

GENERAL INFORMATION

THEME:

The Development of a Complete English Program that will include Content-Based Units that provide students from I, II, and III year of Secondary School with an Educational, Instructional and Moral Academic Background Education.

PROBLEM:

The lack of a complete English Program for students of I, II, III year of Secondary School prevent them from succeeding in their next high school level.

INSTITUTION:

National Autonomous University of Nicaragua

RESEARCH STUDY

AUTHOR:

Amelia Georgina Vargas

DECEMBER 9th, 2008.
MANAGUA, NICARAGUA

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THEME:

The Development of English Academic Progress of Christian 7th grade students of MQV Institute, that will help them become excellent successful students at the end of the School Year.

PROBLEM:

The challenges that Christian 7th grade Secondary School students of MAS QUE VENCEDORES Institute must overcome to be excellent students and perform outstandingly well at the end of the School Year.

INSTITUTION:

**National Autonomous University of
Nicaragua.**

RESEARCH STUDY

AUTHOR:

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TUTOR:

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OCTOBER 10TH , 2009.

MANAGUA, NICARAGUA

Dedication:

Dedicated with Love to a Tremendous Man of God, **D. B.**
And to **Christian Church**, my family, without whose love and support I could not have become who I am.
For your patience and understanding in helping me learn the importance of setting goals in our lives, for your tender love and care.
For being there for me anytime.
For accompanying me in my long hours of work and study in search for truth and authenticity.

THANK YOU.

Gratitude:

We want to express my deep gratitude to God only and to the Church Congregation I belong to. Give thanks to the Lord and Congregation for all the Blessings and Graces received. For All the Love, Strength, Persistence and correct Attitude given to my work Project.

Give all the credit to the Lord only. To God alone. For He keeps up His Promises and Covenant with His People Forever.

Thank You to my Only and Enough Personal Lord and Savior JESUS, THE LORD.

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ABSTRACT

This Research intends to create the development of a complete English Program that will include content-based units that provide students from I,II,III year of Secondary School with an Educational, Instructional and Moral Academic Background Education.

These meaningful Content-Based Units mean to enrich the English class and understand and assess students' acquisition and learning of the four Basic Skills: Reading, Writing, Listening, Speaking throughout the English Units of I,II,III year of Secondary School.

This research study is based on my teaching experience in School during many years, and on what I have learned both in University and working in School.

Students have to be responsible with their assignments in School, with their teachers and classmates, with their parents, collaborate in school, take decisions, cope with problems, do Research working with computers and Internet, take after school courses, attend social life, and sometimes deal with difficult situations during their academic years.

For that reason, they need not only the skills necessary to be successful in school, but especially honesty, integrity and a solid moral and Christian foundation to grow as successful fulfilled persons and citizens.

Parents, Teachers, School Administrators, Ministry of Education and University are all responsible to Provide a continuum of Education among Elementary and Secondary School. They must provide the Background Education, the Guidelines and Skills necessary for students to graduate successfully from Secondary School and be ready for University, Technical studies or for work if they choose to do that in The Future, their future.

II INTRODUCTION

There are many different issues that students from 7,8,9th graders must consider to keep updated and get well prepared for entering the next level of High School and pursue a professional career in the future.

They must consider school life, family issues, academic assignments and study skills that they should accomplish for graduating.

Communications nowadays are highly developed as well as Technology, media and journal information are available for anyone who can operate a computer, has a cellular phone, TV or cable TV or has access to any print or written material available in libraries, bookstores. Besides peers, friends, parents teachers, team coaches, academic assignments present a challenge to students getting ready for University or any other academic goal they will pursue in their future life.

As a result having a good Reading-Writing background is very important for the students we educate and necessary for their instructional improvement and academic success in their next school level.

Students will face different situations in their lives and to help them in their decision making process they need moral educational values, principles and a solid belief system, faith, that will support and assist them in taking responsibility for their actions and behavior (moral conduct) to help them become happy and fulfilled persons within their family, school, friends, society and in the context of a church community.

As a teacher I believe it is very important to understand that we are educating the persons and citizens of the future and that we have a tremendous responsibility to educate them well and thoroughly. We are responsible to educate not only their intellect, but also their minds and souls, teaching them moral and ethical values as well as an academic instruction.

This research study will develop theme subjects to improve the English class with meaningful and enriching activities that promote the love of language and help students with the acquisition and learning of a Second Language.

In this research study we implemented the use of theme subjects like those from traditional content areas like Literature, Art, Music, Language Arts and Geography to overlap with Lessons from the Secondary English textbook to enrich the English Class and provide students with meaningful opportunities to learn and acquire a Second Language.

2.1 PROBLEM:

The lack of a complete English Program for Students of I, II,III year of Secondary School prevent them from succeeding in their next high school level.

SUBPROBLEMS:

Some of the problems that students must face when they begin studying their next High School level or go to the University will be mention as it follows:

- 1.Students coming from III year of Secondary School do not know how to interpret and do both Reading and Writing Assignments such as: essays, compositions, Research Projects and oral Presentations.
2. The Secondary School Program does not always provide students with learning opportunities that enforce the development of Higher-Order Thinking Skills and Organizational Study Skills beginning with 7th grade students all through 8 and 9th graders to help them become successful learners and achievers (info-gathering, comprehension, analysis, synthesis, evaluation).
3. Schools without internet connection send their students to State Libraries,located outside the School Area, other students take after school courses such as Computer or English, to perform well at these extracurricular activities students need honesty, integrity and a solid moral and Christian foundation.
4. Students tend to memorize and only transcribe facts when they perform academic assignments, written responses to literary works, or Research Projects reports in which they need to analyze, interpret and draw conclusions.

III OBJECTIVES

A. GENERAL OBJECTIVES:

1. To develop a complete English Program that will include Content-Based Units that provide Students from I, II, III year of Secondary School with an Educational, Instructional, and Moral Academic Background Education.
2. To understand and assess students` acquisition and learning of the four Basic English Skills: reading, writing, listening, speaking throughout the English units of I,II,III year of high school implementing meaningful content-based units to enrich the English class.

