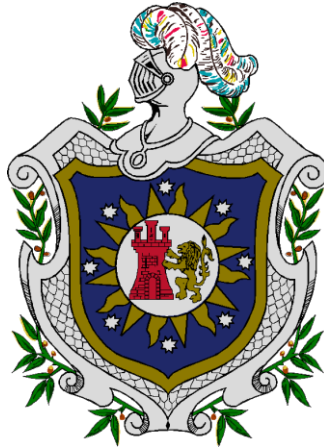


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Evaluation of methods and techniques used by the English teacher on the children of first grade (class B) at Colegio Bautista-Masaya, in their learning of the English subject as their second language during the second semester of 2016.

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II. Previous Studies

In our society and over the years lots of studies have been undertaken about methods and techniques used by English teachers when teaching to students at primary school level. The results of these studies have had a great deal of impact at the time of teaching English.

At Colegio Bautista of the city of Masaya, although not enough research has been done regarding the evaluation of methods and techniques used by the teacher when teaching English in a classroom, it is for certain that a previous study has been done. This research was carried out by one of the teachers at the school; his name is Maykool Ruiz Moreno.

The title of Mr Ruiz's research was 'Methodological strategies used by the teacher in the teaching process of reading ability in the English class in the students of Colegio Bautista high school, 11th grade A in the afternoon shift.' His research was held during the second semester of 2015 in the city of Masaya. The results of his research concluded that:

- Firstly, the teacher applied several strategies in the teaching –learning process of reading ability.
- Secondly, the teacher knew and developed the reading sub abilities which were skimming and scanning.
- Lastly, the students preferred the analysis of main idea, word analysis and read aloud in the reading learning process.

Another example of research regarding a similar topic was that one carried out on September 3rd, 1985 in Montevideo. The title of this research was 'Learning strategy applications with students of English as a second language.'

This research was made by the authors J. Michael O'Malley, Anna Uhl Chamut, Gloria Stewner – Manzanares, Rocco P. Russo, and Lisa Kupper. Following the research they concluded that:

- Good language learners used a variety of strategies gaining command over new language skills.
- ESL students and their teachers were interviewed to identify strategies associated with a range of task typically found in ESL classrooms.

There are studies that have been carried out to date about methods and techniques that can be used by teachers during the English class however, it is important to highlight that if the teacher does not possess a good understanding of appropriate methodologies and techniques when teaching English (as a second language) to children, issues may arise and these will interfere with the children's learning process.

This research focuses on the methods and techniques used by an English teacher on primary school students whose age is six years old and who are in first grade (class B) at Colegio Bautista of the city of Masaya.

III. Justification

Teaching is a profession that should be valued and appreciated within the society we live in, hence the need for teachers to understand and be clear on the criteria and process required to achieve effective results when teaching.

This research is addressed to primary school teachers who teach English as a second language to young children.

As the native language spoken in Nicaragua is Spanish, this means that teaching English as a second language could be a challenge, particularly when the target group is young children. Therefore, with this work it is pretended to evaluate the methods and techniques used by the teacher when teaching English as a second language to the students of first grade (class B), aged six years old, during the second semester of 2016 at Colegio Bautista of the city of Masaya.

Classrooms play an important role during the process of teaching. Teachers should be able to self-asses their performance in classrooms as to ensure that their students are able to learn.

It is expected that this research have a positive impact and help teachers overcome any problems encountered in the classroom during the teaching process by analysing the students' learning process and the most preferred ways in which they learn and assimilate the English subject.

Also, this research will be helpful for both students and the teacher because it will help the teacher to enrich her knowledge at the time of applying some evaluation methods and techniques used in this research. This will then result in a positive impact on the students' behavior and their active participation in the class while keeping them interested in the English subject.

Additionally, with this research the English teacher will be able to evaluate the teaching methods in which students gain knowledge and skills to respond to a complex question, problem or challenge when learning English. Furthermore, it will create a good rapport to make the English class even easier for them once the proper evaluation methods and techniques have been applied by the teacher.

This research is very much needed as it will encourage the teacher to use some of the methods and techniques. This research show how to achieve competence and also to demonstrate what the teacher can do to make learning possible and rewarding for all students.

IV. Problem Background

Due to Globalization, English is a very useful language to learn and every day more and more people decide to learn it as a second language. This is the reason why most schools in Nicaragua have included the English subject as part of a student's curriculum. However, there might be some problems encountered by English teachers when teaching English as a second language and which become a barrier on the students' learning process.

Overall, the misuse or the lack of techniques and methods used by some English teachers in their classrooms is an every-day problem.

English is the most common second language being taught in Nicaragua and English teachers must fulfill the task of instructing a language that is new to their students and which may be difficult for them to learn or assimilate.

These could be some of the problems encountered and why children are not assimilating English as a second language at school:

1. The English subject is new for those students who are at entry level (first grade of primary school).
2. Some people teaching English as a second language might not be qualified to be English teachers.
3. Most schools do not have well- equipped classrooms and labs.
4. The teacher's lack of motivation and passion is a problem as the learners will find more difficult to learn if they are not motivated.
5. Using the wrong methodologies and techniques when teaching English as a second language is also a problem. The teacher needs to be able to identify the most appropriate techniques according to the group or class he/she teaches.

This research has been carried out on children of first grade (class B) at Colegio Bautista, Masaya. In previous years, the methods and techniques used by previous English teachers at this school were very traditional and quotidian, or perhaps the teaching methods were not properly applied on these students.

On the contrary, the current English teacher is using new methods and techniques. Therefore, this research describe and analyze whether the students are having a good response to the English class and also whether the methods and techniques have been acquired properly by the students of first grade (class B) at Colegio Bautista, Masaya.

Additionally, this research focuses on how the English teacher can solve some of the problems encountered when teaching English as a second language to children who are at entry levels (first grade) of primary school.

The quality and effectiveness of the methods and techniques applied at Colegio Bautista, Masaya by the current English teacher shown following those results from the students survey and the teacher interview.

V. Research Questions

1. What kind of methods and techniques does the teacher use when teaching English?
2. What is the best way in which students learn English in the classroom?
3. How is the quality and effectiveness of the methods and techniques applied by the teacher in order to obtain good results?

VI. General Objective

To evaluate the methods and techniques used by the teacher when teaching English as a second language to the students of first grade (class B), aged six years old, during the second semester 2016 at Colegio Bautista of the city of Masaya.

VII. Specific objectives

1. To describe current methods and techniques used when teaching English as a second language to children.
2. To analyze the way in which children learn English as a second language.
3. To assess the quality and effectiveness of the methods and techniques applied through the students' learning outcomes.

VIII. Theoretical Framework

Throughout history there has been a necessity to be able to communicate well in more than one language and, in the modern age of globalisation, this is an extremely important skill to possess. A place at university, a job or even being able to assist a tourist can rely on this skill. Therefore it is important that children are taught a second language in school – not just the basics, but a useful understanding that they can build on through their life. Traditional methods and modern methods differ significantly in their approach as more research is done on language learning. For example advocates of modern techniques believe that more emphasis should be placed on speaking rather than writing as this is more likely to be used in everyday life.

According to Cook (2008) there a number of assumptions that need to be addressed when considering teaching English which will be explored by examining the different approaches that can be taken – usually in regards to modern approaches. Primarily, there is the idea that students should be able to speak the second language as proficiently as the primary language by following a curriculum. Secondly, grammar shouldn't be explicitly taught and also that only the target language is used in the classroom. All of these will be considered whilst critiquing the most popular methods used.

It must be understood that the focus of this investigation is on teaching English as a second language because that is where the vast majority of the research is done. So therefore this analysis will only be able to compare methods of English teaching.

There are several methods and techniques that could be used by English teachers in a classroom. Some of these methods are mentioned and explained by Larsen-Freeman (2000):

- The Direct Method

- The Grammar-Translation Method
- The Audio-Lingual Method
- Communicative Language Teaching
- Total physical response

One of the teacher's tasks in order to achieve better results is to identify the best ways on how their students learn so that appropriate methods and techniques can be applied by the teacher. *"In the case of learners, it has led to the study of (1) how learners approach learning, both in and out of the classrooms, and (2) the kinds of strategies and cognitive processing they use in second language acquisition."* (J. Michael O'Malley and Anna Uhl Chamot, 1990)

With the research made via the surveys and interviews attached to this investigation, the English teacher will be able to find out what would be the most appropriate techniques and methods that will work best for the students of 1st grade so that they can acquire vocabulary in English as their second language. *"Methods serve as a foil for reflection that can aid teachers in bringing to conscious awareness of the thinking that underlines their actions"* (Larsen-Freeman, 2000).

Many methods are put forward by experts to teach English as a second language with varying degrees of efficacy. In order to be able to understand what works in the classroom, it is necessary to investigate and analyse these currently used methods. Tabors (2008) identifies that primarily there are two ways in which children learn a second language; simultaneously and sequentially. The former relates to children under the age of three who learn multiple languages at the same time however, this way is irrelevant as it is not the age range covered in this investigation. The latter on the contrary, which requires effort on the child's part is much more difficult to achieve and therefore has been the subject of much work. Furthermore, as children become older, they can find it more challenging to learn a second language (Bongaerts, 2005).

The British Council is an international organisation that offers educational opportunities for people who want to learn a second language. They claim that young children find it more difficult to pick up English if they are not provided with the right type of experiences, accompanied by adult support using 'parentese' techniques which involves:

- raised eyebrows and wide open eyes;
- speaking high-pitched sounds but very melodic intonations;
- speaking in a sing-song manner;
- elongation of consonants and vowels;
- exaggerated facial expression;
- using short, simple sentences.

Based on the teacher's own experience, some of the above parentese techniques have already been used when delivering a lesson i.e. raised eyebrows and wide open eyes, using short or simple sentences and speaking high-pitched sounds but with melodic intonations. These have helped the children learn new vocabulary and pronounce the English words correctly.

As mentioned in the previous section, Larsen-Freeman (2000) identified some of the best methods, so those methods will be used as a framework for the basis of the analysis. This section will therefore identify the leading and most popular methods and will analyse how useful they are in the teaching environment.

8.1. Direct Method

Firstly there is the direct method, which is also known as the natural focus method because it aims to take the students into the domain of the target language in a natural manner. It further aims to provide the student with a perfect command of the target language by emulating the natural way in which their native language is learnt. This involves only speaking to the students in the desired new language. The basic principle is that the language is learnt through visual aids and the use of pantomiming from the teacher. The teaching starts off slowly with simple words and sentences

then the language knowledge is carefully built up by the teacher's understanding of the students' progress. This is achieved by question and answer exchanges graded by the teacher. The students are not only expected to progress with vocabulary, but also pronunciation (Pastrana, 2013).

The British Council (2008) state that grammar is learnt inductively as the students hear the correct grammar spoken by the teacher. As that aspect is the most difficult for learners, it is essentially removed from the process. The philosophy behind the method is for the students to experience the language by being immersed and forced to only communicate with it. Also the children are encouraged to think in the second language with a target of becoming fluent through necessity. The overarching idea is that people learn the second language better naturally, rather than having to be concerned with explanations of grammar rules that can lead to confusion and reduction in desire to learn.

One of the most positive aspects of the direct method is that the students are not confused by the interference of their own language and the chance of achieving fluency is much higher than with more traditional methods. Mathuja (2009) further notes that the alertness and willingness to participate in lessons is high with this method because it is very interactive and uses activities to teach the children.

However, as Krause (1916) asserts, it is not without problems. Firstly, it is vital that the teacher has an excellent grasp of the target language in order for the students to get the best experience. For the students to expand their vocabulary, they will need to be able to understand the correct words. Moreover, it may not be possible to explain every word, especially abstract and difficult concepts. Secondly, the issue of grammar is a concern because it is not taught systematically. This is satisfactory in the native language, but can be difficult in a second language, especially if the grammar structures are different as Spanish and English are.

Another concern of the direct method is that it is not effective in teaching larger groups. Slower learners are likely to be left behind as people learn at different

speeds. It is more important, however, for the grading of progress by to be done by the teacher in small groups. This will allow the students' experience to be monitored properly (Pastrana, 2013).

Overall, the direct method is effective because it makes the learning environment interesting and fun for the students. The absence of 'boring' learning makes the students learn without realising it and providing them with good habits providing the quality of teaching is high. The teacher has the freedom to plan their own lessons based on the needs and progress of the students.

8.2. The Grammar Translation Method

As a matter of fact, the English teacher has used videos and songs to teach the students new vocabulary so that they are able to learn in an enjoyable way. The British Council write:

“English sessions are fun and interesting, concentrating on concepts children have already understood in their home language. In this way children are not learning two things, a new concept as well as new language, but merely learning the English to talk about something they already know.”

