

**National Autonomous University of Nicaragua**  
**UNAN - Managua**  
**University Enclosure "Ruben Dario"**



*English Teaching  
Techniques vrs Spanish Teaching techniques on students from 7th grade at OTTACKRING  
Public School in Managua.*



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## Gratefulness

First of all we want To thank our God and creator who gave us the capacity to reason and to analyze each one of the elements involved in this work investigation, since without his help it would have, been impossible to carry out and to conclude this work.

We give thanks to all the professors of this autonomous university deeply to have proportionate us essential elements for the realization of investigative works, as this, especially to our appreciable professor Lic. George Crisanto who provided us the primordial tools to be able to carry out with success this investigative work, for his valuable methodological support to elaborate this work in the way but objective and guessed right.

Also we want to thank our dear and appreciated classmates who supported us in a disinterested way in the search of useful informative sources for the realization of this work in an oral and written way.

We give thanks to our relatives deeply to learn on during the whole development of this research, to our friends that offered us encouragement and to execute this work.

We give thanks to all those people who played an important and positive paper in the realization of our work in a direct or indirect way.

We want to thank Maritza Flores English teacher, Ivania Sanchez Spanish teacher and Bernalila Lopez principal of OTTACKRING public school in Managua, to have given us the opportunity to carry out this investigative work in this center, we thank the teacher staff of this Center who offered us a lot of support to be able to carry out with success this work and finally we thank so much the students of the seventh grade of the school mentioned to have allowed us to make this work with all, we give thanks to all of them for their good disposition and collaboration in the disinterested participation to this investigative work.

## **Dedictory**

We dedicate this investigative work to God creator of all things on earth and in the universe.

We dedicate this research to our dear and appreciable professor George Crisanto for his valuable support as much moral as methodological for the realization of this work.

We also want to dedicate this investigative work to our dear National Autonomous University of Nicaragua. in Managua, to endow us of elements and essential tools related to the methodology of the investigation.

To OTTACKRING public school, to have allowed to be carried out this work with their students and their teachers of the Spanish and English subjects; also to have us proportionate extremely important information for the execution of this investigative work.

## I - Abstract

For the realization of this research work, we had carried out a series of actions, such as a diagnostic on the problem of the techniques that are common in the development of the language subjects in the school in question. We carried out opened and closed interviews so much for the teachers, students, parents of families and principal of the OTTACKRING public school.

To be able to carry out the group of activities that let us reached the objectives outlined in this work, we counted with the support of the parents of families, the students and the professors that teach English and Spanish subjects to these young students of the seventh grade; we also had the valuable collaboration of the principal of the school mentioned, likewise the teachers that teach other subjects that conform the plan of the students' academic formation.

Inside the support that we obtained from people involved into this nice work, were the acceptance, for example, to participate in the execution of interviews on this investigative work. The form in that we arrived to the students involved in this work was firstly through the petition of collaboration to their professor guide, then to the principal of the school and for end up the permission or authorization of the students that were part of the total sample of the work whose quantity of students approached directly in this draft belonged to eleven young students.

To be able to carry out this work in an objective and truthful way we made first of all, a diagnose on the type of problem, we elaborated the list of questions that conformed each one of the types of interviews later on (teachers, students, principal and family parents), once elaborated the structure design to apply each one of the elements involved directly in the investigative work, we proceeded to apply them to each one of the main characters of this work.

We carried out visits to sessions of English class and Spanish, to observe the acting as the teachers as the students, during the development of a class, without having previously defined what type technique would apply each one of the professors of Spanish and English. During the observation of the development of each one of the subjects involved in this work, we took notes mainly about what happened in the class, from the professors and the students.

Once applied the interviews to the students, teachers, principal and family parents, we proceeded to do a consolidated of the data obtained from the application of these interviews, which showed in different types of graphics, giving the correct interpretation to each one of these graphics.

## **II - Introduction**

The present system educative of our country has come worrying so much as far as the improvement of the methodology of education for the professors that conform this vast and complex system.

The pedagogy offers many fundamental methods and techniques of extreme utility and importance for the interest of the teachers, based on the improvement of the education of the subjects that these distribute as much in each one of the training centers of primary, secondary, technical and superior.

The application of techniques into the process of educative formation plays a role extremely important, since on the effective and correct use it depends the quality and the yield of the students in relation to the academic score; without application of methods and techniques of education, could be impossible to reach satisfactory profits for the learning on the part of the students of any sub educative system of our country.

The qualification is another fundamental element to equip with tools and elements very useful and important for all the teachers, since this guide.

Nowadays the learning of the maternal language of our country as is the case of Spanish and the learning of the foreign language as is the case of English appears like subjects of much difficulty of learning for the students of any kind of sub educative system.

The application of educative techniques marks to the learning level and the difference between the subjects of English and Spanish or an excellent, regular, good or deficient level.

### **III – Setting the problem**

Appropriated and inappropriate techniques applied to the English and Spanish classes by the teachers, during the first and second semester of this year 2011. On students from seventh grade at OTTACKRING public school in Managua.

We think, it is a problem, since according to the kind of teaching techniques that teachers use into the development of the English or Spanish subjects, the level of learning of students would be efficient or faulty.

## **IV – Historical Background**

Along the teaching process that carried out or is used inside the national educational system, the use of the teaching – learning techniques has come playing an extremely important role, into the academic formation of the entities involved in this educational system.

We have carried out many studies on it, with respect to the teaching techniques - learning, such as the appropriate use of techniques for formulation of objective knowledge.

The Ottakring public school doesn't have registrations of any investigative work with similar characteristics to this, it has works monographs, but not one of them is related to the teaching – learning techniques.

For that reason the academic authorities of this educative Center, very kindly expressed to us their interest about the topic that we outlined, according to the diagnostic that we carried out previously in that center, since they considered that this investigative work would be of supreme importance and utility for the teachers staff that teach different subjects to different academic grades in the morning shift of this and other schools in Managua.



## *Teachers questions*

- 1) How long have you been teaching English?
- 2) Do you plan your English class every day?
- 3) How many students do you have in the classroom?
- 4) How many classrooms do you attend at school?
- 5) What kind of methodology do you use?
- 6) What kind of didactic material do you use?
- 7) How often do you get some capacitating about teaching?
- 8) How often do you receive trainings from MINED?
- 9) Are you agreed with your salary as English teacher?
- 10) Do you receive any kind of support from parents with their Children´s assignment?
- 11) How often does your principal check your class?
- 12) Do you have enough material helping you out to carry out a dynamic class?

## *Principal Questions*

- 1- Have you got basic knowledge about English?
- 2- How often do you observe the teacher when she is teaching English into the classroom?
- 3- Do you have any kind of training plan for your English teacher?
- 4- Do you frequently meet with your English teacher to solve any kind of difficulties into class?
- 5- Does the school have didactical material to turn into more interesting the English class?
- 6- Does the school provide any kind of English program as support to English teacher?
- 7- Do you propose any kind of competition into English class or any kind of concourse to wake up the students' interest about English class?
- 8- Do you help her to solve her English assignments?

## *Parent Questions*

- a. How often do you go to school to ask some information about your son's English score?
- b. Do you help her/him to solve her English assignments?
- c. Have you ever observed an English class in a direct way at school?
- d. Have you got Basic English knowledge?
- e. Do you pay extra English class to improve your son's English knowledge?
- f. Would you like that your son could improve the English basic skills (reading, speaking, and listening)?

## VII - JUSTIFICATION

We have decided to get this kind of research, to get more knowledge about teaching techniques that exist into the English and Spanish subject above the secondary school.

Right now we are interested about identify the most appropriated teaching techniques used by English teacher and Spanish teacher in their subjects.

There are several drafts like this related to teaching technique but more oriented about other specific fields.

This investigative work was of much help for us like future professionals graduates into education science.

Nowadays there are many researches guided to find out some explanations about the use of different teaching techniques which going from exploratory, descriptive and correlative studies until explicative studies. This mean a very hard task, find down specific researches which could describe or explain the nature of the variables associated to the success and fail of the use of teaching techniques into the teaching - learning process not only at primary school but also into high schools and universities.

We have decided to carry out this investigative work, since it is a topic that allowed us to put in practice the acquired pedagogic knowledge along our five years of academic formation into this noted university as professors of education.

The realization of this monographic work responds to the necessity to obtain the title of Graduate in Science of the Education with mention in English.

## VIII - Objectives

### **General objective:**

To compare the techniques used by English and by Spanish teachers in developing teaching – learning process in their subjects with students of seventh grade at Ottakring School, in Managua, during the second semester of 2011.

### **Specific Objectives:**

- a- To identify the teaching techniques used in the classroom by English and by Spanish teachers to develop the teaching – learning process of their respective subject with students of seventh grade at the public school “Ottakring”, in Managua.
- b- To analyze the results of the techniques used by the teachers of the different subjects developing teaching –learning process with students of seventh grade at the public school Ottakring in Managua.
- c- To compare the progress of learning in the students of first grade in the subjects of English and Spanish, establishing differences in their proficiency in each subject.

## **IX - THEORETICAL FRAMEWORK**

⇒The basic purpose of the education as well as that of the teaching techniques resides in favoring the learning and development integrated - full of the educating according to their potentialities so that they can confront with success their present and future stage in the academic environment.

⇒The Techniques of Teaching - learning is the fundamental elements for the construction of a significant learning and integral for all social individual of a country.

⇒The teaching techniques are part of the curricular design of education of any educational system of any country.

⇒The types of techniques of teaching applied during the development of a subject are determined by the professor in benefit of the educating.

⇒The educator should select the teaching techniques that allow the students to discover the answers to their interests and problems in a pleasant educational climate

⇒The teaching techniques are wide, which should be applied according to the learning level that the students possess and these at the same time should be guided once with clarity proposals to the students

⇒Teaching techniques are constructive

⇒The teaching techniques depend on the means or didactic resources with which it is counted for the application or execution of the same ones

⇒The teaching – learning techniques has as purpose the development of capacities, skills, values and the students' attitudes in the process cognitive or of learning

⇒The teaching – learning techniques are didactic actions that are linked and allow reaching a determinate learning by students.

⇒The teaching techniques are planned according to the objectives to reach when concluding the development of a class or subject, as well as the level psychopedagogical that the students possess

⇒The teaching techniques propitiate the creativity and the thought I criticize of each one of the students, in benefit of their intellectual capacities

**Motivation:** Internal and external **factors** that stimulate desire and **energy** in people to be continually interested in and committed to a **job, role**, or subject, and to exert persistent effort in attaining a **goal**. Motivation is the energizer of **behavior** and mother of all action. It **results** from the interactions among conscious and unconscious factors such as the (1) intensity of desire or **need**, (2) **incentive** or **reward value** of the goal, and (3) **expectations** of the **individual** and of his or her significant others.

