

**NATIONAL AUTONOMOUS UNIVERSITY OF NICARAGUA.
UNAN CUR MATAGALPA.**



SEMINARY OF GRADUATION TO GET A BACHELOR DEGREE IN ENGLISH.

THEME:

Difficulties in the English Teaching process in Secondary School during the Second Semester 2006.

SUB- THEME:

Methodological difficulties in the English Teaching process in the National Autonomous Institute "Benjamin Zeledón" of Jinotega in the Curricular Transformation process during the Second Semester 2006

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Matagalpa, March 17th 2007.

SUB- THEME

Methodological difficulties in the English Teaching process at the National Autonomous Institute “Benjamin Zeledòn” of Jinotega in the Curricular Transformation process during the Second Semester 2006

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DEDICATION

We dedicate the present investigation to:

Our Lord. Who is the author our life and inspiration source.

To our tutor Trainer Marisela Coronado González, who have guided us with a lot of love and patience, fortifying with this work the four basic skills of English Language, sharing with us her knowledge, experiences and dedication.

*Marlene Vilchez Solis
Elsa del Socorro Aràuz Herrera.*

ACKNOWLEDGEMENT

Thanks to:

God, for giving me knowledge and the strength decaying throughout this investigation.

To my mother Maria Digna Herrera who is now next to God and she was my inspiration and my guide.

To my little son Romario Atahualpa Tinoco Aràuz to the reason of my life.

To my sisters Rosa Maria, Esperanza and my husband Santos who helped me without condition in this long trajectory.

To my dear English Teachers:

*** Lic. Marisela Coronado Gonzalez**

*** Lic. Ligia Pineda Ruiz.**

*** Lic. Julio Roa.**

*** Msc. Vicente Raul Gutierrez**

Whose Knowledge, patience, integrity and professionalism helped me to finish this work.

Elsa del Socorro Aràuz Herrera.

ACKNOWLEDGEMENT

I offer this research firstly to God for giving me the life to arrive at this moment.

To my husband Efrain Zeledón Cruz who was a person that motivated me to go on and to get my profesionalization.

To my children:

- * Efrain Alberto Zeledón Vilchez**
- * Christian Zeledón Vilchez**
- * Marlene Vilchez Ruiz.**

Who gave me their moral support in different ways and drove me forward to finish my studies.

I also want to dedicate this work to my English Teachers of this University UNAN CUR Matagalpa:

- * Lic. Marisela Coronado Gonzàlez**
- * Lic. Ligia Pineda Ruiz.**
- * Lic. Julio Roa.**
- * Msc. Vicente Raùl Gutiérrez**

Whose education and love motivated me to continue ahead.

Marlene Vilchez Solis

Teacher`s Valuation

This is an interesting investigative work about the methodological problem that English Teachers face in the curricular transformation process in which the High Schools in Jinotega are involved. It offers a lot of information about the difficulties teachers have in applying this methodology; and the lack of teaching resources, which is a serious problem in all of the secondary schools, these two elements are not helping teachers and students to get successful results.

But the most important of this research the useful ideas, suggestions and techniques and strategies recommended in it in order to solve these difficulties.

Congratulations to Marlene and Elsa.

Lic. Marisela Coronado González.

Tutor of Seminary.

INTRODUCTION.

In a globalized World the Education in Nicaragua is intimately vinculated to this term by the necessities of information that the English Teachers have the Curricular Transformation process, arises our investigation problem:

Methodological difficulties in the English Teaching process at the National Autonomous Institute Benjamin Zeledon of Jinotega in the Curricular Transformation process during the Second Semester 2006.

The objective of this investigation is to analyze the methodological difficulties in the English Teaching in the Curricular Transformation process.

The variables studied are:

- * Methodological difficulties in the English Teaching in the Curricular Transformation process.
- * Advantages of the Methodology applied by the English Teachers in the Curricular Transformation process.

We choose this problem due to the great necessity to obtain information about new active methodologies.

This subject is of great relevance, because methodology is the fundamental base to obtain a true education for comprehension and to get the level of demands of globalized World.

In the present investigation we get information about everything concern to the Curricular Transformation, the new tendencies of English Education, Methodologies, Strategies,

Techniques, Education Means and we realized a valuation the Evaluation Systems.

The Universe of study was the 100% of English Teachers and 25% of Students the Institute National Autonomous Institute Benjamin Zeledon of Jinotega city.

The Methodology applied in this investigation was qualitative through: observation guide, interviews, Surveys to the English Teachers and Students, too.

SUMMARY

The present investigation studies the Methodological difficulties in the English Teaching Process at the National Autonomous Institute Benjamin Zeledón of Jinotega, in the Curricular Transformation process during the Second Semester 2006.

It's purpose is to analyze the Methodological difficulties in the English Teaching Process at the National Autonomous Institute Benjamin Zeledón of Jinotega, in the Curricular Transformation process during the Second Semester 2006.

It's necessary that English Teachers have in their hands some information with scientific quality which permits to improve the development in the Curricular Transformation Process.

The principal conclusions are:

- ↻ The content of the English compendium is recharged in all the levels.
- ↻ The teacher has difficulties to find information about some contents that are in the compendium.
- ↻ The English teachers do not have enough bibliographical material to document themselves better.
- ↻ As far as the methodology, one concludes that some teachers are still using traditional methods of education.
- ↻ The application of active methodologies of education is difficult due to the great amount of students in each classroom (57-60 students).
- ↻ The teachers don't dominate the different aspects that the Curricular Transformation principally the EPC (Education for the comprehension)
- ↻ It is lacked of average classroom of exclusive right for the English area.

JUSTIFICATION

There is not enough Methodological information about the English Teaching learning process, in the Curricular Transformation stage which is being applied in some high schools in our country, teachers needed to share their experiences about difficulties and achievements, but they need more scientifically information about the interactive and communicative methodology. *“It’s necessary to know for knowing to do”*.

Like future professionals we have to have knowledge of the methods, logical problems about the English Teaching process and the necessary methodological knowledge.

It’s necessary to investigate more about the difficulties that English Teachers have in using this new methodology, recommended into the Curricular Transformation with the of the result obtained through this investigation it will be useful to improve the English teaching learning process with appropriate use of the specific techniques for teaching language.

We also consider this investigation is important because some of you are involved in it or you can be involved next year.

GENERAL OBJECTIVE

To analyze the Methodological difficulties in the English teaching process at the National Autonomous Institute “Benjamin Zeledón” of Jinotega in the Curricular Transformation process during the Second Semester 2006.