A much more traditional method to teach a new language is the grammar-translation method. This is a lot more focused on reading and writing with little emphasis on speaking and understanding pronunciation. In direct contrast to the previous method, the lessons are taught in the students native language and grammar is taught deductively - memorising lists of verbs e.g. I am, you are, he is etc. The skill is taught in order for students to be able to translate texts (Richard and Rogers, 2001).

This method regards language acquisition as a mental discipline with an aim to able to read the second language. The grammatical rules are generally taught in a way that allows the students to recite the conjugations of the verbs as well as providing them with vocabulary to make the texts understandable. Accuracy is the overarching goal of this approach, with pronunciation secondary (Bowen, 2006)

The grammar-translation method is very widely used all over the world and provides the students with an excellent understanding of the structure of the second language. However, it is considered an uninteresting way to learn and children at the age of seven and eight might not understand the benefits of learning lists of conjunctions. This is especially pertinent if they are unable to put into practice what they are learning in the classroom environment. However, it is argued that a good knowledge of grammar is imperative for language learning as the student would otherwise be relying on a selection of phrases which would leave the student unable to be able to take part in sophisticated linguistic tasks (Bowen, 2006).

In conclusion, although the method is the most widely used, it doesn't necessarily provide students with a useful, practical skill. If the teacher's target is to get good exam results for the students then this is a trusted method, but if the teacher wants their students to leave with a usable language skill, then other methods are more suitable. Therefore, the logical approach to grammar-translation is to add elements of the direct method allowing students to practice the grammar and vocabulary that they have learnt. Of course this method relies on the teacher having an excellent grasp of the secondary language in order to correct mistakes correctly.

8.3. The Audio Lingual Method

Somewhere in between the previous two methods lies the audio-lingual method. Similar to the direct method, the lessons are only taught in the new language, but similar to the grammar-translation method there is an emphasis on the grammar of the language. Richards, et al. (1986) explain that the method is limited to students reciting the minimal vocabulary in order to focus on the structure of the language rather than the content.

One of the main advantages of this method is that it can be used in larger class sizes. As everybody is reciting the same sentences at the same time there is less likelihood of students falling behind. The students are not in control of their own progress, so the teacher can adjust the lesson plan to suit the students' progress.

Furthermore the pronunciation of words will be correct if the students follow the teacher's direction. Larsen-Freeman (2000) identified that it's a mechanical process so that the teacher can give simple instructions which are easy to follow for the students which will rigorously develop the language.

Although there are distinct advantages to this method of the grammar-translation method, it must be highlighted that again there is too much emphasis on memorisation with no real depth of learning with the language (Allen, 1972). Students will lack the ability to develop the understanding meaning of the words as this part of the learning is neglected in favour of form. From the students' point of view, the teacher-led aspect of the method may hold back high-achieving students.

If the teacher's priority is for the students to be able to speak the language well with regards to grammar and pronunciation, then this method is very useful, but if the students are keen to learn more, then there is not much of an opportunity to develop the learning experience in order to develop vocabulary within the classroom. This method may not be suitable for younger children as it requires discipline and concentration, but as English is a difficult language to pronounce when presented with written words, this method can be useful.

8.4. Communicative Language Teaching

Next, there is the communicative-language teaching. Mitchell (1994) concluded that students were not so interested in reciting grammar and basic phrases, but wanted to be able to use a second language in everyday situations -this is especially true for less academic students. David Nunan (1991) developed a list practices within the method which emphasises the skills that can come with learning a new language. For example, students can learn skills such as communication and negotiation whilst learning vocabulary that is useful for life outside the classroom. Students can also participate in games and role- plays which may suit younger learners.

One major criticism, though, is that there is not enough emphasis on the context of the language used (Bax, 2003) and that there is a need ideally for the teacher to be

a native speaker of the target language. This is because the students will be unaware of whether what they are saying is likely to be understood by those outside of the classroom. The concern is that a teacher whose native language is the same as the student is more likely to understand bad pronunciation which will not allow the students to develop sufficiently (Hattum, 2006). However, if the teacher does not speak the student's native language then the scenarios can be realistic and helpful for the student.

This method is unlikely to be the best method for teaching children as they will probably not need to require the skills nor are they likely to find themselves in many situations where they will have to utilise such language. The aspects that they will benefit from are the interactivity and being able to practice relatively freely what they are learning. There is always the concern that students will learn a second language with not enough understanding of the grammar and vocabulary outside of the situations they are taught. The emphasis is therefore on the teacher to decide what their priorities are with regards to students' goals.

8.5. Total Physical Response Method

A further method of utilising the comprehension approach is the total physical response method. This puts an emphasis on the ability to listen and understand as opposed to speaking the target language especially in the early stages of the learning. The learners are able to use their native language in the classroom and are not required to speak at all if they wish not to (Rosenthal, 2000). This puts an additional pressure onto the teacher because they will not always get a response from the students, which in turn can make it difficult to ascertain if they are understanding. The responsibility of what students hear also falls directly on the teacher because there is no required response to change the dynamic of lessons.

This approach, whilst focussing on grammar, does not teach through explicit drilling, but induction. This means that the students are expected to understand the meaning of what they are being told and the grammatical structure through exposure. Cook, (2008) defines this as 'codebreaking'. As a child can respond to instructions such as

“pass that to me.” The idea is that the student will decode the language as they hear it more and more by associating with actions that the teacher shows them. It is possible to see here that the grammar comes secondary to the verb, but the students pick up the correct grammar through the teacher’s language.

The procedure is slow because the students can only be taught a certain number of new words in a lesson which means that students will not be expected to use sentences or engage in dialogue for a long time after beginning the course. Errors are usually ignored by the teacher in contrast to the other methods. As mentioned previously, the teacher must plan the lesson meticulously because there is no real opportunity for spontaneous interaction. However, the teacher doesn’t have to rely on materials and props as much as other methods because the lessons can be verbal, especially in the early stages.

The principal advantage of this method is that it is fun for the students and it creates a high energy learning environment. The British Council identify more advantages for its use in the classroom. Primarily that the method is memorable for the learners and is excellent at engaging more lively and active students. If the teacher is confident, then this method can be used with large classes as all of the students will be happy to follow the lead. This is also true for mixed ability groups because the students can follow each other’s leads and learn from the physical actions even if they don’t understand the language at first. This will lead to them associating the words with the actions in due course. Interestingly, this method has been proven to work with students of all ages. Evidence even suggested that adults can respond better than children to this method (Cook, 2008).

There are disadvantages to this method. Not all students are comfortable with responding with actions that the teacher sets as they may be shy or embarrassed. This method is really best suited for beginner students in its simplest form, however it can be adapted to involve more complicated verbs and adverbs. As only about twelve words can be learnt in a session, the students’ progress can be slow and the

teacher will be largely unaware of the student progress until a few lessons have passed.

Therefore, this method has more advantages than disadvantages, but it is fairly limiting and takes a large amount of time for students to progress. Where it is useful is for students to learn complicated adverbs and words for actions. For example 'staggering and tiptoeing' as opposed to simply 'walking.' Younger students may find this style of learning more fun and are likely to be engaged. Verbs are an important part of speech, so this association can be helpful. The teacher can test the comprehension of the students by using imperatives such as "open your book" or "stand up".

In conclusion, these methods all have merits and problems, but there is more evidence to suggest that the modern approaches are better for use in the classroom. The inductive method has been widely implemented in the teaching environment and is endorsed by members of the British Council because of the more interactive model that is employed. The drilling of grammar may suit certain students, but the fact that it is uninteresting for most students puts it at a disadvantage for use in schools and teaching environments.

The teacher must be aware of the various methods and understand their students' needs in order to be able to efficaciously teach a foreign language. This analysis shows that there is a diverse range of methods and depending on the dynamic of the class, they may choose to implement any of them. They must take into account primarily class size and class age in order to assess their progress properly. Secondly they must be aware of their own ability and personality to make the lessons work. For example, a teacher from Nicaragua may be able to speak fluent English, but as it is also their second language, they will not impeccably be able to invoke the class to mimic them for perfect pronunciation. Therefore, some of the methods work better for native speakers. The responsibility is on the teacher to decide which method works best for them and the students.

IX. Methodological Design

9.1. Sociological Approach

This research has a mixed approach using qualitative and quantitative information.

The investigation contains objective and subjective information based on:

- the analysis of an 'classroom's observation guide' used by the researcher
- the teacher interview
- the survey done to students

Using both approaches was very useful as it helped obtain more information and a better understanding of the problem mentioned in this investigation under the Background Problem section.

Children play an important role within our society. The problem addressed in this investigation was clearly identified as a social problem because it affects the learning process of some primary school students (first grade) in Nicaragua, who have the right to go to school and receive a good education.

9.2. Type of Research

The type of research used in this work was descriptive and analytical. The English class was observed three times by using a 'classroom's observation guide'. An analysis was made based on this guide which allowed the researcher observe different methods and strategies used by the English teacher in the classroom.

Additionally, an analysis was also done on the teacher interview and the results of the students' survey.

9.3. Population and Sample

The population in this research was thirty one students (31). The ratios in terms of sex were seventeen female students and fourteen male students. It is important to note that this study was done with the total number of students in order to obtain real results. The total sample was thirty one students out of thirty one.

9.4. Variables' System

Specific Objectives	Variables	Indicators	Source	Techniques
To analyze the way children learn English as a second language	Way children learn English as a second language	<ul style="list-style-type: none"> ✓ Visual ✓ Auditory ✓ Reading ✓ Language body movements 	Teacher Class	<ul style="list-style-type: none"> ✓ Interview ✓ Observation
To investigate current methods and techniques used when teaching English as a second language to children	Methods and techniques used when teaching English to children	<ul style="list-style-type: none"> ✓ Students self-corrections ✓ Repeat target language ✓ Translate sentences ✓ Grammatical rules ✓ Question-answer exercises ✓ Dictation 	Teacher	<ul style="list-style-type: none"> ✓ Interview

To apply the methods and techniques learned when delivering the English lessons	Methods and techniques learned when delivering the English lesson	<ul style="list-style-type: none"> ✓ Question-answer exercises ✓ Grammatical rules ✓ Target language ✓ Feedback ✓ Techniques 	Teacher Class	<ul style="list-style-type: none"> ✓ Interview ✓ Observation
To assess the quality and effectiveness of the methods and techniques applied through the students' learning outcomes	Effectiveness of the methods and techniques applied	<ul style="list-style-type: none"> ✓ Exercises in the classroom ✓ Quizzes ✓ Books ✓ Oral expressions 	Teacher Class	<ul style="list-style-type: none"> ✓ Interview Survey

9.5. Techniques and Instruments used to collect data

The techniques used in this research were:

- **Direct observation:** through class observation the learning and teaching process was observed as well as the pedagogical environment. The objectives for these techniques were:
 1. To value the pedagogical integration of the teacher in the teaching-learning process.

2. To determine the assimilation in the English language for the students.
3. To verify the effectiveness of the teacher's performance in the classroom.

- **Student survey:** this technique involved the use of a questionnaire and multiple choice answers. It was made with 9 questions with the objective to know and recognize the quality of the teacher to develop the class following the methods to facilitate the comprehension and acquisition to English as a second language in children between 6 years old. In the survey the children answered selecting different options that facilitate to know if the children learn, and practice the new language for them in different moments of the day.
Objective: To evaluate the effectiveness of methods and techniques used by the teacher in the teaching process.

- **Teacher Interview:** it had 17 questions based on the method to teaching and learning process in the classroom. Observing the developed activities, techniques and resources according to the process of teaching and assessment to the student in the reading ability. All of this with the purpose of valuing the teaching process. Objective: To identify the strategies used by the teacher in the learning process of the English subject as second language.

9.5. Techniques for data processing

The data obtained through the observation guide and the teacher's interview was processed with comparative analysis according to the questions in the interview and the main aspect of the observation guide. Microsoft excel was used to process the quantitative data obtained with the student survey, making use of graphics, frequency tables and comparative analysis as well. To identify the strategies used by the teacher in the learning process of the English subject as second language.

It is important to say that forecast such as the cost and time of processing the work, was taken into consideration when choosing this procedure.

The data obtained through surveys, observation and interviews was then put into an Excel spreadsheet with the purpose of analyzing the results through graphs where the results were evidently visualized. Analysis and descriptive statistics were used to decipher what the data showed.

X. Analysis and Results

10.1. Development

Observation Guidelines

Three visits were carried out at Colegio Bautista of the city of Masaya with the purpose to observe how the English class was being taught by the teacher and also to analyze the methods and techniques used in the classroom.

It was noted that in first grade “class B”, the English class is imparted twice a week. Two of the visits were related to observation and the other one related to familiarization.