B. SPECIFIC OBJECTIVES:

Our Secondary School Program must enforce the following Educational Objectives to shape students Educational, Instructional and Moral Academic Background:

1. To design and implement in our Secondary Program the goal of educating and forming the whole person (spirit, mind, intellect, personality) stressing the mastery of traditional school subjects and teaching methodologies and traditional approaches to theme subjects related to the following content areas:
Language Arts, Social Studies, Music, Art.
2. To enforce the development of higher-order thinking skills such as: info-gathering, comprehension, analysis, synthesis, summarizing, interpreting, paraphrasing, skills that help students with their Academic Subjects, their Reading-Writing material, research projects or assignments.
3. To encourage collaborative interpersonal behaviors and positive interpersonal relationships among students working in cooperative-learning groups (groupwork, group-work projects, group presentations, pairwork).
4. To develop values,principles, a belief system (faith), and an ethical and moral reasoning that helps them in their decision making-process and academic work during their school years taking responsibility for their actions and behavioral conduct.
5. Create a learning environment designed to foster students` learning and achievement of educational, instructional and academic goals developing habits, attitudes, abilities, values, and a correct behavioral conduct.

6. Understand and assess students' attitudes and behaviors towards others through educational-formative, moral and interesting readings and Language Arts Activities for teenagers throughout the Secondary School English Program Units of I,II and III year of High School.

7. Understand Literature as the verbal expression of human imagination and as a transmitter of culture and values; and learn to express themselves through different kinds of written projects like essays, opinion or reaction papers, editorials, letters, poetry, research written reports.

IV THEORETICAL FRAMEWORK

THE DOCTRINE AND BELIEF
THAT THERE IS BUT
ONLY ONE GOD.
(Monotheism)
(BETH MOORE, 2005)

4.1 HISTORICAL BACKGROUND

a) ENGLISH CURRICULUM

The current English Program that state Secondary schools implement to teach English in High School was developed in the year 1993 to enforce and improve the learning process of English, as a subject, and of its teaching quality. (English Program, MED, 1993). The main goals of this study and revision of the English Program had its main goals in the following areas:

- to implement objectives concerning values.
- to improve deficiencies in the English Program adding sequence, continuity and coherence
- to guide teachers towards selecting and developing the most relevant and interesting activities along the English Program.

It has also been introduced the goals for the Seniors Level, goals and objectives that they should accomplish at the end of their graduating year which could be synthesized in two developmental areas:

1. Human and Moral affective values.
2. Technical and Scientific general objectives for the secondary school within the English units.

During the English lessons and along the 8-10 units that they must cover in each grade level there are a series of moral educational values and goals that must be developed throughout the different teaching and learning activities related to this subject. Teachers are encouraged to find the learning activities that are the most meaningful, interesting and related to the students' life.

This study was made in 1993 and meant to support, and assist the teaching, planning and development of the English class in the Secondary School. This study chose an specific text and English series to develop the English curriculum in State High Schools.

b) The English Text:

The English series adapted for High School, grades 7-12. was *Pathways to English* by Interamerican McGraw-Hill (1984). In this research we will work with Books 1 and 2 used in I, II and III years. It is meant to be a communicative text, though it does not emphasize a Grammar or a Communicative Approach, or the development of Reading -Writing as a skill. Though it emphasizes the domain of the Language functions, it actually leads to the development of the Audio Lingual Method throughout the units of this English program and its lessons.

This course assures that students will master all basic language structures. Its primary aim is to provide language that is used for everyday communication in meaningful situations of students' daily life such as: a class session, at the post office, at the cafeteria, watching TV, taking a trip, playing basket-ball, et. al.

This text was originally suited for young adult students at the secondary through college level studying English courses. As it was originally created Books one and two were designed for beginning students of English who have little or no prior instruction in the language. The next books three and four are designed for intermediate students who have had one to two years of prior instruction and have mastered basic language forms.

However in our country this text implements books one and two for teaching English to I, II, and III year of High School.

This text that state secondary schools use, *Pathways to English*, is basically designed for an American culture however it also offers opportunities for overlapping with our Nicaraguan culture, situations for everyday life communication, though it presents them through inductive grammatical structures, vocabulary drills and dialogs.

ENGLISH CLASS:

Our Nicaraguan culture and traditions are a rich source of creativity for our English classes. We need to develop units with both a reading and writing approach in which we can teach values culture and the religious traditions of our people.

We can relate topics and articles that students read in their native language to promote group discussions, debates, mini-lessons to develop the four basic skills to promote English interaction in the class. It is very important that we can promote groupwork and pairwork as important elements for them in learning how to get along with people (social interaction)

c) THE AUDIO-LINGUAL METHOD:

This method became dominant in the USA and Britain during the 40`s ,50`s and 60`s . It was created as a reaction to the Reading Approach, it has features from structural linguistics, and behavioral psychology, but it also takes much from the direct approach.

In the 40`s there was a need in th U.S. and Britain to teach foreign learners how to speak and understand English fast and efficiently for that reason they hired linguists who created this new method for English teaching. In North America it was called the Audio-Lingual Method and in England it was called the Situational Approach.

According to Marianne Celce-Murcia It emphasizes aural-oral skills, implements an inductive grammar and different kinds of drills to develop the lessons.(Celce-Murcia, 1991)

- * Lessons are introduced with a dialogue.
- * Grammatical structures are sequenced and rules are taught inductively.
- * Skills are sequenced: listening, speaking, reading (short paragraphs) and writing is postponed.
- * Pronunciation is stressed from the beginning, vocabulary is limited.
- * Every lesson is introduced with a dialog and it also makes a review of the sound system (intonation) at the end of each lesson.
- * This method controls carefully the structures, vocabulary drills and dialogs.
- * New items (lexical and grammatical are introduced and practiced situationally, (at the bank, at the dinner table, at the post-office)

Theories

IN GOD WE TRUST

4.2 THEORIES

There are many issues that High School students must consider to keep updated and well prepared for studying their next school level, or for entering university to pursue a professional career in the future or for any other academic goal that they want to accomplish after finishing High School.

Our English Curriculum must enforce the acquisition and learning of the Four basic English skills: Reading, Writing, Listening, Speaking as well as Spelling throughout the units of the English Program of I, II, III year of Secondary School.

We can enforce and enrich the development of these units and lessons of the current textbook implementing content-based units related to the following content areas: Language Arts, Social Studies, Math, Music, Art to enhance students' learning and acquisition of the English Language and an increased vocabulary.

These content-based units will be implemented along with the units of their present textbook and will enforce Reading and Writing skills development. They must achieve very important and basic writing skills that allows them to express and communicate thoroughly.

According to some experienced professional writers, , promoting the reading of novels, newspapers, magazines and any other print material offers wide exposure to the ideas, customs, humor, issues, values, morals and thinking process of others. (Lapp and Flood, 1992)

Readings with educational and positive messages for teenagers that will help them acquire values and principles for their lives. Especially when students work in small groups or cooperative learning groups they learn to share their faith, values, ideas, thoughts (thinking process) while they read, comprehend and discuss very meaningful and positive readings for young people, but most important they learn to interact together.

