



UNIVERSITY OF THE AUTONOMOUS REGIONS OF THE NICARAGUAN CARIBBEAN COAST

URACCAN

MONOGRAPH

Didactic Materials for English Language Teaching in Seventh Grade, Paulino Hallsal Reyes School, Yolaina Community, 2022

To obtain the Science Education with a Mention in English Teaching Degree

Authors:

Br. Iskra Denissa Rocha Aguilera

Br. Liss Alejandra García Martínez

Tutor:

MSc. Tatiana Lilieth Arteta Rocha

Nueva Guinea, RACCS, 2022.

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To:

God for giving me the strength and wisdom throughout this hard process, for surrounding me with people who encourage me and support me in achieving my goals.

To my mom and grandmother for believe in me, for support me, for always giving words of inspirations and lift my spirits when the things go wrong, for showing me the right way and for keeping me in their prayers.

To my friends for be my side in the good times and the hard times during all this stage and for sharing with me my achievements and experiences making them the best moments.

To my teachers for share their knowledge with passion, but specially to MSc. Tatiana Lilieth Arteta Rocha for her dedication, for leading me in this important process.

Iskra Denissa Rocha Aguilera

To:

First of all, to God for allowing me to get to this point in my life, for giving me health, strength and wisdom to move forward and achieve my goals. To my parents and brothers for having shaped me into the person I am today, I owe many of my achievements to them.

To my friends Iskra Rocha, Jonathan Urbina, Kirchner Soza and Greybin Castillo for believing in me at all times, for admiring me and motivating me to move forward.

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Liss Alejandra García Martínez.

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ABSTRACT

Didactic materials for English language teaching enriches the teaching and learning process, as it is a tool that facilitates the development of linguistic skills.

This research has three main objectives, these are: identify, apply and suggest Didactic Materials for English Language Teaching in Seventh Grade, Paulino Hallsal Reyes School, Yolaina Community, Nueva Guinea city, 2022. This research is classified as a qualitative study because the information gathered was to describe behaviors in the classroom in seventh grade for English Language Teaching through interviews to teachers, focal group and observations guides.

The main findings obtained were that, there is important implementation of didactics materials in the classroom to enrich the teaching and learning process, however, there is a lack of didactics materials, but the teacher makes use of the materials at her disposal, students are more focuses in the class and have a better understanding when the teacher incorporates didactic materials.

To conclude, the application of interactive didactic materials had a great impact on the students as they felt more motivated and eager to learn. Teacher makes use of didactic materials such as: Flashcards and flipcharts drawn and colored by herself, because it is complicated to print, she also makes use of audio books with the help of speakers. But it is necessary to give the teacher some didactic materials she can use in her lessons.

Key words: *didactic materials, improving, teaching and learning process.*

RESUMEN

Los materiales didácticos para la enseñanza del idioma inglés enriquecen el proceso de enseñanza y aprendizaje, ya que es una herramienta que facilita el desarrollo de las habilidades lingüísticas.

Esta investigación tiene tres objetivos principales, estos son: identificar, aplicar y sugerir Materiales Didácticos para la Enseñanza del Idioma Inglés en el Séptimo Grado de la Escuela Paulino Hallsal Reyes, Comunidad de Yolaina, ciudad de Nueva Guinea, 2022. Esta investigación se clasifica como un estudio cualitativo porque se recogió la información, describir los comportamientos en el aula de séptimo grado para la Enseñanza del Idioma Inglés a través de entrevistas a los docentes, grupo focal y guías de observación

Los principales hallazgos obtenidos fueron que es importante implementar materiales didácticos en el aula para enriquecer el proceso de enseñanza y aprendizaje, sin embargo, hay una falta de materiales didácticos, pero el profesor trata de hacer uso de los materiales en su disposición, los estudiantes están más centrados en la clase y tienen una mejor comprensión cuando el profesor incorpora materiales didácticos.

En conclusión, la aplicación de materiales didácticos interactivos tuvo un gran impacto en los alumnos, ya que se sintieron más motivados y con ganas de aprender. El profesor hace uso de materiales didácticos como: Flashcards y papelógrafos dibujados y coloreados por ella misma, ya que es complicado imprimirlos, también hace uso de audiolibros con la ayuda de parlantes. Pero es necesario dar al profesor materiales que ayuden a desarrollar el proceso de enseñanza y aprendizaje.

Palabras clave: *materiales didácticos, mejora, proceso de enseñanza y aprendizaje.*

I. INTRODUCTION

This piece of research focuses on education and its main objective is to evaluate the didactic resources used for improving the English language teaching in seventh grade at Paulino Halsall Reyes School in Yolaina Community. The didactic materials represent a fundamental tool in the teaching-learning process because applying materials that engage learners in a positive, relaxed and enjoy way can provide students a best experience with the use of the language and maximize the learning potential.

Nowadays, teachers have the opportunity to apply different materials and didactic resources, taking into account the use of technology, as video projector, power point presentation and on-line games. The lack of technology and the lack of preparation can be a problem for teachers in the implementation of digital materials.

English teachers need to include a variety of materials in the classroom for the lesson to succeed. It is important to make teachers know what materials they can access to implement and adapt in the classroom.

For these reasons, in this research will be implementing didactic materials and teacher and students will used in the classroom, for these materials were developed for the four macro skills: listening and speaking reading and writing.

This educational research will help value the benefits of didactic resources that strength and optimize the teaching and learning process, also this study will contribute and reinforce the English major at URACCAN university, because students and teachers can use this information as a guide for their preparation in their professional career. This investigation will benefit to society that make use of university installations for clarify doubts about good use of didactic resources to improve the quality of English language teaching.