Familiarization Visit	1. Unit 7. Food Vocabulary and presentation
Observation Visit	2. Verb ‘to like’
	3. Verb ‘to have’

This was observed during the English class:

- **Good management and understanding of the topic by the teacher:** It was confirmed that the classes had been previously planned by the teacher, due to the accomplished structure and the development a class must have. The topics were skillfully developed and the teacher explained the activities that had to be completed by the students. The students completed the activities correctly. Each of the activities was done taking into account the children’s age as well as their knowledge and skills. This allowed an active participation of the students. It was also noted that by the time the class finished, all of the teacher’s goal for the class were achieved.

- **Use of visual aids:** Each class was supported by didactical materials which facilitated the teaching and learning process. Additionally, these materials encourage the students' participation during the class.

The materials used are detailed below:

- English work book
 - English Book
 - Tape recorder
 - CDs
 - Videos
-
- **Use of learned vocabulary:** The vocabulary learned in each class was reinforced by the teacher by using different techniques so that the students could get a good understanding of the vocabulary. The different techniques used by the teacher were:
 - Repetition of the words learned in high pitched voice
 - Short and simple translation
 - Practice of questions and short answers
 - Dictation
 - Gap filling
 - Crossword puzzles
 - Grouping words
 - Reading of short and simple stories
 - Reading and listening dialogues of each unit according to the text book
 - Word search
 - Drawings and vocabulary
-
- **Creating a good rapport for the students' learning:** It was observed that the teacher encourage to children all the time in the classroom, which was good for the teaching and learning process as well as for teacher's success when obtaining results. She created a friendly environment and confidence among the students. This helped a lot because the children could ask

questions when something was difficult to understand for them. They also interacted with their classmates and helped each other during the class with the work.

During the class, the teacher had also support from students who acted as team leaders and these encouraged other students to understand the topics discussed during the class.

Survey Analysis

In this section, the results obtained from the survey practiced on the children from first grade (class B) at Colegio Bautista Masaya on 17th October, 2016 will be shown.

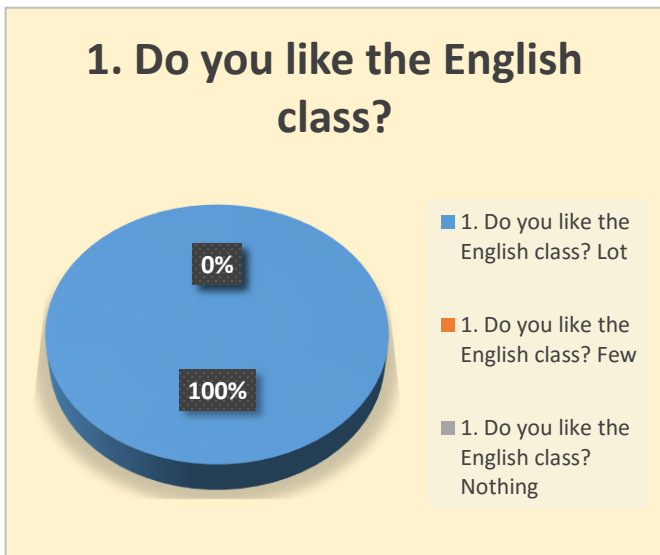
The data gathered from the survey was recorded in a spreadsheet by using Microsoft excel. This was done in order to obtain a clearer idea of the results (in numbers/figures) and to show the analysis through charts and tables.

Very interesting and useful information was obtained following the results of the survey, in particular, from those questions based on whether the students like the English class; what kind of activities make their learning process easier; what activities help them learn and practice the vocabulary learnt; and the way they like to be assessed as part of their learning process.

It is important to note that all of the activities mentioned in the survey i.e. colouring, singing, drawing, etc, are performed during the English classes however, the teacher will choose the activities that best correspond with the topic or lesson being taught during the day.

These were the results of the survey:

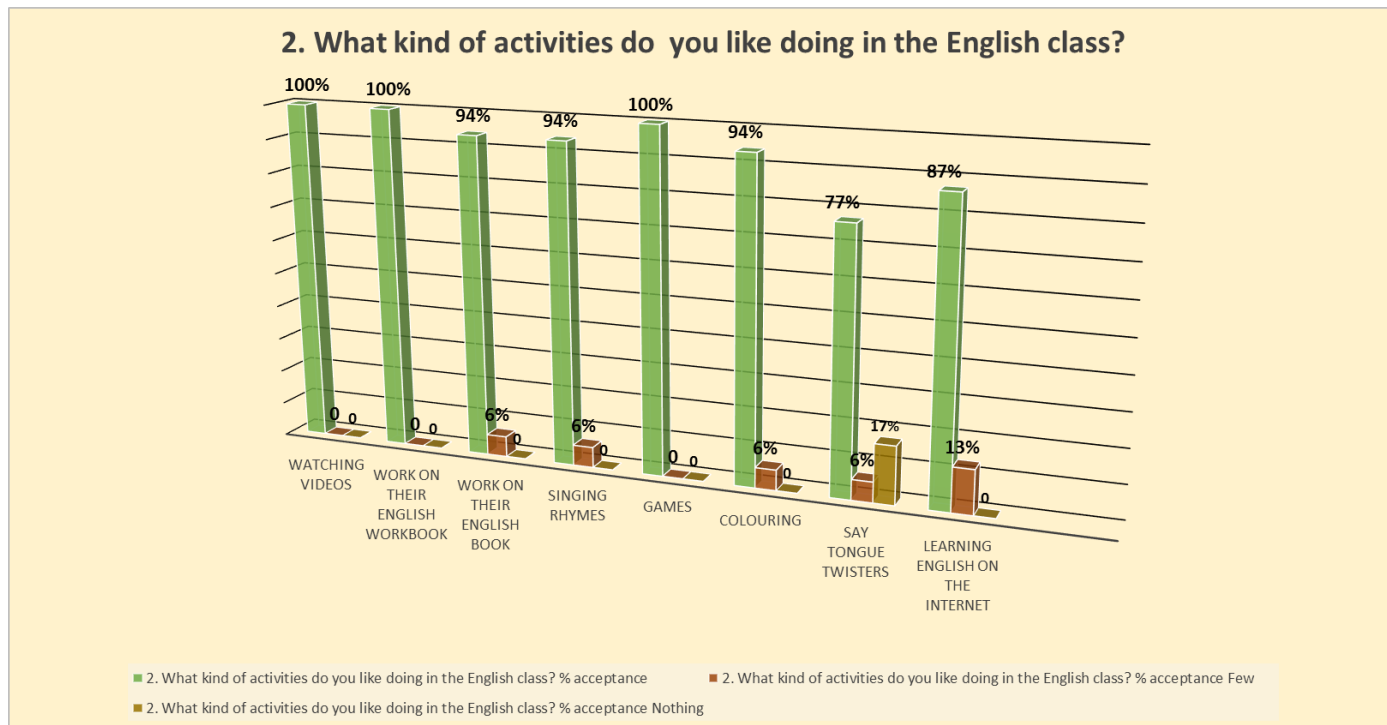
Graph 1



Question 1: Do you like the English class?

The response to this question was very positive. As you can see, Graph 1 shows that one hundred percent of the respondees stated that they like the English class.

Graph 2



Question 2: What kind of activities do you like doing in the English class?

There were eight class' activities used in this question and it is interesting to see that the answer to this question varies from one activity to the other one.

As it is seen in Graph 2, there were three activities that obtained the highest scores. These activities were:

- Watching videos
- Work with their English workbook
- Games

One hundred percent of the respondees indicated that watching videos is an activity they enjoy and that facilitate their learning. Likewise, one hundred percent indicated that they prefer to work with their English workbook. In terms of playing games in the class, a hundred percent of the students said that they like it very much.

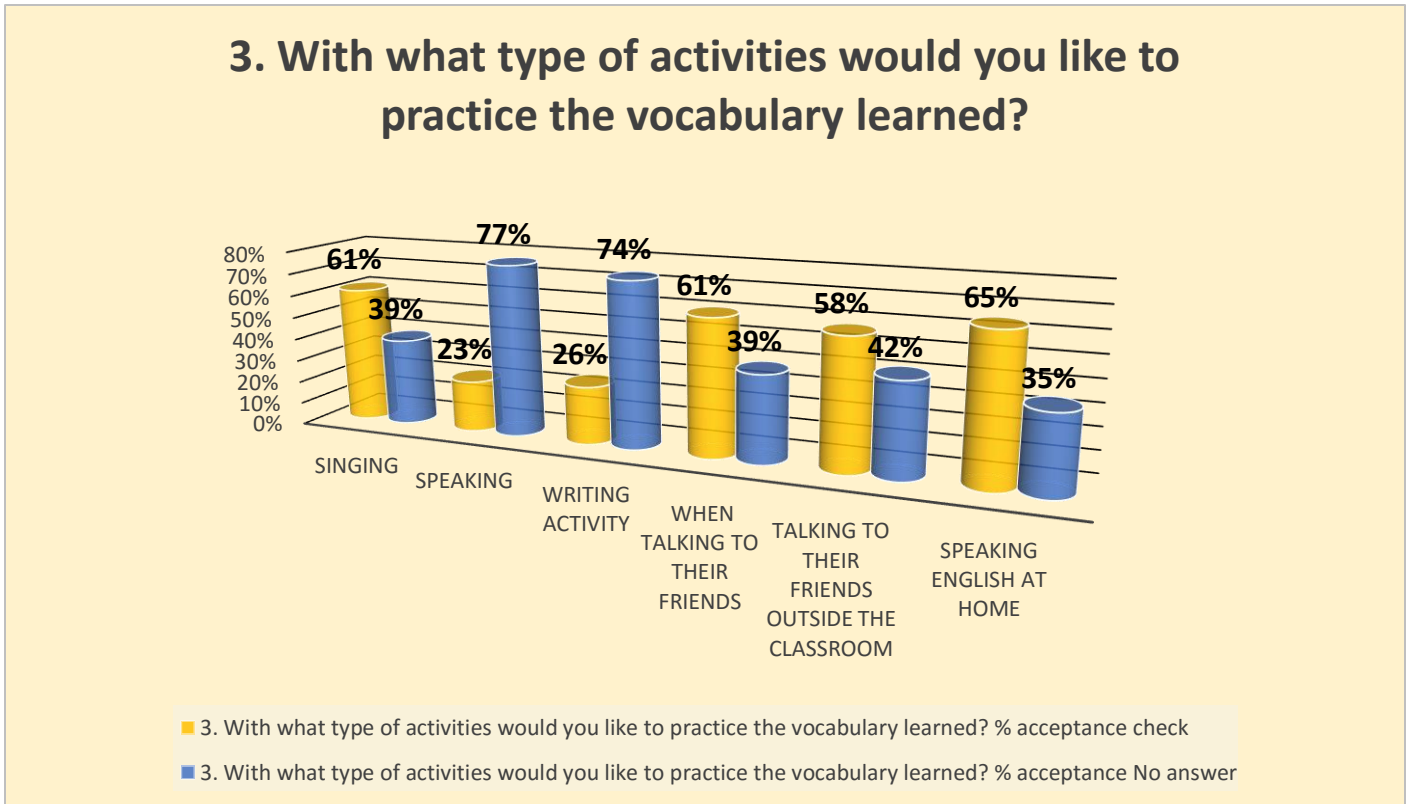
The survey showed three other activities that also obtained high scores and ninety four percent of the respondees stated that they like 'working with their English book', 'singing rhymes' as well as 'colouring'. Equally, in these same three activities only six percent said that they do not like working on their English book, singing rhymes or colouring.

'Saying tongue twister' is another activity performed during the English class. The students' answers obtained with this activity varied. In the survey, seventy percent of the respondees stated that they like saying tongue twisters as a way of learning, six percent said that they like it a little and seventeen percent that they do not like it at all.

The survey showed that 'Learning English on the Internet' is an activity liked by eighty percent of the respondees and only thirteen percent said that they like it a little. A possible reason for the results regarding this activity could be down to the fact that most parents would not have a computer with internet access at home and the students can only perform this activity during English classes with the teacher.

Graph 3

Question 3: With what type of activities would you like to practice the vocabulary learned?



There were six activities provided in the survey with this question and this were the answers given by the respondees per each activity:

Singing: Sixty one percent of the students who answered this question said that they like to practice the vocabulary learned by singing as it is an activity that delights them. Thirty nine percent did not answer this question.

Speaking: It is important to note that this activity is performed in the classroom with the teacher. Only twenty three percent of the respondees answered this question however, the ones who answered it indicated that they like this activity.

Seventy seven percent did not answer this question; the reason behind not having a high response may be because the English subject (as part of a student's curriculum in a Spanish speaking country) is new for most first grade's students in

primary school. Moreover, the fear of pronouncing a word in a language that is new to them is a remarkable factor for some children.