Education has progressed to develop more effective methods, approaches and techniques to enrich and make the English curriculum a cohesive program that assures and certifies that students will attain all skills necessary for obtaining the High School diploma and entrance into higher education. Technology resources such as computer software (e.g. drills and tutorials) could help teachers implement a more up-dated and individualized instruction. (Roblyer, Edwards, Havriluk p. 57)

a) PIAGETIAN LEARNING THEORY

Piagetian theory intended to teach educators about child development as well as to promote the teachers own development. As the teachers studied Piagetian and related developmental theory, their conceptions of students, learning and teaching changed.

They progressed from simplistic to more complex, interactive explanations of students behavior, development and learning.

Piaget was a developmental psychologist who is viewed as a major contributor of constructivist theories. His research was based over a 60 years period. He believed that all children go through four stages of cognitive development, ranging from the sensorimotor stage, characteristic of infants and very small children to the formal operational stage typical of teenagers. (Roblyer et.al. p.65,67) This according to Roblyer, Edwards, Havriluk 1997.

He believed that much of what a child needs to learn cannot be consciously taught. Rather it should emerge as the natural by-product of experiences.

Piaget described these four stages of cognitive development as sensorimotor, pre-operational, concrete operations and formal operations. The first two stages are more relevant to childhood learning, the concrete operations and formal operation stages are relevant to adults.

At the concrete operations a persona can perform intellectual functions such as: Hypothetical reasoning, understand complex symbols and formulates abstract concepts. Young adults at this stage can form and test hypotheses, organize information and reason scientifically, can show results of abstract thinking.(e.g. writing, drama,)

Teachers place a higher value on an individualized instruction seeing it as a way to involve students in the decision-making process and as a way to incorporate students` interests; moving from a conception of teaching as a passive reception of knowledge to an active participation of students in their own learning process, teacher`s role is viewed as facilitating learning rather than imparting knowledge. (Glickman et. al. P. 52-53) This was stated by Glickman 1995.

Curriculum and instruction are designed to develop positive feelings towards learning encouraging the development and integration of higher-order thinking skills in the curriculum and in its units and lessons.

For that reason parents, teachers, and adults model positive behavior and are responsible for enforcing a well defined students` conceptual development.

Conceptual Development

It is defined as conceptual level, its aim is to encourage the development of positive attitudes that help students perform well in their schoolwork, such attitudes will help them shape their personality showing good collaborative interpersonal behavior and attitudes like:

warmth, perceptiveness, empathy, task effectiveness, responsibility, autonomy, independence, respect; and a corrective feedback and guidance, from parents, teachers, and friends. (Glickman et. al.p. 54)

A person with a healthy and positive conceptual level is an abstract thinker, independent, self-actualizing, resourceful, flexible and possess a high capacity of integration, an increasing interpersonal maturity, (self-definition, and self-others relations)

The adult learner comply with certain principles of adult learning:

- Voluntary participation
- Mutual collaboration
- Organizational Setting
- Choice and change
- Motivation
- Self direction

Concept Development in students:

- Teachers use a greater range of learning environments and teaching methods.
- They have students with higher achievement, less nurturance, more cooperation, more involvement in their work.
- Have varied instructional strategies.
- They have positive personal characteristics.
- They ask precise questions and encourage group involvement
- Stimulate positive students attitudes and student achievement
- Help students theorize and express .
- Provide positive corrective feedback to students.
- They are able to elicit higher-order conceptual responses.
- They give more praise and positive feedback.

Cooperative Learning

Language teachers must also encourage collaborative interpersonal behaviors and positive interpersonal relationships among students working in cooperative-learning groups (groupwork, group projects, group presentations, pairwork).

DIRECTED INSTRUCTION (Objectivists)

According to this philosophy of teaching learning happens when this knowledge is transmitted to the learner.

Philosophers believe that people construct all knowledge in their minds, so that learning happens when a person constructs both mechanisms for learning and his/her own unique version of knowledge, enforced by background experiences and aptitudes.

As I read about other countries, I learned that they also used to follow traditional ways of teaching that provided a continuous arrangement of reading instruction from grade to grade. They also taught reading through the use of prayers such as the Paternoster (The Lord's prayer), the syllabary, psalms. Reading Instruction taught also values, culture and the religious traditions of their people.

DIRECTED INSTRUCTION

Teacher directed/centered.
Systematic instruction
Knowledge transfer
Transmission models

CHARACTERISTICS OF DIRECTED INSTRUCTION

- 1) Focus on teaching sequences of skills that begin with lower-level and build to higher-level skills.
- 2) Clearly states skill objectives with test items that matched to them.
- 3) Stress more individualized work than groupwork.
- 4) Emphasizes traditional teaching and assessment methods: lectures, skill worksheets, activities and tests with specific expected responses.
- 5) Skills taught from grade to grade. (Roblyer et. Al. p. 56-59)

b) CURRICULUM

Curriculum means to provide all the courses of study offered by a school or educational institution. The function of education is to develop an effective teaching and transmission of facts, skills, values, principles in which educators guide, advice, inform, direct, model and assess students' learning process.

(Glickman, p. 373) Teachers as part of a School Community, and as professional educators with solid values and knowledge of student development should together define, learn and implement skills, knowledge and programs (School Curriculum).

When they work together towards the common purpose of instructional improvement, high quality of staff development is to produce excellent levels of learning for students and staff members as well.

They also should maintain positive professional relationships and collaborative interpersonal behaviors, working together towards the common purpose of instructional and educational improvement.

A professional learning team whose members accept a common responsibility for the academic achievement of students, these teachers meet regularly to learn, plan and support on another in the process of continuous improvement.

A curriculum is developed by deciding on: goals, objectives, content and Evaluation criteria. It includes the educational philosophy, guides, books, and materials that teachers use in teaching students. (Glickman et. al.p. 372,373)

Students coming from Elementary School need reinforcement and assistance in the following content areas: Spanish, Math, Reading-Writing, Spelling to become fully proficient users and learners of the Spanish Language,(summarize, paraphrase, skim ,et.al) this will help and motivate them to learn a Second Language more efficiently.

According to Glickman (Glickman, et.al. p. 373) some important elements of the curriculum are

Sequence: is the ordering of learning experiences and continuity, is the length or duration of such experiences.

Scope: is the range of learning experiences to be offered.

Balance: is the degree and amount of topics,subjects, and learning experiences that adequately prepare students.

CURRICULUM CHECKLIST:

Does the curriculum develops student's independence, responsibility, autonomy and initiative?