II. OBJECTIVES

2.1. General Objective

To evaluate the didactic materials used for improving the English language teaching in seventh grade at Paulino Halsall Reyes School in Yolaina Community, first semester of 2022.

2.2. Specific Objectives

- To identify didactic materials used in seventh grade for the English Language Teaching.
- To apply didactic materials in the Teaching and learning process with seventh graders.
- To suggest didactic materials for English Language Teaching in seventh grade students.

III. THEORETICAL FRAMEWORK

This theoretical framework that underlies this research will provide the reader with a clearer idea about this topic. Some complementary and specific concepts will be found.

3.1 Conceptualizations

3.1.1 English language

Rindal (2014) explained that the English language is a language spoken in many cities, also the definition of English can vary depending on the context in which it is used.

The concept English represents various dimensions: for instance, English is the name of a European people, and it is also the language as spoken by people in that country (as well as in several other countries, depending on the definition of other concepts such as speaker and language). English is also, for instance, the codification of a language in dictionaries and grammars, and in many contexts (particularly related to education) it also refers to literature written in English. What English is depends on the context in which the reference is used. And what English is in a particular context will affect how matters of English and the people who concern themselves with it are treated in this context and related contexts. (p.1)

3.1.2 English Language Teaching

Collins (2022) defines English Language Teaching as “the practice and theory of learning and teaching English for the benefits of the people whose first language not English” (para.1)

3.1.3 English Language Learning

Rachmawati (2018) concludes that:

Language learning focuses on imitation, practice, encouragement and habit formation. Learning a second language necessarily involves comparison with the learner's first language, but the latter is generally perceived as causing 'interference' in the learning of additional one. This approach is seen now to offer an insufficient explanation of the complexity of language learning. (p. 764)

3.1.4 Teaching process

Center for New Designs in Learning and Scholarship (2021) explain that Teaching is fundamentally a process, including planning, implementation, evaluation and revision. Planning and teaching a class are familiar ideas to most instructors. More overlooked are the steps of evaluation and revision.

On other hand, we consider the role of the teaching learning process is very significant in the modeling of adolescents to serve better human beings in the nation as they are going to direct society once they are mature.

3.1.5 Learning Process

Ambrose et al (2010) define "learning as a process that leads to change, which occurs as a result of experience and increases the potential for improved performance and future learning" (p. 29)

3.1.6 Macro skills

A skill is an ability to do an activity or do something through training and experience.

Sharma (2018) determinates that:

Language is expressed in four ways: reading, speaking, writing and listening. These are also defined as the macro skills of communication. These macro skills are utilized by essentially all languages. Babies develop language skills by first listening and then speaking, followed by reading and writing. (p. 1)

3.1.6.1 Listening and speaking

The Victorian Curriculum (2019):

Defines Speaking and Listening refers to the various formal and informal ways oral language is used to convey and receive meaning. It involves the development and demonstration of knowledge about the appropriate oral language for particular audiences and occasions, including body language and voice. (para. 10)

3.1.6.2 Reading and Writing

Oask (2021) considers that: “Reading and writing processes focus on the creation of meaning which occurs when author and audience understand what the words both say and intend”. (para. 25)

On other hand Shriver (2018) defines reading as:

The ability to decode written text quickly and accurately and to comprehend what is read. Writing is defined as the ability to produce connected text (sentences, paragraphs, and documents), either by handwriting or keyboarding, that communicates an idea or information. (p. 1)

3.1.7 Didactics

Léon (2022) refers to didacts as:

The science of teaching (in relation to aims, subject matter, methods, and frameworks) within a specific field. Didactics is based on multiple theories of teaching, and in a wider sense, theory and the practical application of teaching and learning methods. (p. 6)

3.1.8 Didactic materials

According to Padron et al. (2005):

Determined that didactic materials are all kinds of aids that help the actors to achieve their objectives throughout the learning process. There are two types of didactic materials depending on the actors in the educational process: teaching materials and learning materials. Learning materials are those goods or resources that support the students during the learning process (books, games, worksheets, etc.). (p.2)

On the other hand, the elaboration of didactic materials provides a better academic level to the students since they are support and guide for their learning process.

3.2. Didactic materials for teaching English

3.2.1 Classification of didactic materials

As describe by Nikoopour & Amini (2011):

The classification of the didactics materials tends to vary due to the needs, interests, and motivations of language learners furthermore explain that the

development of Materials used in language is field of study taking in account the principles and procedures of the design, implementation and evaluation. (p. 2)

1. Traditional materials

Trujillo et al. (2004) describe traditional materials in the following words:

The blackboard, visual aids, the textbook, and hand-made materials are among those items every teacher has once or another used and, quite frequently, are still present in every language classroom. In many occasions, some of these elements exceed the limits of its own function and become a structuring force of the language teaching process, as it is the case with the textbook. (p. 409)

There are a variety of traditional materials such as:

a) The blackboards

Singh (2011) state:

Blackboard is one of the very old and most used teaching aids in the schools along with the text books. Recently blackboards have been changed to green boards, but the basic function of the board remains the same by whatever color one may name it. Even the material used for making the blackboards is changed from the ordinary wood to the most sophisticated plastic, fiber and glass materials of today. In some classrooms, the blackboards are permanently made of cement and mortar. But the functions of all these are the same. The blackboard has been the most handy and useful tool of a teacher in the classroom. (para. 4)

b) Textbooks

Textbooks are a very important tool that provides knowledge a chronological presentation of information, Lisbdnetwork (2022) define a textbook as:

A textbook is a book of instruction. Its primary aim is not to impart information about a specific subject but to enable one to develop proper understanding of the subject. Presentation is extremely important and it is prepared to serve a particular level of readership. It cannot be comprehensive. Often presentation is colorful and attractive, giving plenty, of illustrations and diagrams. (para. 1)

c) Visual Aids

Shabiralyani at al (2015) explain as the following: “Visual aids are those sensory objects or images which initiate or stimulate and support learning”. (p. 226) Visual aids encorge students in the teaching and learning proocess, making it more effectevely, clearler and easer.