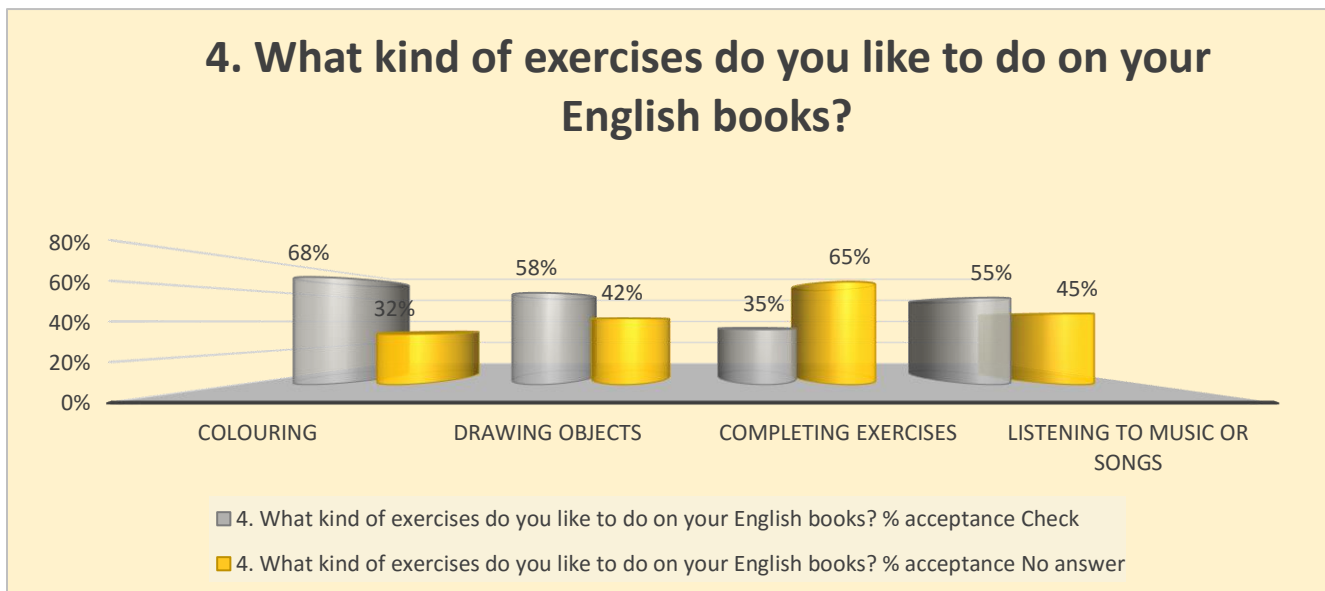
Writing Activity: 26 percent indicated that they like this activity. This is the case of dictation on their notebooks or writing on the board, while seventy four percent of the respondents did not answer this question.

Talking to their friends (during the class): 61 percent indicated that they do like it and the 39 percent did not answer.

Talking to their friends (outside the classroom): 58 percent answered that they like to do this activity, while forty two percent did not answer this question.

Speaking English at home: Graph 3 shows that sixty five percent of the respondees answered that they like speaking English at home and the remaining 35 percent did not answer this question.

Graph 4



Question 4: What kind of exercises do you like to do with your English book?

The answer to this question offers very useful information for adopting and creating a methodology that contributes to a greater learning.

According to Graph 4, sixty eight percent of the respondees who answered this question indicated that they like the activity of 'colouring', while the remaining thirty two percent did not provide an answer.

Regarding the activity of 'drawing objects' (once the teacher has given them the name of the object in English), fifty eight percent said that this is an activity they like doing whereas forty two percent did not answer this question.

Completing exercises in the English book is an activity that according to Graph 4 is liked by thirty five percent of the students. However, the survey shows that sixty five percent of the students left this activity in blank. It is important to note that most kids come from other schools where, unlike at Colegio Bautista, the English subject is not taught when at Kinder Garden level.

Listening to music is an activity where the students have to listen to a children's song in English and then they have to identify a word which will have to be written in their English book. Graph 4 shows that fifty five percent of the respondees like this activity. Nonetheless, forty five percent did not provide an answer to this question.

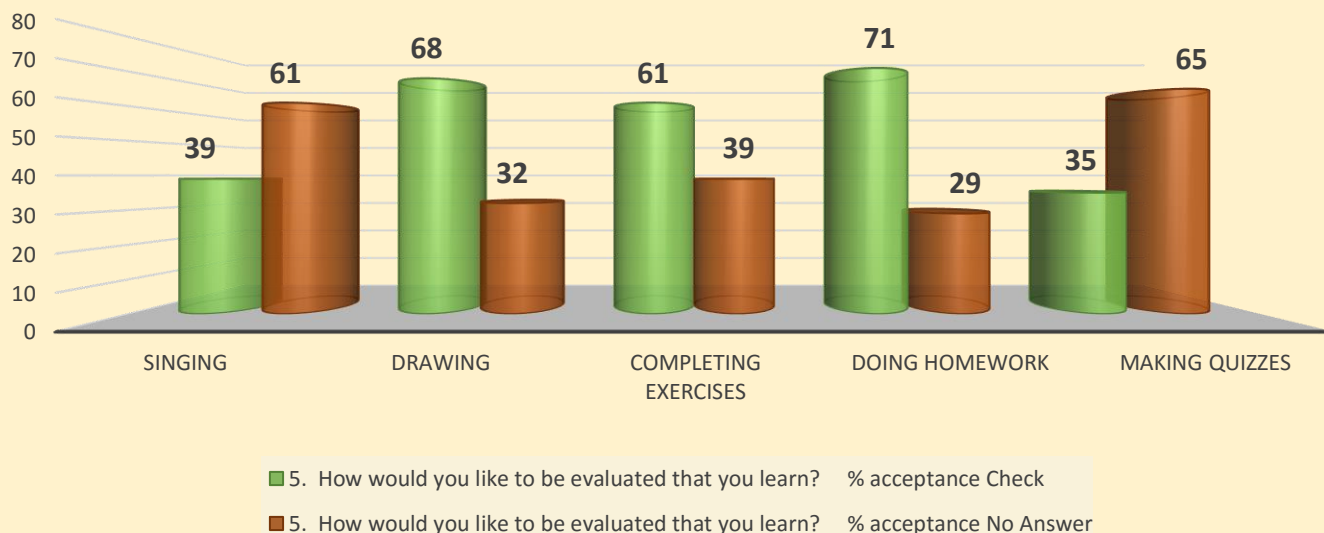
Graph 5

Question 5: How would you like to be evaluated that you learn?

Graph 5 shows that thirty nine percent of respondees like to be assessed by singing songs. Although it seems that singing is an enjoyable way for the students to learn and be evaluated in English, still sixty one percent of them did not answer this question.

Drawing is an activity, that according to Graph 5, obtained a high response and it shows that sixty eight percent of the students like to be assessed with this activity. Only thirty two percent did not answer the question when they were asked.

5. How would you like to be evaluated that you learn?



The activity 'completing exercises in the English book' obtained a score of sixty one percent, which is good as it shows that the students like this activity as a way of being assessed. Thirty nine percent of the students did not answer this question. It might be because they do not enjoy this activity at all.

Another way used by the teacher to assess the students' learning is with homework. By looking at Graph 5, it is interesting to see that seventy one percent of the respondees like doing homework as an evaluation method. This is actually the highest score shown in Graph 5. On the contrary, twenty nine percent did not answer this question. It may be because some of their parents are not able to assist them with the homework as they do not know English themselves. This could be a barrier for the students in the learning process of English as a second language.

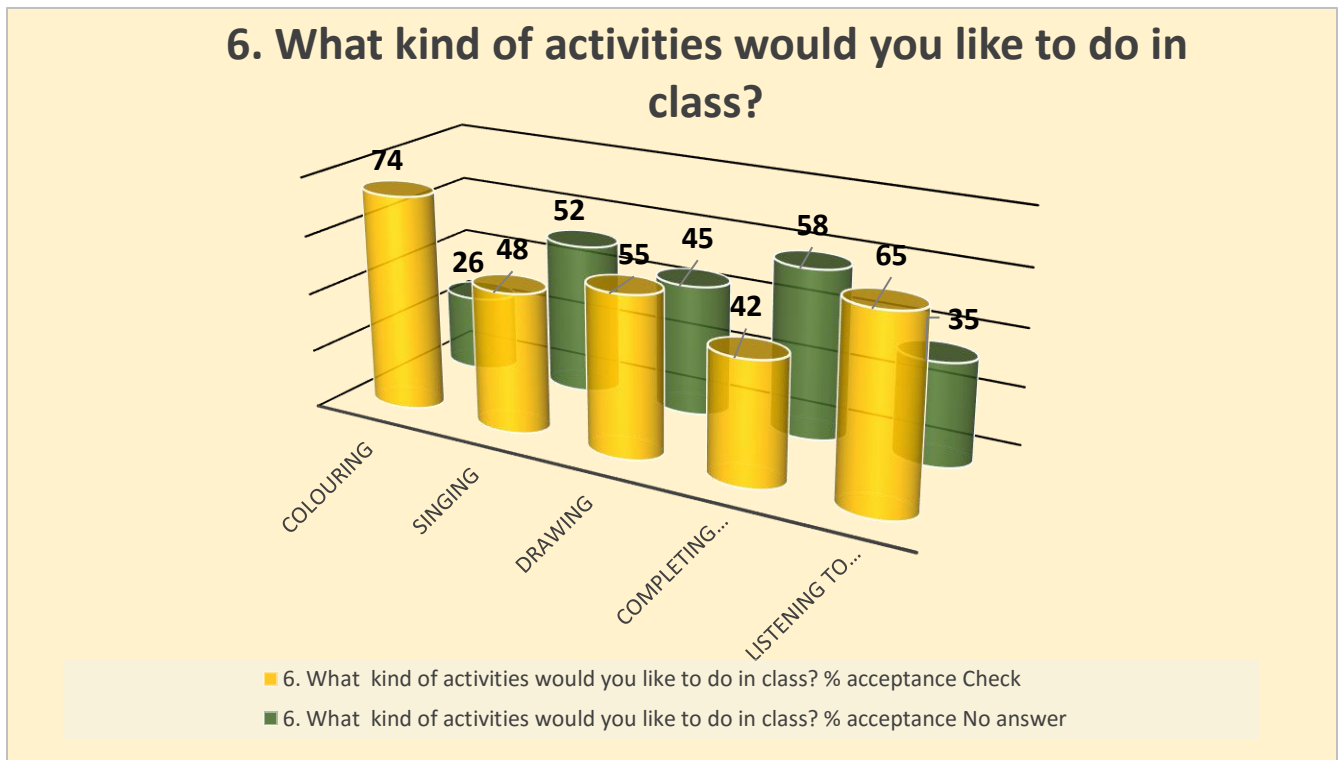
Doing tests is the most common way used by the teacher in order to assess the students' learning. However, as shown in Graph 5, it is the less preferable activity chosen by the respondees when it comes to the way they like to be assessed. Only thirty five percent of the students say that they like doing test. There was a high score

(sixty five percent to be precise) in the number of respondees who did not choose this activity as a method of evaluation.

Graph 6

Question number 6: What kind of activities would you like to do in class?

Seventy four percent of the respondees answered that 'colouring' is an activity they prefer doing in the classroom, while twenty six percent did not answer the question.



The graph above shows that singing is an activity liked by forty eight percent of the respondees. However, fifty two percent of the students did not choose this activity as one that they would like to do in class. Graph 6 shows a close result between those students who like this activity and those who do not.