**Teaching:** In the Christian context, teaching is the communication of the living Word, Christ; from the written Word, the Bible; through the spoken word of the teacher. It includes both a sense of a gift and call. Its effective outworking calls for both training and thorough preparation.

**Student:** A person engaged in study; who is devoted to learning; a learner; a pupil; a scholar; especially, who attends a school, or who seeks knowledge.

**Constructivism:** Is a current or reference mark that affirms that the knowledge of all the things is the individual's mental process that is developed in an internal way, and according to the individual he/she obtains information and interacts with its environment.

**The didactic techniques:** Consist in activities organized by the professor in such form that facilitate the learning to the students, so they get or reach the learning objectives.

**Didactic strategies:** It is the group of techniques that plans the teacher, with clear and specifies intention so that the student appropriates of the contents with more effectiveness. The didactic strategies are applied to relate the previous contents with the new content, and to treat new content, with the purpose of taking place under the motivation and conditions students so that this content is captured, processed and applied to new situations.

**Significant learning:** It is that in that the new information is related in substantive way, that is to say not arbitrary, neither to the foot of the letter, with the knowledge that the student already has, taking place a transformation so much in the content that assimilate like in what the student already knew.

**Met cognitive Knowledge:** It refers to the knowledge that we possess on what and how we know it, as well as to the knowledge that we have on our processes and cognitive operations when we learn, we remember or solve any problems. It is the knowledge on the knowledge.

The met cognitive knowledge refers to that part of the knowledge of the world that is possessed and that has relationship with cognitive matters.

**Conceptual map:** This is an instrument that allows representing a group of concepts related of significant form. The basic unit of the conceptual map is the preposition, constituted by two or more concepts united by a term that express the relationship that exists among them.



## X – Hypothesis

**Real hypothesis:** The English and Spanish teachers apply teaching techniques in a fluently way to improve their teaching and the learning level of students of the seventh grade.

**Null hypothesis:** The English and Spanish teachers' don't apply any kind of teaching techniques to improve their teaching and the learning level of students of the seventh grade.

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## XI – System of variables

### English class

Variables	Sub variables	Indicator
Gender	Sex:  Age:	Male:10  Female: 5  11 TO 12 : 4    13 TO 14: 11
Educational situation	Teaching techniques in the class	<b><u>Speaking:</u></b>  Vocabulary – pronunciation  Words and phrases – repetition  Sentences:    questions    and answers  Dialogues: Communication  <b><u>Listening:</u></b>  Children songs: participate and learn to sing.  Children story: listen and tell the story.  <b><u>Reading:</u></b>  Read aloud short paragraphs for correcting the pronunciation and intonation.  <b><u>Writing:</u></b>  Write in English names of objects

		such as: fruit, clothing, domestic animal, classroom objects , etc.
Educational situation	<p>Teaching material used during the class by the English Teacher and the students.</p> <p>Students' activity in English class.</p> <p>Evaluate students' ability in listening, speaking, reading and writing.</p>	<p>Stories, songs, flash-cards, crayons and markers of different colors for writing on papers or on the white board. Tape recorder and CDs, etc...</p> <p>Use vocabulary :</p> <p>Words, phrases, sentences and reading aloud for pronunciation and intonation.</p> <p>Use of dialogues for communication ,asking and answering questions ...</p> <p>Use role-plays for practicing real conversation.</p> <p>Learn songs and stories for enlarging their vocabulary and to avoid timid and shyness in speaking.</p>

Spanish Class:

<b>Variables</b>	<b>Sub variables</b>	<b>Indicadores</b>
Género	Sexo Edad	Masculino:10 Femenino:5 11 A 12:4 13 A 14:11
Situación educacional	<u>Estrategias</u> <u>Metodológicas</u> .	-lecturas dirigidas para interpretación de textos -Mapa Conceptual -Ensayo -Mapa semántico -Líneas de tiempo -palabra impactante
	<u>Técnicas de enseñanza en el aula de clase</u>	<u>TRABAJOS EN EQUIPO</u> -Mesa Redonda -Mural -Liga del saber -crucigramas -Exposiciones -Lluvias de Ideas -repollo

Situacion Educacional	Actividades de los estudiantes en la clase de español, evaluando a los estudiantes la habilidad de interactuar en equipo siguiendo instrucciones de su maestra.	-Esquemas de ideas contenidas en un texto  -Socio dramas  -cantos  -Debate  -poesía
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## **XII - Methodology**

### **12.1- Type of study:**

We carried out a type of descriptive investigation, since we have analyzed how is and how is shown this phenomenon in study. Which consist about comparison of use of teaching technique between Spanish and English subjects.

### **12.2 - Type of design**

According our previous analysis of similar investigative works about teaching techniques, the type of design is not experimental, this type of design it is also known as observational; since no one manipulate or change something about this topic, but also just to observe the phenomenon.

The type of design is comparative, since into this investigative work we compared the use of different teaching technique by Spanish and English teachers into the OTTACKRING public school and we could determinate what teaching techniques are more appropriated to the interest and academically yield into students of seventh grade of OTTACKRING public school.

Finally, according to the getting information, this type of design is prospective, since all the information collected was after the investigative planning.

### **12.3 - Study Area**

The area of study was the seventh grade of the OTTACKRING public school, which is located in Villa Austria neighborhood, at northwest side of Managua.

## **12.4 - Population and samples**

Into the population and samples were taken into account the active students that assist regularly to subjects in study (English and Spanish) in the seventh grade of the morning shift of the Ottakring public school.

## **12.5- Population**

The whole group of the seventh grade of the Ottakring public school was of 40 students but in this moment there are 35 (thirty five) students between girls and boys

## **12.6 – Sample**

The whole sample that was taken for this investigative work was of 15 (fifteen) students that assist regularly to English and Spanish classes, two teachers, one principal and a family mother.

### - Inclusion criteria:

Into this research work we evolved to students that assist to English and Spanish in a eighty and more percents and seventy or less percents , moreover in this investigative work were also involved those students that had a rate of academic score between ninety or more percents and seventy or less percents (50 to 60 % and 70 to 80%), participation (70 to 80 %), punctuality ( 70 to 80 % and 60 to 70%) and execution of homework (0 to 50% and 50 to 60%).

Into this investigative work not only were included the students that showed these approaches, but also, were included the teachers of English and Spanish subjects, the principal of the Ottakring public school and some parents that wished participate and collaborate with us into this interesting investigative work.

### -Exclusion criteria

Into this investigative work was excluded those students that don't assist in a regular way to the Spanish and English subjects. Also were excluded from this work those students that have an acceptable rate of assistance.

Into this work were excluded the rest of the teachers of the school, even though some of them teach some subjects to the group of students involved into this. Also in the development of this draft were excluded those people (parents) that didn't want participate because of many personal reasons.

### **12.7 – Instruments**

The instruments that we used to carry out this investigative work were the following:

- Interviews
- Observation guide
- Survey

### **12.8 – Sociological approach**

The information that we got from the investigative work has been of great importance and interest for people that are involved in a direct and indirect way into the educative system.

Many more people that like has or know more about everything related to education, could take in count this important and useful draft.

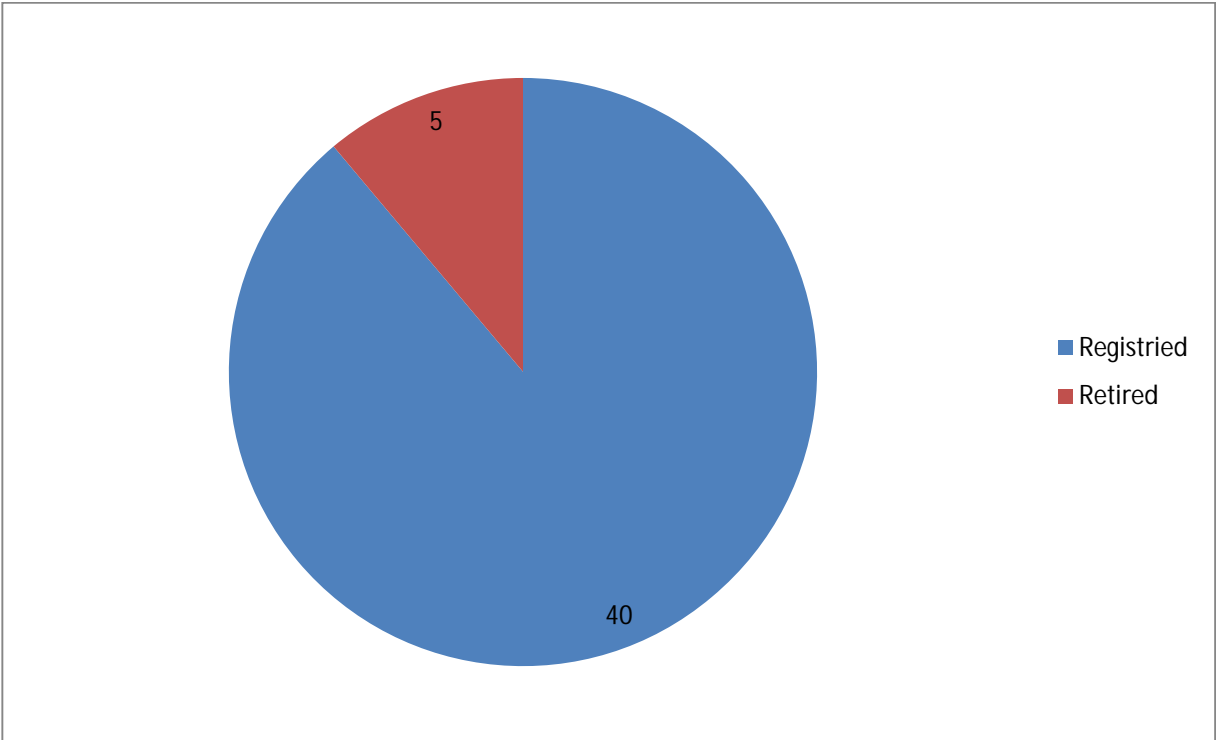
This draft could be useful for teachers, principals, parents, students and general people.