Does the curriculum present an emphasis on academic skills?

Does the curriculum encourage interaction and cooperation among the students?

Is an effort made to relate the concepts covered in class to students' life?

c) LANGUAGE TEACHING:

LANGUAGE TEACHING

Teachers must provide a language rich environment that promotes the belief that language is natural, exciting and the center of all classroom and curriculum experiences. We promote this belief providing a love of language and a learning atmosphere.

The primary aim of language teaching is to provide natural language for everyday communication within contexts that are meaningful and instructional.

There are also a few things a teacher has to do to make a good decision concerning the choice of an approach or method or a combination of them. According to Celce-Murcia (Celce-Murcia p. 9) we will review some important aspects of language teaching and concepts to consider:

Approach: An approach to language teaching is something that reflects a certain model or research paradigm, a theory. It is a broad and general concept.

Method:

A set of procedures, a system that spells out rather precisely how to teach a language. Methods are more specific than approaches. A method might be compatible with one or sometimes two approaches.

Technique:

Is a classroom device or activity. Some techniques are widely used and found in many methods. But many times a technique is specific or characteristic of only one method (e.g. cuisinaire rods= Silent Way). (Celce-Murcia p. 5)

Syllabus: which is an inventory of things the learner should master over an specific period of time (in a recommended sequenceof time) and is used to design courses and teaching materials.

It is used at the graduate or university level. There are various kinds of syllabus like: structural, text –based, dual-objective, atomistic, communicative, and learner-generated syllabus.

There are also four other things a teacher has to do to make a good decision concerning an effective teaching instruction:

1. Asses students' needs.
Why should they be learning English? For what purpose
2. Examine Important instructional elements:
 1. Time (hours per week)
 2. Class size(enrollment)
 3. Materials (according to syllabus, text, or open to teacher)
 4. Physical Factors: classroom size. A.V. support.
3. Determine needs, attitudes, and aptitudes of students.
4. Implement your own teaching activities using the resources available.

LESSON PLAN COMPONENTS

- **Introduction**
- **Presentation**
- **Practice**
- **Production**
- **Feedback**
- **Review**
- **Homework**

4.3 READING INSTRUCTION:

Reading is being able to look and understand written or printed material, to learn by reading and to interpret mentally what we read. Educators possess a personal way of defining what Reading is and what we expect from students' work. Nevertheless there are some reading strategies and skills that students need to know, understand and apply in order to be successful learners of the English Language.

IMPORTANT STUDY SKILLS FOR SECONDARY SCHOOL STUDENTS:

There are many basic skills that students must achieve. One important skill that they have to acquire is that of learning through reading and understanding clearly how to get general information from the library, the media, and technological resources available nowadays like the computer, internet, e-mail, CD-ROM, atlases, almanacs, and encyclopedias.

- 1 Using the Dictionary (meaning, pronunciation, grammar)
2. Use of Library sources.
3. Book parts, headings, sub-headings, titles, main ideas, secondary ideas, summaries
4. Interpret and analyze tables, graphs, charts, maps.
5. Make inferences, draw conclusions.
6. Vocabulary strategies (Prefixes, suffixes, and word roots).
7. For Literature, Writing or Research Projects students need to learn the following skills: skimming, scanning, summarizing, paraphrasing, reaking and test taking strategies.
8. Organizational skills are basic for students beginning the Secondary School.
9. Engage in fluent, responsible speech and writing: analyze, hypothesize, formulate, compare, contrast, make inferences, draw conclusions from school and in the world, to solve problems both rationally and intuitively.

4.4 HOW TO TEACH STUDENTS ORGANIZATION AND STUDY SKILLS:

1. Arrive on time to classes.
2. Organize their material.
3. Set up their workplace.
4. Record their assignments on a small notebook.
5. Break down long term assignments.
6. Know standards of acceptable work.
7. Peer collaboration, groupwork collaboration.

STUDY ACTIVITIES :

1. Writing exactly the assignment task the teacher has given, is she/he to read? To answer questions? To outline?
2. The student should use the aids provided through the structure of the text: Chapter titles, sub-headings, summaries are valuable to the student taking notes of important information. (Index, Glossary, Appendixes.
3. The next step is outlining or noting information in an organized manner.
A tendency of many students is to copy verbatim or to take excessive notes without really assimilating the information.
4. Students should be able to summarize the reading material in the Assignment. Have I the necessary information to meet the goals to be accomplished?
5. Complete and return to the teacher all assignments at the time they are due.

DEVELOPING LIFE LONG READERS

Developing reading-writing skills is a continuous process that is gradually enforced and improved from grade to grade and on each level of elementary and secondary school.

Reading novels, newspapers, magazines, and any other print material offers wide exposure to the ideas customs, humor, issues, values, morals and thinking process of others.

1. Class identifies a number of scenes or parts of a book which are plotted on a graph (chart). Everyone records their favorite part on the graph.
2. A moral is a lesson taught by a literary work.
Poems, novels, short stories, and plays often present lessons that are not directly stated but must be inferred by the reader.
2. Write character's name in a center of a chart and write down their character traits.

Hard-working

Loyal

Character's name
Determined

Responsible

3. Teach students to know and understand vocabulary within context, point of view, writing style, author's use of language including figures of speech and literary figures.

ASSESSMENT:

In order to assess students' academic progress teachers may implement activities like:

- Different types of Test activities: matching, pairing, identifying, fill in the blanks , reading comprehension activities, higher-order critical thinking skills problem solving and readings.

- Teach students to know and understand vocabulary within context, point of view, writing style, author's use of language including figures of speech.

- Understand and assess students attitudes through educational, formative, and informative readings in the Secondary school level.

- Check prior knowledge

- Review the literature that students have read.

- Writing Essays or responses to a book they have read.

- Research project.

Testing

The English class must be designed to help students meet the standards and the necessary academic skills to graduate and obtain their diploma.

Both teaching and testing must be related to meet the needs of 7th graders (1 año) including activities like: reading and analyzing textbook material, taking notes during lectures and so on writing essays, research projects and literary written assignments. This assessment must be developed throughout 8th, 9th levels of Secondary School to build a strong foundation for the junior high and senior levels of high school (IV - V year).

Emphasis is placed on the fact that testing must be accompanied of positive changes like that of redesigning the syllabus, choosing new interesting books and activities related to an effective teaching, taking in consideration the fact that globalization and technological advancements require more qualified and experienced personnel.

Communications nowadays are highly developed as well as Technology, media and journal information are available for anyone who can operate a computer, has a cellular phone,TV or cable TV or has access to any print or written material available in libraries, bookstores.