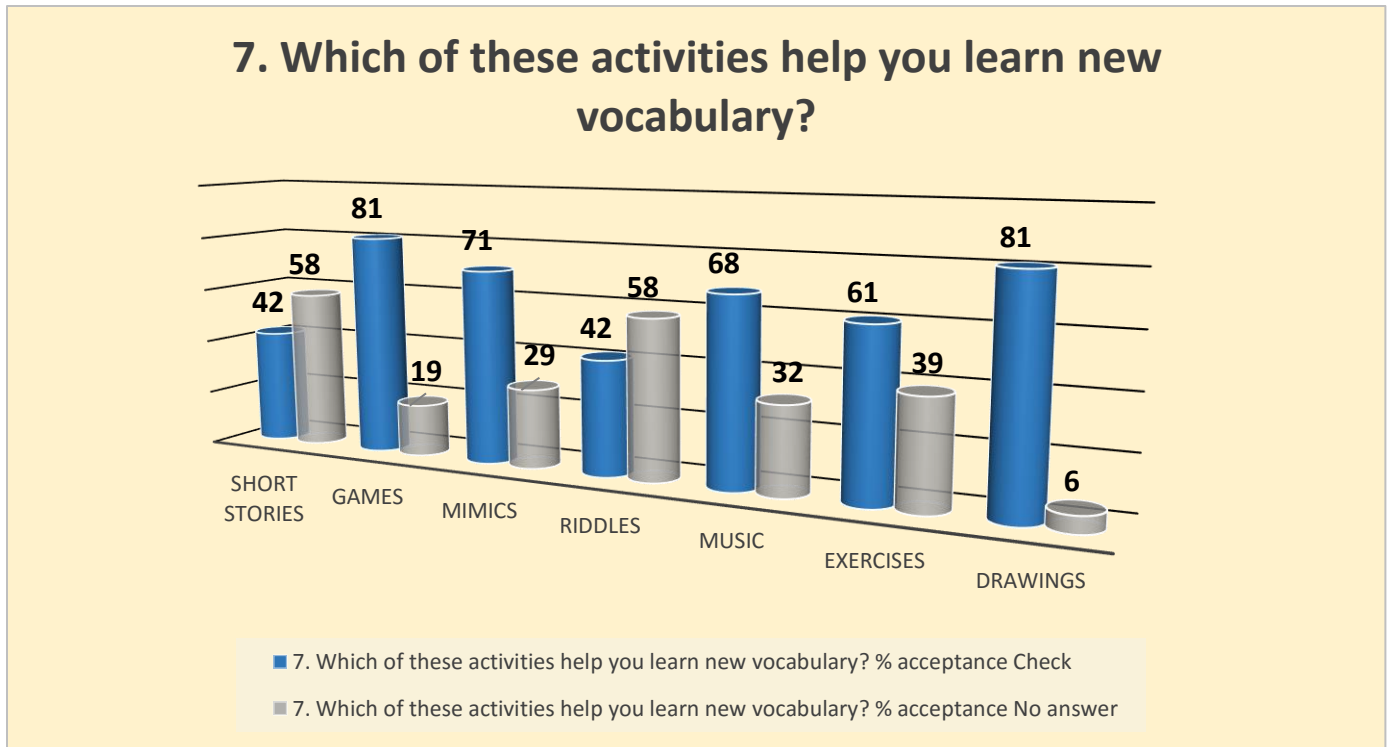
On the contrary, Graph 6 shows that drawing is an activity that is liked by fifty five percent of the respondees. A total of forty five percent did not answer this question.

Listening to music and storytelling is an activity liked by sixty five percent of the respondees and only thirty five percent did not answer the question.

Graph 7

Question 7: Which of these activities help you learn new vocabulary?

When we talk about activities used to facilitate the learning of new vocabulary i.e. short stories, Graph 7 shows that forty two percent of the respondees said that they learn new words with this activity. On the contrary, fifty eight percent of the students did not choose this as an activity that helps them learn new vocabulary.



According to the survey results and as shown in Graph 7, playing games is an activity that obtained one of the highest score. Eighty one percent of the respondees said that they learn a lot of new words with this activity. The reason behind the high score could be because this is activity that they enjoy at the same time as they learn. Only nineteen percent of the students did not choose this activity.

Doing mimics was another popular activity chosen by the students when learning new vocabulary. Therefore, the results of the survey showed that seventy one percent of the respondees said that they do learn lots of vocabulary when doing mimics and only twenty nine percent of the students did not answer the question.

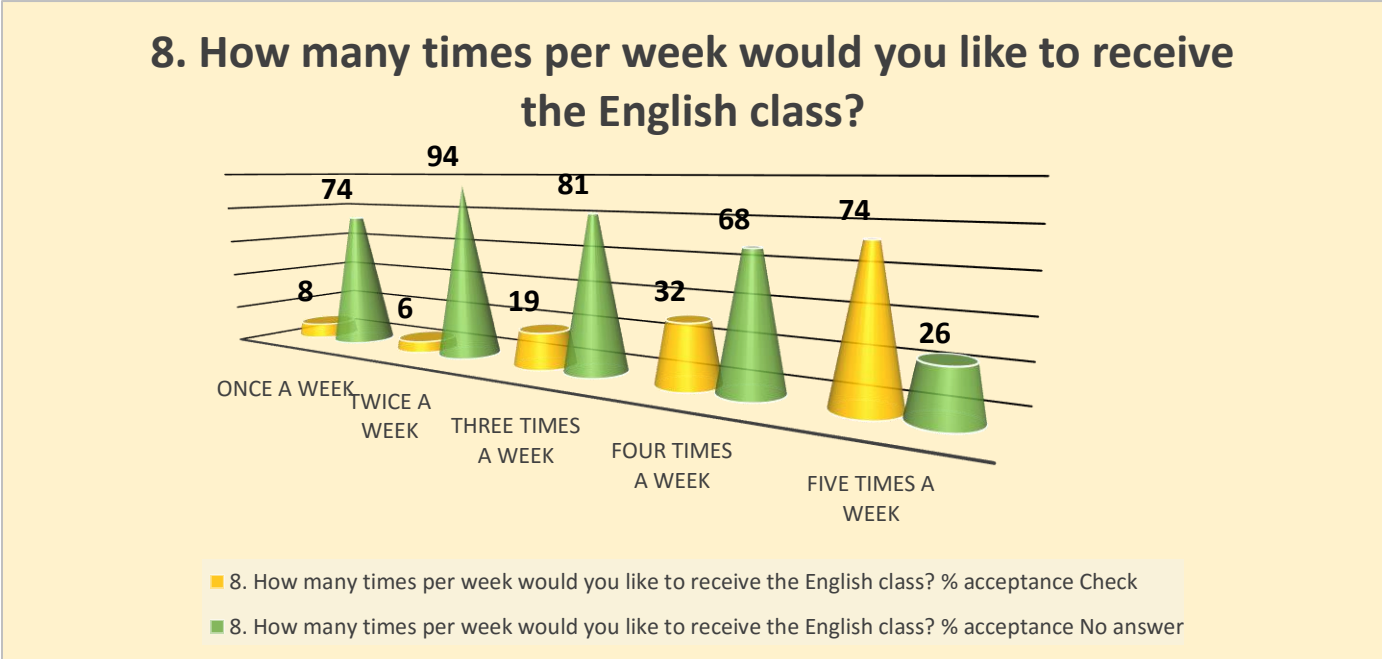
When it comes to the activity of riddles, forty two percent indicated that this type of activity facilitates their learning process, while fifty eight percent did not answer this question.

Graph 7 shows that listening to music is an activity where sixty eight percent of the respondees indicated that helps them learn new vocabulary and that they enjoy very much. However, thirty two percent of the students did not choose this activity as one that will help them learn new vocabulary; it could mainly be the children to whom the English subject is completely new.

The kind of activity which involves writing in English is actually an activity where sixty one percent of the respondees indicated it helps them learn new vocabulary as the more they practice, the easier it is for them learn new words. Thirty nine percent did not answer this question.

The activity of drawing obtained a high score as shown in Graph 7. Eighty one percent of the respondees indicated that this activity helps them learn new vocabulary, while nineteen percent of them did not answer.

Graph 8

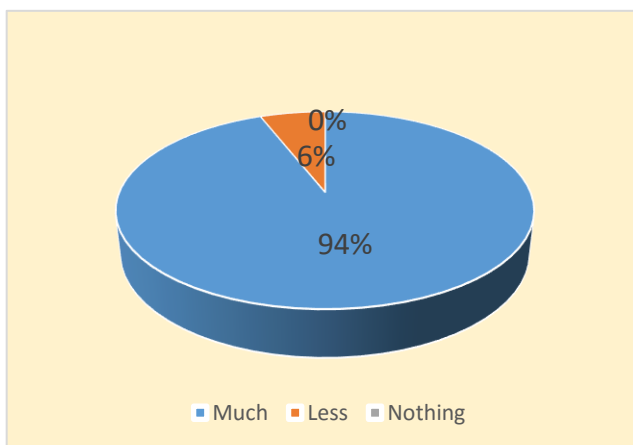


Question 8: How many times per week would you like to receive the English class?
The answer to this question obtained varied answers. The choice or options given to the students in this question were:

- Once a week: Twenty six percent of the students said that they would like to receive the English class once a week, while seventy four did not choose this option.
- Twice a week: Graph 8 shows that only six percent of the respondees said that they would like to receive the English class twice a week. On the contrary, ninety four percent did not choose this option.
- Three times a week: nineteen percent of the students said that they would like to receive the class three times a week whereas eighty one percent did not answer this question.
- Four times a week: in the survey, thirty two percent of the respondees stated that they should receive the English class four times during the week. The remaining sixty eight percent did not choose this frequency.
- Five times a week: Graph 8 shows that seventy four percent of the respondees said that they would like to receive English class five times a week and only a twenty six percent of the students did not choose this option.

As shown in Graph 8, the most preferred option chosen by the students in terms of the numbers of times they would like to receive the English class is five times a week. This high score shows that the students enjoy very much their English class, which

is a very positive response.



Graph 9

Question 9: Do you like the way your teacher teaches you the English class?

The answer to this question obtained a very high score. As shown in Graph 9, ninety four percent of the respondees said that

they like it a lot they way the teacher teaches them English. This is a very positive

and encouraging response. Only six percent of the students answer that they like it a little. There was no a single student who said that they did not like the way the teacher teaches the class.

Teacher Interview

Following the teacher interview, it was noted that she applied all the methods mentioned by herself. She developed them effectively in each class allowing her to apply correctly what she had planned for the class and fulfilling the targets she had set for the class.

The didactical material used by the teacher was according to the topics and the activities performed during the class. Using the appropriate material during the class is a very important matter when teaching English as a second language. This allowed a very effective class and also an excellent participation from the students.

This result can also be noticed in the surveys answered by the students, particularly with question no. 9: Do you like the way your teacher teaches you the English class?

The pattern provides us a measurable result which gives us a percentage of 94 percent (29 students) who answered that they liked the way their teacher teaches he English class.

Analysis of the instruments

By looking the *analysis of the instruments*, it was confirmed that there was a great relationship between the results obtained from the *teacher interview*, the *children survey* and *the teacher observation guide* since all guidelines previously mentioned showed an effective result of the methods and techniques used by the teacher when teaching English as a second language on the children of first grade “B” at Colegio Bautista, Masaya.

There is a clear relationship between the results obtained in the students' survey and teacher's interview. It was observed that the children liked the techniques used by the teacher at the time of imparting the English class. Graph 2 shows very positive answers where one hundred percent of the respondees indicated that they liked the activities of watching videos, working in the notebook, and playing games.

These activities were observed during the class and it was clearly noticed that the children definitely enjoy participating actively at the time of performing these activities.

Through the survey the students said that the activities they would like to do in each class are coloring and listening to music or stories. These activities were also developed by the teacher in some topics, obtaining each one of them a percentage of 74 and 75 respectively.

The teacher stated in her interview that her students participate and take part during the class. This was then confirmed during the 'observation' of the class and through the positive response from the students in the survey.

It was noticed that the results in Graph 9 were very positive where ninety four percent of the children said that they like the way the teacher teaches them the English class.

The main goal of the English teacher at the time of delivering the class is that the students can be able to understand and properly learn the topics that are being taught in the class.

This answer is related to question three of the survey therefore, graph three shows that seventy seven percent of the students said that they want to practice what they learn by speaking in English and seventy four percent said they would like to do it by writing in English.

By relating the answer regarding the children's age, it is clear that they are learning to know their environment and they want to know all of it by asking and even analyzing it in their own way. At the same time, it is evident that the skill they are learning to manage as students of first grade (class B), is writing.

Regarding the survey, the question about the frequency of English classes in a week, seventy four percent of the children said they would like to receive the English class five times a week, which is a very positive answer. This data reflects that the children feel happy and comfortable when attending the English class and with learning the English subject as a second language. They emphasized that they want to receive the class every day. This is indeed a very positive result for evaluating the teacher's performance, showing that the subject is accepted by a vast majority of the students as well as the teacher is.

This data clearly demonstrates, the effectiveness of the methods and techniques used by the English teacher and it is confirmed by the success obtained in this investigation and the research carried out on the students of first grade (class B) at Colegio Bautista of the city of Masaya.

XI. Conclusions

1. The current methods and techniques used by the teacher when teaching English as a second language to children are effective because the learning is modern, fun and creative. She uses activities that integrate positively and motivate all of the class. Children associate fun with learning that catch the children 'attention to learn new things every day. This activities are:

- Singing
- Watching videos on internet
- Singing rhymes saying tongue twisters
- Playing games

All of above make easier the students 'acquisition of knowledge.

2. The way that children learn English is very positive. The lessons carry out a sequence of vocabulary that is important because the students are ready to formulate complex sentences and grammar structures gradually. The vocabulary is used at every moment in the classroom, they learn simple text every day and repeat it as many times as possible to master this skill.

3. The quality and effectiveness of methods and techniques applied by the teacher are appropriate for the students, she makes that her students' learning process be very enjoyable and charming, to the point that the students love the English subject. After comparing the theory (theoretical framework) with the teacher interview, the observation guide and the results of the survey; it's clear that these methods and techniques address the teaching process through fun and though active ways of learning.