**Chart N°. 1 – Registried and retired students of seventh grade during the first and second semester of 2011.**

Students	Total	Gender	
		Female	Male
Registried	40	26	14
Retired	5	4	1

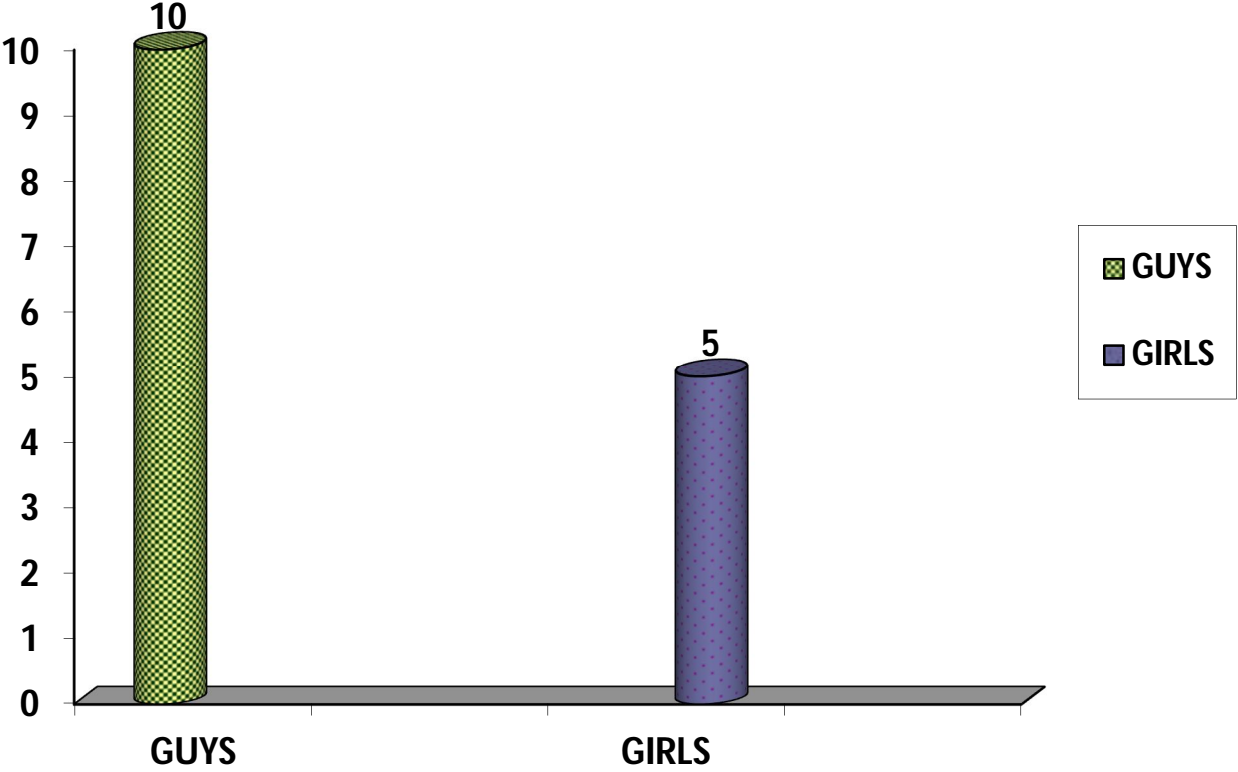
**Graph-1: Students registried into the academicals year 2011**



In this graph we can appreciate that the total population of students registered at the beginning of the academically year 2011 was of 40 (forty).

**Graph- 2: Samples taken into the investigative work.**

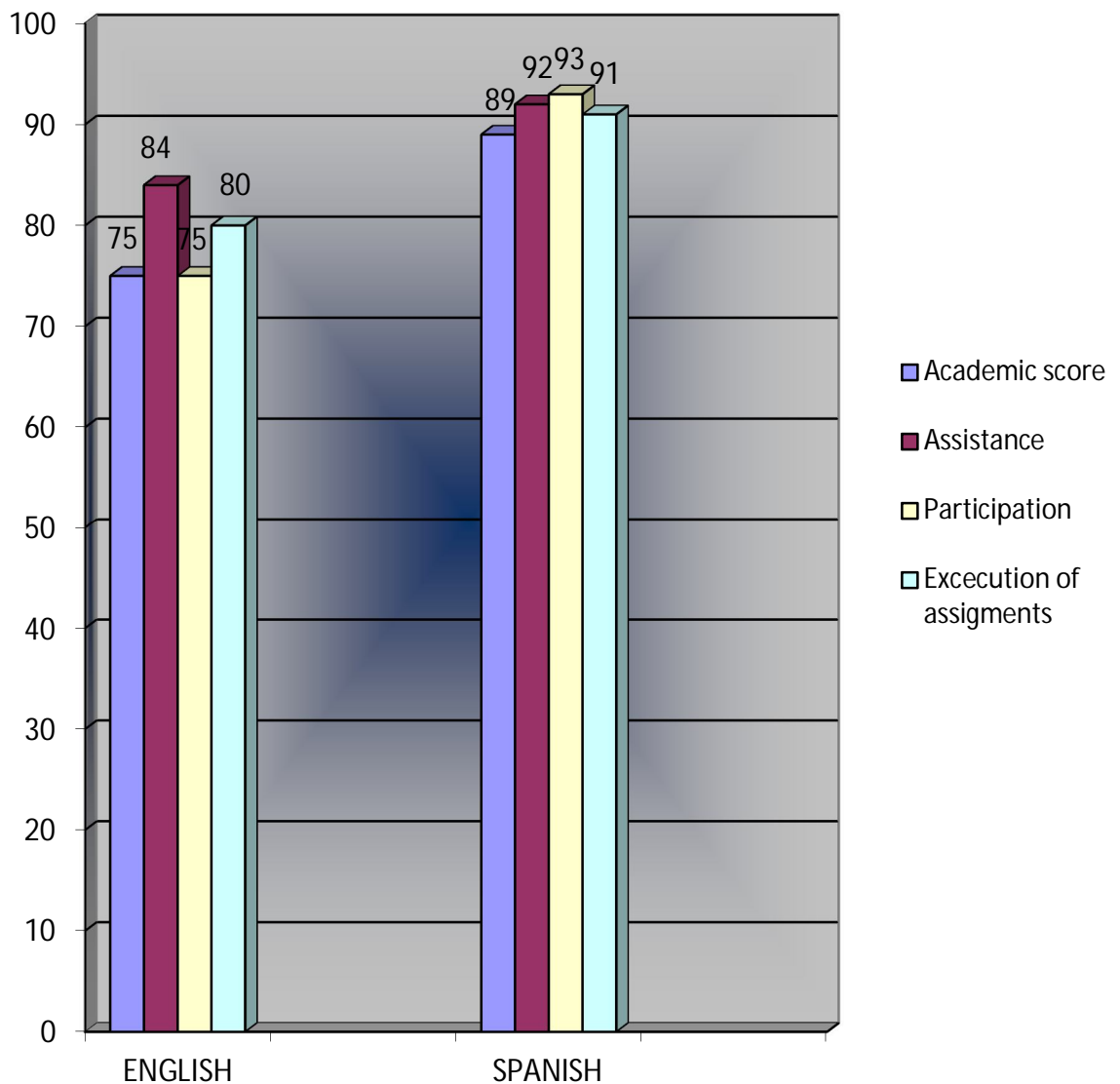
Students	Guys	Girls
Female		5
Male	10	



The above table shows the total sample taken in count into the investigative work.

**Graph – 3: Inclusion criteria for students**

Subjects	Academic score	Assistance	Participation	Execution of assignment
English	75	84	75	80
Spanish	89	92	93	91

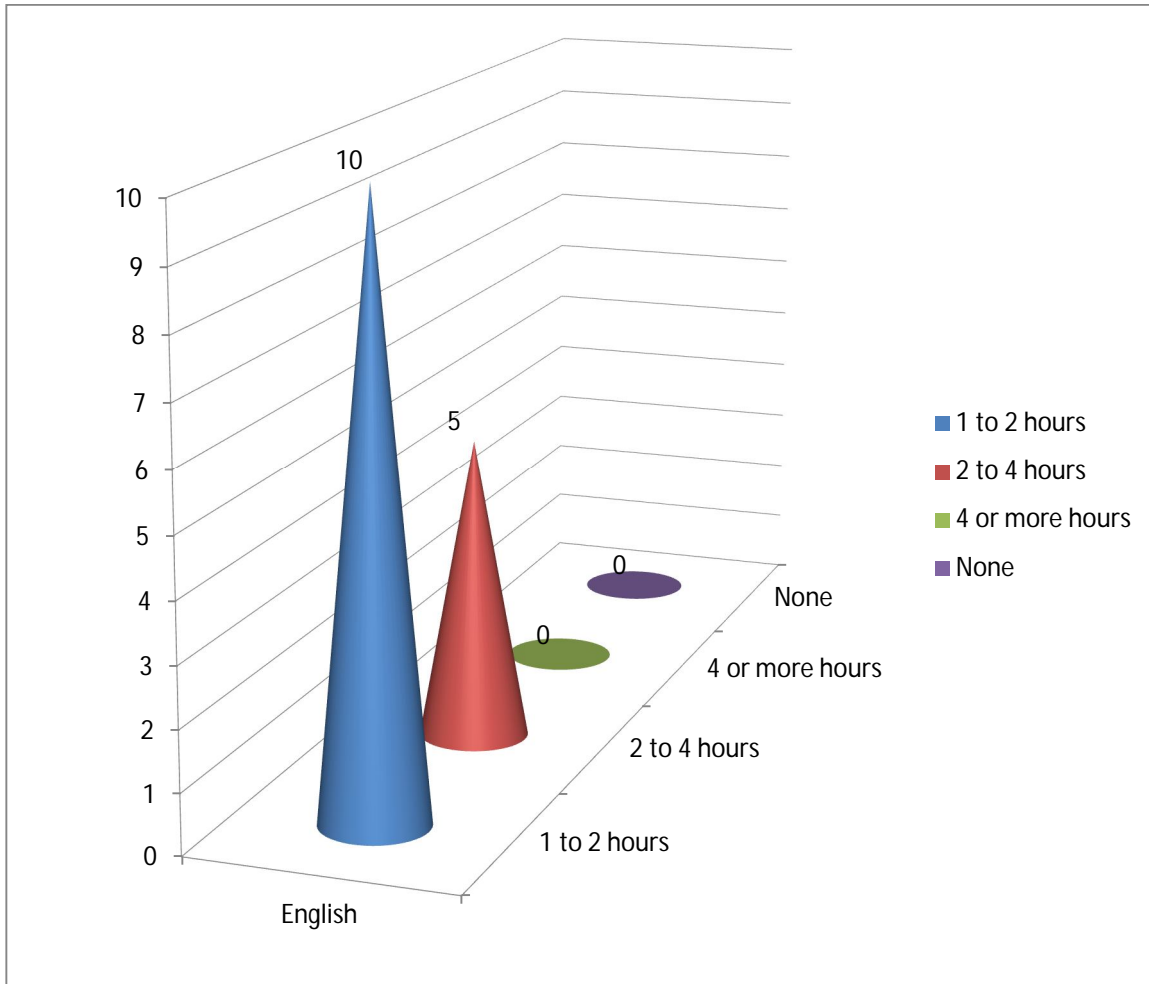


The graph shows the different criteria that were taken in count to select the students that would participate in the investigative work.