KINDS OF TESTS

Tests are to measure accurately students true abilities and achievement.

- Proficiency tests measures people ability in a language.
- Achievement Tests establish how successful individual students, group of students or the course it-self have been , to know if they have been achieving the instructional and educational objectives they wanted to achieve.
- There are other tests like TOEFL or placement tests that students might take over to achieve other professional goals.

SCHOOL: _____

Shift: _____ Grade: _____ Date: _____

Topic: _____ Unit: _____ Bimester: _____

Objectives	Activities	Possible Answers	Learning Outcomes (Assimilat. Level)	Percentage Per question	Observations

V METHODOLOGICAL DESIGN:

5.1 LEADING QUESTION:

How the Development of a meaningful and effective Academic Progress of Christian 7th grade Students of the Institute MAS QUE VENCEDORES helps them become successful excellent students during their school year.

5.2 Population and Sample

We requested the collaboration of a Center, it is named: "Instituto Más que Vencedores" they have five sections of Secondary School, in other words they have I-V years, one Section for each year.

We worked only with the 7th grade (MINED Curriculum revision calls years I-III as grades 7, 8 and 9.

We administered the Survey about the English class, it is a clear copy of it along with the Research; we also asked questions about the use of the computer and their preferences.

5.3 System of Variables

In performing this wonderful Research we used the following instruments to study the Institute MAS QUE VENCEDORES:

- +Survey**
- +Interview**
- +Observation**

There is a clear copy of each of them along with the Research Study. We realized both interview to teacher and School Director as well a Survey to Students to have more specific ideas of what their needs were and how find ways to help them cope.

We also performed Interviews and Observation to different schools, and we also interviewed School Directors, Sub-

directors, the Ministry of Education and University Graduate Professors.

5.4 Techniques and Procedures

We talked to Parents, Teachers, Directors, Pastors to get a clear understanding of what their points of view were and to learn how successful People have cared,loved, educate and shape the lives of young students striving to succeed in school and in life as happy fulfilled individuals and citizens.

We observed and collaborated with two Schools talking to Teachers of English and Spanish to know the reality and conditions in which students were learning.

One School had textbooks "Pathways to English" for each student and were working usually in Cooperative Learning Groups, each group had a handout to work independently while the Teacher supervised and assisted their work. This procedure was followed in I-III year of Secondary School. The teacher wrote and prepared handout on the Computer to have a copy for each group in class. School provided the Computer and photocopies for groupwork. Groupwork was encouraged.

The other School had no textbooks at all, and the English Teacher used the book mentioned before and was assisted with some discarded books that were donated to the School. This happen from I-V year of Secondary School. This school had limited resources and their teacher who used Pathways, and gave the lessons on the board, if he wanted to use a photocopy of an English activity he had to make it and students had to pay for the photocopy.

Yet another school I observed though they had not textbooks for each student, they are implementing the use of an up-dated edition called Interchange of the year 2005. The teacher encouraged students to participate in dialogs and English activities.

He used the book called INTRO for I-II year of Secondary School. (INTRO By Jack Richards, Cambridge University ,2005.)

He used INTERCHANGE TEACHER´S EDITION Book 1 By Jack Richards with Jonathan Hull and Susan Proctor, Cambridge University 2005.(He used this edition for III year of Secondary School).

VI DEVELOPMENT:

6.1 INSTRUMENTS

6.1.1 Survey

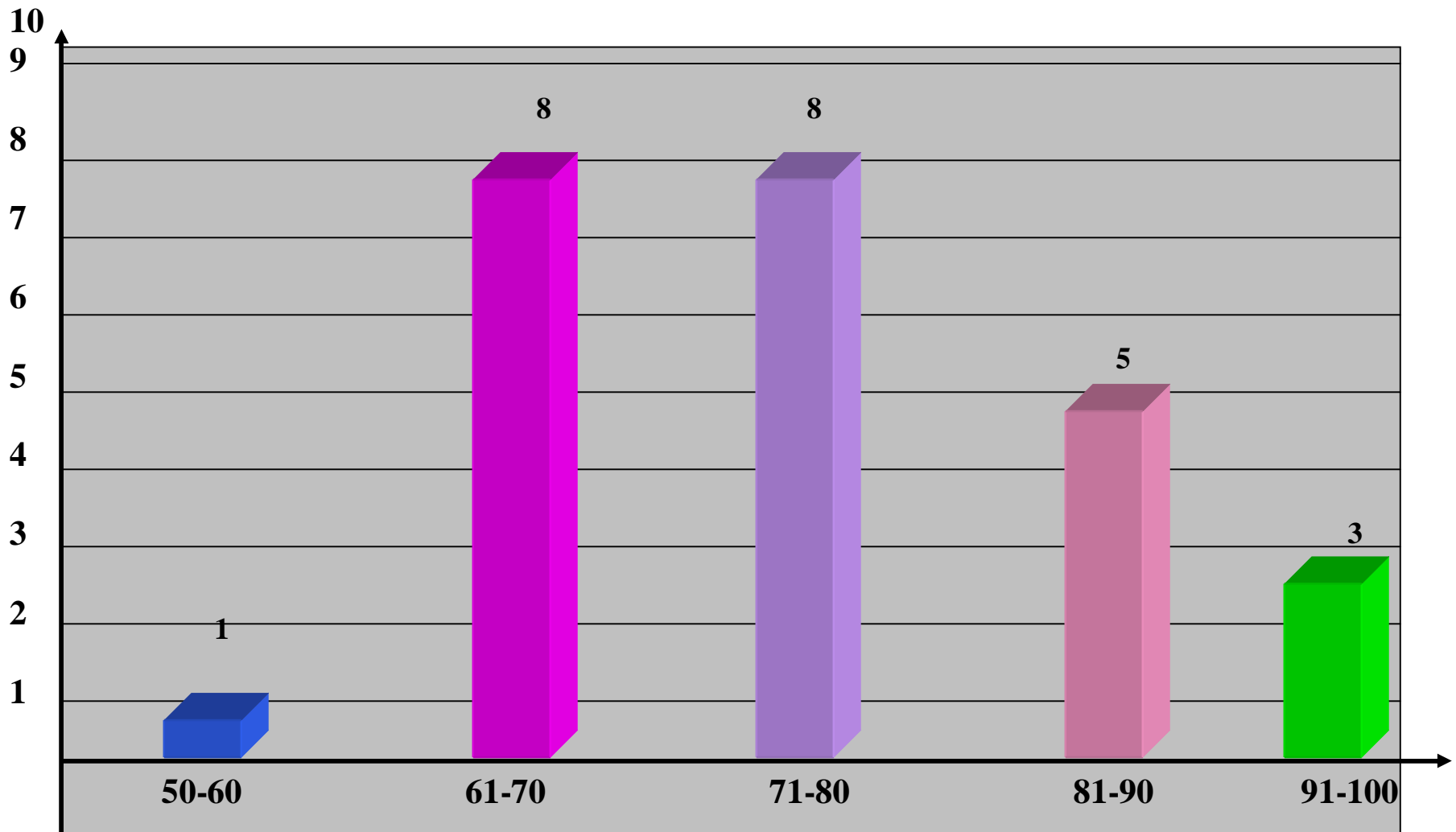
6.1.2 Guide to Interview English Teachers I-II year Secondary School