2. Hand made materials

Janovsky, (2022) express the following “These include anything that teacher create. Like houndouts, worsheets, tests, quizzes, and projects. Many of this are use for assesment in the classroom whichn is determiniting the level of learning on any given topic”. (para. 09)

It is refer to materials that can be made by the teacher using tools such us: color papers, scissors, glue, paintbrush, etc.

3. New materials

In addition to the use of traditional materials, teachers have been exploiting every resource that can be used didactically and including it in the lesson plans and the different strategies.

Butista et al. (2014) emphasizes the following:” In addition to the use of traditional materials, teachers have been exploiting every resource that can be used didactically and include it in the lesson plans and the different strategies or approaches”. (p. 193)

Being considered new materials as the following:

a. Flashcards

Dictionary.com (2022) defines flashcards “a card having words, numerals, or pictures on it, designed for gaining a rapid response from pupils when held up briefly by a teacher, used especially in reading, arithmetic, or vocabulary drills”. (para.1)

b) Pictures

Collins (2022) “A picture consists of lines and shapes which are drawn, painted, or printed on a surface and show a person, thing, or scene”. (para.2)

c) Table games

Twinkl (2022) consider:

Board games are a specific type of tabletop game that often include pieces or counters that are moved on a board according to a certain set of rules. Board games vary significantly in complexity with most including an element of chance, and some being based purely on chance. For example, many board games require players to roll a dice, which depends largely on chance, whereas others are more skill-based or focused on turn-taking. (para.2)

d) Posters

Rafael (2008)

Posters can be considered as important resources to attract students' attention to the teaching of English. Some publishers use them to present dialogues and comics. We can also add that the use of posters in the classroom is more profitable when they are used in combination with another important resource such as a CD player. (p.4)

e) Murals

Yasna (2013) explain that

Educational murals are drawings, gigantographies that are in the room during the period of the learning unit. Most of them are drawn and painted, others are made of eva rubber or recycled material. Human communication through graphics is part of our history. (para.1)

f) Magazines

Lane (2016) "A magazine is a publication that is issued periodically. It generally contains essays, stories, poems, articles, fiction, recipes, images etc. Magazines are directed at general and special audience, often published on a weekly or monthly basis." (p. 8)

In addition, Douma (2022) explain that:

Print magazines offer a unique synthesis of text and images that makes them an appealing option for reluctant readers. Teachers have the opportunity to incorporate this rich, diverse resource into daily instruction and provide students with a meaningful reading experience that promotes curiosity. (para.2)

g) Movies

Yuliasuti (2021) considers that “movie is a tool to learn new vocabulary in the classroom, then using English movie will make lessons more fun for students and students will find it easier to master new vocabulary.” (p.3).

Therefore, the acquisition of English as a second language, many students are interested in learning English and understanding the new vocabulary but on the other hand some students feel bored and have a lot of difficulty in learning English.

4. Recycled didactic materials

Huamani (2005): also explain that “it is necessary to take advantage of existing materials of nature and environment to build various educational materials as well as the importance of creativity both in professional training and in students themselves”. (p.8)

Masis & Darce (2018) they consider “These teaching materials can not only be made with objects purchased from bookstores, but also allow teachers and students to reuse the waste that affects the environment by implementing recycling and saving money by doing so”. (p.10)

Some recycling didactic materials are:

- ✓ Mini whiteboard
- ✓ Flashcards
- ✓ Handmade didactics

5. Didactic Materials for Listening and speaking

• Songs

Peterson (2022) refer to importance to include songs in the classroom in the following words:

Consequently, music was unveiled as a potential factor for improving the learning process and knowledge retention among students. Here's how introducing music to the classroom can help teachers in enriching the learning experience of their students. Music speeds up learning, music helps students to memorize learning material, music enriches learning experiences, music motivates students to be focus, music builds a supportive atmosphere, music creates a sense of community and it fosters individual expression and stimulates creativity. (para. 1)

- **Audio books**

Sekścińska and Olszańska (2018):

Though audiobooks are quite popular, they are rather regarded as a pastime and not as a teaching resource. However, they do seem to be one of the most helpful teaching tools which may significantly improve students' linguistic competence. Not only do they enable learners to enrich their vocabulary, but they are also highly conducive to the development of their writing and reading skills. (p. 144)

- **Speakers**

Sweetwater (2004) defines speaker as the following:

A loudspeaker, also called a speaker or loud speaker, is a transducer that converts electrical energy into mechanical energy, providing in the process the audible sound in equipment such as public address systems, studio monitors, guitar and bass amplifiers, radios, televisions, and home stereos. (para 1)

- **Headphones**

Techopedia (2017) describes headphones as "Headphones are a hardware device that can be plugged into a computer, laptop, smartphone, mp3 player or other device to privately listen to audio without disturbing anyone in the vicinity". (para 1)

6. Materials for teaching reading and writing

- **Books**

In Singh words (2022):

Text book is very useful material prepared for the purpose of teaching-learning process which gives information about particular subject and is used in formal education at a particular class or level. It is meant for helping students learn the target language for using it in their real-life situation. It is equally important to both teachers and students. (p. 2)

- **Worksheets**

According to Lee (2014):

Worksheets can be useful in many ways in terms of academic achievement. For example, as supplements to textbooks, worksheets can be used to add information for particular classes. In addition, blanks in worksheets are invitations for students to fill in gaps; they are opportunities for knowledge construction. Well-designed questions in worksheets can draw students' interest when paired with proper teaching methods. (p. 96)

- **Mini-whiteboards**

Haward (2020) states that "Mini-whiteboards are small, wipe-clean surfaces. Coupled with erasable pens, mini whiteboards are simple and effective learning tools, particularly for AfL (assessment for learning)". (Para. 4)

- **Vocabulary blocks**

Nowadays blogs have stood out as a tool for English language learning because blogs they help students engage in online exchanges and promote autonomous learning.