## XII – Results and Discussion

**Graph 4:- Time dedicated weekly to English subject outside of class by students.**

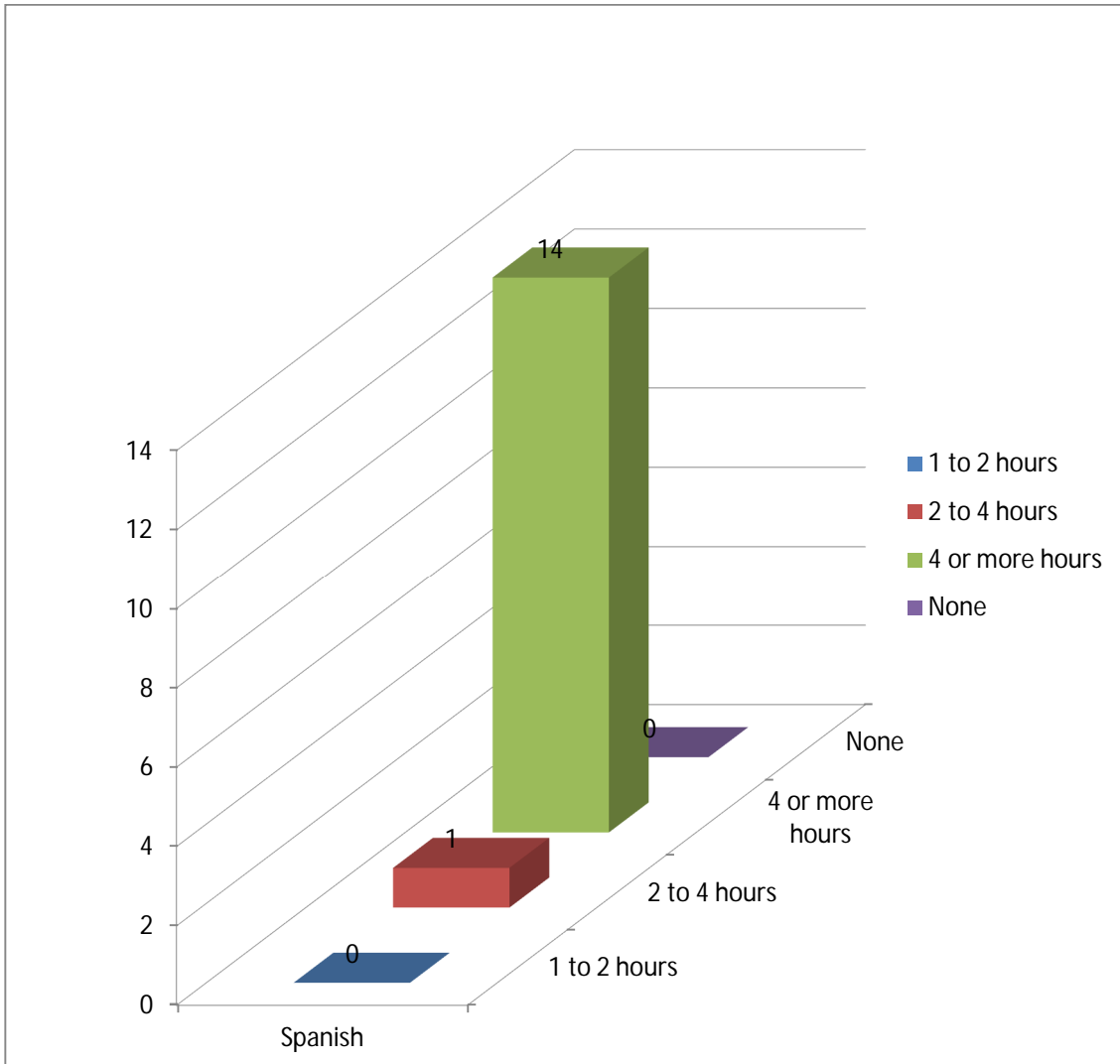
Subject	1 to 2 hours	2 to 4 hours	4 or more hours	None
English	10	5	0	0



According to This graph most of students said that they dedicated from 1 to 2 hours weekly to study or at least read something related about their English class.

**Graph 5-: Time dedicated weekly to Spanish outside of class by students.**

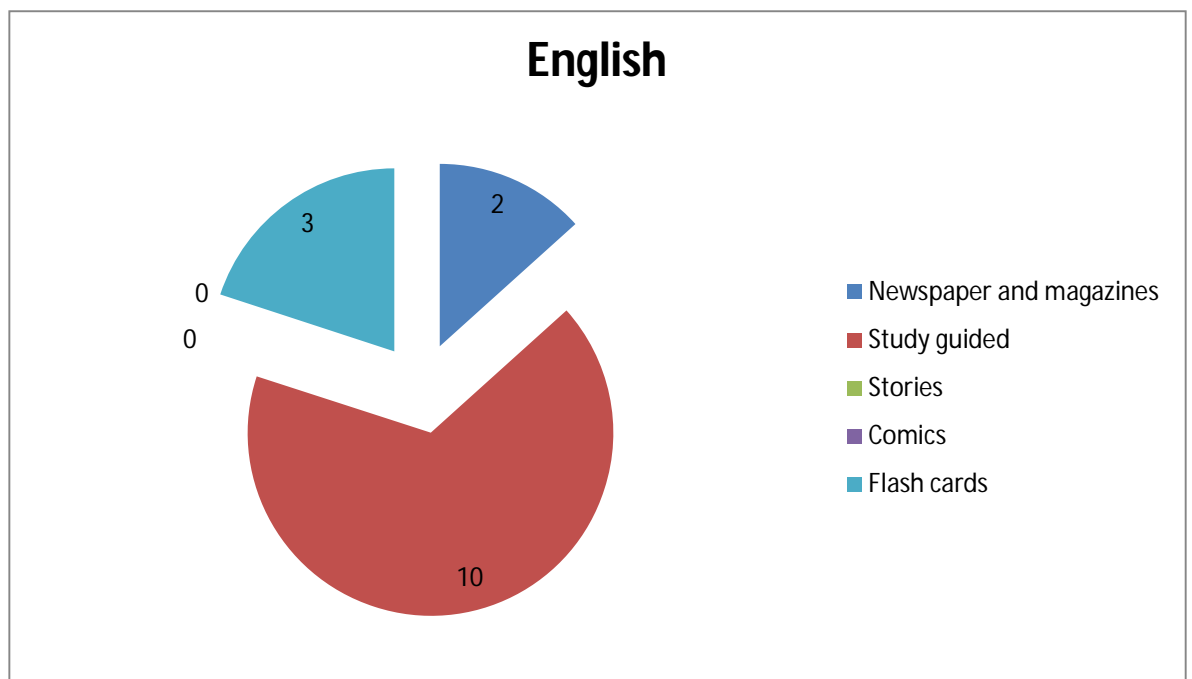
Subject	1 to 2 hours	2 to 4 hours	4 or more hours	None
Spanish	2	2	11	0



This graph show us that fourteen students said that they dedicated between 4 or more hours weekly to study or read something about or related to the Spanish subject and just one students said that he just dedicated from 2-4 hours weekly.

**Graph 6:- Didactic materials that the teacher uses during the development of English class.**

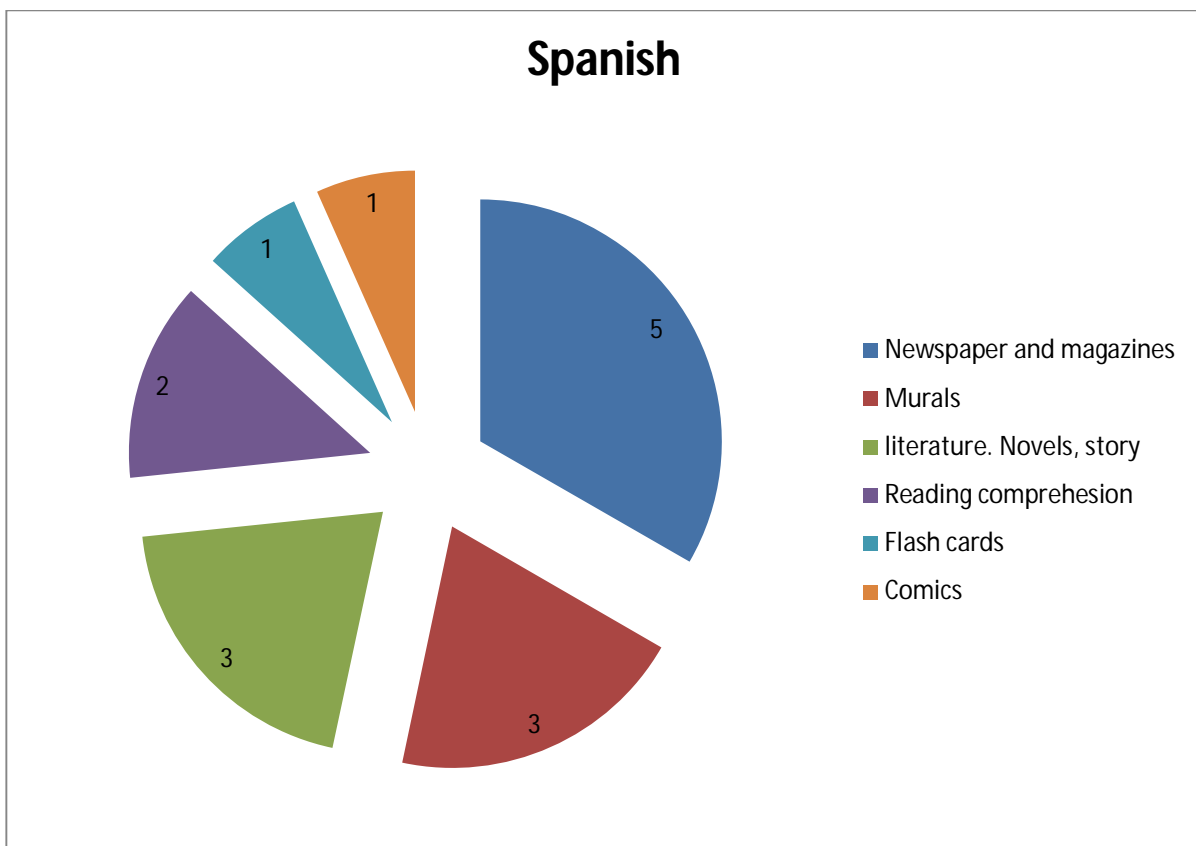
Subjects	Newspaper and magazines	Study guided	Stories	Comics	Flash cards
English	2	10	0	0	3



According to the graph above one of the most didactic material that the teacher uses during the development of English class is songs, after that we can observe that come after songs, newspapers and magazines, flash cards.