XII. Recommendations

Some of the recommendations for teaching English as a second language in the classroom are:

1. Use frequently activities that help the students to acquire new vocabulary:
 - Vocabulary and language development
 - Guided interaction
 - Model, graphics and visuals

2. Provide clear instructions during the class in order to convey knowledge to the students. Teacher has to take into consideration other agents such as age, topics to be develop, environment, didactical resources, materials and the objectives.

3. Motivate to the children is very important to obtain good results in the learning process, and use the correct methods to take advantage in the children´s interest make their learning more significant.

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Annexes

AUTONOMOUS UNIVERSITY OF NICARAGUA.
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EDUCATION AND LANGUAGES FACULTY
ENGLISH DEPARTMENT



Topic: Evaluation of methods and techniques used by the English teacher on the children of first grade (class B) at Colegio Bautista-Masaya, in their learning of the English subject as their second language during the second semester of 2016.

Objective: To identify the strategies used by the teacher in the learning process of the English subject as second language.

**AUTONOMOUS UNIVERSITY OF NICARAGUA.
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Teacher's Interview

Answer the following questions:

1. How often do you develop your class during the week?
2. What kind of materials do you use to facilitate the learning - process?
3. Which are the abilities that you emphasize in the teaching process?
4. Which are the most used activities in the teaching process? Explain
5. How efficient was the application of these activities in the teaching – learning process?
6. How is the level of participation of your students in the class?
7. Which is the main objective in the teaching – learning process?
8. What kind of evaluations techniques do you use in the teaching learning process? Explain
9. How often do you apply these evaluations?
10. Do you know current theories and appropriate that facilitate the learning process, intellectual and social development of your students?
11. What kind of techniques do you use to develop the learning in your students?
12. What are the methods do you apply to develop skills in the teaching – learning process?
13. Which is the frequency that you use these methods in favour of the results in the teaching learning process of your students?
14. Which is the level of effectiveness of the techniques that you use?

15. Do you believe that it is necessary to be updated constantly and know appropriate resources to teach?

16. Do you think that you have developed the objective of the course and your students have reached necessary and efficient results for a good learning performance?

Thank you!

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ENGLISH DEPARTMENT**

Entrevista al Docente

I. Contesta las siguientes preguntas.

1. ¿Con cuánta frecuencia desarrolla su clase durante la semana?
2. ¿Qué materiales didácticos utiliza para facilitar el aprendizaje?
3. ¿Cuáles son las habilidades que enfatiza en el proceso de enseñanza?
4. ¿Cuáles son las actividades que más utiliza en el proceso de la enseñanza?
Explique.
5. ¿Cuán eficiente fue la aplicación de dichas actividades en el proceso de integración y enseñanza-aprendizaje? Explique
6. ¿Cuál es el nivel de participación de sus estudiantes en la clase? ¿A qué se debe el mismo?
7. ¿Cuál es su objetivo principal en el proceso de enseñanza-aprendizaje?
8. ¿Qué técnicas de evaluación utiliza en el proceso de enseñanza-aprendizaje? Explique
9. ¿Con qué frecuencia aplica dichas evaluaciones?

10. ¿Conoce teorías actuales y adecuadas que facilitan el aprendizaje y desarrollo intelectual y social de los estudiantes? Mencione.
11. ¿Qué técnicas utiliza para desarrollar el aprendizaje en sus estudiantes?
12. ¿Cuáles son los métodos que aplica para desarrollar habilidades en el proceso de enseñanza- aprendizaje?
13. ¿Cuál es la frecuencia con la que utiliza estos métodos en pro de los resultados en la enseñanza-aprendizaje para sus alumnos?
14. ¿Cuál es el grado de efectividad de las técnicas que usted utiliza?
15. ¿Cree usted que es necesario actualizarse constantemente y conocer recursos apropiados para enseñar? Explique.
16. ¿Piensa usted que ha logrado desarrollar los objetivos del curso y sus alumnos han alcanzado resultados eficaces y necesarios para un buen desempeño del aprendizaje?
17. ¿Cómo es posible medir resultados obtenidos?

¡Muchas gracias!

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ENGLISH DEPARTMENT**



Topic: Evaluation of methods and techniques used by the English teacher on the children of first grade (class B) at Colegio Bautista-Masaya, in their learning of the English subject as their second language during the second semester of 2016.

Objective: To evaluate the effectiveness of methods and techniques used by the teacher in the teaching process.

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ENGLISH DEPARTMENT**

SURVEY QUESTIONS

First grade "B"

Colegio Bautista of Masaya

Date: _____ M _____ F _____ Population: 31

1. Do you like the English class?



2. What kind of activities do like doing in the English class?
Watching videos



Work on their English workbook



Work on their English book



Singing rhymes



Games



Colouring



Say tongue twisters




Learning English on the internet



3. With what type of activities would you like to practice the vocabulary learned?

Singing 

Speaking 

Writing activity



When talking to their friends



Talking to their friends outside the classroom



Speaking English at home



4. What kind of exercises do you like to do with your English book?

Colouring



Drawing objects



Completing Exercises



Listening to music or songs



5. How would you like to be evaluated that you learn?

Singing



Drawing



Completing Exercises





Doing homework


Making Quizzes





6. What kind of activities would you like to do in class?

Colouring 

Singing 

Drawing 

Completing Exercises 

Listening to music or storytelling 

7. Which of these activities help you learn new vocabulary?


Short stories 


Games 

Mimics 

Riddles 

Music 


Exercises 


Drawings 


8. How many times per week would you like to receive the English class?

Once a week 

Twice a week 

Three times a week 

Four times a week 

Five times a week 

9. Do you like the way your teacher teaches you the English class?

Much



Less



Nothing



Thank you!!!!

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ENGLISH DEPARTMENT**

PREGUNTAS DE ENCUESTA

PRIMER GRADO "B"

Colegio Bautista de Masaya

Fecha: _____ **M** _____ **F** _____ **Población estudiantil: 31**

1. ¿Te gusta la clase de Inglés?



2. ¿Qué actividades te gusta hacer en la clase de Inglés?

Ver videos



Trabajar en el libro de trabajo



Trabajar en el libro del Estudiante



Cantar rimas y canciones



Jugar



Colorear



Decir trabalenguas



Aprender Inglés en internet



3. ¿En qué actividades te gustaría practicar el vocabulario que aprendes?

Cantando



Hablando



Escribiendo



Al conversar con tus amigos



En la escuela con tu maestra y compañeros



En casa con tu familia



4. ¿Qué tipos de ejercicios te gusta realizar en tus libros de Inglés?

Colorear



Dibujar



Completar ejercicios



Escuchar música



5. ¿Cómo te gustaría que evalúen lo que aprendes?

Cantando



Dibujando




Completando ejercicios





Dejando tarea en casa





Realizando pruebas escritas 


6. ¿Qué actividad te gustaría realizar en cada clase?

Colorear 


Cantar 


Dibujar 

Completar ejercicios 

Escuchar música o historias 

7. ¿Cuáles de estas actividades te facilitan aprender vocabulario nuevo?

Historias 

Juegos 

Mímicas

Adivinanzas

Música

Ejercicio

Dibujos

8. ¿Cuántas veces a la semana te gustaría recibir la clase de Inglés?

1 vez

2 veces

3 veces

4 veces

5 veces

9. ¿Te gusta como tu profesora te da la clase de Inglés?

Mucho



Poco



Nada



Muchas Gracias!

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ENGLISH DEPARTMENT**



Topic: Evaluation of methods and techniques used by the English teacher on the children of first grade (class B) at Colegio Bautista-Masaya, in their learning of the English subject as their second language during the second semester of 2016.

Objectives:

1. To value the pedagogical integration of the teacher in the teaching-learning process.
2. To determine the assimilation in the English language for the students.
3. To verify the effectiveness of the teacher's performance in the classroom.

**AUTONOMOUS UNIVERSITY OF NICARAGUA.
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ENGLISH DEPARTMENT**

Guía de observación Docente

Objetivos:

- Valorar la integración Pedagógica del docente en el proceso de enseñanza-aprendizaje.
- Determinar la asimilación alcanzada por los estudiantes en el idioma Inglés.
- Verificar la efectividad del desempeño del docente en el aula de clase.

Nombre del Centro: _____

Fecha: _____ Número de visita _____

Tipo de visita: Familiarización _____ Observación _____

Nombre del Docente: _____

Contenido de la clase: _____

Materiales utilizados para la visita: 1. _____

2. _____

3. _____

4. _____

5. _____

**Se contesta cada ámbito de la observación usando los siguientes rangos:
Excelente (5), Muy Bueno (4), Bueno (3), Regular 2), Malo (1).**

Parámetros para la Observación	Excelente	Muy bueno	Bueno	Regular	Malo
Dominio del tema impartido					
Uso del medio visual (tarjetas, libros, revistas)					
Uso del medio auditivo (Discos compactos, internet, canciones)					
Repetición del vocabulario nuevo					
Utiliza vocabulario nuevo para practicar reglas gramaticales					
Refuerza vocabulario en traducción de oraciones					
Practica ejercicios de preguntas y respuestas					
Ejercita vocabulario con dictados u otros					
Consolida la expresión oral (Contestar y hacer preguntas, conversaciones)					
Ejercita lectura acorde a la edad de los estudiantes (Historias)					
Interacción positiva docente-estudiante					
Participación activa de los estudiantes en el desarrollo de la clase					
Realimentación de la información desarrollada a través de la tarea en casa					

UNIVERSIDAD NACIONAL AUTÓNOMA DE NICARAGUA
DEPARTAMENTO DE PEDAGOGÍA
ESTUDIO VALORATIVO DEL TRABAJO DOCENTE-ACADEMICO

MATRIZ PROCESADA DE LA VALORACIÓN HECHA POR LOS JUECES, PARA LA VALIDACIÓN DE LA ENCUESTA QUE SE ADMINISTRARÁ A LOS ALUMNOS DE 1ER GRADO B DEL COLEGIO BAUTISTA DE MASAYA

Valoraciones: Para "Ortografía y Redacción", las valoraciones serán: Excelente, Muy buena, Buena, Regular, Deficiente.

Para los restantes 4 aspectos, las valoraciones serán: Absoluta, mucha, mediana, poca, ninguna.

No.	Aspecto del Cuestionario/ Ítems	VALORACIÓN DE PREGUNTAS DE ENCUESTA- MEDIA			
		JUEZ 1	Juez 2	Juez 3	Media
A	ASPECTOS GENERALES DEL DOCENTE				
A.1	FECHA				
A.2	NOMBRE DEL CENTRO				
A.3	DISTRITO				
A.4	DEPARTAMENTO				
A.5	GRADO ACADEMICO				
A.6	GRADO O NIVEL QUE IMPARTE				
A.7	CARRERA QUE ESTUDIÓ				
A.8	SI LABORA EN OTRA INSTITUCION, MENCIONE EL LUGAR Y EL TIPO DE TRABAJO QUE REALIZA				
B	Preguntas de la Encuesta a los alumnos				
B.1	¿Te gusta la clase de Inglés?				
B.2	¿Qué actividades te gusta hacer en la clase de Inglés? Ver videos Trabajar en el libro de trabajo Trabajar en el libro del Estudiante				
B.3	¿Dónde crees que aprendes más vocabulario? Videos Música Libro de trabajo Libro del Estudiante				
B.4	¿En qué actividades te gustaría practicar el vocabulario que aprendes? Cantando Hablando Escribiendo				

No.	Aspecto del Cuestionario/ Ítems	VALORACIÓN DE PREGUNTAS DE ENCUESTA- MEDIA			
		JUEZ 1	Juez 2	Juez 3	Media
B.5	¿Qué tipos de ejercicios te gusta realizar en tus libros de Inglés? Colorear Dibujar Completar ejercicios Escuchar música				
B.6	¿Cómo te gustaría que te evalúen lo que aprendes? Cantando Dibujando Completando ejercicios				
B.7	¿Qué actividad te gustaría se haga en cada clase? Colorear Cantar Dibujar Completar ejercicios Escuchar música o historias				
B.8	¿Qué tipo de actividades crees te facilitan aprender vocabulario nuevo? Historias				
	Juegos Mímicas Adivinanzas Música Ejercicio Dibujos				
B.9	¿Cuántas veces a la semana te gustaría la clase de Inglés? 2 veces 4 veces				
B.10	¿Te gusta como anima la clase tu maestra? Siempre A veces Nunca				
C	OPINION Y VALORACION PERSONAL				
C.1	ENUMERE A LO MAXIMO 3 ACTIVIDADES QUE NO SE CONSIDERAN COMO TRABAJO DOCENTE Y QUE USTED LAS REALIZA				
C.2	SEÑALE CON UNA VALORACIÓN DE 1 A 5 (DONDE 1 ES DEFICIENTE, 2 REGULAR, 3 BUENO, 4 MUY BUENA Y 5 EXCELENTE) LA PARTICIPACIÓN DE SU PERSONA EN LOS SIGUIENTES ASPECTOS:				
C.3	SI SU PARTICIPACIÓN EN LAS TAREAS DOCENTES ES MUY POCA, ENUMERE LAS 5 RAZONES DE MAYOR PESO QUE LE IMPIDEN COLABORAR EN ESTAS ACTIVIDADES				