Ahluwalia et al (2011) define:

A blog is called an online journal or a diary where every post is published chronologically; therefore, students used it to record their communication skills' class activities. After every performance in the language laboratory, students recorded their work on their blogs and uploaded relevant pictures, photographs, presentations and videos to make them more presentable. (p. 33)

7. Technological materials

According to Guillermo (2002):

It should also be taken into account that the possibilities offered by new technologies as a didactic tool are equally important and it is necessary to take advantage of all their potentialities to form fairer, more capable, more cooperative human beings, which would lead us to affirm that what is important is not technology as such but what the training actors can make of the technological element to humanize it. (p.19)

- **Computer**

Barroso (2019) explains the following:

Computers have revolutionized the teaching profession in multiple ways. Teachers use computers to record grades, calculate averages, manage attendance and access data on student performance in online programs and assessments. Computers have also made it easier for teachers to vary their instructional delivery.

- **Cellphones**

Jaya (2012) stated:

Cellphone is a common instrument that can be seen in every hand especially in the hands of students. To be frank students have the latest mobile phones. As they are inquisitive in nature, they become experts in operating various functions of the mobile. It has been considered as a very useful and convenient tool for teaching and learning. (p.2)

- **Websites**

Macancela (2019) states that:

The Websites contribute much to the learning of the English language, facilitating the teaching of the teachers through the use of dynamic strategies they help to reinforce the cognitive approach with greater ease, since it allows to develop the language skills with precision, improving the communication of the students in the classroom, which separates the ambiguous strategies used with the traditional method of learning. (p. 13)

- ✓ Grammar monster
- ✓ iSLcollective
- ✓ Busy Teacher
- ✓ Lingua.com

- **Software**

In Clayton words (2021) “Educational software refers to any computer application that enhances learning. It includes classroom management software, student information systems, language software, reference software, and more”. (p. 3)

- **TV**

Sen et al (1795)

Television as one of a prove of modern technology has given many advantages for human life. By watching television people can know everything about news, entertainments, etc. In faraway of place and television has become an effective medium to transfer knowledge, information and culture, habit even life style. (p. 2)

- **TICS**

CEU (2018) explain that:

TICS its refers to a set of techniques and devices based on the new technological tools and to the different supports and channels of information and communication. We also refer to the process of obtaining, storing, processing and transmitting information digitally. (para. 3)

- **Apps**

According to Guo (2013)

Numerous mobile applications (apps) have been developed to support different aspects of second/foreign language learning, including listening, speaking, reading, writing, vocabulary, and grammar. Although these apps, usually with sound, images, and interactions, are certainly appealing to learners, the second language pedagogy that underpins these resources and activities should never be ignored. (p. 8)

Some mobile apps for teaching listening and speaking:

- **FluentU**

- Voice of America
- Hello talk
- Babble
- Doulingo

Some mobile apps for teaching reading and writing:

- HELLO ENGLISH
- Book Dash
- Beelilingual
- Grammarly Keyboard

3.3 English Didactic Materials to apply in seventh grade

Didactics materials for teaching English are all the resources that English teachers include in their lesson to facilitates language acquisition.

Tomlinson (2008) emphasizes: “What the materials need to do is to provide lots of opportunities for the learners to actually use language to achieve intentions and lots of opportunities for them to gain feedback on the effectiveness of their attempts at communication”. (p. 5)

This paper will be focused on the application of didactics materials for the four macro skills: Listening and Speaking, Reading and Writing.

Therefore, those are meaningful important at the developing of a language proficiency because they are important for developing a language proficiency.

Didactic materials for Listening and Speaking:

1. Spin and speak (speak)

Spin and speak is a rotating roulette classified by color and can be adapted to different themes. This will be a helpful and fun tool in the classroom to students develop their speaking skills.

Procedure:

Select a student, she or he spin the roulette, the pointer will stop at a color, depending on the color, the student must choose a piece of paper of the same color, in this piece of paper will be the question that the student must to say and answer.

These piece of paper these pieces of paper will be wrapped with tape in order to allow the teacher to change the questions or statements according to the topic.



Figure 1. Didactics material for speaking made with recycled material

2. City Table Game (listening)

This is a table game to practice places in the community, describing places, give directions or prepositions of place.

Procedure

Students should place the cards face down in a pile next to the board game, they should all place their counters on start, the first player picks up a card and answers the task:

- If he answers correctly, he/she shakes the dice and moves his counter the appropriate number of spaces on the board. He can then place his card at the bottom of the pile and the turn passes to the next player.
- If he/she cannot answer the task then the turn passes to the next player.

The object of the game is to get to the end of the board.

The player who does so first is the winner.