**Graph 7:- Didactic materials that the teacher uses during the development of the Spanish class.**

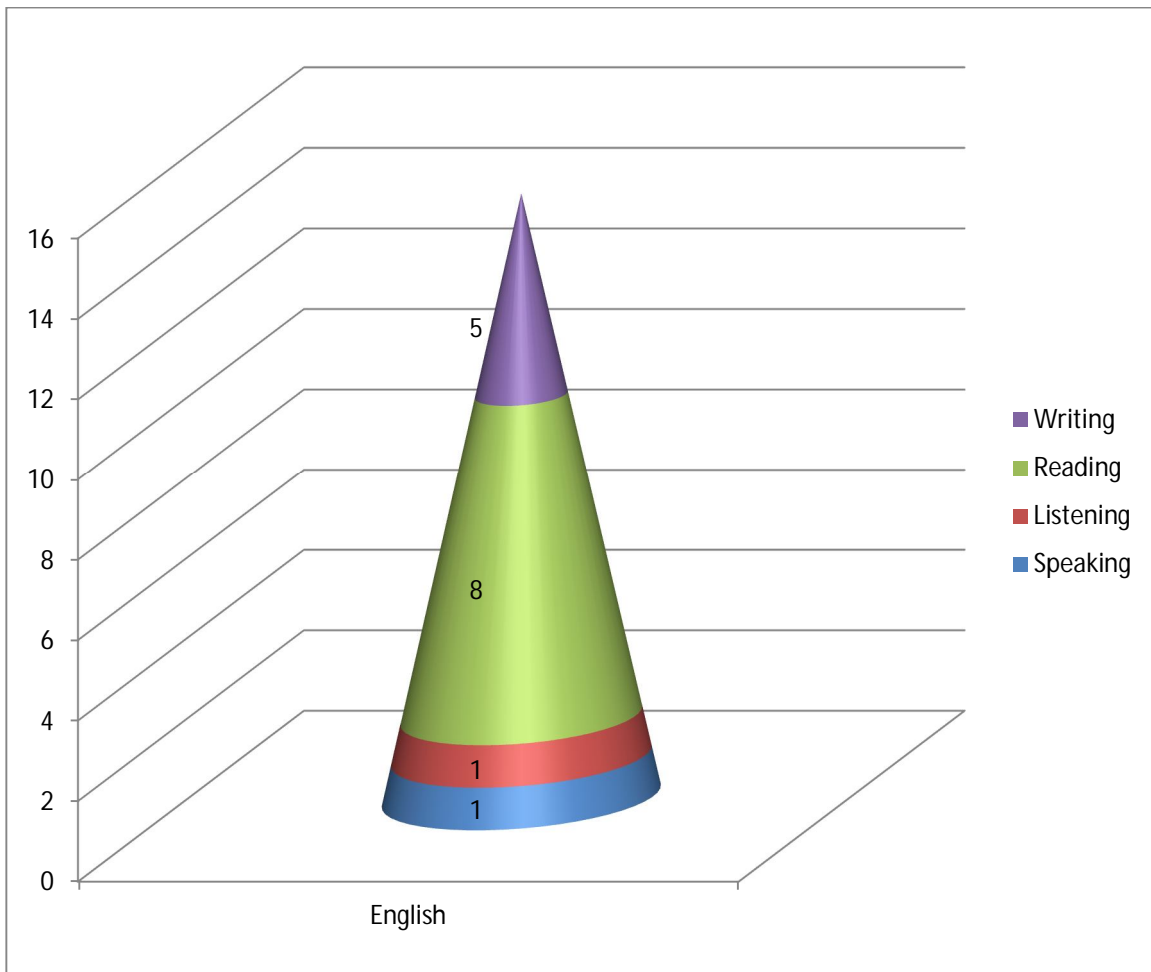
Subject	Newspaper and magazines	Murals	Literature: novels, story	Reading comprehension	Flash cards	comics
Spanish	5	3	3	2	1	1



This graph show us that one of the most didactic material that the teacher uses during the development of Spanish class are newspapers and magazines, after that we can observe murals, novels, reading comprehension, flash cards and comics in less level of didactic material.

**Graph No. 8:- Teaching techniques that the English teacher uses during the developing of her class.**

Subject	Speaking	Listening	Reading	Writing
English	1	1	8	5

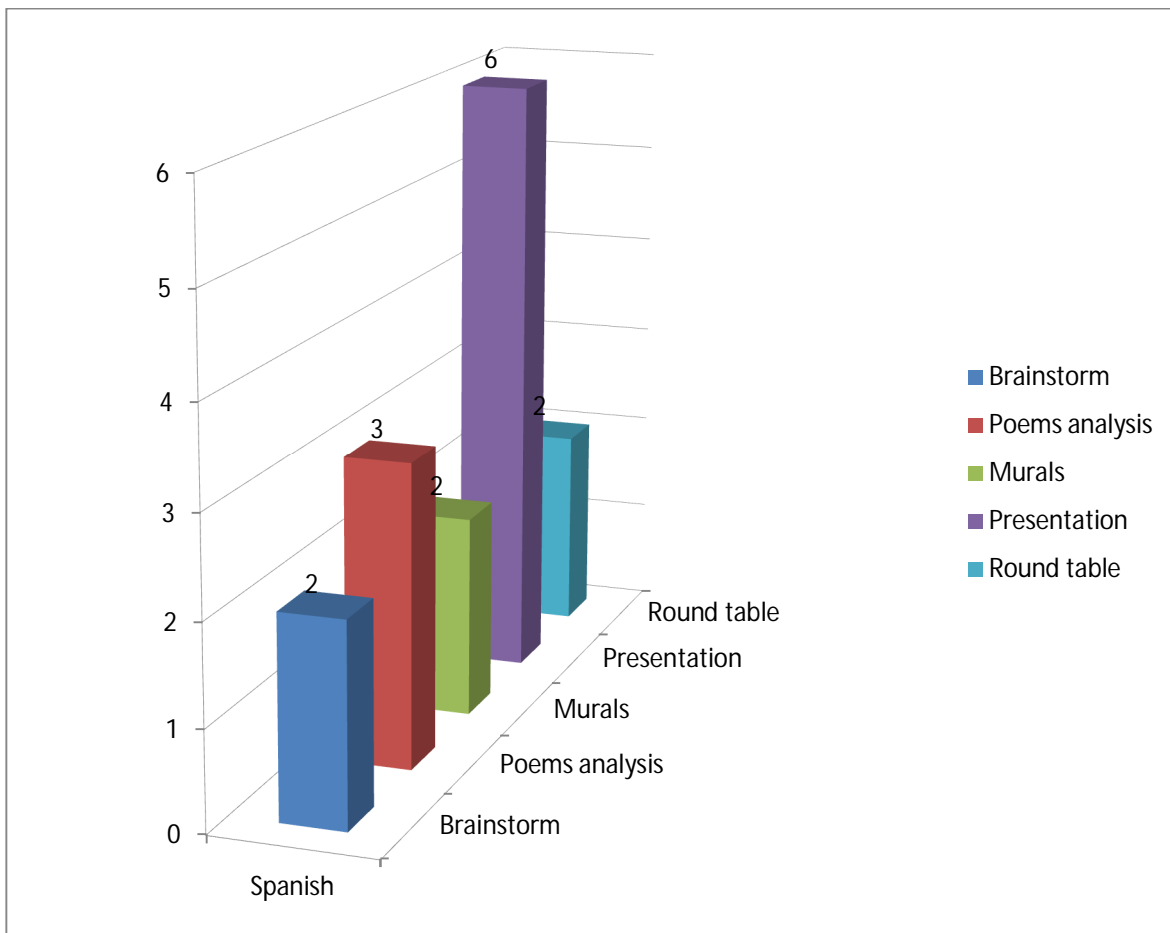


In the graphic above we show that the most teaching techniques applied by the English teacher are Reading (Read aloud short paragraph for correct pronunciation and intonation) and Writing (Write in English names of classroom objects), during the developing of her class.



**Graph No. 9:- Teaching techniques that the Spanish teacher uses during the developing of her class.**

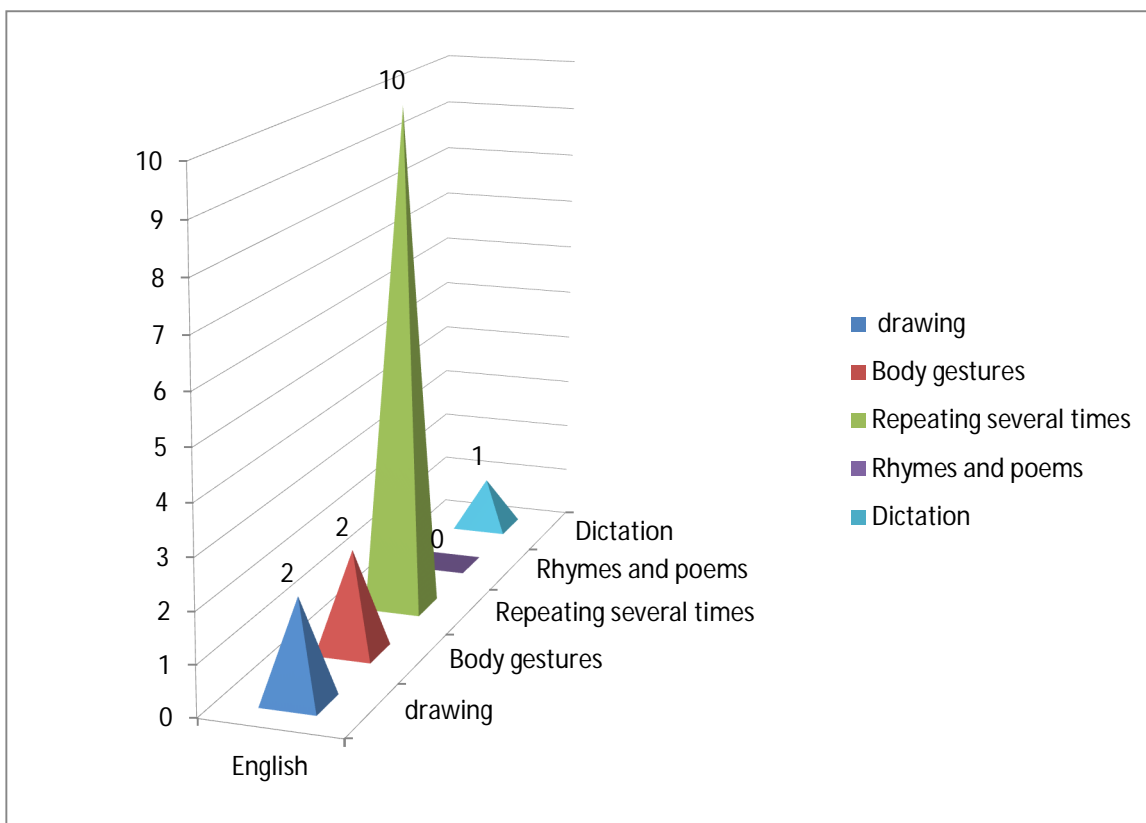
Subjects	Brainstorm	Poems analysis	Murals	Presentation	Round table
Spanish	2	3	2	6	2



In the graphic above we show that the most teaching techniques applied by the Spanish teacher are Presentation and Poems analysis during the developing of her class.