6.1.3 Guide to Interview Professor of III year Secondary School .

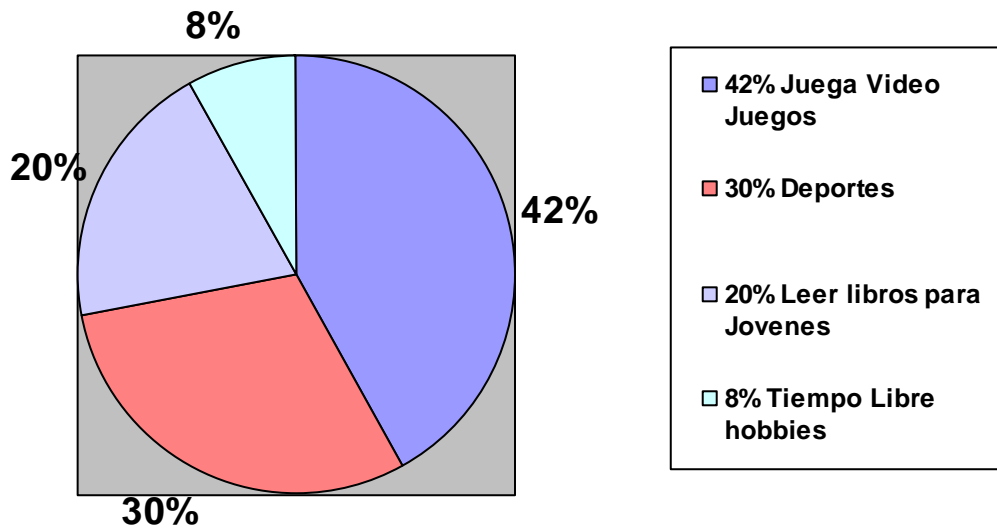
6.1.4 Guide to Interview Parents and Pastor of high school.

6.2 GRAPHS OF SURVEY AND YOUTH INFORMATION

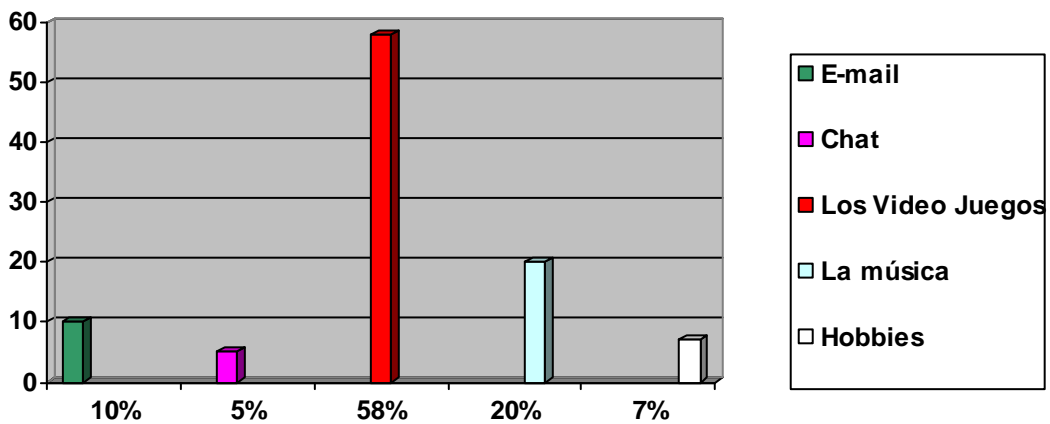
6.2 English Academic Progress of 25 Students of I, II, year of Secondary School over a Bimester Period:



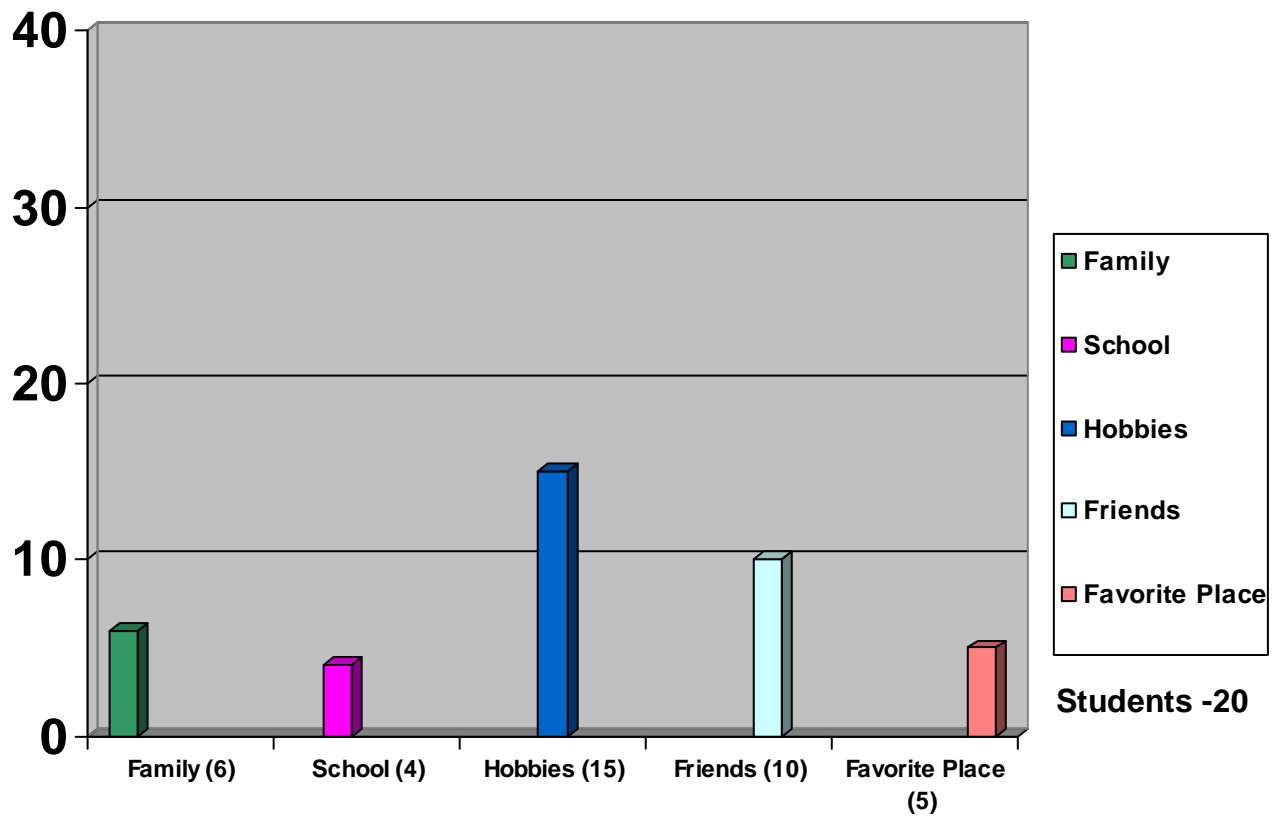
Como invierten su tiempo libre los Jóvenes