SPECIFIC OBJECTIVES

⇒ **To determine the Methodological difficulties of the teaching in the Curricular Transformation process of the English subject in High School National Autonomous Institute “Benjamin Zeledón” of Jinotega during the Second Semester 2006.**

* **To propose alternatives of solution to improve the Methodology the English teaching of High School National Autonomous Institute “Benjamin Zeledón” of Jinotega in the Curricular Transformation process during the Second Semester 2006.**

I. THE CURRICULAR REFORM IN HIGH SCHOOL.

•”The Secondary Reform is supported with the Constructivism and a Pedagogical vision concentrated in the learning the students, who transform in the principal protagonist of the Educative Process” (Transf. Curricular in the s. XXI, MECD, 2005)

The application of this Curricular Transformation is a hard work to change the old methods; the teacher has to be more creative when he/she applied it.

In High School pretend change with the traditional methods of teaching to apply new forms of teaching learning, promoting the abilities that actor has inside this process.

The education of the new generation is a complex and delicate labour of human engineering, the challenge of teacher is to form generations of young people that be able to solve situations that confront in the daily life in an informative Globalized.World.

Platoon wrote:

“More important the Science to government to dawn is the Science of to educate to the young people” (Selection Reader’s D, Phrases Celebres: 2001).

The great difficulty that the teachers face is the apathy of the young people to study, to investigate, because now young people are more interested in sports, and to visit different places that not foment in he or she responsible attitudes that help in their life.

For this reason that we met with professionals that learned a lot of theory in mechanic form

II. THE INTEGRATION OF CULTURE IN LANGUAGE LEARNING.

“Culture embraces the habits, customs, social, behaviour, knowledge and assumptions associated with a group of people. The cultural forms of that group are the artefacts and texts, spoken and written, which represent beliefs and values of a community”.

The cultural aspect that surrounds to the student must be taken into account at the time of teaching a foreign language.

The cultural aspect that surrounds to the student could be used like an additional content of the English education so that educating learns the language necessary to develop in a particular context.

EDUCATION.

1. TRADITIONAL EDUCATION

According to the Encarta Encyclopedia, this means that slight knowledge was distributed, new for the students. The listed was fixed, ordered chronological, and it did not consider the particular interests of the classroom, the socioeconomic composition, nor the region - rural or urban where each school was.

Through multitude of educative reforms - that approximately until the decade of 1970 (or 1980, according to the countries) took care of more disciplinary aspects, educational names of the subjects, schedules, ratings, forms of numerical evaluation, duration of the school year and other regulations, contents and procedures -, the basic scheme was maintained: the new knowledge of Language transmitted in a single direction, from the professor to the student, whose paper was limited to accept them, to memorize them and to give proof of it in examinations in which the last word respect to the qualification had the teacher.

Literature meanwhile, was separate subject, the obligatory texts without relating them are read to the linguistics norm and they were also learned- of memory.

In the best of the cases, the result was an accumulation of unconnected data that they did not have where to be applied.

The traditional education of English in Nicaragua so was taken root that when gave beginning the Curricular Transformation in High School had educational obstinate to this change and therefore there were difficulties of adaptation to the new participative active methodology, nevertheless as the educational ones were experienced and through the errors they have been improving the quality of education and doing the new methodologies and concepts.

Traditionally, in the education of sciences it dominated by only one kind of exposition to the transmission of knowledge: the professor elaborated contents that the student received passively, often with indifference, complemented occasionally by the accomplishment of practices in laboratory, not less expositive and closed.

This didactic model, that adopts the "skillful class" like paradigm, transmitted already finished and complete a vision of very dogmatic science, with knowledge, and a strong load of memoirist contents. Some pioneering investigations on the vision and the attitude that acquired the students before science, throughout their educative life in the school, revealed a worrisome situation.

The more interested studies in impelling the didactic investigation in search of new methodologies as opposed to reflected an increasing apathy of the young people sciences, when no frank aversion they can advance.

The panorama worsened when verifying that those same young people had initiated the first contacts with science from the curiosity and to the enthusiasm. Somehow it seemed to happen that the own education of sciences moved away to an important part of the children and children of its initial interest by the knowledge or the scientific explanation of the facts and the natural processes.

The education of the English, under the traditional model of reception of elaborated knowledge, put all its preoccupation in the contents, so that a vision carefree of the own process of education, being understood that to teach it constitutes a simple task that does not require special preparation. This conception has heavy on the own initial formation that demanded the professors of languages, as much in baccalaureate (secondary education) like in the university, so that the demands were reduced to the own knowledge of the matters and contents to distribute, and very little or anything to the didactic questions or of how teaching. A good part of this vision actually remains still effective.

2. LEARNING BY DISCOVERY

Not all English teachers or all the schools have followed the model transitive-receptive of elaborated knowledge. Diverse schools or educative philosophies were distanced soon radically of this model.

The application of the theories of Piaget to the education of science is right to emphasize the school related to the thought as reaction against memoirist traditional education based on the denominated learning by discovery.

According to the conception of the learning by discovery, who is the own student who learns by himself if the tools and the procedures necessary are facilitated to him to do it. **An extreme version of this pedagogy in the scope of the education of the language took to center all education in the call scientific method that, in addition, appeared in many educative texts considerably dogmatized in steps or rigid stages.**

Without entering to discuss the existence of a definable scientific method like so, the certain thing is that the learning by discovery, when turning around the idea that prematurely teaching to a student something that it could only discover by himself, supposed to prevent to understand completely, took to certain excesses in the activism and the given emphasis to the procedures, which made lose of good Vista part of the contents.

In any case, the learning by discovery supposed at its moment an important revulsion for the education of sciences, when fomenting a healthy preoccupation in many anxious educational groups by the didactic innovation and breaking therefore previous the immobilize panorama. In spite of the strong critic that this educative line has harvested later, many of their contributions represented the opening of new routes to understand and to approach more original form the education of the English that has their direct continuity in the Modern Didactics.

The accent in the importance of the students as axis of its own process of scientific learning is, without a doubt, between those still valid contributions, like the value granted to the discovery.

Nevertheless, education by discovery, perhaps as reaction as opposed to the rigidity of previous memoirist education, forgets enough the importance of the concrete contents and, even apostatizes of them, centering all its interest in the strategies of acquisition of the formal thought and in the methods, with the Vista put in the importance of the psycho-evaluative stages of the children, essential part of the piagetiana theory.

The experiences of education by discovery in sciences ended up demonstrating important deficiencies in the attainment of their objectives, which generated a deep revision of the form to understand the construction of the scientific knowledge, the importance of the contents and the way in which education has to approach them.