**Graph N° 10:- Strategies used by the English teacher into her class.**

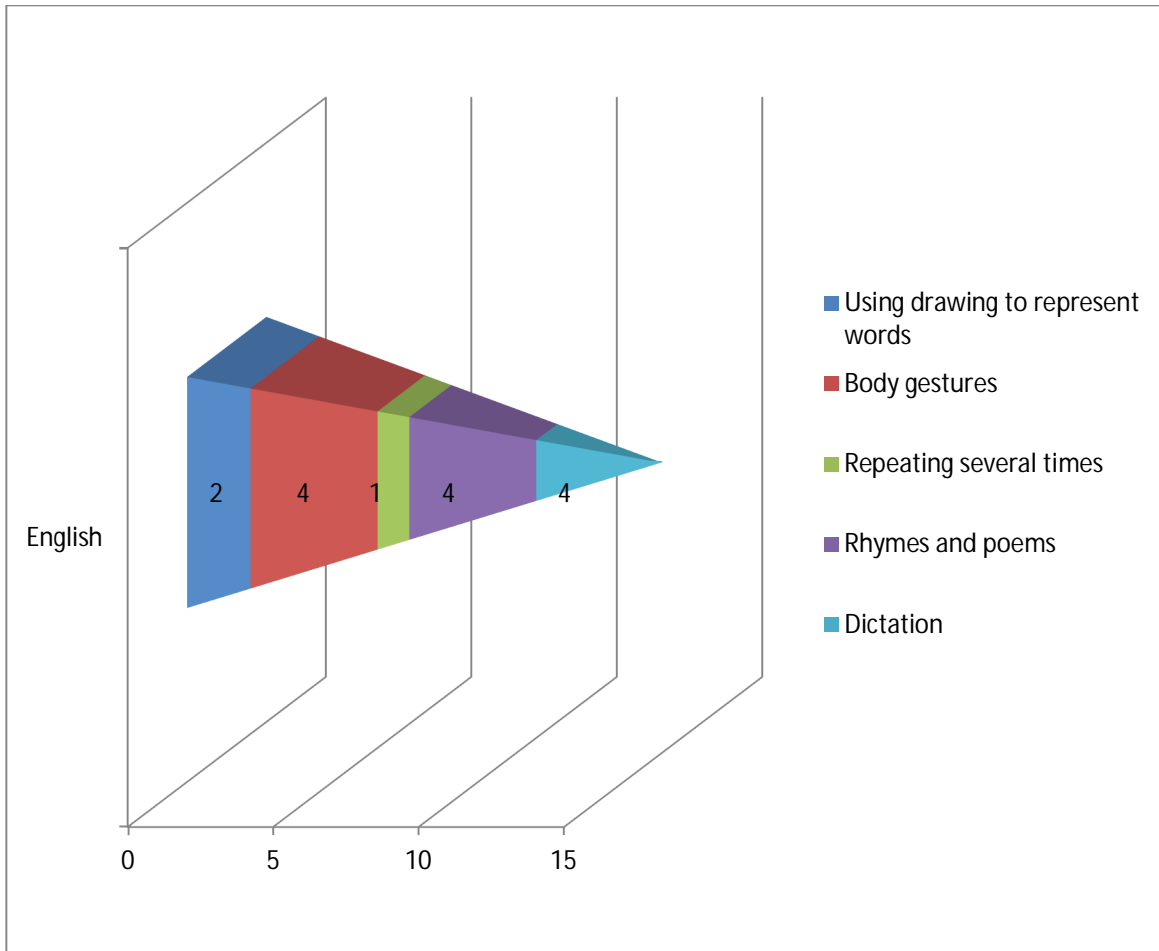
Subject	Using drawing to represent new words	Body gestures	Repeating several times	Rhymes and poems	Dictation
English	2	2	10	0	1



According to the graph the most strategy used by English teacher in English class is repeat or rewriting many times the same word or phrase, as you can see here ten students coincided in their answers; five students said that they learn something new relating to the dictation and gestures their real life or with their environment, another ten students said that their strategy to learn is throughout repeating and drawing several times.

**Graph N° 11:- Strategies used by the Spanish teacher into her class.**

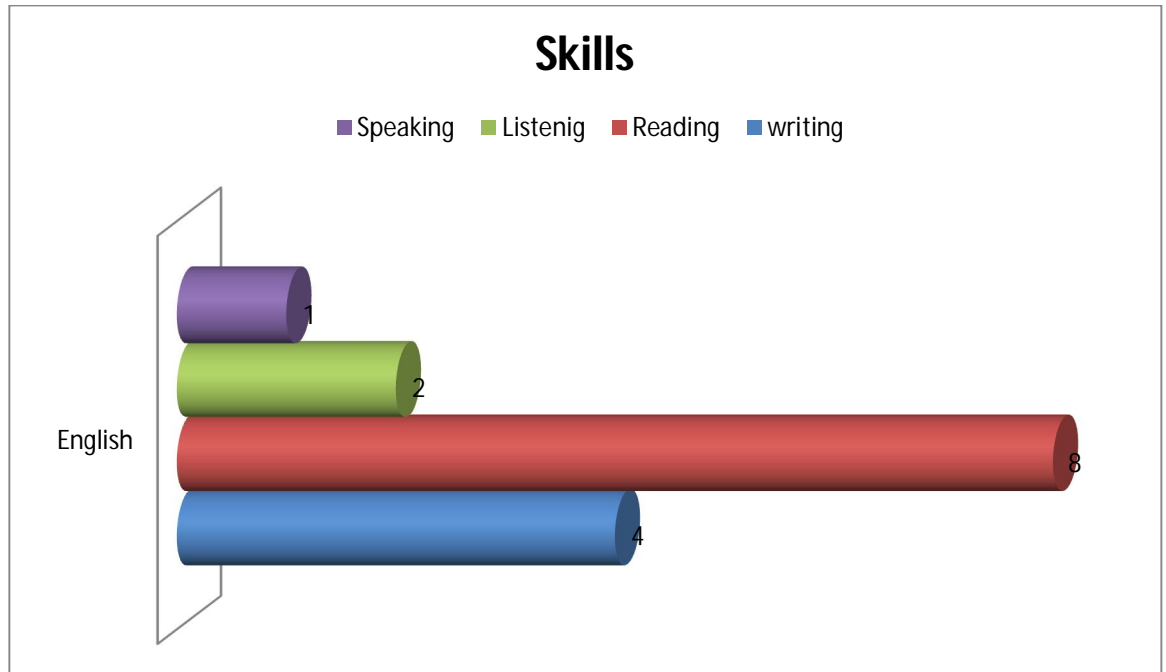
Subject	Using drawing to represent new words	Body gestures	Repeating several times	Rhymes and poems	Dictation
Spanish	2	4	1	4	4



According to the graph the strategy most used by students to learning something new in Spanish class drawing and dictation many times or gestures inside of different dynamics, as you can see four students coincided in their answers; four students said that they learn something new relating the new words with their real life or with their environment, and the rest of the students said that their strategy to learn is throughout making rhymes and read poems several times.

**Graph N° 12: - Teaching Skills that English teacher applied during her class.**

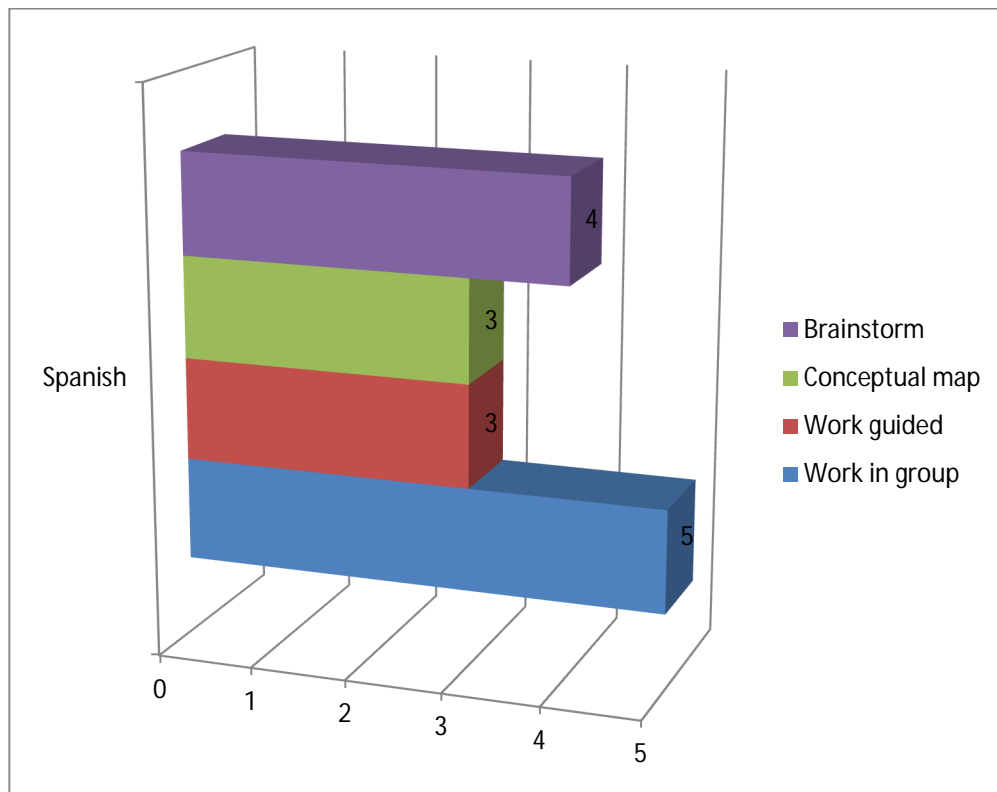
Subject	Speaking	Listening	Reading	Writing
English	1	2	8	4



According to the graph the strategy most used by students to learning something new in English class is reading a lot ,as you can see eight students coincided in their answers; four students said that they learn something new writing , and the rest of the students said that their strategy to learn is throughout pamphlets given by the teacher.