Vías de Comunicación y entretenimiento más usadas por los jóvenes



Favorite writing topic among students



6.3 Analysis and Interpretation of Results:

In this research study we have implemented the use of Observation, Interview and Surveys to search for data that will tell us the best way to assess students' academic progress and Language Teaching Enrichment.

We realize both an Interview to Language Teachers as well as a Survey to students trying to find how to better enrich the English class and make the English program meaningful and interesting.

Based on what we observed these are the results of the Interviews, Surveys and Observations:

- 1. Literary works and scientific projects present a great amount of difficulties to High School students, understanding meaning of vocabulary words, and literary and scientific concepts,**
- 2. Finding main ideas in paragraphs and readings.**
- 3. Interpreting , analyzing, making inferences, drawing conclusions, paraphrasing.**
- 4. Academic deficiencies from previous years.**
- 5. Students tend to memorize and only transcribe facts when they perform academic assignments, written responses to literary works, or Research Projects reports in which they need to analyze, interpret and draw conclusions or do skimming, scanning, or summarizing extensive readings.**
- 6. Students do not have Organization and study skills: they need a good training on these skills since the early years 7th,8th , to make the foundation for 9th grade and later on, for their last two years of High School.**

6. 4 INTERVIEWS RESULTS:

Interview to Parents and Pastor of Students Grades 7/8/9.

I was blessed with the opportunity to talk with some wonderful Christian Parents and their Pastor, who shared with me the experience of being Parents and Teachers of successful 7,8,9 grade Students.

Both parents have several years of marriage. Both are Graduated Professors, and have a Master's degree. They are college educated Parents.

They both agreed on the importance of setting goals for their children, in setting discipline, consistency of work, integrity and honesty. One of the parents taught her children how to use the computer at home to do Research, she taught them how to find the information, Know how to look and where. Accountability using the computer and Contentwatch were emphasized by this parent.

They advised parents to help students learn study and Organizational Skills by setting up an area of study, by keeping an assignment notebook to write down their homework for each class.

They also recommend parents to provide students with lots of physical activities such as: Sports,outside playtime they also recommend if it is possible to students to be involved in groups like Boy's scouts that encourage their members to do Community Service and help others,one of the parents had a wonderful example of that experience. Their child became an outstanding example and wonderful church person as an adult.

They recommend limited electronics. Let's say like 30 minutes per day. They also learned a lot from studying the Bible at home and in small youth groups where they meet every week.

I also had the opportunity to interview a wonderful Graduated Professor who helps students as a Pastor. He helped me understand the most important areas that a 9th grader has to work and accomplish to be both successful in school and a fulfilled Christian student.

According to this Graduate Professor: "A 9th grade Christian student must focus his or her attention to learning how to serve the Lord, grow both in knowledge of His Word and in relationship to the Father and in how to get along with his or her peers and family. Study habits, personal responsibility, paying attention in class are all part of the maturation process.

6. 5 ASSESSMENT:

This same Graduate Professor states that one way to effectively assess a 9th grade Christian student's achievement (apart from the standard testing procedures in any given subject material) is their attitude towards school, peers, and family.

Psychologically and physically the student is experiencing hormonal changes and beginning the often difficult and long process in the stages of early adulthood.

Attitude regarding what their identity is, how to relate to others-including teachers and the very reason to be in school in the first place, is of upmost importance. Are they positive or surly or negative? Do they feel obligated to go to school or do they want to learn? Even the process of learning how to develop a healthy attitude in life is a determining factor in their success throughout their school years and beyond.

In a great Christian School that I visited, their Elementary School Children attend Church School once a week, when they have Church Service with their Parents, after service they attend Church School according to school levels and ages. This teaches them Wonderful Activities along with the Bible that tells them of the LOVE OF CHRIST to Children and encourage students to be successful in School, Family, Church and how to become responsible citizens and persons.

Teenagers and Young Adults attend Church Service and have Youth Group Reunion along with their Educational, Instructional and Christian - Moral Academic Program of Studies.

VII CONCLUSION

In this Research Study we have integrated traditional content areas into many parts of the English Secondary School program to enhance the English class, developing a love of Language, as well as, teaching important Academic skills.

We implemented the use of content-based units related to topics in their Regular English textbook to help them acquire and learn a Second Language through meaningful and interesting activities in which they can practice the four basic English skills.

My aim has been to develop a complete, well-organized and updated English Academic Program for I, II, III years of Secondary School with well defined Educational, Instructional, and Moral goals that help students become successful learners in the next High School Level.

We should create the guidelines, skills and vocabulary that students need to acquire when learning a Second Language and that could be developed through 7th, 8th, and enforce in 9th grade.

The aim of language teaching and curriculum is to provide natural language for everyday communication within contexts that are meaningful and instructional and related to students' life.

I want to conclude stating that: giving a Moral Academic Background Education makes the difference when educating Young Adults. Teenagers need not only Study and Organizational Skills to be successful in school. They need above all Guidance, Direction and Light. They need THE LORD. This is my opinion and conviction.

VIII RECOMMENDATIONS

In this research study we implemented the use of content-based units like those from traditional content areas like Literature, Art, Music, Language Arts and Geography to overlap with Lessons from the Secondary English textbook to enrich the English Class and provide students with meaningful opportunities to learn and acquire a Second Language.