III. CURRENT TENDENCIES OF METHODOLOGY

The present tendency to the interactive constructivism implies to start the knowledge that the student already has, and to be extending them altogether (constructing) new always tie saberes with its reality. That meant, in the first place, to provide to the students a protagonist place in the elaboration of the classes and the own curriculum, soliciting its active and creative participation so that the subject received sense for them and the learning was effective and lasting.

The fact that students and teachers build together the process of education and learning they are the principal actors in this process.

With the perspective to advance of the traditional concept of Education of the English language (learning of rules and norms, grammar memorization of vocabulary and rules, arbitrary examples of exercitation) is important the reflection the facts, the intervention of the students through the deduction and the system of test, for example they can decide about the evaluation systems more appropriated.

Instead of presenting/displaying each new notion like a completed fact and an unquestionable truth, it has been begun to do it under the form of "problematic situation" to solve between all, with the educational guide, on the base of previous experiences, in the school and outside her.

The way the students discover the correct uses of the tenses, grammar rules, pronunciation, other contents of the program, that they will be only systematized, described and classified. The incorporated criteria of that way are applied to concrete products, like preparation of dialogues of their daily life, interpretation; correct writing of the language, correct use of the vocabulary and of the grammar specifically in the abilities of the language. The way the objected "utility" of the subject in the formation for the social and labor life is explained by itself.

In these productions, as much as in the readings that are made parallel, the accent in the precision is put whereupon the written saying is understood or. The learning is oriented therefore towards the understanding of the essential value of the language like instrument of communication and not to the automatic retention of an abstract list of names and functions.

By means of games, challenges, debates and other means, demonstrate that the errors of pronunciation, grammar errors of score or diction, the ignorance of meanings, or the vocabulary poverty, beyond a question of social approval, is important because they prevent the interpretation of which others want to transmit and makes difficult the manifestation of the own thoughts, feelings, necessities, desires and fantasies.

In effect, the knowledge of the cycle of the communication has been added to the study subjects.

The understanding of the elements that conform it (emitting, receiving, message, channel, and code) makes through theoretical and practical classes, dramatizations and games.

During the same ones, the significant possibilities of "the dumb" images, instrumental music, the gestalts language and other forms of nonverbal language (logotypes, corporal expression, road signaling, sonorous traffic lights, alarms, indicators) are confronted with those of the words.

Code passages are made, proposing the accomplishment of illustrations for determined writings, or the text preparation to describe to certain drawings or paintings.

In second term the way of boarding of text books of the education of English has undergone an important change: whose objective is to wake up in the children and adolescents the taste by the reading and to develop in them the aptitudes necessary to reflect, to enrich the lexicon, to interpret, to associate ideas, to incorporate slight knowledge, to explore other realities and to appreciate the values of beauty and creativity. The readings are complemented with their location in the corresponding contexts.

1. TEACHING METHODS.

.MODERN METHODS

a) Direct Method.

On the basis of the focused reality of Nicaragua and at Benjamin Zeledón Institute of Jinotega, we have been able to say since two years ago, the apply it Direct method in the initial stage and empirical way, obtaining very good results, because the English class is now more participative, dynamics in comparison with the use the Traditional Methods.

If we remembered theoretical base of Methods Traditional we can advert that too much importance to the translation and the learning of the grammar, that although is certain are know ledges important that must dominate the student, is necessary to know and to apply more active methodologies.

b). The Audio – Lingual Method.

The Audio-lingual Method is also known Audio-Oral Method

(It is said the result in rapid acquisition of speaking and listening skills)

It is based on the following main principles.

- ↪ Speaking and listening competence and reading and writing
- ↪ Uses of the mother tongue discover is discouraged in the classroom.
- ↪ Language skills a matter of habit formulation so students should practice without any written text. The student has to listen to the language for a period of time before speaking it.

This method is well known and practiced to develop abilities of the speech and listens simultaneously.

In the Institute we have come it applying through the visits to the ARA (Classroom of Resources of Learning) where the students listen, they observe and comment about a video, song or dialogue used by the educational learning strategy.

With use this method facilitates to the student the power to recreate or to invent different situations related to his daily experience.

c) Communicative Approach.

“This is an approach to foreign language teaching emphasizes the learners ability to use the language appropriately a specific situation. It tries to make the learners: communicative competence.” (Cañadas, Domingo: 2005)

With the Curricular Transformation in Nicaragua the Teaching English Education has required to appropriate of this method doing of English one more a participative area where the teacher use situations to exemplify and to offer to ideas and practice strategies that they can be modified, to recreate and the student even can locate this new situation to his context.

***“The fundamental postulate of this method is that the learning of a foreign language must go directed to the attainment of communicative consequences by the part of the students is to say to the acquisition of a series of skills that allow him to communicate with the native speakers in the current situations of the quotidian life”.*(Amparo García: 2002)**

Is very important that the teacher establish a vinculum between the teaching English and the context or the real life the students, or to exemplify the class with actual context of interest, so that the student can develop in the future a situation of communication with a native speaker.

COMMUNICATIVE LANGUAGE LEARNING.

a) Humanist Approach.

“It’s psychologically deriving from a modern (1960s onwards) concern with self-awareness and personal development. The evidence of this thinking might be seen in teaching where attention is given to the purpose of the learners his/her interest and needs the autonomy, responsibility and creativity or the learner is and important factor in the balance of power in the class in the teacher sees the subject engaging the learner no only intellectually but effectively as well “(humanizing Language Teaching: www.hltmag.co.uk)

According we have been able to observe in the English teachers of the English area that is motivated constantly look actual information and the interest for the students with the purpose to form values that can help to the social and personal development of each one.

In addition the teacher that applies this method respects the ideas of each student his independence when participating in the class, this result in the a motivator and effective class.

b) The silent way.

It is the name given to a method of language teaching developed by Caleb Gattegno. It makes use of the mime, gesture, all of kinds of visual aids, including colours-coded pronunciation wall charts and, in particular Cuisenaire rods, these are a set of rods of different lengths and colours which are used by teachers to encourage students to talk.

This method requires that the teacher makes use of his talent and creativity to propose the situations and to maintain the interest of the students in the class.

The teacher will to prepare attractive and full material of colour to maintain the attention.

Also it must obtain that all the students are motivated and thus to be able to develop to grammar structures and new vocabulary that this will can use in his oral and written communication. This is obtained through dynamic, games that the professor can create.

c). Sugestopedia.