**Graph N° 13: - Teaching Skills that Spanish teacher applied during her class.**

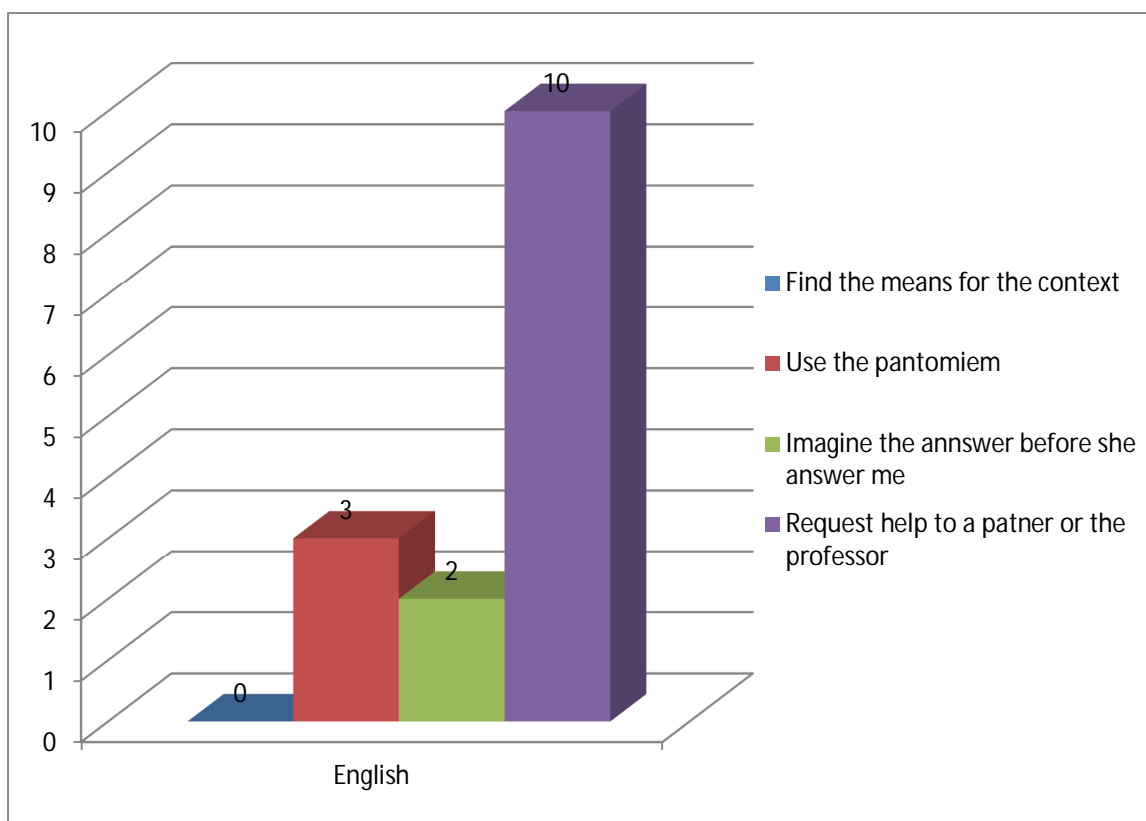
Subject	Work in group	Work guided	Conceptual Map	Brainstorm
Spanish	5	3	3	4



According to the graph the most strategy used by students to learning something new in Spanish class is different dynamics working in groups a lot, as you can see five students coincided in their answers; four students said that they learn something new brainstorm, and the rest of the students said that their strategy to learn is throughout pamphlets given by the teacher.

**Graph N° 14:-Compensatory Strategies that students use to learn something new in the English subject**

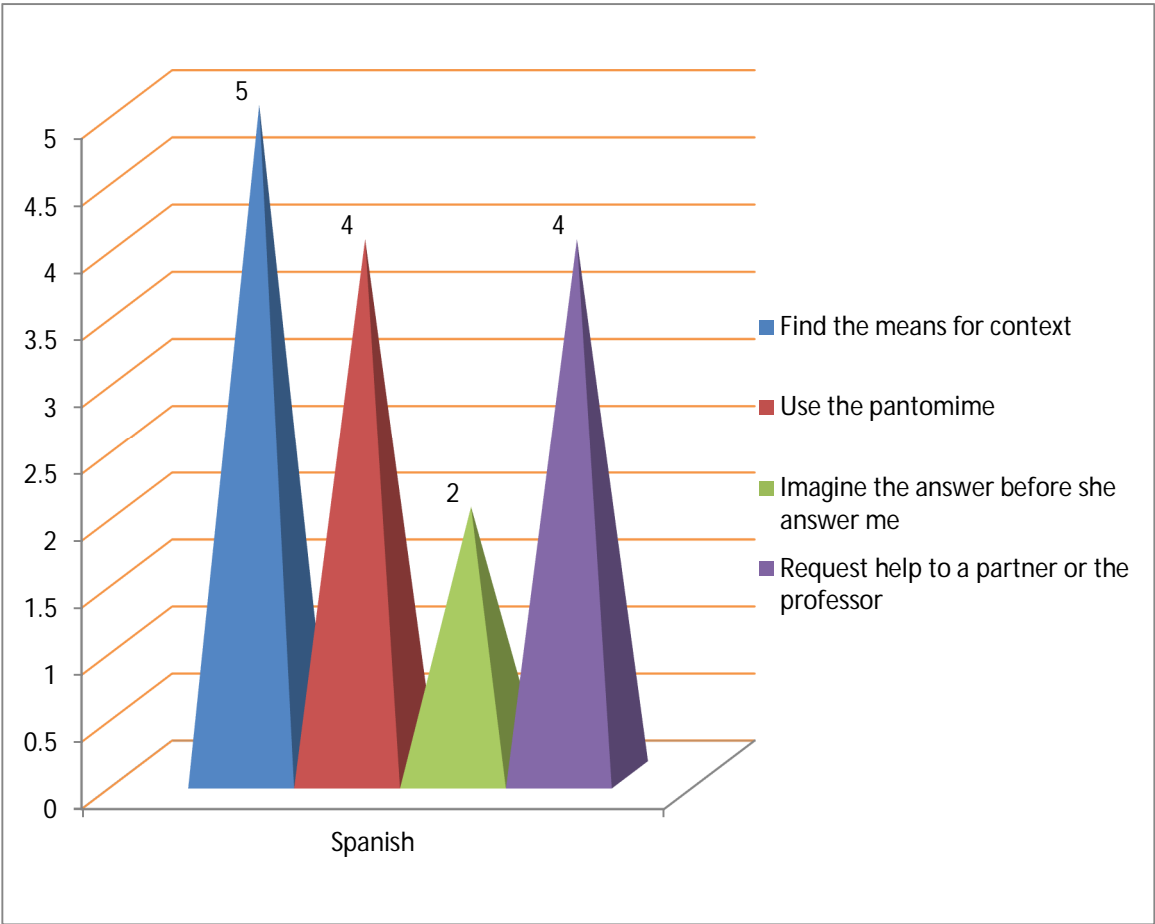
Subject	Find the means for the context	Use the pantomime	Imagine the answer before she answer me	Request help to a partner or the professor
English	0	3	2	10



This graph show that exist a good interrelationship between classmates, since here we can observe that ten students request help to their classmates to solve or correct any kind of problem that he or she has in the solution of exercises guided by English professor, four students said that when they are not clear on something new, he or she finds the mean of that by asking their classmates.

**Graph N° 15:-Compensatory Strategies that students use to learn something new in the Spanish subject.**

Subject	Find the mean for the context	Use the pantomime	Imagine the answer before she answer me	Request help to a partner or the professor
Spanish	5	4	2	4



This graph show that the compensatory strategy that students use to learn something new into Spanish class is fin the meaning by context, as second strategy that students most use is requesting help to a classmate or to the teacher.

## **Interview to the principal**

We applied this interview to the principal of the Ottakring public school with the purpose to know some important aspects related to our research. Here we have some of the comments she told us:

The most remarkable differences between the teaching techniques that apply the English teacher in comparison with the Spanish teacher is in the case that, the techniques do not have flexibility and are repetitive, and in the case of the Spanish teacher, the techniques are more creative and get to build the knowledge; according to the interview that we carried with the principal of the school, she said that both the English and Spanish teachers have faced some difficulties in the practical work at the moment of develop their classes.

In the English teacher case, is about the use to the strategies and the use of the didactics materials, she hardly ever uses dynamic strategies to wake up the students interest about English class, in the case to Spanish teacher she is very strict. But the principal said that in spite of that she is too strict, she creates a nice environment developing her class since all students participate in a cheerful way.

Related to the basic knowledge about Spanish teacher is excellent, she got a lot scientific knowledge which it likes so much to her students, but English teacher has little knowledge in this topic. She said that English teacher needs to get some English training to enrich more her strategies used during the development of her English classes.

The principal check them directly once a month and indirectly once a week. In general they meet with the principal to solve any kind of difficulty into the class every day after the classes.

Other problem of great importance into the English strategies use is the nonexistence of English programs and interactive level programs. But in the Spanish subjects there is not problem about this.



## **Interview to the English teacher**

The name of the English teacher is Maritza Flores, the academic level is as English teacher, but also she did not said if he was or was not graduated at any university neither technical institute that form English teachers.

According this interview she expressed that the type of teaching techniques that she uses during the development of the class are expositive, demonstrative and constructive, but the techniques given her better results during the development of the class is the constructive.

The kinds of didactic material that the teacher uses are tape recorder and pamphlets.

The principal checks her class monthly; the teacher does not receive any kind of support from MINED neither parents with their son's assignments. She attends ten classrooms and three hundred nineteen students.

The teacher said that she has not enough material that help her to develop a dynamic class, but she does not have an English program updated and that she uses is the methodology constructive, active, and participative methodology.