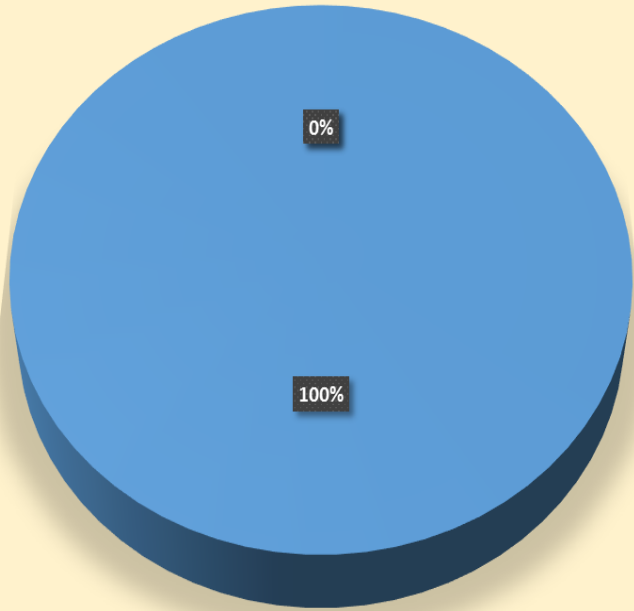
**UNIVERSIDAD NACIONAL AUTÓNOMA DE NICARAGUA
DEPARTAMENTO DE PEDAGOGÍA
ESTUDIO VALORATIVO DEL TRABAJO DOCENTE-ACADEMICO**

MATRIZ PROCESADA DE LA VALORACIÓN HECHA POR LOS JUECES, PARA LA ENTREVISTA QUE SE ADMINISTRARÁ AL DOCENTE DE INGLÉS DEL COLEGIO BAUTISTA DE MASAYA-PRIMARIA
Valoraciones: Para “Ortografía y Redacción”, las valoraciones serán: Excelente, Muy buena, Buena, Regular, Deficiente.
 Para los restantes 4 aspectos, las valoraciones serán: Absoluta, mucha, mediana, poca, ninguna.

No.	Aspecto del Cuestionario/ Ítems	VALORACIÓN DE PREGUNTAS - MEDIA			
		JUEZ 1	JUEZ 2	JUEZ 3	MEDIA
A	ASPECTOS GENERALES DEL DOCENTE				
A.1	FECHA				
A.2	NOMBRE DEL CENTRO				
A.3	DISTRITO				
A.4	DEPARTAMENTO				
A.5	GRADO ACADEMICO				
A.6	GRADO O NIVEL QUE IMPARTE				
A.7	CARRERA QUE ESTUDIÓ				
A.8	SI LABORA EN OTRA INSTITUCION, MENCIONE EL LUGAR Y EL TIPO DE TRABAJO QUE REALIZA				
B	Preguntas de Entrevista al docente de Inglés				
B.1	1. ¿Con cuánta frecuencia desarrolla su clase durante la semana?				
B.2	2. ¿Qué materiales didácticos utiliza para facilitar el aprendizaje?				
B.3	3. ¿Cuáles son las habilidades que enfatiza en el proceso de enseñanza?				
B.4	4. ¿Cuáles son las actividades que más utiliza en el proceso de la enseñanza? Explique.				
B.5	5. ¿Cuán eficiente fue la aplicación de dichas actividades en el proceso de integración y enseñanza-aprendizaje? Explique				
B.6	6. ¿Cuál es el nivel de participación de sus estudiantes en la clase? ¿A qué se debe el mismo?				
B.7	7. ¿Cuál es su objetivo principal en el proceso de enseñanza-aprendizaje?				

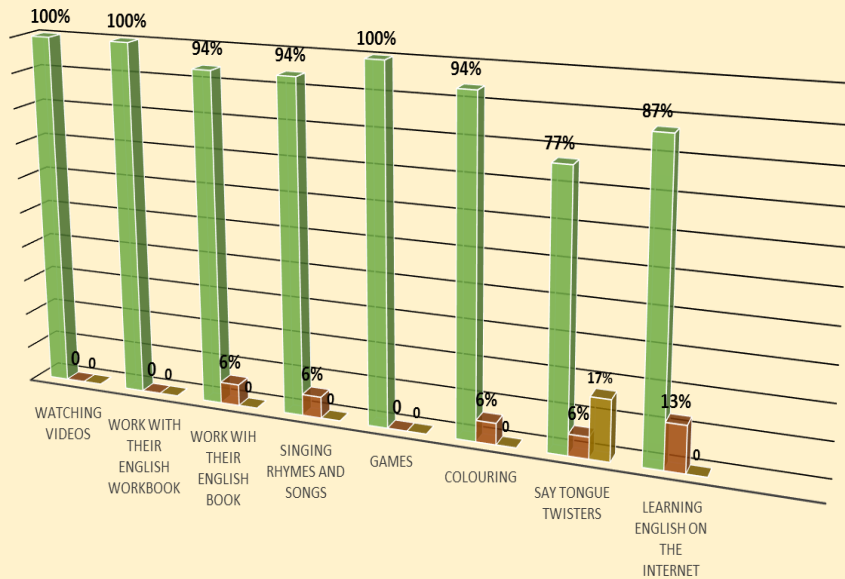
No.	Aspecto del Cuestionario/ Ítems	VALORACIÓN DE PREGUNTAS - MEDIA			
		JUEZ 1	JUEZ 2	JUEZ 3	MEDIA
B.8	8. ¿Qué técnicas de evaluación utiliza en el proceso de enseñanza-aprendizaje? Explique				
B.9	9. ¿Con qué frecuencia aplica dichas evaluaciones?				
B.10	10. ¿Conoce teorías actuales y adecuadas que facilitan el aprendizaje y desarrollo intelectual y social sus estudiantes? Mencione.				
B.11	11. ¿Qué técnicas utiliza para desarrollar el aprendizaje en sus estudiantes?				
B.12	12. ¿Cuáles son los métodos que aplica para desarrollar habilidades en el proceso de enseñanza- aprendizaje?				
B.13	13. ¿Cuál es la frecuencia con la que utiliza estos métodos en pro de los resultados en la enseñanza-aprendizaje para sus alumnos?				
B.14	14. ¿Cuál es el grado de efectividad de las técnicas que usted utiliza?				
B.15	15. ¿Cree usted que es necesario actualizarse constantemente y conocer recursos apropiados para enseñar? Explique.				
B.16	16. ¿Piensa usted que ha logrado desarrollar los objetivos del curso y sus alumnos han alcanzado resultados eficaces y necesarios para un buen desempeño del aprendizaje?				
B.17	17. ¿Cómo es posible medir resultados obtenidos?				
C	OPINION Y VALORACION PERSONAL				
C.1	ENUMERE A LO MAXIMO 3 ACTIVIDADES QUE NO SE CONSIDERAN COMO TRABAJO DOCENTE Y QUE USTED LAS REALIZA				
C.2	SEÑALE CON UNA VALORACIÓN DE 1 A 5 (DONDE 1 ES DEFICIENTE, 2 REGULAR, 3 BUENO, 4 MUY BUENA Y 5 EXCELENTE) LA PARTICIPACIÓN DE SU PERSONA EN LOS SIGUIENTES ASPECTOS:				
C.3	SI SU PARTICIPACIÓN EN LAS TAREAS DOCENTES ES MUY POCA, ENUMERE LAS 5 RAZONES DE MAYOR PESO QUE LE IMPIDEN COLABORAR EN ESTAS ACTIVIDADES				

1. Do you like the English class?



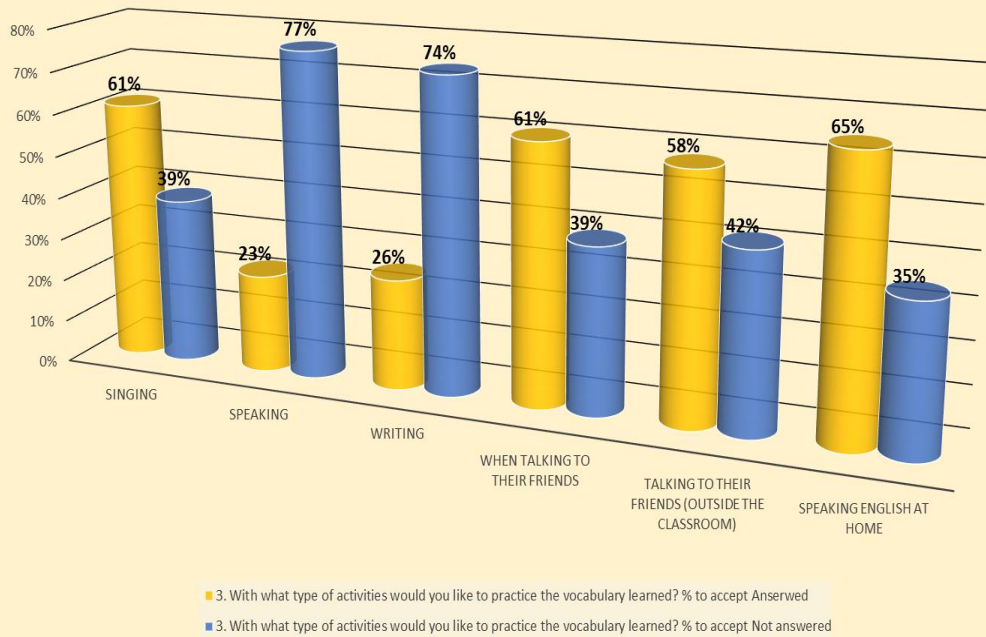
- 1. Do you like the English class? Yes, a lot
- 1. Do you like the English class? Yes, a little
- 1. Do you like the English class? I don't like it at all