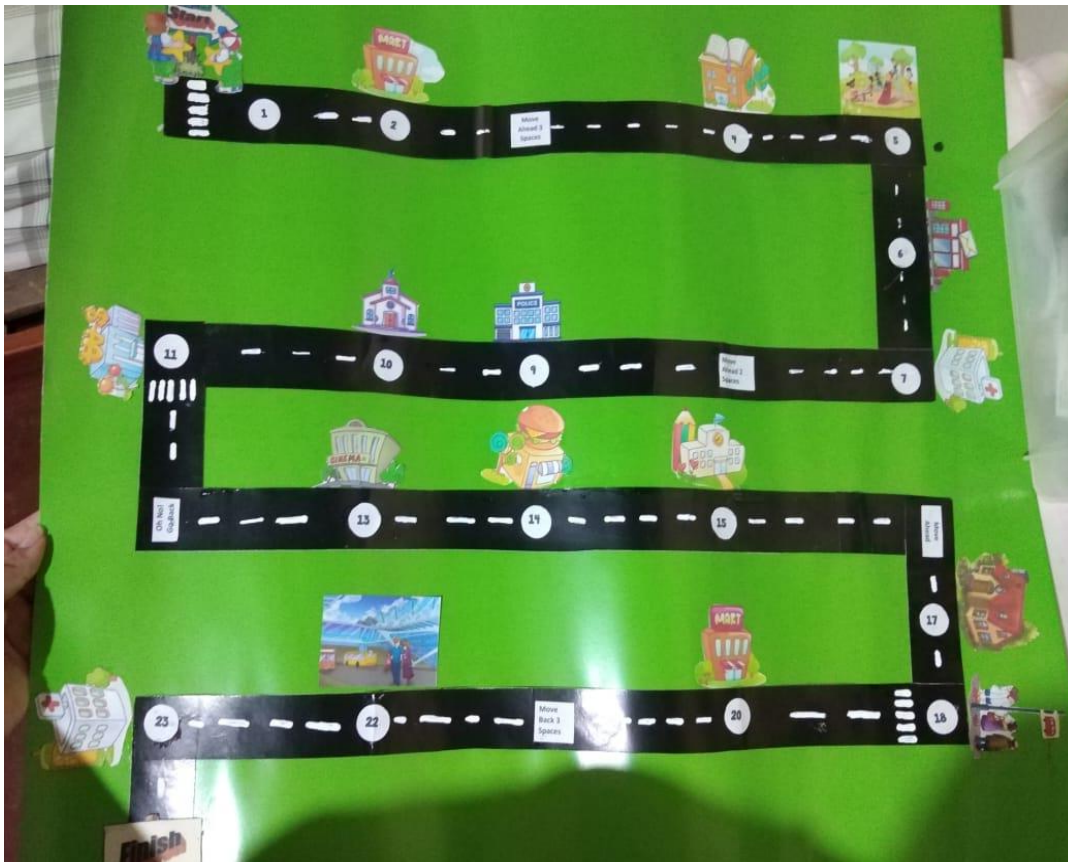


Figure 2. Didactic material for listening

Didactics materials for Reading and Writing

1. Sliding Puzzle (reading)

This is a puzzle that contains little pieces with small movable word blocks in order to form or fill in the blank sentences according to the picture shown on the top of the frame.

Procedure:

Select a student, the teacher will paste a picture on the top on the frame according to the topic.

In each block will be written in word these words form a sentence, in this way the student must slide the blocks to form or complete the sentences according to the image shown above.

Topics:

This material can be use in any topic because each block is wrapped with tape and the teacher is free to write and erase the words.

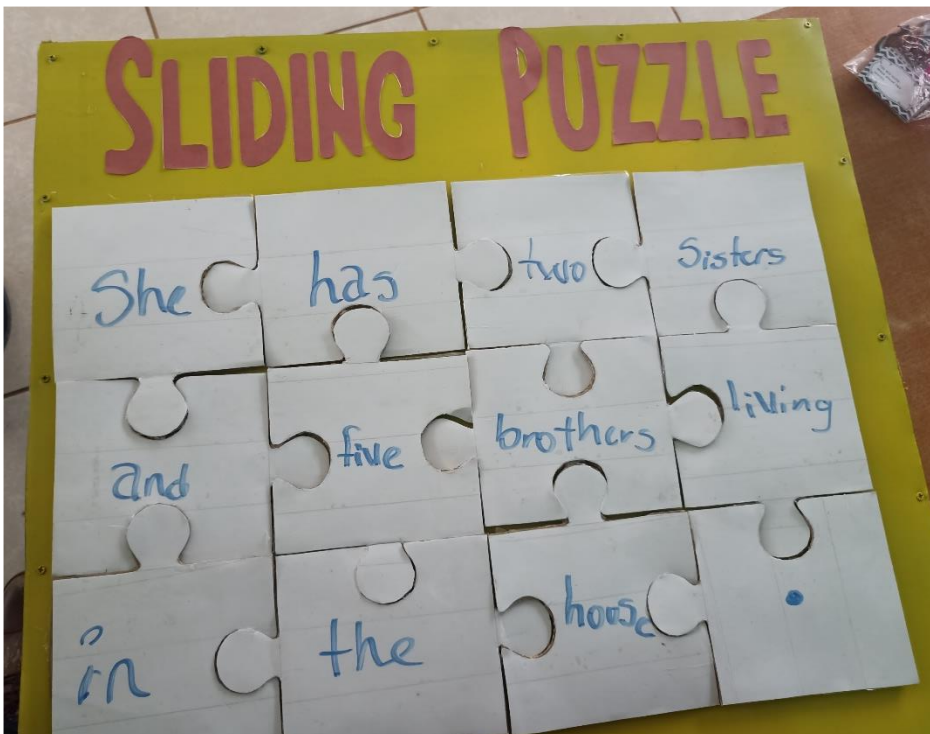


Figure 3. Didactic material for Reading made with recycled material

1. Fill the verb (Writing)

This is a flashcard that containing the picture of an action referring to a verb, this material will be wrapped with adhesive tape in order to students could write the corrects verbs according to the picture that is in it.