According with Antonio Cañadas the Sugestopedia is based on suggestology, the science of suggestion. This approach to language teaching is based on the fact that the brain, specially the right hemisphere, can be directly stimulated thorough the power of suggestion”

We considered that this method is very important, but complex because the teacher can be applied must have certain knowledge in psychology or must be documented to put it in practices.

d) The Natural Way.

The Natural Way is something based on the “Direct Method”. Its theorists distinguish between learning and acquisition. When the student is learning vocabulary or verbs, he/she is in the “learning process” but when he/she plays or moves around doing interesting things, and then he/she is acquiring the language in a natural way.

Creating equilibrium between learning and acquisition is the main goal of the “Natural Way”.). www.teflfarm.com/teachers/interviews/tsai/part1.htm

El natural way creates a balance between acquisitions that is its primary target. It is not enough to teach the theory, but we tied it with the practice, this last aspect is most important.

For example a student to whom we are teaching Present Progressive ' to he/she, the only assimilation of the rules is not enough, but we made specific it with practical examples such as:

Verb: *to work* working (Present Progressive)

The students could realize the action in the time studied, this way the most effective understanding.

DESCRIPTION OF MY OWN METHOD

We have always thought there isn't such a thing as an unique method for teaching.

I don't think this universal method exists. I think each teacher has the ability to adapt different methods to the purpose he wants to undertake, and especially to the student's Need.

First of all, what we find very efficient about the Communicative Approach is the inclusion of the nature of context within language teaching. . It is the very true that one person can be very linguistically competent he/she may know many verbs , structures and a lot of vocabulary, but if he / she doesn't know how to adapt his notions of the language to a particular context (function) he/she will be unable to communicate and therefore this person will not be communicatively competent.

The methodology that many teachers use actually in High School specifically in National Autonomous Institute Benjamin Zeledón in Jinotega City is combination of different ones such as Communicative Approach, The Natural Way, Humanistic Language Teaching, and Suggestopedia, too.

We are going to explain with an example: If a student has finished to a level of English and this is very linguistically competent, enough grammar knows and vocabulary is going to study to the United States to coexist with its family, the student does not know the linguistics strategies and the different uses from English, so he/she could not be able to communicate and will feel that its time in the United States has been useless.

For that reason it is important to teach to the students real English, who is English spoken in the street.

Often we noticed that the English books texts are clearly artificial, do not have common examples of English spoken by the native ones of this language, for this reason this learning becomes no significant learning is a mechanic learning..

Narrowing the bridge between language learning acquisition is essential for the students to feel that he/she is able to communicate in a relaxed and familiar atmosphere and therefore the purpose for his/her communication is achieved.

The method of the human language seems to us interesting is good that the students communicate and interact with others and can recreate pieces of their life in the hall classes. We have been able to observe that some professors of English of the National Autonomous

Institute Benjamin Zeledòn make many exercises where the students are free to speak about their ambitions, projects, things that are they worries their favourite pastimes of them etc.

The professor must gain the confidence of the student so that the student feels relaxed and can speak as if she/he was in the house, this does not mean that the professor will have to allow that they want to do, but the professor always must to take part when there is a problematic situation.

The method of Multiple Intelligences speaks to us about that all the students do not learn equally, some calls the attention to them the average lines of vision, better learn through the visual aids, others learn better speaking and listening.

The method of the Sugestopedia, we can simultaneously put it in practice through the quiet reading of a paragraph that we can put a background music that helps them to relax and therefore they obtained one better concentration.

The teaching grammar in the Curricular Transformation in the Secondary school recommends that the teacher realize inductive and no direct form such as this way the student learns more conscientiously.

LESSON PLAN

The Lesson Plan is also part of the Methodology; it's an important part of teaching, because when we are making our lesson plans, we are thinking in the students, in the content, the objectives. It's essential in our work.

Example the Lesson Plan according Kerper Mora:1995.

These are the steps to follow in planning a lesson using the communicative or natural approach to second-language teaching:

1. Presentation of a situation or context through a brief dialogue or several mini-dialogues, preceded by a motivational activity relating the dialogue to learners' experiences and interest. This includes a discussion of the function and situation: People, roles, setting, topic and the level of formality or informality the function and situation demand.
2. Brainstorming or discussion to establish the vocabulary and expressions to be used to accomplish the communicative intent. Includes a framework or means of structuring a conversation or exchange to achieve the purpose of the speakers.
3. Questions and answers based on the dialogue topic and situation: Inverted, wh-questions, yes/no, either/or and open-ended questions.
4. Study of the basic communicative expressions in the dialogue or one of the structures that exemplify the function, using pictures, real objects, or dramatization to clarify the meaning.
5. Learner discovery of generalizations or rules underlying the functional expression or structure, with model examples on the chalkboard, underlining the important features, using arrows or referents where feasible.

6. Oral recognition and interpretative activities including oral production proceeding from guided to freer communication activities.
7. Reading and/or copying of the dialogues with variations for reading/writing practice.
8. Oral evaluation of learning with guided use of language and questions/answers, e.g. "How would you ask your friend to _____? And how would you ask me to _____?"
9. Homework and extension activities such as learners' creation of new dialogues around the same situation.
10. To complete the lesson cycle, provide opportunities to apply the language learned the day before in novel situations for the same or a related purpose.

IV. TEACHING RESOURCES.

(STORYTELLING, MUSIC, DRAMATIZATION, GAMES, POSTERS, AND HUMMANIST ACTIVITIES.

The teacher resources are very important, because with them is possible to change the teaching in the classroom the different forms and to create an attractive atmosphere for our students.

1. STORYTELLING:

This is one of the techniques I use more with my students. It can be used with any age group, although the vocabulary should be graded depending on the level in witch the pupil is.

Storytelling consists in telling your students a story that can be whatever you like but it preferably must be according to the student's taste. I have noticed that most of them are especially interested in ghost stories or alien visits and they pay a lot of attention to them.

Mario Rinvoluceri.

Once you have told the story (the best thing to do is to illustrate the story with pictures and lots of gestures), they must be asked some questions, first written and then oral, about it.

If you are working with secondary pupils, it is also a good idea to invite the students to tell a story in front of the class.

2. MUSIC:

The use of songs in the class can be very motivating. Many students have a lot of music/rhythmic abilities and they are eager (especially if they are in the first courses of primary school) to show them in class.

With older students (last courses in primary or secondary), it is always advisable to use songs the students like. Many times I have used songs in textbooks that were terribly dull and boring for the students and they didn't feel encouraged to work with them.