## **Interview to the Spanish teacher**

According to the interview that we applied to the Spanish teacher, she said many important things for our investigative work.

The name of the Spanish teacher is Ivannia, she is thirty years old, she has been primary teacher for eleven years and nine years as Spanish teachers, her academic level is graduated in Clinical psychology and normalist Professor.

During the interview she expressed that the most common techniques that she uses to develop her Spanish class are: Brainstorm, she said that this technique let her make some connection between the last topic studied with the new topic to be develop or teaching; Argumentative debates, she said that this provide a environment of trust into the whole class, since the whole students can debate about the topic that he is teaching in an opened way. Another useful technique that she uses and considers it so useful is the panel technique, since this let students learn something about the topic in develop in a constructive and objective way.

Investigative technique said the teacher that is another important and useful technique that she applies to the students and during the teaching of any topic of the Spanish subject, since this make to students effort to look for more about the topic by the teachers, searching by internet, checking some books, magazines, TV programs and many others investigative sources, which help them to be more informed and clearer about the topic that she teaches at school.

She recommends to new Spanish teacher to use just active techniques which belong to the humanist constructivism, since this is the base of the success of the learning of the topic developed into the Spanish subjects.

According to the preventions that she take in count in the Spanish class develop, she said that she always is attentive to any questions or restlessness that students express during the class, she clarifies, all those doubts or questions must be

cleared immediately and not at the of the class. She said to us that she never makes big groups since into a big group almost not the whole integrants work in a objective way.

She said that if the topic to be devolved is not learning a clear manner by students, so she changes of techniques and reinforces it through out another teaching technique, until students are clear about she want to transmit them.

She attends one hundred students in the whole school between whose are twenty four of the sixth grade.

She said that she apply the humanist constructive method, since this method let her not only teach scientific topic but also let her teach modals like behavior, attitudes, beliefs, and many others important things that help to the general formation of students.

For the develop of her Spanish class, she uses a lot didactic materials like magazines, books, tape recorder, computers, pamphlets and literary books, since she expressed that all of them are very so useful into Spanish subject.

She receives teaching capacitating every month, but she said that about teaching Spanish capacitating, she does not get anything neither school nor another institution.

She said that along this academic year she wasn't checked by her principal, just three or five times in an indirect way.

She feels fine teaching Spanish in this school since the labor environment there, is very kind and calm, and a part of this, she said that there is enough didactic material to teach the Spanish class and so students learn more about it in a dynamic and objective way.

## **Interview to family parent**

According to the interview that we apply to Mrs. Silvia Del Carmen Mendoza, about many important aspects related about the education of her son into the seventh grade of the Ottaking School, we got the following useful information:

She said that in the school are carried out meetings of family parents every two months, she said that she always assist to the meetings asked by the principal and professors involved into the academic formation of her sons, the main topic treated into these meetings are mainly to analyze the behavior and some academic difficulty that her son face, mainly into Spanish, English and Mathematic subjects.

She said that her son has many opinions about his English teacher and Spanish, but into the most significant opinion she mentioned some of them like for example: the English is a nice professor but she does not have enough knowledge about English class. About Spanish teacher she said that her son has a very different opinion, she is a very strict teacher but has a lot of knowledge about the subject that she teach them.

Related to execution of assignments her son does every day, Mrs. Silvia said that she helps him every day to do the assignments.

### XIII- Conclusions

According to the different survey, interviews that we applied to students, principal, teachers of English and Spanish subjects, and parents from Ottakring public school, and some observations visiting into classrooms during development of some English and Spanish classes, we have reached the following conclusions about our investigative work:

- The teaching techniques that most commonly use by Spanish teacher are: study directed in group, Brainstorming, Work in team, Resolution of problems, Debate, Panel and conceptual maps.
- The teaching techniques that the English teacher most commonly uses to transmit knowledge to her students are: repeating, reading and writing.
- The type of teaching used by the Spanish teacher is the humanist constructive, since that method let her build in a whole way the learning of her students not only in the academic aspects but also in the personality aspects that are very important in the daily life of students like human being.
- The methods applied by the English teacher are the inductive and traditional method, since according to different visit that we carried out into the classroom, we could observe that she just wrote the topic and some exercises and then she said who of the students must solve those exercises.

- The Spanish teacher use more teaching techniques, she likes so much to motivate her students throughout the application of these.
  
- The Spanish teacher promote more the investigative spirit than English teacher, since according to interviews applied to students they expressed that their Spanish teacher ask them to make many investigation about the topic develop in class or something about any topic of importance that would study in the follow class session.
  
- The Spanish teacher is very strict according to the results that we got from the four kind of interviews that we carried out, but at the same time is flexible since hardly ever let students discuss some topics that some or a little relation with the topic developing, and in the case of the English class she is not very strict but she doesn't let students discus about topic that has a little or has not relation with the topic developing at the moment.
  
- The Spanish teacher is more creative than English teacher.
  
- The whole seventh grade group of students has a very high acceptability about the different types of teaching that their teachers use to transmit them knowledge, nevertheless, they prefer the techniques used by Spanish teacher since they let them to develop their analytic capacity, their creativity and their investigative senses.
  
- The group of students is very participative, even though they participate more active in the Spanish class and less than in the English class.

- Students use different types of learning strategies or techniques to learn something new either in English as in Spanish.
  
- Students use more their creativity into the Spanish class than in English class, they stay more motivated into the Spanish class than in English, because of the type of teaching technique that both teachers use in their respective classes.
  
- The learning style that most of the students use to learn something new both in English as Spanish subject are the global and analytic style.
  
- There is more participation of students in the Spanish class than in the English class.
  
- The school has so many didactic sources, which are very important and useful in the development of English and Spanish subjects.
  
- The group of students of the seventh grade is a little small.
  
- The environment of the school is very nice and pleasant.
  
- There is a very good communication between students – teachers – principal, which like so much to the scholar community.
  
- Both teacher are as professional in their roles as teacher in this school, they are very responsible teachers.

- English and Spanish teacher get so little help from mined and family parents according to the execution of assignment of their sons or daughter.
  
- Most of family parents do not assist to the meeting to know the academic situation of their sons, and so they with the professors and principal can find an exit or solution any kind of problem that are presenting in the school, related to their educative formation.
  
- The Spanish teacher kept constantly getting training about teaching technique at university since she is mastering about teaching technique in the formal and informal education; and the English teacher receive just once at month a little help from other English teachers about dynamics of English teaching.
  
- The principal of the school does not check constantly they development of the English and Spanish classes, especially in the Spanish class, since the Spanish teacher has to ask to the principal check her and so know in what thing is she failing and so improve it.
  
- Spanish teacher hardly ever makes a connection between the new topic to be developing with the last topic using the brainstorm, and the English teacher does not make any connection with the new and the last topic.
  
- Thanks to the debate and panel teaching techniques applied specially by the Spanish teacher, students like discuses topic of the daily life of our country.
  
- In general terms there is a very good participation of each one elements that are involved into the academic formation of the seventh grade group, except, by the family parents, since most of them don't have a direct participation into the academic formation of their sons or daughters into the school.



## XV - Recommendations

- The English teacher must be more creative, look for any kind of material which let her students participate in a cheerful way into the development of the English classes.
- The English teacher should use different types of teaching techniques that exist into the pedagogy field, since use the same teaching technique take it into the boredom to students and lots of interest to learn something about the English class.
- English teacher should promote investigations into the students about topic of interest for them related about the subject that she is teaching, and the students would feel more motivated about the English class.
- English teacher must look for or get into teaching technique training and so he could get more important clues about to become the English subject more dynamic and attractive for his students.
- The Spanish teacher should be lesser strict, since there are many people in this case students with different kind of behavior, thinking, feelings and beliefs, and this type of personal character that she show them, could interfere in a negative way into the teaching – learning process of the students.

- Spanish teacher should bring a kind of feedback to English teacher about teaching techniques use, and so both together could overcome their difficulties that they face in their own subjects.
  
- The principal of this school should check most constantly every teachers, and specially those teachers that show some weakness about their methodology and techniques applied in class and so improve the teaching of that school.
  
- Coordinate with Ottakring and MINED some trainings about teaching (didactic methods, didactic techniques and didactic strategies) for the whole teachers staff.
  
- The principal should carry out monthly evaluative meeting with students about the different aspects that are involved into their education, from the methodology used by their teachers until the treatment that they receive from other workers of the school, since this would let her (principal) correct on time any possible problem that is presenting at the moment, and so no discuss these problems until the end of the course, which could be so late.
  
- Family parents should integrate or worry more about their sons education, throughout weekly visits to the school and talk with the professor and principal about the behavior, academic score and many other matters about their sons.

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## Aplicada a los estudiantes

1. ¿Te gusta la clase de Español? si\_\_\_\_\_ no\_\_\_\_\_
2. ¿Recibes la clase de Español diariamente? si\_\_\_\_\_ no\_\_\_\_\_
3. ¿Recibes algún tipo de material didáctico de tu maestro de Español? si\_\_\_\_\_ no\_\_\_\_\_
4. ¿Entiendes todo lo que tu maestro de Español te enseña? si\_\_\_\_\_ no\_\_\_\_\_
5. ¿Te gusta el ambiente de tu colegio? si\_\_\_\_\_ no\_\_\_\_\_
6. ¿Recibes retroalimentación por parte de tu maestro de Español? si\_\_\_\_\_ no\_\_\_\_\_
7. ¿Llegas a tiempo todos los días a clases? si\_\_\_\_\_ no\_\_\_\_\_
8. ¿Do your parents help you with your English homework? si\_\_\_\_\_ no\_\_\_\_\_
9. ¿Llega puntualmente tu maestra a clases? si\_\_\_ no\_\_\_\_\_

## *Entrevista aplicada a la maestra de Español*

- 1) ¿Cuánto tiempo tiene impartiendo esta clase de Español?
- 2) ¿Planea todos los días su clase de Español?
- 3) ¿Cuántos estudiantes tiene en su aula de clase?
- 4) ¿Cuántas aulas de clases atiende diariamente?
- 5) ¿Qué tipo de metodología aplica en su clase?
- 6) ¿Qué tipo de material didáctico utiliza en su clase?
- 7) ¿Qué tan frecuente recibes capacitaciones de parte del MINED?
- 8) ¿Te sientes conforme con tu salario?
- 9) ¿Tienes algún tipo de ayuda de parte de los padres de familia que mejore el desarrollo de tu clase?
- 10) ¿Con qué frecuencia tu director acompaña tu clase?
- 11) ¿Tienes material didáctico suficiente para enriquecer el desarrollo de tu clase?