Procedure:

Teacher divides the class in two teams, each team has the same number flashcards with the same pictures.

Ask student to put the flashcards on the floor, then the teacher makes mimes, an action or select one student to do so.

Student has to look for the flashcard that have the action and write the correct verb, the team who finishes first is the winner.

Topics:

Teacher can use in topics such as: actions verbs or commands, daily routine, etc.



Figure 4. mini whiteboards used for writhing skill

IV. METHODOLOGY AND MATERIALS

4.1. Location of the study

This study was developed at Paulino Hallsal Reyes school, Yolaina community, Nueva Guinea city, 2022.

4.2. Type of study

This was descriptive research because evaluate for English Language Teaching in seventh grade at Paulino Hallsal Reyes school In Yolaina Community, second semester of 2022. In addition, this investigation will provide the teacher with Didactics materials to improve the language teaching, these didactic materials could be implemented to others grades.

4.3. Approach

Is classified as a qualitative research because the information was gathered, describe behaviors in the classroom in seventh grade for English Language Teaching through interviews to teachers, focal group and observations guides.

4.4. Unit of Analysis

In this study, the unit of analysis was all the class, 12 students (5 female and 7 male) and the English teacher (female).

4.5. Criteria of Selection and Exclusion

4.5.1. Inclusion Criteria

- ✓ Students from seventh grade at Paulino Hallsal Reyes school In Yolaina Community.

- ✓ English Teacher in seventh grade at Paulino Hallsal Reyes school In Yolaina Community.

4.5.2. Exclusion Criteria

It was excluded teachers who are not teaching English and all the others students of the other grades and the director of the school.

4.6. Information Sources

4.6.1. Primary Sources

The primary resources are the techniques and instruments were used to carry out this study were interview to teacher who teaches the English subject in seventh grade, focal group and observation guide.

4.6.2. Secondary Sources

The secondary sources for this research were books, monographs from library of URACCAN, web sites.

4.7. Techniques and Instruments

In order to achieve the objectives of this study, which are to identify, apply and suggest didactic materials for English language teaching in order to strengthen the teaching and learning process in the seventh-grade students of the evening shift of the Paulino Hallsal Reyes School, the following techniques were used:

4.7.1. Interview

The interview will be applied to the seventh grade English teacher at Paulino Halsall Reyes school with the objective to know about the didactic materials that are been implemented for teaching English.

4.7.2. Observation guides

Three observations were applied to seventh grade teacher and students in the afternoon shift, which were carried out on the days that the teacher teaches the subject.

4.7.3. Focal group

To carry out the focal group were selected all the student in seventh grade due of the fact that it is a rural zone and some students have migrated for thar reasons there are twelve students (7 male and 5 female).

4.7.4. Data Analysis and Processing

For processing of the analysis and interpretation based on the information collected through the application of observation guides, interviews and focal groups were used Word for the transcription of the information and results obtained.

4.8. Descriptors Matrix

Objectives	Descriptor	Definition	Techniques and instruments
To identify didactic materials used in Tenth grade for the English Language Teaching	Didactic Materials	Didactic materials refer to any resource that is designed to aid a student in their learning experience. These tools can help a student improve their knowledge and understanding of the world through manipulation and experience.	Observation guide, interview and focal group.
To apply materials in the Teaching and learning process with seven grades	<ul style="list-style-type: none"> • Spin and speak • Sliding puzzle • City table game • Filling in the verb 	Teaching and learning process can be defined as a transformation process of knowledge from teachers to students. It is referred as the combination of various elements within the process where an educator identifies and establish the learning objectives and develop teaching resources and implement the teaching and learning strategy.	Observation guide, interview and focal group.

<p>To suggest didactic materials for English Language Teaching in seventh grade students.</p>	<p>Language teaching</p>	<p>Language Teaching is the essential research resource for language professionals providing a rich and expert overview of research in the field of second-language teaching and learning. It offers critical survey articles of recent research on specific topics, second and foreign languages and countries, and invites original research articles reporting on replication studies and meta-analyses.</p>	
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4.9. Delimitations and Limitations of Study

4.9.1. Delimitation

This study is focus on Didactic Materials for English language teaching in seventh grade, Paulino Hallsal Reyes School, second semester, Yolaina Community, 2022

4.9.2. Limitations

During the development of this research there were some aspects that affected the progress of this research such as: lack information, disinterest of the teachers and students to provide relevant information that is necessary to complete this investigation.

4.10. Ethical Aspects

During the elaboration of this study was taking into account:

- ✓ Reality of students with the observation guide
- ✓ To respect the copyright in the found theories
- ✓ To respect opinion of professor and students
- ✓ Consent support paper filled by the director of the school approving the study at the University

V. ANALYSIS AND RESULTS

After the application of the instruments, such as interviews and observation guides to the teacher and students for the study Didactic materials for English Language Teaching in Seventh Grade, Paulino Hallsal Reyes School, Yolaina Community, 2022, the following results are described.

Activities and materials used by the teacher

1. Activities and materials for Listening and Speaking

Recordings: teacher play recordings, songs and audiobooks with the help of speakers to practices listening skills for students to complete some activities such as: look for words, complete sentences, interpretation and comprehension questions.

Flashcards: teacher uses flashcards in the classroom in order students to recognize and say the correct meaning of the picture to practice vocabulary and speaking.