“You can do lots of things with the song lyrics. Fill in blanks, ask and answer questions about the lyrics or about the different situations or characters in the song, write a letter to one of them, send an answer to the person referred to in the song, rewrite it as a story, write a story which began before the story in the song and led to it, write story which will continue after the song, change words (adjectives, adverbs, names, places, feelings, etc.), invent new lyrics for the melody, "draw" the different stanzas and of course enjoy listening to it or singing it”.- (Marcela Lococo: 2002)

All the songs on "Edutainment" are classics and have been at #1 on the charts. The students love these songs.

Recently in the NICATESOL of this year in Managua, the use of music was recommended to make education of ingles more motivator and in fact we could experience it through an expert who put to but of 800 English teachers of all country singing and laughing, therefore also was an experience of learning.

To motivate to our students to participate in the English Festival Song that every year is made can be a great experience of learning to the students. Also can help to the students to lose the fear to speak in public.

The Professor Alba Teresa Blandon responsible for Secondary at level of the department of Jinotega says that the English Festival song in comparison with the other concurred aids who annually are made is the more important and where it is possible to be observed that the students are motivated to participate.

The negative part of these aids is the little importance that the authorities of the MECD give its.

3. DRAMATIZATION.

In order to work this technique in the teaching English can be used histories that the students already know, so that it is easier to dramatizer

. The professor can be qualifying the grammar and the vocabulary, the pronunciation, the four fundamental abilities of the language.

- Take students to see performances in the foreign language (cinema, concerts,...).

4. GAMES:

Considering that the use of the games is very beneficial for the students.

With the students we must learn like playing, especially when they are tired and we felt the necessity to make something different.

The games integrate to the active students and the inactive, because the students interact with others.

Through the games is possible to put in practices vocabulary, grammar, the thought, the ability of the speech and the listening, that are fundamental in the process of Teaching English.

The teacher Julio Roa, he demonstrated it in the conference of this year in Managua, through different games as to teach English of an attractive form and without the students feel nervous.

5. POSTERS:

This is one of the most fulfilling activities.

First of all, you have to ask the students to make a poster of anything they like. Then they have to fill it with 50% photographs and another 50% approximately with written information in English. Then, they have to come to the blackboard and explain the content of the poster to the whole class and the other students can ask some questions.

It is not the same to ask the students to speak about something they are not really interested, as to ask them questions about something they show a great motivation. Then, they find that the language is a useful tool for their needs.

-Is possible to decorate the classroom with posters, photographs, leaflets that show scenes of the L2 country.

6. HUMMANIST ACTIVITIES.

This is one of the pillars of my teaching methodology. It is interesting to make the students talk and play with things they find useful in their lives.

On the other hand, there must be a special rapport between the teacher and the student. It may happen that we don't like one student or the other way round; we noticed that the student does not like us. Then, the best thing, is to show a great respect for him or her, and if things do not go the way you like it is much better talking to the student alone(as if he/she was an adult) rather than humiliating him/her in public.

One of the activities more efficient about getting to know each other better is writing an introduction letter at the beginning of the year.

The promoter of this kind of exercise is Mario Rinvoluceri. You must write in it what you do, your hobbies, what you expect from them and you must give it to them at the beginning of the course. Then, they should write their own letter to you telling you about who they are

and also about the things they like, the things they don't, and what they expect in the English class. It can work with any age, except of course low levels in primary school.

One of the things very meaningful is the following statement made by Brian Tomlinson "...we have to make activities which help to make the language learning process a more affective and relevant experience".

Sometimes we find that our textbooks are boring and they do not connect with our students need or ways to see the world. Then, what I do is try to "humanize the course book" (), that is to say, creating exercises, bearing in mind the book notions and aims that can connect with the student's world. To do that, creativity is a key point. The teacher who is not creative is just a mere developer of the textbook (pupils' book or activity book) and does nothing else that is required in the printed page. But we must think we can all be creative without exception. The worst point of all believes you are not.

*As Bonnie Tsai says" **if you believe you are not creative, you are not going to be creative**".*

So we must explore all the possibilities for the students to develop their full potential, and consequently succeed in learning a new language.

It is also very important to narrow the gap between learning and acquisition. We must make the students acquire the second language as more naturally as possible, and we have to teach the grammar in an attractive way so that the student does not reject it.

Finally, a thing which has helped a lot in my teaching profession has been the inclusion of culture in the learning process. Apart from teaching the language, we must get the students to show some interest in the culture of the language they are learning. This task can be done with posters, photographs, postcards, listening and singing songs, over-head projector, videos that shows aspect of culture, countryside, etc. If they feel interested in a new culture, they will learn the language on a better way.

V. TEACHING MEANS

“It is all too easy for foreign language classroom to create inhibition and anxiety. It is not uncommon to find a teaching situation where the learners remain constantly aware of their own state of ignorance before a teacher who possesses all relevant knowledge”
(Forum: 1985, page 50)

Material should be present in such a way that it is possible for the students to be self monitoring. Ideally questions and answer should be in the same book so that self assessment is possible.

Students often learn as much from each others as they do from the teacher. Material should make it easy to divide the class in two groups or pairs to have conversations or roll play, and to allow the students to interact with each other.

1. Using authentic materials

Using authentic materials is one of the mainstays of an imaginative and motivating higher level course, but rarely features at levels lower than intermediate. There are several reasons for this, primarily a kind of fear that students will panic when faced with language that is largely unfamiliar, and a feeling that to prevent this the language should be edited to the students' level. This is an unnecessary fear, as using authentic materials can be rewarding and stimulating for both teacher and students.

2. Sources

When people first think of authentic materials they usually assume that we are talking about newspaper and magazine articles. However, the term can also encompass such things as songs, web pages, radio & TV broadcasts, films, leaflets, flyers, posters, indeed anything written in the target language and used unedited in the classroom.

The materials used, will of course, depend on the '*usual*' factors:

- topic
- target language area
- skills
- students needs and interests

It's no good trying to get your students fascinated by a text on the latest art movie if they are all fans of action films. You might as well save your time and energy and just use the text book!

As can be seen, using authentic materials is a relatively easy and convenient way of improving not only your students' general skills, but also their confidence in a real situation. This is only a brief introduction to the ideas involved, but some of these ideas could easily be expanded to form part of a motivating and effective course.

3. The Four Modalities

Visual. Use many visuals in the classroom. For example, wall displays posters, realia, flash cards, graphic organizers etc.

- a) **The teachers themselves:** The teacher can use gestures, facial, expressions and actions to help show the meaning of words and to illustrated situations.
- b) **Use the blackboard:** The teacher or students can use it to draw pictures, diagrams, maps etc.
- c) **Real objects (sometimes call “realia”):** The teacher can use things in the classroom and bring things into the class- food, clothes, containers Household objects, etc.
- d) **Flash cards:** With single pictures which can be help up by the teacher. They can be use for presenting and practicing new words and structures and for revision.