- 1. Students from I,II and III year of High School must learn Organizational and Study skills throughout their secondary school years, important skills that will help them cope with their academic work.**

- 2. Important skills like taking notes, keeping a record of their homework and school assignments, reading-writing skills for research project reports, understanding and interpreting print and scientific reading material.**

- 3. Understand and assess students' attitudes and behaviors towards others through educational-formative, moral and interesting readings and Language Arts Activities for teenagers throughout the Secondary School English Program Units of I,II and III year of High School.**

- 4. The adult behavior develops through personal characteristics and positive behaviors and attitudes like:**
 - Voluntary participation**
 - Collaborative Study Groups and Peer collaboration.**
 - Organizational Setting**
 - Choice and change**
 - Motivation**
 - Self- direction**
 - Peer coaching**

We must implement in our Secondary Program the objectives of educating and forming the whole person (spirit, mind, intellect, personality) stressing the goal of helping them grow towards the acquisition of a behavior and attitudes that will help become happy, responsible and fulfilled persons at the end of their Secondary School years.

8. 1 FORMATIVE ASPECTS OF READING INSTRUCTION AND TECHNOLOGY:

FORMATIVE ASPECTS OF READING INSTRUCTION:

It is recommended for both school and parents to find reading materials according to students' interests, age, hobbies, not only informative or for entertainment purposes, but also formative, related to educational matters, sports, or good movies, magazines about young people and the formation of their character, personality traits, identity, and when they are older with information related to careers and vocational matters.

ETHICS ON TECHNOLOGY AVAILABLE NOWDAYS:

Technology provides not only ample opportunities to know and practice not only our scientific skills for a research project or for using a Grammar tutorial program, but also a wide variety of Communicative Language Teaching Activities.

Promotes language learning and education worldwide enforcing an individualized instruction and self-learning.

However an important part of their education must be focused on being responsible users of Computer technology, that allows them to be Independent learners, but we must always remember our moral, ethical and family values when using this wonderful technological device.

We must always be responsible of the technology available nowadays. Always remembering and respecting the values we have learned from our family, church, and school community members to become successful persons within the society.

8.2 Recommendations on Reading Instruction and the English class:

As I read about other countries I found out that they also used to follow traditional ways of teaching such as the Basal Reader Program (Reutzel & Cooter 1996) that provided a continuous arrangement of Reading Instruction from grade to grade.

For example, they made use of the prayers such as the "Pater noster" (The Lord's Prayer), the HOLY BIBLE, the syllabary and the Alphabet with both Capital and small letter case. Reading Instruction taught values, culture, Faith, and the religious traditions of their People.

8.3 Computer Programs and Applications most commonly used by Students

According to Jaúdenes (Jaúdenes 2006) today Communications Technology of Computers, Phones, et.al., are highly developed and are available to anyone who can operate a computer or have access to a Cyber café or a Computer Lab.

She states that the computer applications and computer programs most commonly used by Students are:

- Computer Programs like Word, Excel,Paint.
- Internet(They make use of Internet for Research Projects and Assignments)
- e-mail/Text messages by e-mail
- Listening to Music or Researching about Singers Biographies
- Hobbies and novelties about them
- Photographs made with digital cameras.
- Drawings,Cards for all occasions
- Print Shop designs as Banners,Signs et.al.
- Write to People, Friends, Families(in and of other countries)

WE EMPHASIZE THE FOLLOWING:Students working with Computers must demonstrate not only Accountability but above all INTEGRITY AND HONESTY. PARENTS ARE RESPONSIBLE TO BE INFORMED AND AWARE OF WHAT THEIR SONS OR DAUGHTERS ARE DOING IN THE COMPUTER OR INTERNET, THAT IS BOTH CONSTRUCTIVE AND EDUCATIONAL.

We find on Reutzel and Cooter Jr. (1996) how other countries used READING INSTRUCTION to teach ENGLISH. Their study states and recommends the following.

Recommendations on Reading Instruction and the English class:

As I read about other countries I found out that they also used to follow traditional ways of teaching such as the Basal Reader Program (Reutzel & Cooter 1996) that provided a continuous arrangement of Reading Instruction from grade to grade.

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On Jaúdenes (2006) she found out in her daily teaching experience, as a Graduate Professor of the Besana School in Madrid, Spain, and as Responsible of the Technology Department in the same School that the following Programs and computer applications are the ones most used by students.

Computer Programs and Applications most commonly used by Students

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X ANNEXES:

LANGUAGE TEACHING UNITS

BELOVED I WISH ABOVE ALL THINGS
THAT THOU MAYEST PROSPER
AND BE IN HEALTH, EVEN AS THY SOUL
PROSPERETH.

(HOLY BIBLE)

READING-WRITING

The privatest product of the human heart
and soul : a Love Letter.

(MARK TWAIN)
(AUTOBIOGRAPHY)

Philosophy- MQV

Nombre	Turno	#Alumnos	Rendimiento Académico	Dirección
			1 semestre 2 semestre	

Inglés:

1) ¿Qué enfoque tiene el libro de inglés?

2) ¿Qué metodología utiliza más frecuentemente? (Describir una típica lección de Inglés que el libro presenta)

3) ¿Qué contenidos o tópicos (temas) presentaron mayor dificultad a los alumnos?

4) ¿Qué número de alumnos aprobó la clase de Inglés?

- Aprobados
- Reprobados

5) ¿Qué mejoraría el Rendimiento Académico Clase de Inglés? ¿Qué le ayudaría?

PROFESOR/PROFESORA GUÍA DE 7MO GRADO (I AÑO) MQV

1) ¿Cuántos niños, niñas?

Boys:

Girls:

2) ¿Qué edades?

3) ¿Lugares de desde dónde vienen a estudiar?

4) ¿Qué materias le cuestan más?

5) 12 Alumnos(as) con mejor Rendimiento Académico.

1- _____

7- _____

2- _____

8- _____

3- _____

9- _____

4- _____

10- _____

5- _____

11- _____

6- _____

12- _____

6) Número de Reprobados en: Inglés - Español

RENDIMIENTO ACADÉMICO 7MO GRADO MQV 1ER SEMESTRE-2DO SEMESTRE 2009.

RENDIMIENTO ACADÉMICO ESCUELA CRISTIANA

ESTUDIANTES	INGLES 1ER SEMESTRE	2DO SEMESTRE	NOTA FINAL	AVERAGE %
1-				
2-				
3-				
4-				
5-				
6-				
7-				
8-				
9-				
10-				
11-				
12-				
TOTAL				