2. What kind of activities do you like doing in English class?

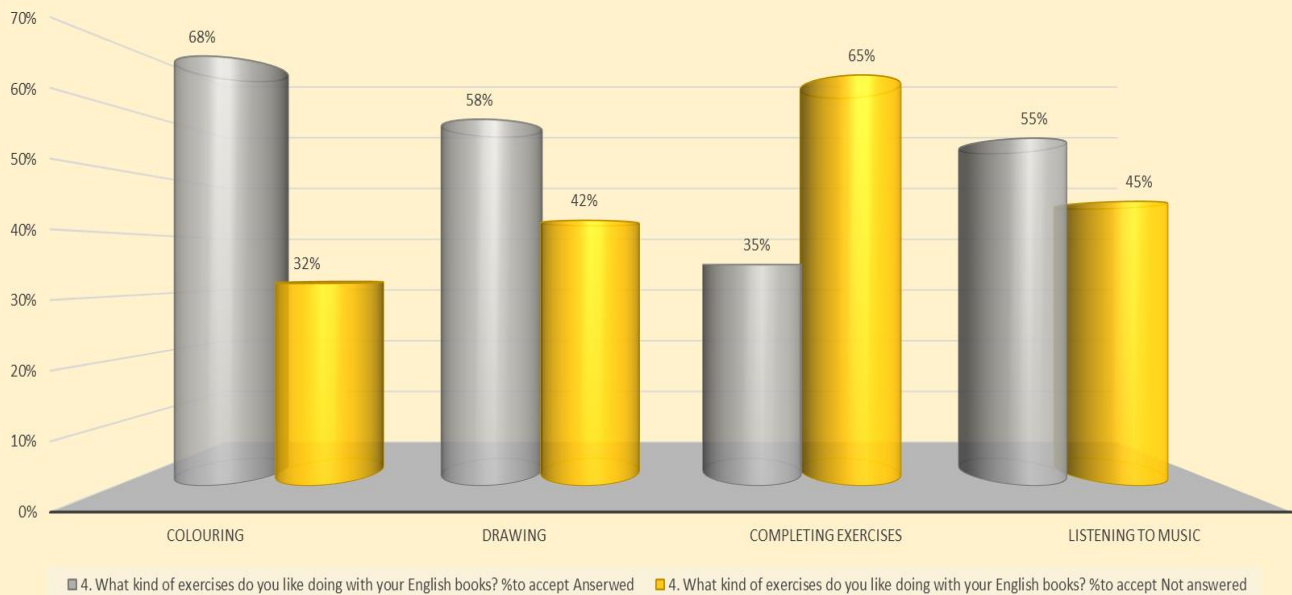


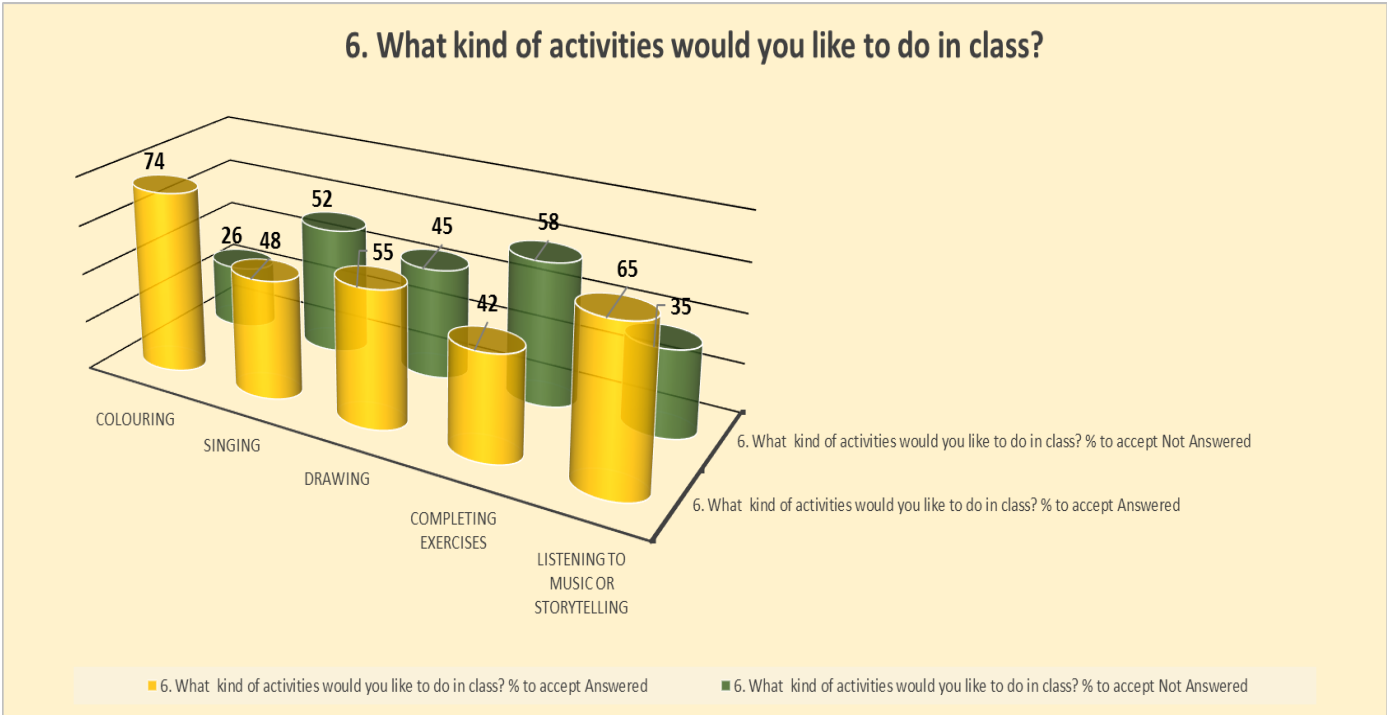
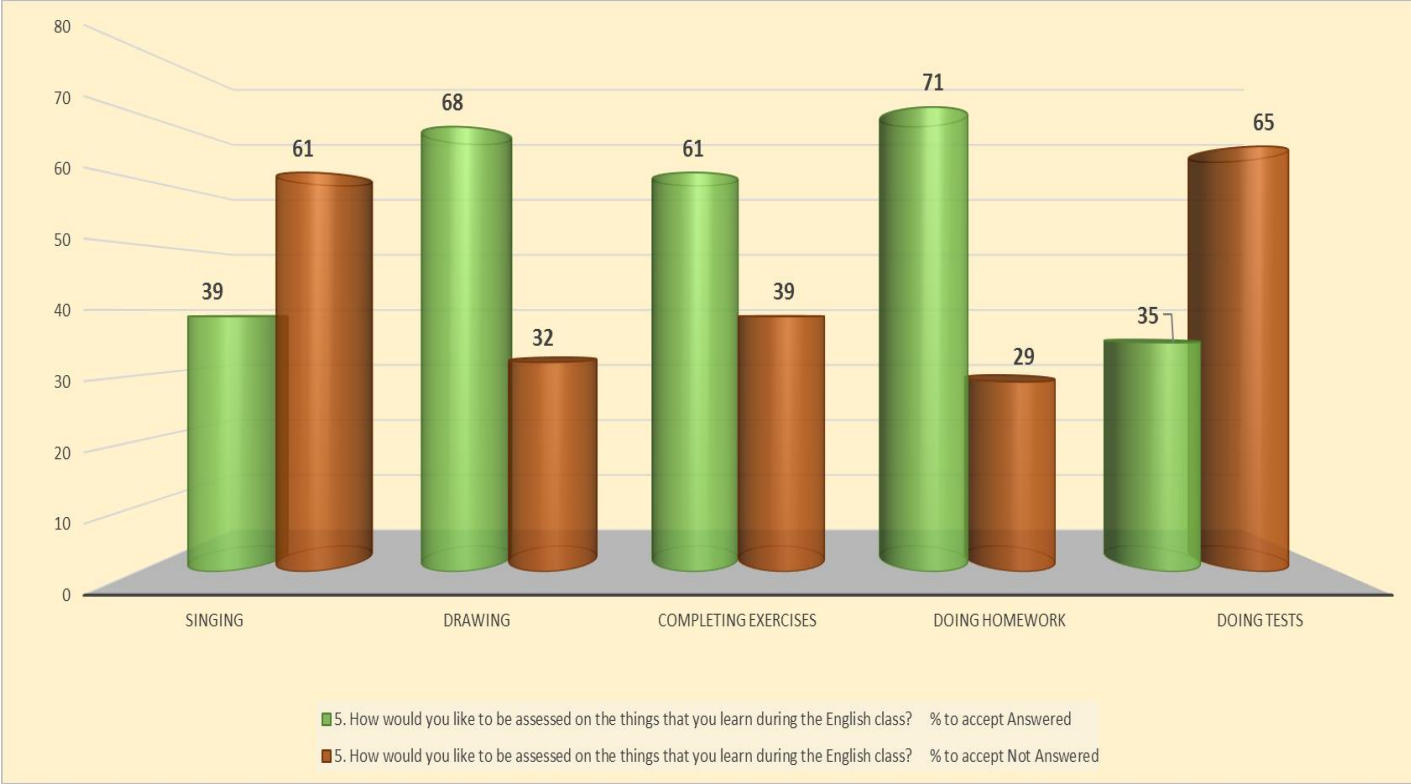
- 2. What kind of activities do you like doing in English class? % to accept Yes, a lot
- 2. What kind of activities do you like doing in English class? % to accept Yes, a little
- 2. What kind of activities do you like doing in English class? % to accept I don't like it at all

3. With what type of activities would you like to practice the vocabulary learned?

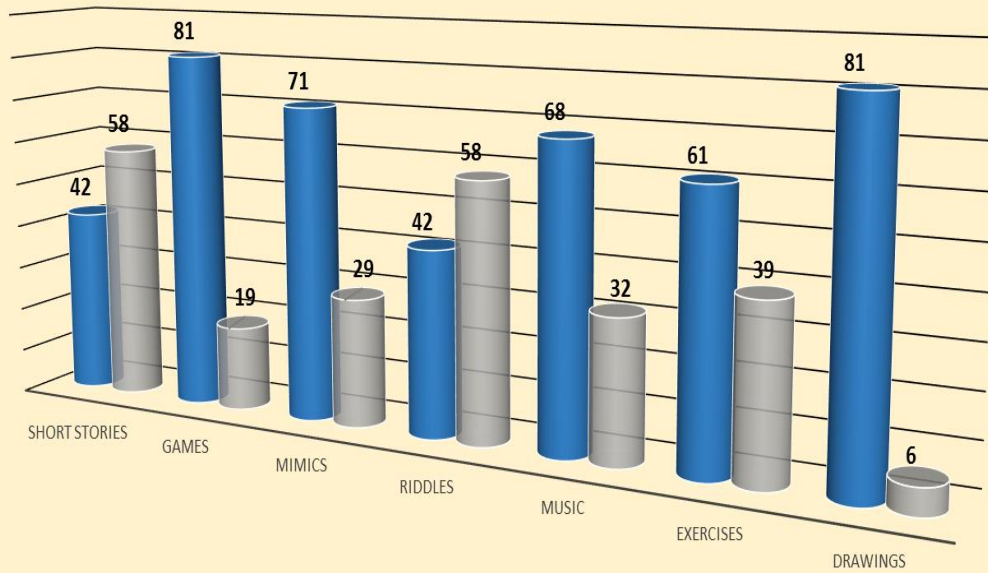


4. What kind of exercises do you like doing with your English books?





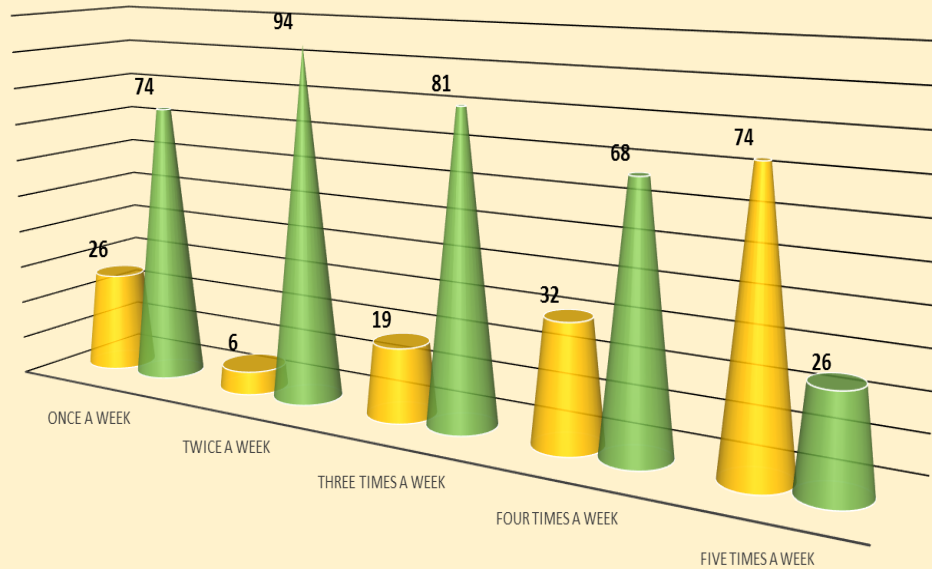
7. Which of these activities help you learn new vocabulary?



■ 7. Which of these activities help you learn new vocabulary? % to accept Answered

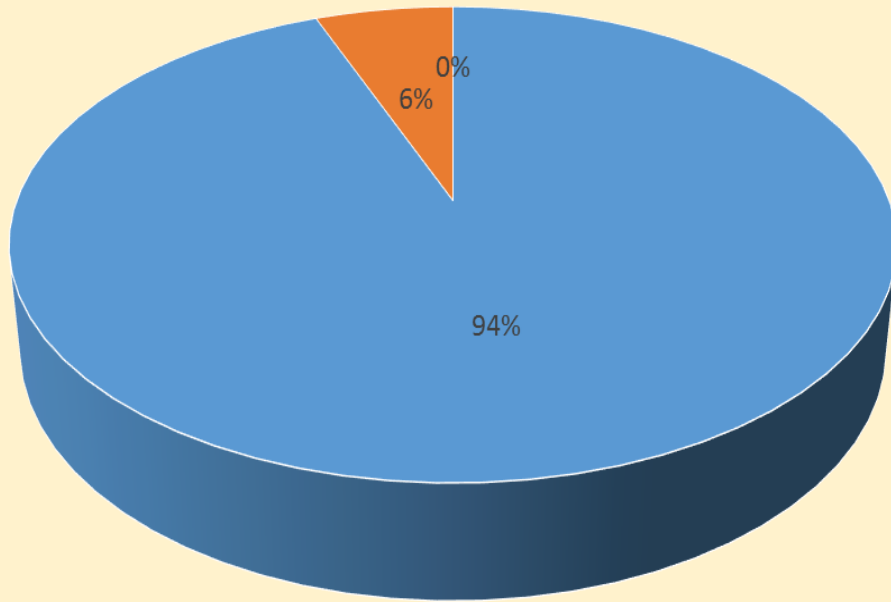
■ 7. Which of these activities help you learn new vocabulary? % to accept Not Answered

8. How many times per week would you like to receive the English class?



■ 8. How many times per week would you like to receive the English class? % to accept Answered

■ 8. How many times per week would you like to receive the English class? % to accept Not Answered



■ Yes, a lot ■ Yes, a little ■ I don't like it at all