The teacher can draw a picture on the flash cards, or stick on a picture from a magazine; flash cards can also be use to show or numbers.

Charts:: larger sheets of cards or paper with reading pictures or diagrams use for more extended presentation or practice. They would usually be displayed on the wall or blackboard.

Auditory. Use audio tapes and videos, storytelling, songs, jazz chants, memorization and drills

Allow learners to work in pairs and small groups regularly

3.4 Video Types.

- *Animation/cartoons*
- *Educational programmers*
TV Documentaries made for children about science/nature etc, Dinosaurs series, The Blue Planet
- *TV advertisements*
- *Music*
Programmers about musicians, video clips
- *Drama*
TV series/soaps for young people (especially good for seeing life in Britain, maybe not so easy to understand!)

Kinesthetic

- ☞ Use physical activities, competitions, board games, role plays etc.
- ☞ Intersperse activities which require students to sit quietly with activities that allow them to move around and be active

Tactile

- ☞ Use board and card games, demonstrations, projects, role plays etc.
- ☞ Use while-listening and reading activities. For example, ask students to fill in a table while listening to a talk, or to label a diagram while reading

4. Using dictionaries

*”Using a dictionary is another techniques of finding out meanings of unfamiliar word an expressions students can make use of a variety of dictionaries: **bilingual, monolingual, pictorial** etc”. (Forum: 1998 page 20)*

Why should we encourage students to use dictionaries? Dictionaries develop learner autonomy. They are a handy resource for researching different meanings, collocations, examples of use and standard pronunciation. If students know how to use them effectively, there are hundreds of hours of self guided study to be had with a good dictionary.

The best way to complement a dictionary investment is strong study skills. As teachers we play an important role in developing those skills, and this article will explore ways that we can do that.

5. Music for visualization

”Music can be used in so many different ways in language teaching. These days I am especially interested in facilitating students' creativity in a variety of ways and in this article I want to look at some ways of making the most of music to raise students' awareness of their own creative powers in English. The activities I describe are adapted easily too different level groups and types of courses and are even suited to those students who have a less developed musical intelligence”. (David Heathfield: 1996)

The music is an important way to motivate to students and we can use in different activities for example, the students prepare to show your music talents in a great Festival that Institute participates all years.

We can use the music in different exercises in other activities for to practice and consolidation class, to raise students` their interest in the music.

6. Visualization in the classroom

One example of this kind of activity involves students describing an outdoor place they love and an experience there. I recently did this activity with a group of mixed nationality adult learners. It followed some reading of short extracts, mostly from novels, which described outdoor settings in rich detail. It led on to creative descriptive writing and the work they created was powerful and vivid. There was also a great deal of interest in reading each other's pieces as they were very varied despite sharing a common set of stimuli. The content was either entirely true, complete fantasy or somewhere in between.

7. Using the internet

Callum Robertson, radio broadcaster and online producer, BBC World Service

We'll be looking at the internet and how it can be used by teachers of English as a tool for their own development and as a resource for classroom teaching. We'll be looking at the advantages of using the web, covering some of the problems and providing a few suggestions for dealing with those difficulties..

- Searching the web
- A virtual staffroom
- Communication

In the particular case the National Autonomous Institute Benjamin Zeledòn, students at ATC work on computers multimedia software program focus on grammar which leads them

through a series of activities by the teachers according to each student's particular level and need. While using the computer programmer typically focus and formal aspects grammar although they work in listening and reading activities as well. Completion of a specified number of activities is mandatory for all students.

"Students are also provided with a list of supplementary activities that are optional for those who finish the obligatory activities or who feel they need extra practice". (Carlos Mayorga.Forum N°3 2006, page 17)

The internet has a lot to offer the teacher. There are authentic resources and materials, places where you can find prepared lesson plans, ideas and worksheets and places where you can share your ideas and thoughts with other teachers around the world.

The difficulty is often in finding what you want. There are several billion pages of content and that number is growing all the time. Therefore one of the most important skills to develop is that of effective searching.

8. Humor and classroom dynamics

Many researchers, and particularly Stephen Krashen, have written about the negative effects of anxiety on students' ability to learn. Using humor can play an important part in helping to relax students and help them overcome stress and nerves and so make them more receptive to learning. Humor can also help to improve the classroom atmosphere particularly for students who are worried about making mistakes or nervous about their speaking abilities. It is, however, very important that we learn with our students to laugh 'about' mistakes rather than at the people who make them.

9. When the laughter stops

One of the negative sides, particularly when We have had younger or less mature students, of using humor in the classroom, is its potential to undermine my role as the manager of the

class and my students' respect for me in that role. We have tried to be very careful when creating a balance between providing an atmosphere that my students enjoy and feel relaxed working in and what can sometimes be a decent into chaos. We haven't always been successful and have at times worked hard to re-establish the balance between enjoyment and getting some work done. Things have worked best when we have had specific times when humor has been appropriate, usually nearer the end of a class when things can bubble over into break times or home time.

It's important to remember that not everyone is, can be or wants to be funny. As teachers I think we should, above all, genuinely be ourselves and if that doesn't include being a person who tells jokes then that is fair enough. I do believe though that there is a genuine need for our students to understand this integral part of the culture and language they want to understand and it is an important part of our role as teachers to help our students address this need.

10. Circle games

Circle games are a great way to encourage the whole class to work together. They also provide an often welcome change in working pattern. They are mostly used with young learners, but teenagers will play them and so will the right kind of adult class: one that doesn't take itself too seriously.

“The advantages of using games. Many experienced text book and methodology manual writers have argued that games are not just time-filling activities, but have great educational value. That most language games make learners use the language instead of thinking about learning correct forms” (Forum 1998 page 21)

Those games should be treated as central not peripheral to the foreign language teaching programme.

Circle games are any games or activities that involve the whole class, sitting in a circle. Many of the games recycle vocabulary and involve an element of fun. I would like to outline a selection of my favorite circle games that can be used in young learner and adult classes. Some of the ideas were given to me by colleagues or they are classic children's party games which have been adapted to the English language classroom.

Nowadays, in the world of EFL, pair work and work in small groups is very much in fashion. The communicative approach encourages teachers to use a lot of pair work and therefore increase 'student talking time'. I believe that for a group to gel and for a good group dynamic to prevail there are times when the class should work together as a whole. Circle games are a good opportunity to bring the group together. I tend to use them to start or end a class. They can be used as warmers at the beginning of a class or as a 'filler' at the end.

