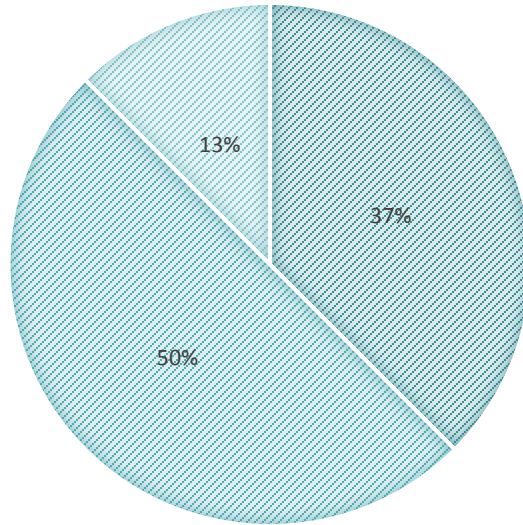
Teacher Interview

- 1) What techniques do you apply in order to teach new vocabulary about qualitative adjectives?
- 2) How do you teach your students to write simple English sentences using qualitative adjectives?
- 3) How often do you apply the group work strategy in the classroom?
- 4) What results have you obtained through the group work? (positive, negative) Why?



MISTAKES FOUND IN THE 5 DIAGNOSTICS TESTS

■ Word order ■ Inappropriate vocabulary ■ To change a verb into an adjective



Pictures

LÁMINAS MURALES ILUSTRADAS: EL USO DE MATERIAL DIDÁCTICO ESCOLAR



Las **láminas murales** fueron uno de los principales **recursos didácticos** con que contó el profesorado para motivar el aprendizaje en el siglo XIX e inicios del XX. En ese período ocuparon un espacio similar al que hoy se le concede a los medios digitales y audiovisuales.

El objetivo de las láminas murales era acercar al alumnado a realidades desconocidas y alejadas de su comunidad.

Students Doing the Diagnostic Test and Answering the Interview



Students Making the Bulletin Board



My school

The Rosendo Lopez Institute is the oldest and the biggest school in the city of Revas, the classrooms are big with pretty colors. the floor keep clean like wise the bathroom there are windows and beautiful gardens, the most of walls keep quite clean. but outside of the school there are a lot plants around the school the wich is good.

Mario Adrian Garcia Ponce
10^{mo} "C"

The Journal of Mathematics

The journal in my school is very different. they fulfill their responsibilities with a nice quality. they always start doing their jobs every early in the morning and finish their homeworks, also there is funny and games with students, this something that helps with the relationship because the students trust them.

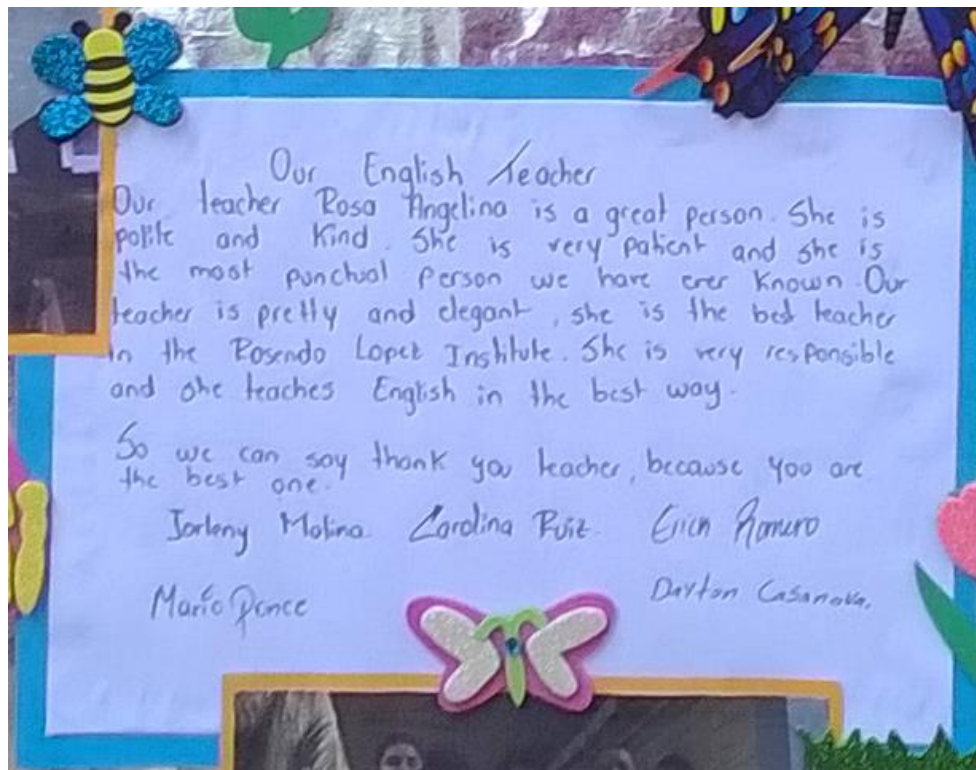
Luis Angel Gomez Lopez

MY SCHOOL

The collage features several elements:

- A central school crest with a shield and a figure.
- A handwritten note titled "My school" with a signature "Mario Adrian Garcia Ponce 10^{mo} 'C'".
- A handwritten note titled "The Journal of Mathematics" with a signature "Luis Angel Gomez Lopez".
- A handwritten note titled "My Mathematics" with a signature "Luis Angel Gomez Lopez".
- A handwritten note titled "The Journal of Mathematics" with a signature "Luis Angel Gomez Lopez".
- Several photographs showing students and school buildings.
- Colorful geometric shapes (yellow and pink triangles) used as decorative elements.

Student Making the Personalized Poster to the English Teacher





Recommendations in Process

Sres. Ministerio de Educación
Managua, Nicaragua.

Estimados Sres,

Soy estudiante de la carrera de Inglés en la UNAN CARAZO. Actualmente estoy trabajando en el proyecto de investigación aplicada con otras dos compañeras de clase. Uno de los principales objetivos de estos proyectos, es el aporte significativo que podamos darle al sistema de educación de Nicaragua, es por eso la razón principal de esta misiva para presentarles una propuesta.

Se escogió el tema de los Adjetivos calificativos en Inglés, escogimos una muestra del 10 grado en el colegio Rosendo López de la ciudad de Rivas y se preparó junto con los estudiantes un mural, donde ellos escribieron las cualidades de su colegio, personal de mantenimiento, ambiente de su escuela, profesores, etc.

Como producto final, los estudiantes prepararon un poster personalizado para la maestra de Inglés, donde expresaron todas sus fortalezas.

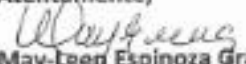
Estas dos actividades dieron muy buenos resultados en corto tiempo. Los estudiantes expresaron mediante un video haber aprendido a delimitar descripciones, escribir títulos, ordenar las oraciones en Inglés y elegir mejor vocabulario de adjetivos calificativos, además les gustó la experiencia de interactuar mediante la actividad.

El poster personalizado causó motivación a la Maestra de Inglés, la cual también expresó sus sentimientos mediante un video.

Hemos revisado el libro de Inglés de 10 grado y estas actividades no aparecen. Basándonos en esta experiencia, queremos sugerirles incluir estas dos actividades en los futuros libros de Inglés de 10 grado a partir del próximo año. Nosotros podemos redactar las instrucciones en Inglés que llevarán cada actividad para que las incluyan en el libro.

Estamos seguros que estas estrategias darán un aprendizaje significativo a los estudiantes y motivarán a los Docentes de esta área.

Agradeciendo su atención a la presente y esperando nuestra sugerencia se tome en cuenta. Me suscribo, deseándoles bendiciones del creador y éxitos en sus funciones.

Atentamente,

May-Leen Espinoza Granja
Representante de Grupo.





UNIVERSIDAD NACIONAL AUTÓNOMA DE NICARAGUA, MANAGUA
 UNAN-MANAGUA
 FACULTAD GENERAL DE CIENCIAS PARA DE CARAZO
 FAREM - CARAZO
 DEPARTAMENTO DE CIENCIAS DE LA EDUCACIÓN Y HUMANIDADES

"AÑO DE LA UNIVERSIDAD SALUDABLE"
 Jinotepe, 23 de Noviembre del 2015

Licenciado
 Julio Canelo
 Coordinador Técnico de Educación Secundaria
 MINED - Central
 Sus manos

Estimado Licenciado, reciba un cordial saludo:

Atendiendo orientaciones de la Rectora de la UNAN - Managua; estamos invitando a participar en la Defensa de los Seminarios de Graduación; donde nuestros estudiantes expandirán sus trabajos de Investigación enfocados en las líneas de **Innovaciones Didácticas** para el aprendizaje del idioma Inglés.

El objetivo de las mismas es que sean incluidas en la actividades que el el MINED implementara para la mejora de la Enseñanza del idioma de Inglés en la Educación Secundaria. Ese mismo día se le hará formal entrega del mismo en digital a su persona como representante del MINED.

Sin más a que referirme y esperando su participación la cual dará mayor realce a esta actividad.

Atentamente,

X Valer H
MSc. Xiomara Valverde Hernández
 Directora
 Dpto. de Ciencias de la Educación y Humanidades
 FAREM - CARAZO
 UNAN - MANAGUA



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 UNAN- MANAGUA
 FACULTAD DE CIENCIAS MULTIDISCIPLINARIAS DE CARAZO
 FAREM - CARAZO
 DEPARTAMENTO DE CIENCIAS DE LA EDUCACIÓN Y DE LAS MANOS

"AÑO DE LA UNIVERSIDAD SALUDABLE"

Managua, 30 de Noviembre del 2015


Licenciada
 Claudia Picado
 Coordinadora - Visión - Mundial
 Programa de Educación
 Sus manos

Estimada Licenciada, reciba un cordial saludo:

Atendiendo orientaciones de la Rectora de la UNAN - Managua; estamos invitándoles a participar en la Defensa de los Seminarios de Graduación; donde nuestros estudiantes expondrán sus trabajos de Investigación enfocados en las líneas de **Innovaciones Didácticas** para el aprendizaje del idioma Inglés.

El objetivo de la misma es que sean incluidas en las actividades que el Programa de **VISIÓN MUNDIAL** implementará para la mejora de la Enseñanza del Idioma de Inglés en la Educación Secundaria. Ese mismo día se le hará formal entrega del mismo en digital a su persona como representante de **Visión Mundial**.

Sin más a que referirme y esperando su participación la cual dará mayor realce a esta actividad.

Atentamente,

M.Sc. Lismara Valverde Hernández
 Directora
 Dpto. de Ciencias de la Educación y Humanidades
 FAREM - CARAZO
 UNAN - MANAGUA



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Chronogram of Activities

RESPONSIBLE: May-leen Espinoza G

Name of the Project	Didactic Innovation in Teaching the English Language	COST OF THE PROJECT	C\$2,583.00
	Based on Sub-Skil Grammar	DURATION OF THE PROJECT	MARCH TO NOVEMBER 2015
		RESOURCES	MONEY, CAMERA, INTERNET, BIBLIOGRAPHICAL SOURCES
Participants	MAYLEEN ESPINOZA, GRETA RODRIGUEZ, ANIELKA ACEVEDO		PRINTER, COMPUTER.

ACTIVITY	RESPONSIBLE	TIME AND DATE OF THE ACTIVITY
To chose the topic and the population, object of study.	All the participants	April 11, 2015 / 1 hour
To decide the didactic innovation	All the participants	April 11, 2015 / 45 minutes
To request the autorization of the Director and the English teacher.	Greta Rodriguez	August 25, 2015 / 1 hour
Planning the investigation (looking theoretical bases, background, etc).	All the participants	From March to August, 2015
Selection of the sample and application of the assessment instruments.	All the participants	September 8, 2015 / 80 minutes
Collect materials to design the bulletin board and give feedback to students about the mistakes found in the diagnostic test.	All the participants	September 22, 2015 / 1 hour
Pre-experimentation part 1	All the participants	September 22, 2015 / 1 hour
Finish the bulletin board (pre-experimentation part 2, and the elaboration of the personalized poster).	All the participants	September 30, 2015 / 30 minutes
Record videos with students and English teacher	All the participants	October 6, 2015 / 20 minutes
To check protocol of investigation	All the participants	October 19, 2015 / 1 hour

Exposition at the JUDC	All the participants	October 21, 2015 / 4 hours
Rewrite the paper and add more information, to analyze the results, to design the annexes.	All the participants	From October 22 to November 25
Written proposal to Central MINED	May-leen Espinoza	November 04, 2015 / 4 hours
To elaborate Didactic Guide to MINED	May-leen Espinoza	November 5, 2015 / 1 hour
To check Didactic Guide	Greta Rodriguez	November 7, 2015 / 20 minutes
To give Didactic Guide to MINED	May-leen Espinoza	November 10, 2015 / 3 hours
Interview with the Graduated Julio Canelo	May-leen Espinoza	November 19, 2015 / 3.5 hours
Verbal proposal to World Vision	May-leen Espinoza	November 19, 2015 / 1 hour
Look for books or research about qualitative adjectives and bulletin board in the libraries: Roberto Incer Barquero, Access to the public information in Central MINED, and Rafael Sanchez Richardson.	All the participants	November 25, 2015 / 5 hours
To check protocol of investigation	All the participants	November 26, 2015 / 1 hour
Pre-defense	All the participants	November 28, 2015 / 5 hours
To take invitation letters to Central Mined and World Vision from FAREM CARAZO to propose them the innovative ideas of its students.	May-leen Espinoza	November 30, 2015 / 3.5 hours
Typear the protocol and to design slides	May-leen Espinoza	From March to November, 2015
To check redaction and grammar	All the participants	From March to November, 2015 / 1 hour
Exposition of the Didactic Innovation	All the participants	December 05, 2015 / 8 hours

THE COSTS OF THE PROJECT WAS DIVIDED BY ALL THE PARTICIPANTS.

Budget

Internet	C\$425.00
Transportation and food	1,092.00
Elaboration of the didactic material	100.00
Photocopies and prints	96.00
JUDC	200.00
Scanner of instruments and other documents	120.00
Edition of the video	70.00
Material to the bulletin board and poster	60.00
Food and drinks	70.00
Print the protocol	600.00
To cover the protocol	250.00
Financing of JUDC	(500.00)
Total	C\$2,583.00

Didactic Guide to Teach Qualitative Adjectives

Teaching Qualitative Adjectives by Using Bulletin Board and Poster



Based on educational experience of:

May-Leen Espinoza Granja

Greta Rodríguez Salamanca

Anielka Acevedo

November, 2015

The education must be: easy, pretty and inexpensive

INTRODUCTION

It's included to teach qualitative adjectives in the program of 10 grade MINED'S Nicaragua. There are several difficulties in the process teaching-learning about these ones. The most common mistakes that students present are the following: word order, false friends (false cognates) and to choose appropriate vocabulary.

After an educational experience with students of Rosendo López Institute from city Rivas, it was verified that through the use of bulletin board and poster, the English teacher can achieve excellent results to teach qualitative adjectives.

The use of bulletin board and poster have great advantages:

- They are inexpensive.
- They are easy to design.
- Students put into practice their creativity.
- There is interaction between student-teacher-student, likewise with other areas of their school.
- Students use open spaces to collect the material (taking picture at school, garden, classroom, teacher, classmates, personal support, etc).

In this material the steps to teach qualitative adjectives by using the techniques mentioned above are detailed.

Steps to Teach Qualitative Adjectives by Using Bulletin Board

Materials:

Papelografo (1.20 mts high by 1.50 mts long)

Crepe paper

Paper size letter in different colors

Scissor

Paste

Frosted foamy

First section (Diagnostic the knowledge about qualitative adjectives).

- a) Divide students in groups of five.
- b) The English teacher will give them a central topic and sub topics per group, for students write short descriptions of qualities about these ones. Some topics could be: classmates, teachers, school, personal support, etc.
- c) After students finish the written, the English teacher will identify the difficulties about the use of qualitative adjectives and will do a feedback to overcome them.
- d) The homework will be: each group must rewrite the written with the new corrections.
- e) In this section the English teacher will express to students about the construction of bulletin board and, what they need to make it: materials, pictures, etc.

Second section (Building the bulletin board)

- a) Look for a visible place to put the base of paper (papelografo).
- b) In the center of the bulletin board must be the main reason of this one.
(Central Topic)



- c) Put the correct written with the signatures of students (per group) over the paper of color in different angles.



- d) The pictures must be printed in sizes of 8,10 or 12cm, and look for a good position to put them over the paper of color, for having a good organization with both: written and pictures.



- e) Put the information over the white base (papelografo). Some relevant aspects could be in the center of bulletin board.



- f) Cut lines of crepe paper with 3.5 inches of wide, and to contract them as an accordion to paste them around of the papelografo.



- g) Share with the students about the experience: What they learned during the process of the activity?

Steps to Teach Qualitative Adjectives by Using Poster

Materials

A piece of cardboard size 30 by 30 cms

Shine paper

A picture size 8, 10 or 12 cm of a teacher

Paste

Scissor

Figures of foamy

First section (writing a draft)

- a) Divide students in groups of five.
- b) Each group will choose their preferred teacher to do her/him a short description about her/his qualities in written way.
- c) The English teacher will revise the writings and will give them feedback about the mistakes.
- d) Students will do a rewriting with the new corrections (homework).
- f) The English teacher will express to students about the design of a personalized poster and, what they need to make it: materials, pictures, etc.

Second section (making the personalized poster)

- a) Cover the cardboard with the shine paper.
- b) The title of the written must be the main reason of this one.

My English Teacher
My Mathematical Teacher
My Spanish Teacher.....

Remember: the titles in English are written in Capital letter, with exceptions of article and prepositions.

- c) Put the correct written with the signatures of students (per group) in the center of poster.



- d) Place the picture of the teacher in the right superior corner.

- e) Adorn the rest of the poster with figures foamy.

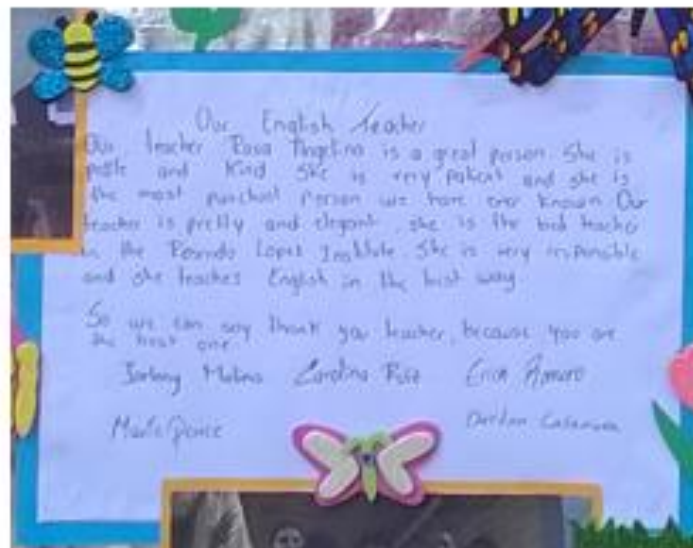


f). The teachers feel great motivation when they receive the personalized poster as a gift.



The students can use the same handiwork as a gift to their close friends, family or another special person for them.

Samples of the Writings



Some Topics to Take Into Account for Doing the Writings

Types of qualitative adjectives.

Demonte (1999) states that qualitative adjectives can be classified in several types.

- | | | |
|--|--------------|-----------------------|
| 1) Dimension / Size | for example: | long /short. |
| 2) Velocity or speed | | fast/slow. |
| 3) Physical characteristic | | round / concave. |
| 4) Color and shape | | white / elongated. |
| 5) Age | | old / modern. |
| 6) Valuation or evaluative | | excellent / horrible. |
| 7) Human aptitudes and predispositions | | capable/ emotional. |

Adjectives in comparative degree

Positive	Comparative	superlative
Wise	Wiser	wisest
Great	Greater	greatest
Lovely	Lovelier	loveliest
Serene	Serenier	serenest.

Positive	Comparative	superlative
Beautiful	more beautiful	most beautiful
Active	more active	most active
Unlucky	more unlucky	most unlucky.

Vocabulary

Bulletin board	=	Mural, tablón de anuncios
Capital	=	Mayúscula, importante
Cardboard	=	Cartón
Contract	=	Contraer, acortar
Feedback	=	Retroalimentación
Gift	=	Regalo, obsequio, presente, donativo
Handiwork	=	Manualidad, obra manual
Inexpensive	=	Económico, barato
Poster	=	Cartel
Sample	=	Muestra
Share	=	Compartir
Shine	=	Brillar, lustrar, resplandecer
Signatures	=	Firma, rúbrica
Steps	=	Paso, escalón