2. Activities and materials for Reading and Writing

Flipcharts: some of the activities that were observed, the teacher uses slips of paper containing readings or exercises, such as fill and the blank, look for words missing, scrabble and comprehension question, the readings were used for the students to read aloud.

Worksheets: the teacher said that she downloaded the worksheets on her phone, then wrote them on the piece of paper as she did not have the resources to print them out for the students.

Didactic materials used in seventh grade for the English Language Teaching

According to the teacher, there is a lack of didactic materials. Teacher makes use of drawings and flashcards made by her self, audio books and flipcharts, sometimes, she implements the use of acrylic paints to make the class creative.

Teacher expresses that it is difficult print flashcards and worksheets. Also, it is a problem with the internet connection in the community, therefore, it takes too much

time log in to find resources. The school has an Information and Communication Technology (ICT) classroom but, both, students and teacher do not have enough knowledge to make use of computers, although, there is no teacher in the technological area, however, teacher indicated that makes use of the ICT classroom some Fridays.

In addition, during the interview the teacher also expressed that makes very little use of the textbooks because teacher considers that these textbooks are in a higher level than the students are, taking into account that seventh grade is the first time they are taking this subject and learning the language.

The focal group demonstrates that students enjoy the class when the teacher makes use of the didactic materials, such us: books, flashcards and the few opportunities to use the cellphones and computers. Students indicated that they would like to use more often these kinds of resources.

According to the observation applied in the classroom, it could be appreciated that the teacher tries to use didactics materials making use of flashcards, worksheets, audio-visual aids, and posters made by herself, furthermore didactics materials are useful and adapted according to the student´s level and according to the topic.

Materials in the Teaching and learning process applied with seventh graders

When the didactic materials were applied in the classroom with the students, at the beginning it could notice that the students were curious about the materials as it was something new for them but also a little shy to participate, as the activities were developed, students were developing and showing interest and motivation.

The materials were developed for the four skills: Listening – Speaking and Reading -Writing

Speaking material

Spin and speak:

During the application it was possible to observe and evaluate that the students had little knowledge but tried to express themselves and experiment with the new material.

Some volunteers were requested but the students were shy so it was decided to select them through hot potato game, the students spin the roulette then select a flashcard according of the arrow on the roulette, each color belong to a category or question so this participant have to pick the flashcard that contains the question or statement and answer orally, to some of the students was difficulty to answer the statement but for some of them it was easier.

Listening material

City table game

This material was used for both skills, listening and speaking

For this activity students had difficulties to understand the process of the game and also the students were very curious about to use the material because they paid a lot of attention to the explanation gave, when the students were selected, were very shy and afraid of making mistakes, then a tentative test was used and the students were more participative and made use of the prepositions of place and places in the city.

This material caught the attention of the students because for them it was something unusual and had never played anything like this while learning a language.

Reading material:

Sliding puzzle

As with the other instruments, students found this material very interesting and interactive. the goal of the activity is to put in order the blocks to form a word, sentence or statement. After the explanation of the sliding puzzle procedure, the

students worked in teams and made the effort to place the pieces of the puzzle in the correct order to form the sentence with the grammatical structure.

At the end of the activity, it was remarkable that they successfully achieved the objective of the assignment while having fun. The teacher found this material an excellent and interesting way to practice the students' reading skills, this is an authentic material so we took the time to create it and make it ourselves.

Writing material:

Filling in the verb

The objective of this activity was to evaluate this skill while working together as a team to win the game and observe which team spelled the word faster and more correctly.

It was possible to observe that for the students it was a little complicated to identify the action verbs for the activity, they needed our help and the teacher's help more than in the other activities, so we consider that the writing skill is the most difficult to develop, they felt pressured because they had little knowledge of the correct spelling of a word.

VI. CONCLUSIONS

After analyzing the results of the information collected through observation guides, teacher interviews and focus groups with the students, and the application of the didactic materials, we reached the following conclusions.

- Didactic materials are an essential tool for teaching and learning process because they make the class more interactive and fun providing to the student a better understanding and acquisition of the language.
- The didactic materials used with seventh graders are the following: Flashcards and flipcharts drawn and colored by herself; she also makes use of audio books with the help of speakers.
- It is harder to incorporate didactic materials in rural areas because it is complicated to print and to access in internet to find resources.
- Technological didactic materials tend to be difficult to use since she expressed that she does not have much knowledge of the use of these as well as the students, besides that it takes a lot of time to use the ICT classroom that the school has, so they are only used on Fridays and she must request the use of this classroom from Monday.
- The application of interactive didactic materials had a great impact on the students as they felt more motivated and eager to learn.
- The books provided by MINED for seventh graders are not appropriate to the level of the students.
- Student would like to use more often technological materials such as cellphones and computers.

VII. RECOMMENDATIONS

Based on the analysis of the results obtained in this paper, the following recommendations are given, with the purpose of reinforcing and promoting the implementation of didactic materials in English language teaching at Paulino Hallsal Reyes school in Yolaina community.

To teacher

- ✚ Make use of recycled didactic materials, this with the goal of help the environment and save money.
- ✚ To the build of these recycling materials ask the students recollect and bring to the classroom instruments that can be useful for make the didactic materials.
- ✚ Motivate the students at the beginning of the class this will make the students become familiar with the new subject that will be taught.
- ✚ Take workshop to make use of the different technological resources, we suggest mobile apps as the following:
 - FluentU
 - Hello talk
 - Babble
 - Doulingo
 - Grammarly keyboard

And websites as the following:

- Grammar monster
- iSLcollective
- Busy Teacher
- Lingua.com
- ✚ Make use of the didact materials applied during this research.

To MINED

- ✚ Make a better of the use of TIC classroom, with the objective of students and teachers could exploit these tools.
- ✚ To provide workshops for the teacher to make good use of technological didactic materials.
- ✚ Provide to the teacher to materials to create didactic materials.

To the students

- ✚ Be motivated in learning the English language and practice self-study.
- ✚ To use English apps and webpages recommended in this research.
- ✚ To use and take care of the didactic materials implemented in this research.

VIII. LIST OF REFERENCES

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IX. APPENDIXES



Figure 5 and 6 interview to teacher



Rocha, Paulino Halsall Reyes School, 2022



Figure 7. Observation guide

Garcia, Paulino Halsall Reyes School, 2022



Figure 8 and 9. Applying didactics materials with students

**Source: Urbina, Paulino
Halsall Reyes school, 2022**



Figure 10. Explaining the instructions of use of the didactic material



Figure 11. Students making use of didactic material

**Source: Urbina, Paulino Halsall
Reyes school, 2022**



Figure 12. Explaining the instructions about the use of didactic material

Source: Urbina, Paulino Halsall Reyes school, 2022



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INTERVIEW TO TEACHER

Dear teacher, the objective of this interviews is to evaluate the didactic materials used for improving the English Language Teaching in seventh grade at Paulino Halsall Reyes School in Yolaina Community, second semester of 2022.

1. What do you think about didactic materials used for improving the English language teaching?
2. How frequency do you uses didactic materials in the classroom?
3. What kind of didactic resources do you use for listening and speaking skills?
4. What kind of didactic materials do you use for reading and writing skills?
5. What kind of traditional materials have in this school that you consider are necessary to teach and learn English?
6. What kind of new material do you implement in the classroom?
7. What kind of technological materials do you implement?
8. Do you use recycling didactic materials



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FOCAL GROUP

Dear students as students of bachelor's in English Language Teaching, we are doing research named "Didactic Materials for English language teaching in seventh grade, Paulino Hallsal Reyes School, Yolaina Community, 2022" the principal objective with this research is to evaluate the didactics materials for improving the English language teaching, the participation on these interviews will be helpful to complete this research.

1. What do you think didactic materials are?
2. What kind of didactic materials the teacher used in the classroom?
3. Do you think it is important teacher make use of these didactic materials?
Why?
4. What kind of didactic materials do you like the most: traditional materials, new materials, technological materials, recycling materials?
5. Do you consider you have a better learning with the didactics materials the teacher brings for you?



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OBSERVATION GUIDE

The present observation guide aims to evaluate the didactic resources used for improving the English Language Teaching in seventh grade at Paulino Halsall Reyes School in Yolaina Community, first semester of 2022.

1. General Information	
Grade:	Date:
Subject:	Level:
Content:	

2. Environment in the class				
Nº	Key aspects	Yes	no	Observation
1	The classroom environment is adequate for the class			
2	Teacher and students are focus on the class development			
3	Teacher uses didactics materials			

3. Didactics materials used in the classroom

Nº	Key aspects	Yes	No	Observation
1	Use of textbook			
3	Use of handouts			
4	Use of flash cards/pictures			
5	Use of technological resources			
6	Use audio-visual aids			
7	Use of online aids			

4. Applying didactics in the classroom				
Nº	Key aspects	Yes	No	Observation
1	Didactics materials are useful for the class			
2	Didactics materials are adapted according to the student's level			
3	Didactics materials are adapted according to the topic			
4	Teacher is implemented technological materials			
5	Didactic materials call the students interesting			
6				



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URACCAN

**AVAL CONSENTIMIENTO PREVIO, LIBRE E INFORMADO PARA INVESTIGAR
Y PUBLICAR**

El Territorio/Comunidad/Empresa/Barrio Escuela Paulino Halsal Reyes por medio del presente escrito, otorga el consentimiento previo, libre e informado a la Universidad URACCAN para que se realice la investigación titulada: “Didactic Materials For English Language Teaching In Seventh Grade, Paulino Halsal Reyes School, Yolaina Community, 2022”, la cual se desarrollará en el segundo semestre del año 2021. Información que será utilizada única y exclusivamente con fines académicos.

Con el objetivo de: To evaluate the didactic materials used for improving the English language teaching in seventh grade at Paulino Halsal Reyes School in Yolaina Community, second semester of 2022 Las instancias correspondientes autorizan la publicación de los resultados de la investigación, previa validación de los resultados en la comunidad/organización.

Nombre y apellido del representante: Fátima Ortega.

Cargo: Directora del centro educativo.

Firma y Sello: _____



Lugar: Escuela Paulino Halsal Reyes, Yolaina, Nueva Guinea.

Fecha: 25 de agosto de 2022



**UNIVERSIDAD DE LAS REGIONES AUTONOMAS DE LA COSTA CARIBE
NICARAGUENSE**

URACCAN AVAL DEL TUTOR

Por medio del presente escrito se otorga el Aval correspondiente para la presentación de:

- a. Protocolo
- b. Informe Final
- c. Artículo Técnico
- d. Otra forma de culminación (especifique):
-

A la investigación titulada: Didactics Materials for English Language Teaching in Seventh Grade, Paulino Hallsal Reyes School, Yolaina Community, Nueva Guinea, 2022 desarrollada por las estudiantes: Iskra Denissa Rocha Aguilera y Liss Alejandra García Martínez.

De la carrera: **Licenciatura en Ciencias de la Educación con mención en inglés**

Nombre y apellido del Tutor: MSc. Tatiana Lilieth Arteta Rocha.

Firma:

Recinto: URACCAN Nueva Guinea

Fecha: 08 de noviembre 2022