11. Picture stories in the communicative classroom

Pictures are all around us everyday, in the street, at work, at home and even in our leisure time, so why not in the classroom as well? They are enjoyable, they set the scene or context, they inform us, they interest us, and they are a key resource. To be even more specific, picture stories are also common in everyday life. Look at the cartoon strips in newspapers or comic books and the enjoyment which we derive from them.

Picture stories are often neglected or used in a very predictable way in the classroom, usually as a starting point for a narrative speaking and ultimately writing activity, but they can also be of key importance in the communicative and interactive classroom.

Why I use pictures

As well as enjoying pictures they also form a key resource for accessing the different learning styles that each student has. Using pictures really appeals to visual learners who

may suffer in a speaking and listening based classroom. They also offer an opportunity for movement and a multi-dimensional perspective which will reach our kinesthetic learners.

As they say "a picture thousand words" and what else could we want from a resource in our English speaking classrooms

- Pictures really help to reduce preparation time. Sets of pictures can be re-used, especially if you can laminate them, and can be used at any level in classes for kids, teenagers, exam classes and adults.
- When it comes to using picture stories in class, the key point is not to limit yourself to typical class activities and writing exercises. Students need as much spoken English practice as they can get.

Picture stories will help us and our students enjoy more dynamic classes while limiting teacher preparation.

About the teaching means used by the teachers in the English area in the National Autonomous Institute Benjamin Zeledón to Jinotega, we could say that:

It is important that the teacher selected the teaching means carefully, according to the objectives proposed in the lesson plan, taken in consideration: the degree competitions, the profit indicators, fear excellent for the life, the generative topic and all the other aspects that the education process locks learning

The teacher must make use of the creativity and his/her talent, to use the resources of means in benefit of the education process - learning, more when the material is not counted yet.

Is necessary taking account determined strategy, the interests and necessities to the student.

The suitable use of teaching means, will do our class be motivated and effective.

It is important to indicate that we do not have to abuse the use of the visual means of education, that although are attractive and helpful to the teacher, we must combine them with other means, such as the use adapted of the blackboard, real objects, cards who would have to be dispersed in the blackboard, is important to involve to the students in the simultaneously motivated elaboration of the material so that they can feel like active part of the process.

The use of games using songs that are to the liking of the students, as well as documentary that transmits a positive message to the young people, with subjects of the present time and interest for them.

The healthy competition is due to promote in order to practice the different abilities the language and to create nice environment.

The use of the dictionary has not given the importance, in the Institute Benjamin Zeledón counts with dictionaries English - Spanish, although these are not updated, newness would be to make use of the dictionaries of English illustrated and the dictionaries English & English like Oxford.

The groups activities are important because it creates a climate relaxed between the students which allows them to interact among them and to share experiences, as well as allows practices the language (Speaking).

The Internet is very important means in this Training center, although not always there is access, that the means classroom shares with other subjects, nevertheless when has been possible to use it, the students are excited and they are concentrated in the work oriented by the professor. Another difficulty is in which five students use a computer, although the ideal would be that there was a computer by student

The groups of English Teachers are very united and all they share material and interchange experiences, a particularity of this group would be the high sense of responsibility and its good sense of the humor that each one has.

The global academic perform of the English area has a 80% of approval, this subject is the favorite to the students.

In a recent supervision, the group of English received flatteries by its high level of professionalism and the adapted use of education means, as well as by the low level.

VI. EVALUATION.

The scholastic system incorporated several forms of evaluation to orient the students. The intelligence tests began with the purpose of identifying better the students than they required special attention. Thus, the evaluation in first half of century XX very was related to the forms of selection of the individuals to accede to the different educative programs and the subsequent opportunities of life.

Evaluation, educative judgment and qualification that occurs on a person or situation being based on verifiable evidence.

“The educational evaluation consists of carrying out judgments about the advance and progress of each student, although the used test is not always retained like most suitable. Recently the aims of the evaluation judge so much the learning process as the profits of the students. In this sense, a fundamental difference with respect to the traditional term of the examinations - test fixed to a time and very controlled is the continuous evaluation, that is made with another type of means, between that includes the set of

tasks made by the student during the course. Thus, the evaluation is made generally to obtain one more a more global and surrounding data of the activities that the simple and precise reference of the papers written in the moment of the examination". (Encarta encyclopedia: 2003)

The evaluation of the learning gives the Curricular Transformation, in the special case of Nicaragua and specifically in the National Autonomous Institute Benjamin Zeledón occurs of two forms of evaluation a "summative", where the student accumulates 60 points, making different works in group, in pairs with exhibitions, dialogues, taking itself in consideration the formative part of the student, to reach the scores of 100, the rest 40 points accumulates them through a written examination, in this test include the four fundamental abilities of the language, this examination is elaborated on the basis of the performances boarded in class.

The second evaluation is "the cumulative" call, where written examination is not made, but that is accumulated a percentage of group works and the students makes a synthesis project to complete the qualification.

The Project of synthesis is a group work in where all the students must be involved and the work in him, she must be of quality to be able to be evaluated.

It is important to indicate that it is these moments of the presentation of each project is in oral form, where occurs a Co-evaluation, car evaluation and in the end the valuation of the educational one according to the given parameters to know previously to the students.

The problem of this system of evaluation is that all the works that present/display the students are not of quality, because some rely on the best students, in addition all do not integrate or demonstrate the sufficient enthusiasm.

The parents of family in meetings have showed their inconformity with this type of works, had that they do not like that their children leave to work abroad, by the danger who these exits represent, some parents adduce that their children live outside the city and they cannot integrate itself to this type of work.

The teachers ones choose to let other types of works to obtain that all are integrated.

A. EVALUATION SYSTEMS

According to edition the Encarta encyclopedia 2003, is important a careful qualification of the teachers directed to that they can face the challenges proposed by happened the didactic and pedagogical changes. One is to offer resources them of permanent update, to give them to access to the investigations and proposals of specialists and to facilitate the ductility to them necessary to adapt to the different addresses, to take care of his proposals, to satisfy his particular necessities, to accept and to remove benefit from the diversity - from yield, culture, interests within the classroom, to detect inclinations, to invent methods to surpass difficulties, to modify on the march rates or subjects that appear like disadvantages, to dare to replace the sequences "logics" (chronological ordering, by difficulty degree, etc.) by a dynamism fecund, although more difficult to control.

With the Curricular Transformation the ideal would be that the qualifications to the educational ones were more continuous to verify the effectiveness of the advance in the education for the life, since this is its main objective, nevertheless these qualifications or seminaries single are made once to the year and the supervisions are not continuous or they do not fulfill the proposed objective to help the educational one to improve his work.

By another part, in almost all the world it is provided to the educational ones interested training in techniques of the mediation and the negotiation for the resolution of scholastic conflicts with the objective of which to his time they train the students. As both disciplines are based on the communication, the semantic precision and the capacity to occur to

understand and to listen the other, it hopes that the language acquires greater relevance and its dominion is perceived like more necessary and useful when is verified that on her it depends to manage to defend with property, to reach an advisable agreement, to surpass an affective problem, to settle a dispute, to save an uncomfortable situation with the companions, the authorities of the school or the family, to include/understand and to be included/understood more when is the foreign language.

Nevertheless, the students do not consider these aspects of the language necessary, nor have understood the importance of developing knowledge of the English language.

Although it is certain that to transfer to the young people from his passive paper of receivers, to the assets of interpreters and creators it is not easy, also is certain that great part of the present technology, like the materials multimedia, the didactic videos and electronic games, can become a true ally of education. (Microsoft Encyclopedia ® Encarta ® 2003.)

Given to the evolution of computer science means and the access more and more it frequents to the use of the computers by children and young people, it is important to leave elitist criteria about the borders of the language. Like in so many other activities and human vocations, the perversion is not in means but in the use that becomes of them.

Different languages coexist (comics, series and televising publicity, navigations in Internet, folksongs, spectacles from musical groups and parades of fashions, soap operas) and these intercross, they are amalgamated sometimes and they generated forms diverse of the language.

B .THE FUTURE OF THE EVALUATION

The policy and the practice of the evaluation always will include transactions and commitments. All public system of evaluation will tolerate a variety of consequences for the students, the professors and the centers, and for that reason it will publicly have to be accepted in terms of validity and opportunity.

The system will have to be, but also to seem, best the possible one, and this means to incorporate some external test or inquiry of the standards by other average like inspection and/or references that cross the data of the schools.

Nevertheless, at the same time, the potentially negative effects of a too narrow vision of the evaluation, with respect to curriculum and to the motivation of the students, do not have to be ignored by the politicians for whom the superior education must be really something high-priority.

The investigated thing demonstrates that the practice of tests (to teach for the tests) allows to reach good averages that improve the education levels, which must animate to experiences and proposals of greater educational quality if they aim truly stimulating.

Those probably propose experiences and have to do with the inclusion of investigations, of resolution of problems, accomplishment of information written and similar abilities, and in addition they must be evaluated throughout the daily work of the course of the classes.

In summary, to feedback the professors and the students with respect to its progresses and the way to reach the suitable objectives. The correct situation is related to several proposals of evaluation that are defensible in function of the different scholastic systems and according to what moments; in any case, the evaluator balance requires a plurality of expositions. (**Encarta** ® 2003, © 1993-2002 Education of sciences).

CONCLUSIONS.

We finalized the present investigation acquiring much information and knowledge on which it is the Methodology in English Teaching in the of the English Curricular Transformation process , specifically in Secondary School, which is of much importance to improve our educative task.

The principal methodological problems found in the English Teachers in the e National Autonomous Institute Benjamin Zeledón are:

- ↻ The contents that the compendium in the English is recharged in all the levels
- ↻ The teacher has difficulties to find information about some contents that are in the compendium.
- ↻ The English teachers do not count with enough bibliographical material to document themselves better.
- ↻ As far the methodology one concludes that some teachers even use traditional methods of education.
- ↻ The advance in the programming slow must that is due to go to the rhythm the learning of the student.
- ↻ The application of active methodologies of education is difficult due to the great amount of students by section (57-60 students).
- ↻ The teachers don't dominate the different aspects that the Curricular Transformation principally the EPC (Education for the comprehension)
- ↻ The supervisor of English area is not graduated, but she has a lot of experience.
- ↻ The methodological training for teacher is few.
- ↻ It is lacked an average classroom of exclusive right for the English area.

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ANNEXES

SURVEY.

National Autonomous University of Nicaragua
UNAN CUR MATAGALPA.

The purpose of this Survey is to investigate the Methodological problems of teaching with the Curricular Transformation process.

Please, read each statement and according with your experiences choose and answer.

I. GENERAL INFORMATION.

Name: _____

Years of experience: ____ Level: _____

Academic Level: Br: ____ MEP ____ PEM: ____ Training : ____ Student: ____

1. What is your opinion about the Curricular Transformation process?

2. What Teaching means do you use?

English book; :__ Dictionary: ____ Work Sheets: ____ Visual Aids:
____ Videos: ____ Tape Record: ____ Others:

3. Have you elaborate other kind of materials? What?

4. What is the frequency the supervisor do you visit?

Once a week: ____ Once a Month: ____ Bimestrial: ____

Thank you!

Interview

National Autonomous University of Nicaragua

UNAN CUR MATAGALPA

Dear English Teacher, the purpose of this interview is to investigate the Methodological problems the English Area according with your experience.

1. What methodology applies in your class? Why? _____

2. What results have had with your students?

3. Who is your roll in the Modern School with respect to Teaching English Foreign Languages? _____

4. Why is important for you to incorporate new strategies?

5. What Teaching Means do you use?

6. What are the difficulties when you have applied these Methodologies?

7. What are the principle problems that you confront in class with the new Curricular Transformation?

Thank you!

OBSERVATION GUIDE.

National Autonomous University of Nicaragua
UNAN CUR MATAGALPA

Objective: To determine the Methodology used for the English Teacher through observation class.

General Data:

Center: _____ Teacher's name: _____

Component: _____ Level: _____

Date: _____ N° Ss: _____ Teacher Academic Level: _____

A. CLASS	YES	NO
a) The class star punctuality:	_____	_____
b) Recapitulate the topic before:	_____	_____
c) Do emphasis in the objective:	_____	_____
d) Give examples:	_____	_____
e) Talk about the importance of the topic:	_____	_____
f) Clarify doubt to students:	_____	_____
g) Give clear instructions to students when they have to work in group:	_____	_____

B. MOTIVATION:

a. The teacher stimulate the knowledge _____

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b. Create a nice environment in class _____

c. Compare theory with practice _____

C. EVALUATION

a) Verify the experiences of the Ss _____

b) Value the participation of the Ss _____

c) Control the time _____

D. EVALUATION FORM

a. Auto evaluation _____

b. Mutual Evaluation _____

c. Co evaluation _____

d. Only for the teacher: _____

e. Use different parameters to evaluate: _____

CONCLUSION:
