NATIONAL AUTONOMOUS UNIVERSITY OF NICARAGUA
REGIONAL UNIVERSITARY CENTER-MATAGALPA

Seminary of Graduation to get a Bachelor Degree in English

THEME

Factors that affect the teaching-learning process of English in high School.

SUB-THEME

Deficiencies in the application of the evaluative techniques in the English teaching-learning process in seventh and eighth grade of the Autonomous Ruben Dario School of Sébaco, immersed in the curricular transformation process, during the second semester, 2006.

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Life Success is at the end of work.

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ANNEXES

THEME:

Factors that affect the teaching-learning process of English in high school.

SUB- THEME

Deficiencies in the application of the evaluative techniques in the English teaching-learning process in seventh and eighth grade of Autonomous Rubén Dario School of Sébaco, immersed in the curricular transformation, during the second semester 2006.

DEDICATION

Firstly, we dedicate this work to our Lord, who is the creator of the universe because he has given us life, wisdom and strength beyond our walk.

We also dedicate it our parents for being the people who God created to gives us the life and then they have fulfilled with their work such as educating and loving us before themselves.

We also want to dedicate it to English teachers who with all desire taught us during these five years to get a better knowledge in account to the teaching and learning English and in a special, we dedicate it to professor Marisela Coronado because she guided us with her tutorship and unconditional help.

ACKNOWLEDGEMENT

We thank mainly to our God for letting us to come at the end of this work.

To our teachers for giving the necessary tools to get a social and labor life successfully.

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TEACHER'S VALUATION

The application of evaluative techniques has always been a problem for most of the English teachers. In this investigation the students in charge refer to the most common difficulties faced by the English teachers in the classrooms.

It offers very useful and important information about a wide variety of Evaluative techniques; which certainly will help teachers to improve the evaluation in their classes.

Congratulations go ahead!

SUMMARY

The present investigation was carried out in the Autonomous Rubén Dario School of Sébaco, being the sub-theme of our interest the following one:

Deficiencies in the application of the evaluative techniques in the teaching- learning process of English class in seventh and eighth grade immersed in the curricular transformation process.

The main purpose of the present investigation is to analyze the deficiencies in the evaluative techniques application created in the curricular transformation process.

This investigation has been so much important since it has helped us in great way to realize about the teachers' weaknesses and strengths as teachers we posses at moment of applying the new techniques, in some way of how to improve them.

To begin with the development it was spoken about how the English methodology arises, then the traditional techniques and the most used methods to evaluate the students before arising the curricular transformation, also some important concepts. Then it was to deepen on the characteristics and purposes of the curricular changes besides the development of the main variables outlined for this investigation which were:

- Deficiencies in the application of evaluative techniques by the teacher.
- Difficulties of the students to be evaluated.

Before the difficulties found in the evaluative techniques application, we mention some of the conclusions:

- The traditional method is the most used in this school focus in grammar-teaching.
- There is little practice of the four skills in English class.
- Students dedicate little time to the individual study.
- Students don’t have textbooks to work in class or home.

INTRODUCTION

The English teaching-learning process has always been very important and now it is acquired another focus with the curricular transformation.

This new focus goes to the outstanding topics for the life; however the curricular transformation has some difficulties, so that we planned in the following investigative sub theme:

Deficiencies in the application of the evaluative techniques in the English teaching-learning process in seventh and eighth grade of Autonomous Rubén Dario School of Sébaco, immersed in the curricular transformation, during the second semester 2006.

Our purpose was to analyze the deficiencies in the application of the evaluative techniques in the English teaching- learning in the curricular transformation process.

To make this research we used the empirical method and the instrument we applied are: observation guides, surveys, and interviews

We took as universe 200 students and 2 teachers; a teacher is graduated and the other one isn't.

Our sample was 117 students and 2 teachers, of the Autonomous Rubén Dario School of Sébaco.

The evaluated variables were:

- Deficiencies in the application of evaluative techniques by the teacher.

- Difficulties of the students to be evaluated.

- Factors that difficult the evaluative techniques application.

- To propose solutions to improve the application of evaluative techniques.

JUSTIFICATION

This research is about the deficiencies in the application of the evaluative techniques oriented in the curricular transformation in seventh and eighth grade of the autonomous Rubén Dario School of Sébaco.

It decided to make this investigation to give more information about the new evaluative techniques and helping teachers and students to improve some deficiencies which they face every day because of that.

This research is very important because it will help not only teachers who have many years working for the ministry of education and mainly teachers that are working at this school but also teachers who are going to work for the first time and they are going to use the new educational curriculum.

At this research they will find some solutions to the deficiencies that teachers and students have had in account to evaluation ways with the curricular transformation.

As teachers and researchers knew the deficiencies of some evaluative techniques and we learnt the way how other teachers can get the best results in applying the evaluative techniques immersed in the curricular transformation.

OBJECTIVES

GENERAL OBJECTIVE:

- To analyze the deficiencies in the application of the evaluative techniques in the English teaching- learning process in seventh and eighth grade of the Autonomous Rubén Dario School of Sébaco, during the second semester 2006.

SPECIFIC OBJECTIVES:

- To determine the deficiencies that English teachers as regards to the evaluative techniques in seventh and eighth grade of the Autonomous Rubén Dario School of Sébaco, immersed in the curricular transformation in the course 2006.

- To identify the difficulties that the seventh and eighth grade English students face with the new evaluative techniques in the curricular transformation of the Autonomous Rubén Dario School of Sébaco, during the course 2006.

- To propose some solutions to improve the evaluative techniques application in seventh and eighth grade English students of the Autonomous Rubén Dario School of Sébaco.

THE HISTORY OF ENGLISH TEACHING METHODOLOGY

Language teaching has been around for many centuries, and over centuries, it has Changed. Various influences have affected language teaching. Reasons for learning Language have been different in different periods- In some eras, languages were mainly Taught for the purpose of reading. In others, it was taught mainly to people who needed To use it orally. These differences influenced how language was taught in various periods. Also, theories about the nature of language and the nature of learning have changed.

However, many of the current issues in language teaching have been considered off and On throughout history.

The history of the consideration of foreign language teaching goes back at least to the Ancient Greeks. They were interested in what they could learn about the mind and the will through language learning. The Romans were probably the first to study a foreign Language formally. They studied Greek, taught by Greeks and slaves.

Their approach was less philosophical and more practical than that of the Greeks.

In Europe before the 16th century, much of the language teaching involved teaching Latin to priests. In the sixteenth and seventeenth centuries, French was a lingua franca for Speaking to foreigners. Members of the court spoke French, of course, but it was also a Necessary language for travelers, traders, and soldiers. French was fairly widely taught during this period, and a study of the theoretical books and language textbooks from this Period indicate that many of the same questions that are being considered today by Language teachers were being considered then. These included questions about practice versus learning rules and formal study versus informal use.

The status of Latin changed during this period from a living language those learners Needed to be able to read, write in, and speak, to a dead language which was studied as An Intellectual exercise.

The analysis of the grammar and rhetoric of classical Latin became the modal language teaching between the 17th and 19th centuries, a time when thought

About language teaching crystallized in Europe. Emphasis was on learning grammar Rules and vocabulary by rote, translations, and practice in writing sample sentences.

The Sentences that were translated or written by the students were examples of

Grammatical Points and usually had little relationship to the real life world. This method came to be Known as the grammar –translation method. Though some behaviorism, along with applied linguistic, which developed detailed descriptions of the differences between languages, had great influence on language teaching.

Theorist believed that languages were made up of a series of habits; they would speak the language well. Also, they believed that a contrastive analysis of languages would be invaluable in teaching languages, because points in which the languages were similar would be easy for students, but points in which they were different would be difficult for students. From these theories arose the audio-lingual method. The audio-lingual method is based on using drills for the formation of good language habits. Students are given a stimulus, which they respond to. If their response is correct, it is rewarded, so the habit will be formed; if it is incorrect, it is corrected, so that it will be suppressed.

THE MID-TO LATE-20TH CENTURY

In the years following World War II, great changes took place, some of which would eventually influence language teaching and learning. Language diversity greatly increased, so the there were more languages to learn. Expansion of schooling meant that language learning was no longer the prerogative of the elite but something was necessary for the widening range of people. More opportunities for the international travel and business and international social and cultural exchanges increased the need for language learning. as a result, renewed attempts were made in the 1950s and 1960s to 1) use new technology (e.g, tape recorders, radios, TV, and computers) effectively I language teaching, 2) explore new educational patterns (e.g, bilingual education, individualized instruction, and immersion programs), and 3) establish methodological innovations (e.g, the audio-lingual). However, hoped- for increase in the effectiveness of language education did not materialize, and some of the theoretical underpinnings of the developments were called into question.

Beginning in the mid-1960s, there has been a variety of theoretical challenges to the audio-lingual method. Linguist Noam Chomsky challenged the behaviorist model of language learning. He proposed a theory called transformational generative Grammar, according to which learners do not acquire an endless list of rules but limited set of transformation which can be used over and over again. For example, a sentence is

changed from an affirmative to a negative sentence by adding not and the auxiliary verb to, i.e, “I go to New York every week” would be changed to “I do not go to New York every week”. With a fairly limited number of these transformations, according to Chomsky, language users can form an unlimited number of sentences.

Other theorists have also proposed ideas that have influenced language teaching.
Stephen Krashen, for example, studied the way the children learn language and applied it to adult language learning. He proposed the input Hypothesis, which states that language is acquired by using comprehensible input (that language that one hears in the environment) which is slightly beyond the learner’s present proficiency. Learners use the comprehensible input to deduce rules. Krashen’s views on language teaching have given rise to a number of changes on language teaching, including a de-emphasis on the teaching of grammatical rules and a greater emphasis on trying to teach language to adults in the way that children learn language. While Krashen’s theories are not universally accepted, they have had an influence.
Developments in various directions have taken place since the early 1970s. There have been developments such as a great emphasis on individualized instruction, more humanistic approaches to language learning, a greater focus on the learner, and greater emphasis on development of communicate, as opposed to merely linguistic, competence. Some “new methods”, including the Silent Way, Suggestopedia, and Community Language Learning, have gained followings, and these reflect some of the above trends. In addition, there has been disillusionment with the whole methods debate, partly due to inconclusiveness of research on methods, and calls for a deeper understanding of the process of language learning itself.
Finally, there has been a greater stress on the authenticity in language learning, meaning that the activities involved in language learning reflect real-world uses of the language.
People tried to challenge this type of language education, it was difficult to overcome the attitude that Classical Latin (and to a lesser extent Greek) was the most ideal language and the way it was taught was the model for the way language should be taught.
When modern languages were taught as part of the curriculum, beginning in the 18th century, they were generally taught using the same method as Latin.

THE 19TH AND EARLY TO MID-20 TH CENTURY

The Grammar -Translation Method

The grammar- translation method was the dominant foreign language teaching method in Europe from the 1840s to the 1940s, and a version of it continues to be widely used in some parts of the world, even today. However, even as early as the mid-19th, theorists were beg inning to question the principles behind the grammar-translation method. Changes were beginning to take place. There was a greater demand for ability to speak foreign languages, and various reformers began reconsidering the nature of language and of learning. Among these reformers were two Frenchmen, C. Marcel and F. Gouin, and an Englishman, T. Pendergast.

Through their separate observations, they concluded that the way that children learned language was relevant to how adults should learn language. Marcel emphasized the importance of understanding meaning in language learning.

Pendergast proposed the first structural syllabus. He proposed arranging grammatical structures so that the easiest were taught first. Gouin believed that children learned language through using language for a sequence of related actions.

He emphasized presenting each item in context and using gestures to supplement verbal meaning.

Through the ideas of these and other reformers had some influence for a time, they did not become widespread or last long. They were outside of the established educational circles, and the networks of conferences and journals which exist today did not exist then to spread their ideas.

Reforms

However, in the late 1800s and early 1900s, linguists became interested in the problem of the best way to teach languages. These reformers, who included Henry Sweet of England, Wilhelm Vietor of Germany, and Paul Passy of France, believed that language teaching should be based on scientific knowledge about language, that it should begin with speaking and expand to other skills, that words and sentences should be presented in context, that grammar should be taught inductively, and the translation should, for the most part, be avoided. These ideas spread, and were consolidated in what became known as the Direct Method, the first of the "natural methods". The Direct Method became popular in language schools, but it was not very practical with larger classes or in public schools.

Behaviorism and language teaching

Developments in other fields have, at times, had an effect on language teaching. In the field of psychology, behaviorism has had a great effect on language teaching.
Various scientists in the early to mid -1900s did experiments with animals, trying to understand how animals learned, and through animals, how humans learned.

One of the most famous of these scientists was Ivan Pavlov. His experiments showed that if rang a bell before giving food to the dogs he was studying, when the dogs heard the bell, they would salivate, even before the food was presented to them. This is called a conditioned response. Pavlov believed that this indicated that this is how animals learned, even in the wild. Pavlov and other studying in fields of animal behavior (including John Watson and B.F. Skinner) came to believe that animal behavior was formed by a series of rewards or punishments. Skinner, in particular, promoted the idea that human behavior could be described using the same model.

In applying his principles to language, Skinner theorized that parents or other caretakers hear a child say something that sounds like a word in their language; they reward the child with praise and attention. The child repeats words and combinations of words that are praised and thus learns language.

We should not understand the evaluation like something as simple as to put exams to assign qualifications and to determine who fail and who don't fail. The evaluation is an important part of the educational process. With it, using previously established and mutually conventional approaches, necessary evidences and obtained to judge, feedback and to qualify each student's learning. While more evaluation opportunities exist, with their corresponding feedback, more will be using the evaluation like teaching strategy.

Not all the evaluation processes of the learning are similar, they vary keeping in mind their purpose (for what reason is it evaluated?), the learning type that is wanted to evaluate, that is evaluated to verify the learning, who it is evaluated and who doesn't, when is it evaluated, how is the evaluation felt by who was evaluated and how is the information product of the evaluation.

CONCEPTS

Evaluation Instruments: They are means that teacher uses to save the got information from the students' learning achievements.

Techniques: They are procedures with which teacher gets the information related With whole the learning evidences that student's show during the process.

Teaching – learning process: is a pedagogical activity, then as part of this are: the Methods and teaching means, the study techniques, ways of teaching, the instructive and educational aspects in the interrelationship between teacher and student.

Investigate: is a dynamic and controlled process that looks for the true through the Scientific method and it's a desire that appears as a dissatisfaction feeling.

Ability: is a group of dispositions of genetic type that once developed through of the Experience that produces the contact culturally with an environment, they will give place to individual abilities.

Method: They are orderly actions that are considered procedures but or less complex among those than we also find already those mentioned technical.

Strategies: They are considered like a guide of the actions that it is necessary to Continue and that obviously, it is previous to the election of any other procedure.

Method: group of instructions to those that he/she is given a certain name in such a way It's possible to execute them in any moment without having them to re-write.

Teaching technique: it is the way to use the didactic resources for an effective learning on students.

Competition: are behavior repertoires that some people dominate better than others and that make them effective in a certain situation.

Control: it is the process of determining what is carrying out, appraisement and, if it is Necessary to apply corrective measures so that the execution is developed with that Drifted.

Evaluation: it is a dynamic, continuous and systematic process focused toward the Changes of the behaviors and yields, by means of which we verify the achievements Acquired at function of the proposed objectives.

Procedure: they are the ways to proceed, of acting to get something.

Learning strategies: they are considered like a guide of the actions that it's necessary to continue and that obviously, it is previous to the election of any other procedure.

Didactic method: it is a logical and only group of the didactic procedures that spread to Direct the learning.

THE TEACHING- LEARNING PROCESS

"The teaching- learning process is a pedagogical activity, the methods and teaching means, the techniques of studies, the teaching styles, the instructive and educational aspects in the interrelationship between student-professor." (Hernández R. Fernández C. y Baptista L. Metodología de la investigación)

The teaching- learning process - is an activity that is carried out with the participation no only from students but also teachers and keeping in mind no just the methods have to be applied but trying that they are the most appropriated and those that better should be adapted to this process, as well as they are due to this process, as well as they should take into account the means with which are not sometimes available and that we should put in practice our creativity also elaborating them adapting them to the necessities of the Teaching - Learning process.
It should also take into account the techniques of studies that used to get success and all the aspects to achieve it.

"The teaching can create the necessary conditions for that activity, for example, to organize the student's activity, to guide it, to control, to provide the means and the indispensable information, so that it is made. But the formation of knowledge, aptitudes, habits, concepts, thoughts and behaviour in the man, it is only possible as a result of their own activity." (Vega Rojas Ernestina CUR- MAT 2002)
The teaching is a process that should be given in an objective way, clear and defined toward the same activity, keeping in mind the students´ necessities and experiences, providing them all the necessary means and a scientific and important formation to achieve the social and scientific formation of the human being; being able to form habits and abilities in the same one.

"The evaluation of the teaching carries out a control function and at the same time educational. The control function tells us about the deficiencies or successes of the teaching - learning process. The educational function is given mainly in the development of habits so that the students are able to self-analyse their activity and behaviour." (Labarrere Reyes Guillermina –Editorial pueblo y educación)

The evaluation is so important since that it allows to the educational one to realize the advances and of the trips of its students, and at the same time the students realize on what thing has to improve in what they are well and this helps them considerably to improve their activity and their behaviour before them and their teacher.

The evaluation is given in the schools but in a very monotonous way and they are always the same kinds of evaluation (exams, quizzes, and works at home).
The curricular transformation seeks that, in fact to transform the education in its entirety.

"Technical of evaluation: they are the procedures by means of which the teacher obtains the information related with all the learning evidences that the students show during the process." (Recopilación y adaptación de textos –Varios autores Pág.4)

Helped by the evaluative techniques teachers go obtaining the necessary information of the advance that they go having the students, the techniques should be appropriated for the students and based on their knowledge and of the interest shown by them, the context should be familiar to them to achieve the proposed objective.

Different ways exist of classifying the evaluative techniques. The most usual thing is to distinguish among quantitative and qualitative procedures. Among the first ones the tests of learning type test or the structured questionnaires are included. As qualitative technique the tests of open questions are pointed out, this is equal to the types of objective evaluation and subjective evaluation.

CHARACTERISTICS OF THE TRADITIONAL METHODOLOGY

-The teacher is an exponent; he is limited to transmit the information to their students.
- The teaching is passive, there is not the students' active participation, and they are limited to capture the information.
- The teacher is the center of attention; he controls the teaching-learning process.
- It is memoritical learning
- The student is object in teaching- Learning Process.
- It memorizes in mechanical form that the long students forget it, because the one was not the active part of the process.
- Scarce materials are used or they are hardly ever used because the teacher is limited to dictate or copying on the whiteboard and giving brief information.
- Learning is individual; here the work is not promoted in teams.
- The participation is restricted; it means few times the chance of participating is given to students. The method is reproductive, the student doesn't build his knowledge.
- The deductive method is applied (from the abstract thing to the concrete thing; from the general thing to the particular thing).
- Each one memorizes individually.
- The parents participate sporadically; the parents don't take any participation.
- The relationship between teacher -student is minimum

"It is necessary to consider the boy no as a being of pure imitation but as an organism that assimilates the things which he writes and he directs them according to their own Structure"(Forum Magazine 1991)

The objective of the MECD is to achieve the excellence in the education, the improvement of the process, helping students to build their own learning so that they don't become a being imitator.

“With the desire of improving the quality of the education, and to advance toward a practical richer and more useful evaluation to the teaching-learning processes, the educational transformation intends to develop a new perspective establishing a distinction between measurement and evaluation. Educational transformation proposes the flexibility in the evaluations, which will allow to assist the students that interrupt the

sequence of its studies for properly justified problems, facilitating them alternatives of learning activities and evaluation, all this with the objective of facilitating their preparation and reinmertion." (Curricular Transformation, 2005 – Compendium)

Educational community knows the difficulties that have come facing as much the teachers as students in the Teaching-Learning process, the MECD intends to improve this process which is useful for the daily life and the labor world that helps to have an efficient acting to the socioeconomic and cultural transformations of our country.

"A difference should settle down between measurement and evaluation, the measurement is the process of obtaining a numeric description of the learning, this is a new concept, a new ability or a new behavior. The evaluation can be qualitative or quantitative and it should always include the expression of a trial of value." (www.clikear.com/manuales/esharp/c6)

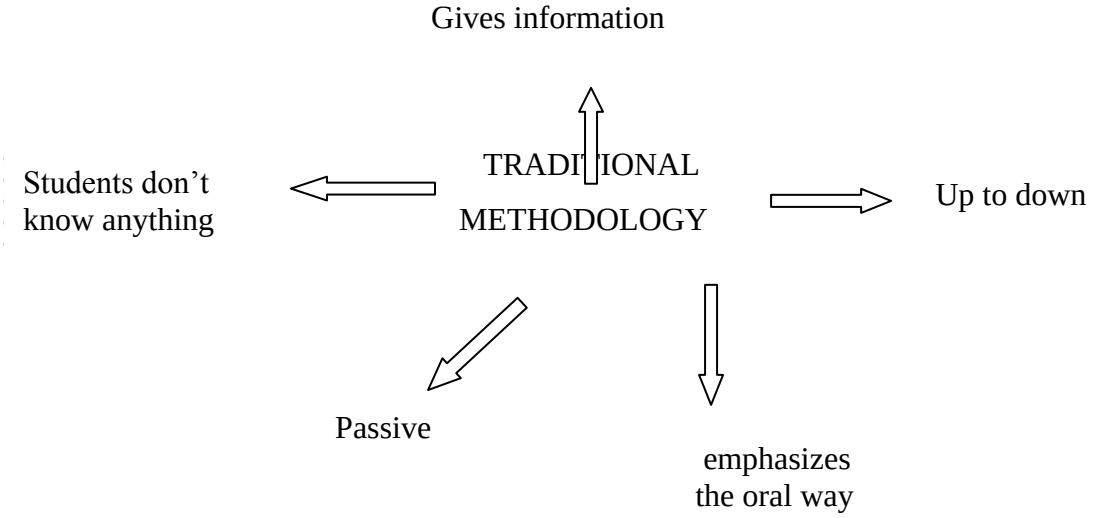
Before and now the evaluation has been more important than the measurement, it is important to realize that learning level has achieved students, the teachers evaluate their students for statistical data because they are demanded to give them but they have forgotten an important aspect as it is to know the advance that their students have got.

The educational transformation is guided to help the students to be overcome, to be able to conclude its studies successfully and not to be stagnated, but that the reason of interruption of its studies is properly justified, and have not been able to conclude their studies, but have the desire to continue; this is one of the biggest opportunities that offers us the educational transformation.

The traditional methods generally see the teaching as the way to deposit and full the head to others with the teacher's knowledge.

Assume that the students are ignorant and they don't know anything and also the knowledge is taught very strong.

The traditional teaching is vertical and passive, being the teachers' knowledge at first and students' at second, waiting the students get all knowledge as if they are a tape recorder or a photocopy. In the traditional teaching the words are used as the only way to communicate.



- Superficial focus that manage to the mechanic learning.
- New information is associated with the existent structure.
- Repeat aloud or mentally.
- Copy
- To re- read
- To memorize without understanding.

CURRICULAR TRANSFORMATION

Aims:

General:

- To create the conditions to an oriented education to the life, the work and the cohabitation, through an educational system that responds to the development of the country exigencies and the moment.

Specifics objectives:

- To develop the world and sciences comprehension and forming with these know ledges useful learning to their lives.
- To prepare students so that they incorporate with success to the social, cultural and labor world.

- To prepare citizens that practice and promote the pacific cohabitation with other People and to be in harmony with the nature.
- To warm the constant learning through the investigation, methods and Suitable technologies.

Mission and purposes of the general, basic and media education transformation

In order to give answer to the outstanding problems of the basic and media general Education, determined by the national and international context and for the own conditions of the educational system, the educational transformation intends to create a Basic and Media General Education which has as **mission:**

"To form boys, girls, adolescents, young and adults, subject of the Basic and Media General Education, for the successful acting of their personal life, social, cultural, environmental and labor that contribute to the sustainable human development; as well as for the effective continuation of their formal and not formal studies." (Curricular Transformation, 2005- compendium)

To give effective execution to this mission and in correspondence with the aspects of more relevance to strengthen the profile wished by the students, the following ones are pursued:

1. To prepare them with wealth of values for a physical, intellectual, psychological and spiritual, healthy life, in the environments personnel, family, community and social; for a civic performance laid the foundation in the ethics as to the civism, the patriotism, the responsibility, the democracy and the freedom; with capacity for the critic, the discernment, the coexistence and the tolerance in a diverse and pluralistic society.

2. To form them with the necessary competitions to insert them to the social, cultural, labor, environmental and political world that allow them the effective acting that contributes to the own development and of the country; likewise to know how to choose and to continue their formation in an efficient and permanent way.

3. To develop their capacities, attitudes and abilities to learn and to continue learning in an understanding, practice and permanent applied way, for the, intellectual, social, cultural and labor life.

4. To prepare them for their effective acting in a contemporary world in constant change, dominating the technologies, in particular the intellectuals, the autochthonous ones and those of the information and the communication.
Likewise, the talkative capacity in the mother tongue, the official language and in a foreign language, the logical thought and the venturesome and creative attitude in the resolution of problems.

5. To prepare them to act constructively in the globalize world and in integration processes, strengthening national identity and the critic comprehension of the local context, national and international as well as the appropriation of the cultural, ethnic diversity and linguistics.

Diversification

The reformation of secondary Education aims to pass from a unique offer to a diversified proposal that it considers the multiculturalism, the bilingualism, the rural and urban populations, the students' interests and the special education. For that intends to offer a bigger quantity of alternative at the end of the two basic cycles, which will begin to call themselves third cycle, well-known until today like basic cycle ; and high school, before diversified cycle.

The third cycle will continue being of general and common culture for the different modalities strengthening and enlarging the contents, abilities and dexterities acquired in primary school. when concluding the third cycle students will be prepared to be inserted with success in technical education, or to continue their secondary studies, of educational formation, or to incorporate in the labor, social and cultural world with better cognitive capacities, attitudinal and procedural.

The high school begins when concluding the third cycle, being taught students with ages between 16 and 18 years in the day secondary and to older than 17 years in the rest of modalities. The high school will offer two alternatives: The general high school and the technological high school. In both cases the students will be prepared to continue

their superior studies or to incorporate with a variety of capacities to the labor, social and cultural world.

It is believed that the technological high school is developed starting from the 10th grade, and it is conceived to offer coherent options with the national plan of development, considering the demands of human resources outlined by the productive conglomerates proposed by this plan. To specify these options it will be carried out a study of economical, curricular and technological factibility. The students who finish this high school will also have a general formation that will facilitate them the continuity of their university studies or technicians of superior level.

The new curriculum

One of the most outstanding components in the design of the curricular reformation is the expenditure profile.

This reformation is based on the necessities of the adolescents, young and adults' development, as well as the human capital formation that requires the social, economic, political and cultural development of the country. For it the reformation will be focused mainly in the successful acting in the life, through invigoration of the character and of an education that allows continuing to learn during a lifetime, propitiating the development of basic labor skills, the communication, the work in team and the critical thought.

Although there will be a profile terminal for all those students that finish the secondary, the reformation will propitiate the development of knowledge, attitudes and functional abilities at the end of each academic grade, so the students that retire of the studies can have basic tools to face to the social and labor world.

KINDS OF EVALUATION

Evaluation can be conceptualized as a dynamic, continuous and systematic process, focused toward the changes of the behaviours and yields, through which we verify the achievements acquired in function of the proposed objectives.

The Evaluation acquires sense in the measure that checks the effectiveness and facilitates the improvement of the educational action.

What highlights a key element of the actual conception of the evaluation: not to evaluate to evaluate, but to improve the programs, the organization of the tasks and the transfer to a more efficient methodological selection.

The Evaluation in the educational environment

Today, the teaching is to the service of the education, and therefore, it passes to be the main objective of the programs from the simple transmission of information and knowledge to values formation. There is a necessity of a care bigger than the formative process where the training of the pupil is centred in the self learning, like a personal development process. Under the educational perspective, the evaluation should acquire a new dimension, with the necessity of personalizing and to differentiate the educational work.

Each student is a unique human being; it is a reality in development and changing in reason of his personal and social circumstances. An educational modern model contemporizes the attention to the individual, together with the objectives and the social demands.

The deficiencies of the traditional system of evaluation have deformed the educational system, since given the importance granted to the result, the student justifies to the educational process as a form of reaching the same one.

The evaluation should allow the adaptation from the educational programs to the student's individual characteristics, to detect their weak points to be able to correct them and to have an exact knowledge of each one and it cannot be reduced to a simple methodological question, to a simple educational "technique", so that their incidence exceeding the pedagogical to impact on the social.

It doesn't have felt for itself, but as resultant of the group of relationships among the objectives, the methods, the pedagogical pattern, the students, the society, the educational one, etc. Completing this way a function in the regulation and the control of the educational system, in the relationship of the students with the knowledge, of the

professors with the students, of the students to each other, of the educational ones and the family, etc.

The modification of the strategies evaluation can contribute to advances in the teaching real democratization.

The Diagnostic evaluation

It's carried out to predict a yield or determining the previous aptitude level to the educational process. It looks for determining the student's characteristics, previous to the program development , with the purpose of locating it in their level, to classify them and adapting the departure level of the educational process at individually way.

The Formative Evaluation

It's carried out when concluding each learning task and it has as objective to inform of the obtained achievements, and possibly, to notice where and in what level learning difficulties exist, allowing the search of new more successful educational strategies. It contributes a permanent feedback to the development of the educational program.

The Sumative evaluation

It has the structure of a balance, carried out after a period of learning at a program or course ending.

Their objectives are to qualify in function of a yield; to award a certification, to determine and informing on the level reached at all levels (students, parents, institution, educational, etc.).

The reason of being evaluated is to serve to the action; educational action should understand each other from the formative point of view that as a professor should worry him before any other consideration.

The evaluation that doesn't help to learn in a more qualified way (discriminatory, structured, and outstanding, with more of autonomy and responsibility grade) in the different educational levels it is better not to practice it.

As Stenhouse says (1984), to evaluate it is necessary to understand. It is necessary to affirm that the conventional evaluations of the objective type don't go dedicated to understand the educational process. They treat it in terms of success and of failure
"In his opinion, the professor should be a critic, and not a simple qualifier."(www.chasque.apc.org/gamolnar/evaluacion%20educativa/evaluacion.01.htm -21k)

Acting as critical and no just as a qualifier, "the activity valuable developed by the professor and the students has levels and imminent approaches and the appreciation task consists on perfecting the capacity, on the part of the students, to work according to these approaches, by means of a critical reaction regarding the carried out work. In this sense, the evaluation comes to be the auto evaluation teaching."

The evaluation is the less suitable means to show the professor's power before the student and the less appropriate means to control the students'behavior. Make this is a symptom of weakness and of cowardice, being shown strong with the weak one then that it perverts and it distorts the meaning of the evaluation.

Definitively, the general purpose of the evaluation is to make decisions of change and improving along the process and after concluding the intervention of the program.
The educational transformation outlines outstanding topics, for the life that embrace a wide field of the development of people that involves diverse dimensions, abilities, knowledge and values.

One of the biggest concerns in the educational system has been the formation in values; in this respect they have taken initiatives and efforts have been made at level of the educational system values as: the democracy, human rights, culture of peace, environment, civic, gender and so on.
The educational system has made special emphasis in the educational reformation based on a focus constructivism, in participative methodologies and inclusion of traverse axes in the curriculum.

At the universities a process of curricular reformation is developing that contemplates the obligatory of studying humanistic disciplines in all the careers that include human

rights, gender justness and preservation of the environment. Consent exists in that the education in values is a fundamental factor in the consolidation of political, democratic, civic, pluralistic systems, participative and with a high content of social justice. Nevertheless, in the reality social behaviours are observed to all the society's levels and strata that contrast with the good purposes and objectives which the educational system intends about the individual's integral formation.

The objective of the education Ministry is to achieve the individual's integral formation, with the educational transformation it is sought to achieve a scientifically competitive society that possesses good habits and solid values that allow the development of the country and the personal development, too..
The curricular transformation seeks to give another sense to the Teaching-Learning process, to get the students to learn and develop their creative thought, that the teacher when becoming a facilitator uses the different methods, means, techniques and teaching techniques to achieve with success this process and that students learn the true meaning of the word democracy, the rights that we have as human beings, to put into practice the respect toward the other ones, to live in peace and harmony with our fellow men.

Another of the important values is the respect toward our environment, to achieve the students to know and practicing the social justice as the word indicates it, however this is as the introduction of a book, the first steps are giving and all change requires since not of time all the people are prepared for this change, there is not always available to change, because these sometimes bring us benefits and other times they damage us as person.

The MECD seeks that so many teachers and students interact, dialogue and feedback among them, so that the practice gets rich with the theory, while the traditional methodology locates the student in a receptor, the new methodology allows them to adopt a more complete vision of their work as students.

"The curricular transformation begins with the abolition of the unique text and the despolitization of the contents. In the curricular transformation of all the levels prevail the humanist constructivism conception and the application of active methodologies - participative in which the student builds his own learning. The transformation began

with first and second grade in 1994 and it concluded with the validation of the sixth grade in 1998, being generalized in all the centres in 1999.The primary education program advanced in the quality of the education taking to the practice a curricular design with constructivism-humanist focus, which is characterized by a flexible methodology that allows to the teacher and students to leave of their knowledge and concrete experiences" (Curricular transformation 2005-compendium)

As it was said before the curricular transformation objectives are ways of improving the educational quality.

Nicaragua is a country with a great wealth that knowing how to administer we would no get just great competitiveness at Central American level but at Latin American level, but it is known that the same education leaders put thousands of obstacles so that the individual doesn't advance, for example at the universities, for a Graduate it is difficult to take out a master because his wage is not enough to be financed the studies, then on the paper one can write so much but the reality in our country is other, God willing the educational transformation is good for us to improve in all sense.

METHODOLOGICAL PRINCIPLES OF THE OUTSTANDING TOPICS FOR THE LIFE

Integration principle

The outstanding topics for the life form part of the competitions and achievement indicators, that students develop the learning that these topics intend as the National Curricular Marco is developed and not in a separate way.

The integration principle suggests to the teacher a methodology that facilitates to work alone the bibliographical investigation but also of the student's near reality.

Recurrence principle

The competitions can be reached in the measure in that they are practiced one and another time in different and varied circumstances. Consequently it is important that very diverse and recurrent situations are designed so that the students have the opportunity to practice the competitions, for that reason it is necessary to develop permanent exercitation, reiterated experiences no repetitive, but rather varied and motivational.

Graduality principle

The competitions of the outstanding topics for the life integrate knowledge, abilities dexterities, attitudes and values that are achieved in a successive way.

It requires it of classification that allows that the competitions leave developing in grades of complexity, it is not sought that they are developed of a single time, but in a gradual way.

Appropriation principle

The principle of the appropriation allows to spend from the learning to the development, because it means that starting from the learned, each person will make something new, they will continue growing taking conscience of their performances and the values that base them, rectifying what is necessary and being projected toward new situations, for the important reason is t the teacher promotes that the students:

- Carry out their works in autonomous and solidarity way.
- Meditate on the advantages and personal, moral implications that he\she has to come in certain way.
- They are stimulated to say what they feel and they think.
- Express, when carrying out their works in autonomous and solidarity way, in what differs this with the one that carried out before, what value they grant to the autonomy and solidarity, and which is the relationship among both.

Problematization principle

The outstanding topics for the life outline problematic situations that evidence attitudinal tensions. Therefore they are achieved fully, it is required that these tensions are understood on the part of the students. Many concepts linked to these topics by their complexity and because they involve diverse dimensions of the human development, they propitiated between the students appraise dilemmas and diversity of postures in the group. To this respect it is important:

- To outline and to discuss the possible tensions.
- To introduce to the teaching the characteristic situation of the school culture and the social environment.
- To present situations (forums, debates, panels) in those that different situations are perceived in front of a phenomenon or problem.

Participation principle

The outstanding topics for the life are an invitation to the development of an active and participative methodology. The participative methodology induces to pedagogy that:

- It opens reading spaces, interpretation and it debates where it is deepened in them, it considers the baggage of knowledge that the students possess. It allows the students to be introduced to the knowledge of the outstanding topics for the life thinking in that these they are emergent topics, not absolute truths.
- It induces the students to assume an investigating attitude and critic on the knowledge.

The methodological principles are translated in the classroom in concrete resources and specific instruments that help to approach the outstanding topics for the life to the interior of the areas and components of the curriculum.

DIDACTIC RESOURCES

- The news
- The investigations
- Dialogues, debates, forums
- Interviews to people of the community
- Elaboration of posters
- Group works
- Organization of conferences
- Analysis of videos
- Search in Internet
- Interpretation of texts
- Partner dramas and dramatizations
- Compositions
- Exhibitions
- Elaboration of cooking recipes
- Trips
- scientific Days
- Reforestation
- ecological Days, campaigns of cleaning
- Reading of allusive texts
- Elaboration of murals

- Decalogue's creation
- Elaboration of projects of life
- Analysis and interpretation of the Political Constitution of Nicaragua and their laws
- Dictionary Use
- Cultural and sport activities

The news

If the purpose is to link the competitions and contents to the daily life of the students, to analyze the reality that is evidenced in the newspapers, magazines and television journalists. It offers a rich source of material to work in the classroom.

The news allow to approach the outstanding topics for the life in any component of the curriculum, since they are always contributing new information in some of these topics, for example: those referred to ecological problems, those that inform on violations to the human rights, the problems that faces the democracy, the daily risks of the citizenship live product of events or natural phenomena among others.

The news contributes an up-to-date knowledge of which you cannot do without and they offer an encounter point among the outstanding topics for the life and the competitions.

The selected news can later on shared, to generate new activities, such as a debate of different positions in front of the news, an investigation project that allows enlarging the knowledge beyond the news.

THECHNICAL AND EVALUATION INSTRUMENTS

The characteristics and principles of the evaluation processes leave clear the necessity to evaluate the student continually through a variety of technical and instrument to measure the students' performance in a specific moment.

The techniques are the procedures by means of which the teacher obtains the information related with all the learning evidences that the students show during the process.

To make the evaluation, the teacher can be been worth of different instruments such as:

- The observation
- The interview
- The investigation
- Acting tasks

- ❖ Collective works
- ❖ Exhibitions
- ❖ Written techniques
- ❖ The projects
- ❖ The scientific experiments
- ❖ The dialogue
- ❖ The setting in common
- ❖ The interpretation of data
- ❖ Portfolios

The evaluation instruments are the means that the teacher uses to register the information obtained on the competitions and achievement indicators, among them we have:

- portfolios
- The school bulletin
- The tests
- The comparison list

Next we explain some of the mentioned techniques.

The observation

It is considered to be one of the most important techniques because it allows appreciating in natural and spontaneous way the student's behaviour in all their manifestations. That is to say that the teacher can observe the whole learning process directly.

It is necessary to clarify that the teacher in order to implement this technique should elaborate simple and appropriate elements for their registration, and to avoid that form the subjectivity in the evaluation.

To write down the observations, it is recommended to make use of guides and lists of comparison, which consist on a list with related characteristics with the students'behavior and the development of abilities, capacities, skills, specifying which are present and which are absent.

The elements to consider in the elaboration of a comparison list are the following ones:

- First, to select the aspects that will be evaluated according to the achievement indicators.

- Second, to define the observation field according to the selected aspects.
- Third, to take into account such aspects as:

- Edited considering a single aspect
- Concrete in their observation
- Edited affirmatively

The use of t0he comparison list is indicated for the auto evaluation and unidirectional valuation; allow valuating the process of the teaching - learning in the search of obtaining the prospective results.

It is important to clarify that none of these techniques is of obligatory character for their application in the classroom; however we wanted to offer significant information about it, so that the teacher makes use of the same ones in the development of the evaluative process.

The outstanding topics for the life plans to achieve the students to understand and analyze the problem that it has come presenting in the teaching – learning process in this whole time.

So that happens it should discuss and to outline the supposed or possible tensions that they have been occurring, for example the responsibility like a value that has gotten lost as much on the students as on the teachers. A teacher indicates a work to the students and if he\she doesn't explain to it well the student looks for another person that solves that task, the students they have also lost the respect toward their partners and teachers, on the other hand, the students are not on time and this way this and other values have gotten lost but it seeks to hide them with the educational transformation.

It is also sought to achieve that entirety the teachers to apply the active-participative methodology so that the students deepen their knowledge based on what they already know and in a same way they obtain their own learning, it should be induced the students to investigate, to get self ready and that they are active part of the teaching-learning process.

There are a lot of didactic resources that can be used in the classroom but not all the teachers put them into practice for lack of knowledge or lack of time.

For example the news, if the students analyze a news, something that it has relationship with our environment then analyzing it this can be good for a debate but not all of teachers think the same thing.

The evaluation is a necessity because from it depends that the teacher knows what student has learned and they have advanced.

The observation is one of the techniques which can put into practice to realize about the advance that students have had.

The teacher should elaborate simple and appropriate instruments so that the evaluation is very objective, and it also should take into account the aspects that should be evaluated and in a concrete way.

ENGLISH TEACHING METHODS

There are different methods and techniques that can be into practice and to achieve a significant learning.

Before talking about the method which would help a lot in the curricular transformation, it will talk about a traditional method that in its moment was good but now is not as beneficial method, this is *the* ***grammar translation method*** which has such as principles:

- The teacher is the authority in the classroom. It is very important that students get the correct answer.

With the new curriculum it pretends that the teacher is an instructor instead of being the person who is always talking, explaining something and students just listening without developing their previous knowledge and they are learning in a mechanistic way; for instance before teacher explained an exercise then student memorized the way and they made a lot of exercises in the same way. Students didn't create their own knowledge.

- The primary skills to be developed are reading and writing. Little attention is given to speaking and listening, and almost none pronunciation.

One of the most important principles of the new curriculum is students to be able to communicate at the end of the high school and of course teachers have to implement speaking and listening skills, so that students also feel interest in no just these skills but in reading and writing skills.

- Language learning provides good mental exercises.

Learning a language is not recommendable just to memorize. Sometimes it is necessary to do it but not at all. Students need to put into practice everything they have learned and what teacher has taught but with their ideas and in a natural way, no reproducing what others have said. Students accustomed to this activity but teacher don't get the acquisition of language on students.

There are other principles but it's not important to talk about all of them.

These are some techniques of the grammar- translation method

- Reading comprehension questions
- Antonyms/ synonyms
- Cognates
- Fill- in-the-blanks
- Memorization
- Use the words in sentences
- Translation of a literary passage

The direct method

This method is not new; however is useful in the new curriculum because its principles have been applied by language teachers for many years. Most recently, it was revived as a method when the goal of instruction became learning how to use a foreign language to communicate, since the grammar translation method was not very effective in preparing students to use the target language communicatively, the direct method became popular.

The direct method has one very basis role: ***no translation is allowed.***

In fact the direct method receives its name from the fact the meaning is to be connected directly with the target language, without going through the process of translating into the students' native language.

Principles

- Reading

This should be taught from the beginning of language instruction; however the reading skill will be developed through practice with speaking.

- Objects

It's important to present them in the classroom environment so that help students to understand the meaning and avoiding the translation.

- Students should learn to think

It's necessary as soon as possible, since the vocabulary is acquired more naturally if students use it in full sentences, rather than memorizing word list.

With this method students can create the art of thinking and to show their ideas.

- The purpose of language learning is communication.

This one of the most important purpose on the new curriculum, students to interact each other and with their teacher also.

- The teacher should demonstrate, not explain or translate.
- Self- correction facilitates the language learning.

It's the best way students to realize on what they are wrong and to correct at the moment they make mistakes.

They also improve on language learning day after day because already correct themselves.

Techniques

There are some useful techniques associated with the direct method:

- Reading aloud
- Getting students to self correct
- Conversation practice
- Dictation questions and answer exercise
- Paragraph writing

Community language learning

Principles

- Building a relationship with and among students is very important.

Everybody feels security to interact without being afraid to make mistake because the other people is unknown or because they haven't established a friendly.

- Language is for communication.

- ❖ The teacher should take the responsibility for clearly structuring activities in the most appropriated way possible for successful completion of an activity.

- ❖ Students learn best when they have a choice in what they practice. Students develop an inner wisdom about where they need to work. If the students feel in control, they can take more responsibility for their own learning.

- ❖ In groups, students can being to feel a sense of community and can learn from each other as well as the teacher. Cooperation, not competition, is encouraged.

- ❖ Learning tends not to take place when the material is too new or, conversely, too familiarity.

Techniques

- ➢ Tape- recorder student conversation
- ➢ Reflection on experience
- ➢ Reflective listening
- ➢ Small group tasks

The total physical response method

This method is an example of a new general approach to foreign language instruction which has been named ***the comprehension approach***. It's called this because of the importance it gives to listening comprehension. All the other methods we have looked at have students speaking in the target language from the first day.

The idea of focussing on listening comprehension on listening comprehension during early foreign language instruction comes from observing how children acquire their mother tongue so if the teachers of the Autonomous Ruben Dario school have never developed listening skills will be very difficult that students accustomed to the new speaking activities because they aren't adapted to practice

these kind of activities, and from this depends on students improve with the new curriculum.

The child chooses to speak when it is ready, so that it's necessary to develop both at the early stages of learning.

Principles

- Students can initially learn one part of the language rapidly by moving their bodies.
- Students can learn through observing actions as well as by performing the actions themselves.
- It's very important that students feel successful. Feelings of success and low anxiety facilitate learning.
- Students should not be made to memorize fixed routines.
- Language learning is more effective when it is fun.

Techniques

- Action sequence
- Role reversal
- Using commands to direct behaviour

The communicative approach

The curricular transformation suggests this method; we will look at its **principles.**

- One function can have different linguistic forms. Since the focus of the course is on real language us, a variety of linguistic forms are presented together.
- Games are important because they have certain features in common with real communicative events- there is a purpose to the exchange. Also, the speaker
- Receives immediate feedback from the listener on whether. Having students work in small groups maximizes the amount of communicative practice they receive.
- Students should be given an opportunity to express their ideas and opinions.

A basic principle language acquisition is that acquisition occurs through learners figuring out how the language works, through learners making and testing out

hypothesis about the language. Language acquisition involves the cognitive work of creative construction of the rules of the language (Lindfors 1987). In terms of the classrooms context, an implication is that learners need opportunities to use and to experiment with the new language.

Another implication is that mistakes are natural and inevitable part of the language learning. This principle would suggest that the habit formation – interference view of second – or foreign – language learning is not sufficient and that activities that require children to try out their English in order to accomplish these activities are called for.

Another basic principle of first and second language development is that language acquisition occurs through social interaction, through having to use the language with others in authentic communication settings. Language develops as speakers try out the language they are figuring out situations with others, and as others respond to their efforts. What is critical is that meaning is constructed jointly, as interlocutors work together both to be understood and to understand each other (Ellis 1986; Fillmore 1976; Krashen 1981). Putting this principle into practice would mean that learners need to have language input from others.

If these four generalizations are considered on light of second – or foreign –language teaching and learning, they have implications for curriculum development for teaching strategies and for classrooms organization. These principles suggest a communicative approach to language teaching, which focuses on involving pairs and small groups of learners in authentic communicative situations and in problem- solving and information- gap activities. They suggest in approach which the teacher uses English both to introduce and oversee the activities and to talk with children as they work together.

EVALUATION TECHNIQUES

One of the techniques that can be used in class is the dialogues.
In the classrooms the teachers tell to the students; pass to the front and make a dialogue with the objective to obtain a grade and to fill a square but they don't explain that with a dialogue we can study a certain grammatical structure.
It should be explained the students the importance of the structures, if the students learn the main structures, this will help them largely to speak and to write the language.
The meaning of the structure in the simplest and clearest way should be shown. Using real objects, pictures, personal objects, (pencils, shoes, clocks, etc.)
Giving different examples, the teacher helps the students to build an idea of what a structure means
So, we can say that the lack of interest and knowledge make the practice difficult.
The teachers should put interest in helping the students to build their own learning; they can also use the situations and examples that are given in the books of texts and to adapt them. In the Autonomous School Rubén Dario it could observe that when the students make a dialogue it is like it was said before, to obtain a grade but not with the objective that they learn a grammatical structure and it serves to their self-learning.

If one worked appropriately the teaching-learning would be achieved.
The students of the Autonomous Rubén Dario school feel that it is one of the most difficult technique and one for which they are afraid, the teachers don't explain to them clearly the objective of the work so that the class is funny, interesting and of a lot of profit.

Another of the techniques that can be used is the group work, which should be equal, everybody working the same, but one of the problems that is given in these groups in those that we based our investigation is that the sections are numerous and the groups should not be bigger than 5 students and that it could notice that the groups are from 10 to more students because there are sections of up to 60 students.

The groups have to be small so that all of them work and therefore everybody learns. For example, reading is given to the group or couple that read it and then try to understand the text, later in plenary it discusses, this way is practiced the reading and

the analysis trying that students practice the language, so that they feel that they are involved in the activity and they are helped among partners, but there are difficulties with this activity because of the big groups; there is no control and noise but if the activity is organized well it can be very profitable.

Even clear and concrete orientations should be given that the activity is not boring and of course it should have on mind, the pro and against of this work.

One of the evaluation techniques more used by the Autonomous Rubén Dario School are the tasks at home, with which the students obtain better results, it is considered that the tasks are important because it helps to that the student takes the responsibility for their school duties but the disadvantage is most of the students copy it from their partners, therefore the note that the teacher assigns him has not won it neither they have learned anything.
The 29.67% of the interviewed students say that where they obtain better results it is with the tasks, what should be made is to pass the students to check they really made the tasks.

Another important aspect is that the 27.3% of the interviewed students say that the most used teaching mean is the whiteboard, there they are made dictation, and they pass to write sentences or reading something that the professor has written. It is evident that the teachers are not interested in designing their own teaching means to achieve a significant learning.

Another of the teaching means more used in the classroom are the pamphlets of which some are explained and other not, and this makes the students to make frauds since as they don't know what they have to do so they look for other people so that they complete the answers in the pamphlet and then they already win the note.

Then it was said before there is a new important aspect and that the teachers a little practice with their students, it is the writing, therefore when the students that conformed our universe being consulted they said that it is very difficult, practically to them it to be so quite difficult of carrying out.

The activity can be attractive to the students if it is guided in an appropriate way the writing helps students learn when they write new words and grammatical structures it helps them to remember them although this can sometimes be mechanics because the students copy certain words and sentences although they don't know the meaning.
There are many forms of guiding this activity; to guide a work about completes a work of writing in a correct way the sentences, also to use pictures, so that the students write what they observe.
The dictation is another form of practicing the writing, although this activity has its advantages and disadvantages. This is an activity that helps so that the student is summed up, it also allows to the teachers to maintain the control on the students and they help students to develop listening skills, although this activity takes a lot of time, especially if the dictation is corrected word by word and it doesn't truly develop the writing ability, the students don't express their own ideas.

A form that the students develop the listening skill is when the teacher writes data on the whiteboard and they form a paragraph and then they can make their own text using the example written on the slate. It is important to highlight that all the activities are good knowing them to carry out, teacher can correct orally when the groups are big, the teacher can move around the class room to check that their students are correcting their work or exchanging the works so that they are corrected by other partner, the 4.27 %of the interviewed students consider this very boring and difficult technique, they manifest that

They cannot write a sentence in simple present. Another important and necessary aspect of mentioning is that the students have not learned the verbs less in simple present in simple past and participle; it is known that they are fundamental so that the students develop all the abilities.

In the interviews carried out, it was asked to students if the teacher helps the students; the 71.42% answered yes; the 6.59% said no, other 6.59% answered sometimes and 9.89% said that just in the school and 5.49% answered nothing, what kind of help is it referring?, it’s talking about the way students are helped by teachers, as for classes and taught topics.

Another evaluation form that students of this school consider difficult is the exams that sometimes are too long or too short and the teachers put exercises that they have not practiced a lot or they never practiced in class; however it is obviously the technique more practiced. Another problem is that the students are not described in an impartial way or with very clear instructions, to avoid this, the exams should be elaborated in a clear and precise way, this is considered by 39.3% of the interviewed students.
The 11.11% of those interviewed consider the pronunciation difficult since the teachers ask them to repeat on individual way or in groups; the students said to have certain mistrust to this activity for being object of their partners' jeer.
In this school, the teachers assign to the students tasks such as, memorizing a song then to sing it in front of their partners and to be won a grade, however the students manifest that they have to request help to other people to carry out this work.

The importance of the teaching of the meaning of a new vocabulary should settle down in the classroom, since there are different ways to teach vocabulary.
38.4% of the interviewed students answered that when teachers write a text there are many unknown words he/she extracts the words and then that the students look for the meaning.

This situation is sometimes given by lack of interest and the teacher's preparation, because for example there is a very effective form of teaching vocabulary and it is by explaining the new word with expressions, noises by giving them certain hints but the most important thing is to avoid to give the meaning and we can also ask questions using the unknown word and that the students take out the meaning for context, examples can also be given with that word.

Another way to teach vocabulary is by showing real objects that are in the classroom (furniture, useful school, Etc), to teach the parts of the body, as teachers we can be the main example together with the students when showing the parts of the body and that the students make movement of the parts that is as objective that they learn, at the same time repeat the word; this way we can achieve the learning of two abilities vocabulary and pronunciation,

It is sometimes necessary that we take small objects from our houses such as soap, keys, cups, glasses and plates; eat and others.

Finally with these activities you can achieve the students to assimilate the meaning of the unknown words and they make them part of the vocabulary that they have to use and developing at the moment of the teaching of a new topic.

With the curricular transformation you can achieve the students to keep a high level of learning of English and getting that it is very important our preparation and to maintain in mind that one of the main objectives of the curricular transformation is that the students develop the English speech talkatively when finishing the high school.

In the Autonomous Ruben Dario School there are 2 English teachers, one is graduated and the other one is not.

It has always been believed that the graduate teacher has more experience commands, he/she gets ready better, he/she has better methods of teaching due to their experience and university

Preparation; however the reality is other, in the Autonomous Ruben Dario School the two teachers work in the same way, they don't prepare their own didactic material.

In account to the exhibitions, the teachers request their students to make investigations about topics as the abortion, the environment and that it doesn't care if they find the information in Spanish, later they translate it, teachers say.

Of course, these are topics for which the students don't show a lot of interest and less if they have to do an English work, what they do is to look for people who has knowledge of these topics, then that another person translates the Spanish information and lastly only to memorize and to get ready to win a grade.

Many times the teacher is not interested in what way students made that task.

In any event, topics like these are not investigations because they are things that the students know although it is a little, and then the students really learn it is necessary that what they know about certain daily topics they write it thinking in English and then exposing.

It is sad to recognize that the grade of the students' English has been given so that many teachers think that as English is not our language, it is not necessary to demand to the students.

Another difficulty that it could find with this investigation is that students dedicate little time to the individual study; the result of the interviews shows that:

- 30.76% of the students study single 1 weekly hour.
- 21.97% said that they study 90 minutes.
- 4.39% said that they study 2 hours daily and 4.39% said that they studies 2 hours.

In other words, the students are not motivated with English's class and they manifest that they don't dominate the language, therefore this so much weight in the attitude toward the class likewise in the results that they were obtained.

We know that the time is not enough to be able to apply the different techniques very well, although with the curricular transformation, the classes are taught by blocks, however the time continue being an obstacle for the evaluative techniques development and mostly for the great quantity of students that there are in the classrooms, the time is not enough to attend all the groups.

On the other hand, it is important to make mention that although all that said is difficult for the teachers in the practice, nothing is impossible to achieve if we have as purpose to form people with strong bases.

Something terrible that is happening in the Autonomous Rubén Dario School and in other schools where the curricular transformation was implemented is that students don't have books to carry out their works.

It is illogical that it is carried out a change of which nobody is prepared, now the students cannot carry out certain exercises because they don't have any hint to be able to make them.

To have books is very important to evaluate reading works, for example when working with a reading the students are helped with the unknown vocabulary through the pictures, they practice reading and this way we also realize that they don't pronounce words well, also with the books can be developed questions in which students have to go beyond with their answers.

It is necessary to add that the books are not as important as the creativity and the teacher's interest with which you can reach a successful teaching -learning process.

It is important that when reading exercises are made it is not good to correct the errors that the students make immediately because this makes them to feel grieve and it also makes them to make a mistake with more frequency, they even begin to fear the teacher and of course with this attitude it cannot continue applying evaluative techniques because as teachers we put barriers to students and sometimes in an unconscious way, others demonstrate that we know and that we are strict in the language teaching.

61.53% of the students were asked if the teacher allowed them for any doubt that they had on the class, they answered yes.
Well, the teachers clarify them the doubts but, as for the unknown vocabulary, the tasks or works in groups the opposite happens since the one:
26.49% of those interviewed said that they don't express their doubts.
8.54% answered that sometimes.
The 3.41 didn't answer anything.

If it is acting this way the students they will never realize how to improve in their tasks and of the why something they made was wrong.
The teachers should check with the students the results obtained in all work to clarify all the doubts.

The students don't have opportunity to say how they would like that was taught the class but rather they only have to be governed to what the teacher wants to develop and the teachers are not interested in knowing if the students like the teaching way or if the students are motivated to carry out any activity.

The students expressed that they would like to learn cooking recipes in English and to expose them with real ingredients.
Many times we close the doors from the trust to our students, in this case the students don't feel sure of proposing better ideas to learn English with simple things because we are not listening to them and we believe that everything we do it is correct.

Some students think that with proposing different things the teacher is going to be against them and the teacher can make them to reprove.
As teachers we should be attentive to any suggestion from our students because they are the main instruments inside the teaching- learning process and they are possibly who guide us for a better and more successful teaching.
They were asked to the students if the teachers promote the participation and the requests were:

- 84.6% answered yes
- 8.54% sometimes
- 6.83% didn't respond well the question. (They talked about pronunciation, to repeat sentences and sentences written on the board).

The reality of our country is difficult, we live submissive in the poverty and in a whole conformism no only as citizens but also as people who dedicates time to an university career, we feel well with the fact of being in an university although the situation in it is hard too for the lack of didactic materials.

For example, the university doesn't have visual means and so many things that are needed to not learn only the language but also the way how to use them with the students. This problem is also happening in the Autonomous School Rubén Dario, they don't have a VHS, a television so that the students can see and listening to the pronunciation, it is also important that they have a tape recorder so that the students develop listening skills.

At moment there isn't anything in this school, so it needs the teacher's ability to make their students to develop this ability, however the teachers neither are interested in putting in action their imagination and looking for activities that wake up the motivation on students in the moment to carry out abilities.

For example, the teacher should read or telling stories to the students.
We can use pictures or the small objects. Telling stories has certain advantages over reading I that the teacher – teller can hold the attention of the learners with the power of eye contact, while at the same permitting the teacher to observe how well the students

are following the story. Telling allows you to use your body more than you do when reading.

After the initial telling, have the learners to tell the story. This technique is most effective if it involves several students. Choose one person to start re-telling the story, then call on others to continue the story, letting each student say one or three sentences until the whole story has been retold. If a students gets confused and misses something important, or remembers it wrong, the teacher can make a correction.

Sometimes is not just to indicate students to learn a song or writing a cooking recipe but rather with that learning is achieved that we confirm if we have made something productive with them.

It is necessary to look for a prompt solution to this situation and everything is much easier if we have the support of our directors, which is also very important so that on the whole, we all are motivated to give and making the best thing.

As it was said before, there are different techniques and teaching means that can be used without the teachers spend their money.

The primordial thing is that the learning is achieved, for such a reason the Ministry of Education Culture and Sports with the curricular transformation seek that English's teaching expands and have another meaning.

For it has been carrying out song concerts in English where the lovers of the area participate and they worry to encourage others to make it.

It is a beautiful way to be related all and to enter in an atmosphere of trust inside the English environment because it is very interesting to develop speech abilities in any place where we are and mostly when meeting with the students because they will be forced to leave the shame and to feel that all moment is appropriated to practice the little thing or how much they have learned.

If everybody really works united and with dedication, we can reach the objective that intends in each class.
With the curricular transformation, it pretends to not explain grammar and many teachers think that it's o.k. But we mustn't forget that the grammar is important part of English learning, the students need to learn certain rules to develop other abilities.

The error that was made with the traditional methodology is that a single grammatical structure was presented and the students applied them observing the pattern, without having explained to them the importance that they have in a writing and in how many ways can be used, that doesn't mean that we have to stop of teaching grammar, what we need is to use more examples with the students until they realize which is the due use of that structure.

Then, the teacher's questions serve as hints or clues to point the learners in the right direction. It prefers a cognitive, inductive approach, which involves the learners in analysing and explaining the use and form of a structure, because this supports their understanding of it.

On this kind of lessons, the teacher could be justified in switching to the mother tongue both to save time and to keep things from getting too complicated.
It is thought that familiarity with language rules and their automatization will facilitate the language – learning process.

CONCLUSIONS

According to the obtained results, by the techniques used in the investigation (interviews, survey, and observation guide) to seventh and eighth grade of the morning shift of the Autonomous Ruben Dario School, we found the following difficulties:

- A teacher assigns works to the students and if he/she doesn't explain it well the students look for another person
- Teachers put exercises that they have not practiced a lot or they have never practiced them in class.
- Students are not described in an impartial way or with very clear instructions
- Some of the pamphlets are explained but others aren't.
- The lack of interest and knowledge make the practice difficult.
- Teachers don't explain what a dialogue can be used for a certain grammatical structure.

- The amount of students is a very serious problem
- Teachers don't have visual teaching means (videos, TV, etc) for using in their class.
- There is little practice of the four skills in English class.
- Time is not enough for developing evaluating activities individually
- The students don't have support material
- Correction of errors immediately
- There is little pronunciation practice
- The teachers don't explain to Ss the objective of the work clearly
- Students dedicate little time to the individual study
- Students don't have text to work in class
- Students don't express their doubts in all aspects

SUGGESTIONS

We know that the reality of our country is quite difficult but we can look for alternative of solution:

- Projects so that students to buy visual means or recorders
- To negotiate with organisms or companies economic help
- The teacher can prepare his/her own didactic material
- The exams should be elaborated in a clear and precise way
- To take real objects to the class classroom
- The same teacher can serve as model to impart a certain lesson
- The teachers should put interest in helping the students to build their own learning
- It should be explained to students the importance of the grammatical structures
- It also should take into account the aspects that should be evaluated and in a concrete way.
- The teachers have to plan and prepare their classes with creativity and interest.
- The teachers should check with the students the results obtained in all work to clarify all the doubts
- Promote the good relationship and communication between students and teachers and principals.
- We should be attentive to any suggestion of our students

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ANNEXES

NATIONAL AUTONOMOUS UNIVERSITY OF NICARAGUA

CUR-MATAGALPA

SURVEY

Dear teacher, this survey must be replied with whole truthfulness in your answers.
Thanks for your help.

I. GENERAL DATA

Occupation: _____ Sections: _____

School: _____ Component: _____

Grade: _____

Graduated: _____ No graduated: _____

II. QUESTIONAIRE

1. What kind of evaluative techniques do you use with your students?
2. What score do you give to each evaluation?
3. How much time do you dedicate to each evaluation?
4. What do you think about the new evaluative techniques?
5. Does the scholar direction give you the support material?
6. What are the main difficulties that you face to evaluate your students with the curricular transformation?
7. Could you suggest some solutions to improve the evaluative techniques application?

NATIONAL AUTONOMOUS UNIVERSITY OF NICARAGUA

CUR-MATAGALPA

SURVEY

Dear students, we are doing an investigation about the evaluative techniques.

I.GENERAL DATA:

School: _____ Shift: _____

Grade: _____ Component: _____

Section: _____

II. QUESTIONAIRE

1. How are you being evaluated?

2. What of the evaluative techniques is more difficult for you with the curricular transformation?

3. What teaching means does the teacher use in class?

4. Does the teacher promote the students' participation?

5. Do you express your doubts and worries?

NATIONAL AUTONOMOUS UNIVERSITY OF NICARAGUA

CUR- MATAGALPA

INTERVIEW

Dear teacher, this work has the purpose to determine the level of evaluative techniques application based in the curricular transformation.

I.GENERAL DATA:

Name: _____ Date: _____

School: _____ Sections: _____

Occupation: _____

1. In what way the evaluations are made?

2. What kind of evaluation do you use more?

3. How do you think the evaluations should be?

4. Do you develop independent study habits with your students through evaluations?

5. Do you help them in an individual and a group way?

6. Where do you do this?
   School _____ outside school _____

7. Do you value the students' participation?

8. Has the students' roll changed with the curricular transformation?

9. Do you think that the new evaluative techniques have improved the Academicals Performance?

NATIONAL AUTONOMOUS UNIVERSITY OF NICARAGUA

CUR- MATAGALPA

INTERVIEW

Dear student, this interview pretends to determine the factor that make the evaluative process difficult in the class. Thanks!

I. GENERAL DATA

Grade: _____ Section: _____

School: _____ Subject: _____

Date: _____ Shift: _____

II. QUESTIONAIRE

1. How often do you practice the evaluations?

2. What do you think about the evaluations?

3. What kind of evaluations does the teacher apply?

4. Which one of them do you get best results?

5. How long do you spend doing your evaluation?

6. Does the teacher promote the individual or group evaluative techniques?

7. Does the teacher help you in the school or outside school?

8. How many hours do you study every day?

9. Do you think it is necessary to be evaluated? How often?

NATIONAL AUTONOMOUS UNIVERSITY OF NICARAGUA

CUR-MATAGALPA

OBSERVATION GUIDE

Objectives: To determine the deficiencies that English teachers have to apply the evaluative techniques in seventh and eighth grade of the Autonomous Rubén Dario School of Sébaco immersed in the curricular transformation process.

General data:

Observer name: _____

School: _____ Subject: _____

Kind of school: _____ Date: _____

Grade: _____ Section: _____

Kind of observation: _____

1. Methodological planning	**YES**	**NO**
a. Begins at time	_____	_____
b. Reviews	_____	_____
c. Plans the lesson	_____	_____
d. scientific domain on topic	_____	_____

2. Students´ participation

Individual ____

in group _____

in pairs _____

3. Distraction elements by the students

a. Students´interference by the students

b. Vehicles traffic

c. Indiscipline

NATIONAL AUTONOMOUS UNIVERSITY OF NICARAGUA
CUR- MATAGALPA

OBSERVATION GUIDE

General data:

Observer name: _____
School: _____ Subject: _____
Kind of school: _____ Date: _____
Grade: _____ Section: _____
Kind of observation: _____

I. Teaching means	**YES**	**NO**
a. books	_____	_____
b. pamphlets	_____	_____
c. video cassettes	_____	_____
d. flashcards	_____	_____
f. whiteboard	_____	_____

II. Students have the necessary scholar material

a. all of them

b. some of them

b. no one

III. Students have the complementary material

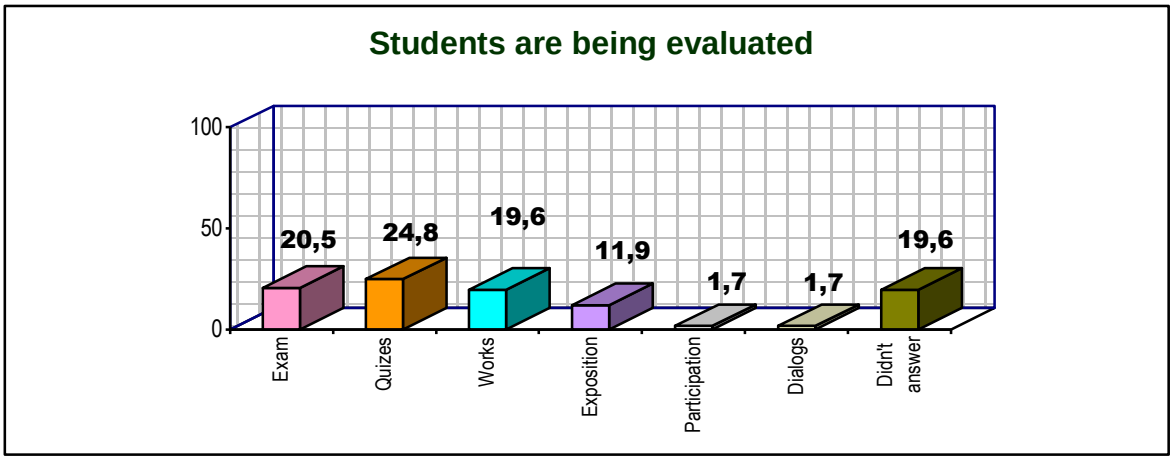
a. all of them

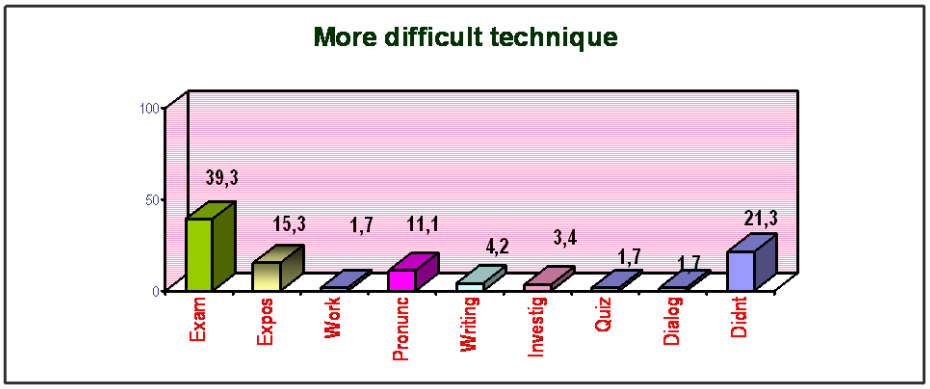
b. some of them

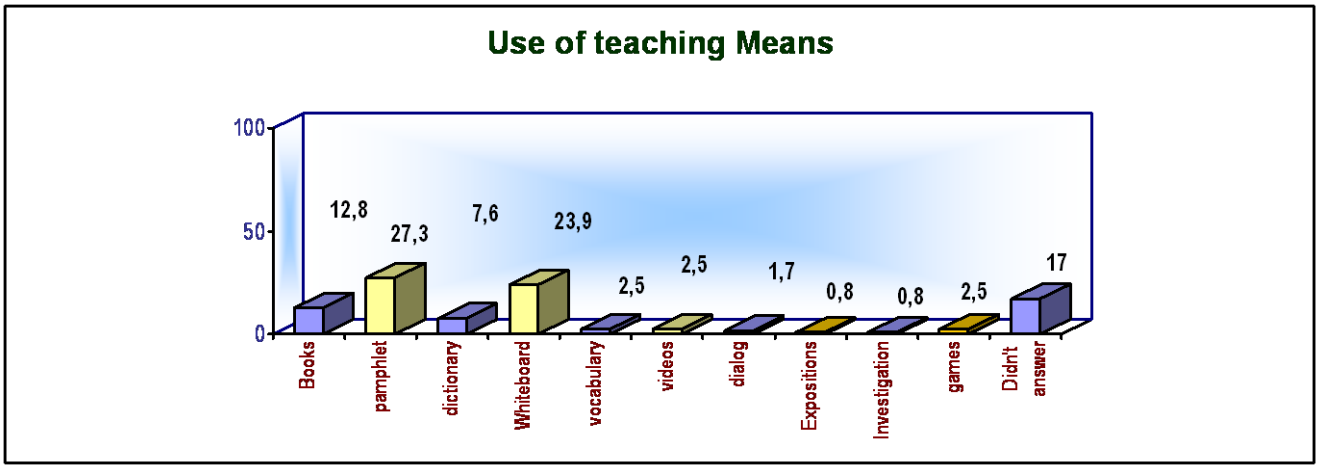
c. no one

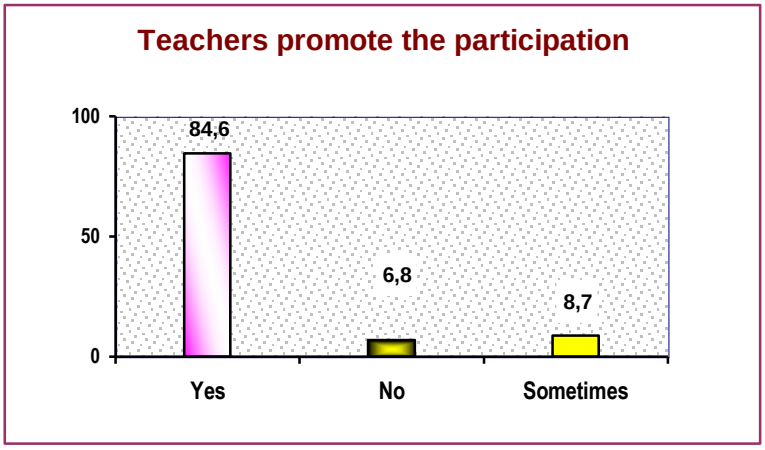
SURVEYS

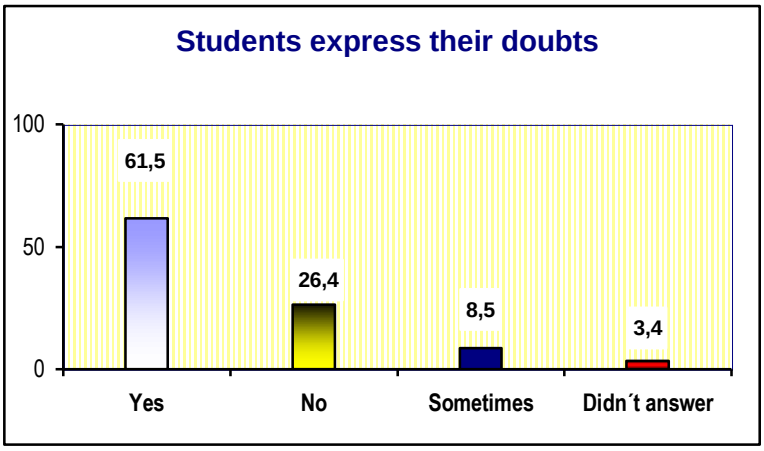
Grade 7A, B, C and 8A, B (117 Students)





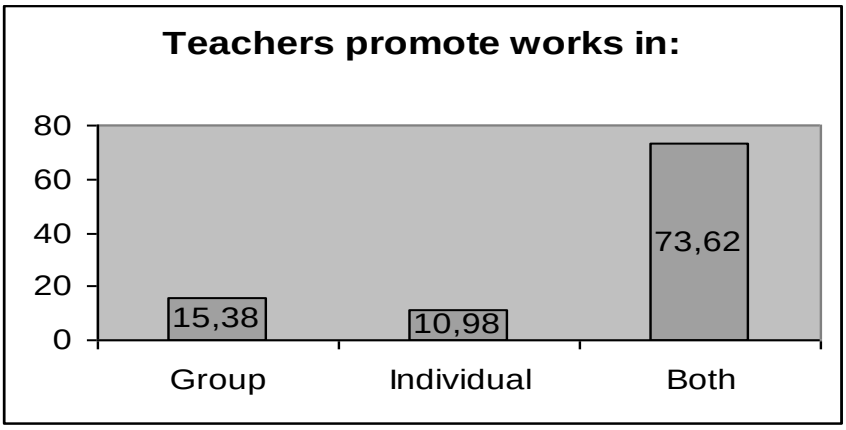


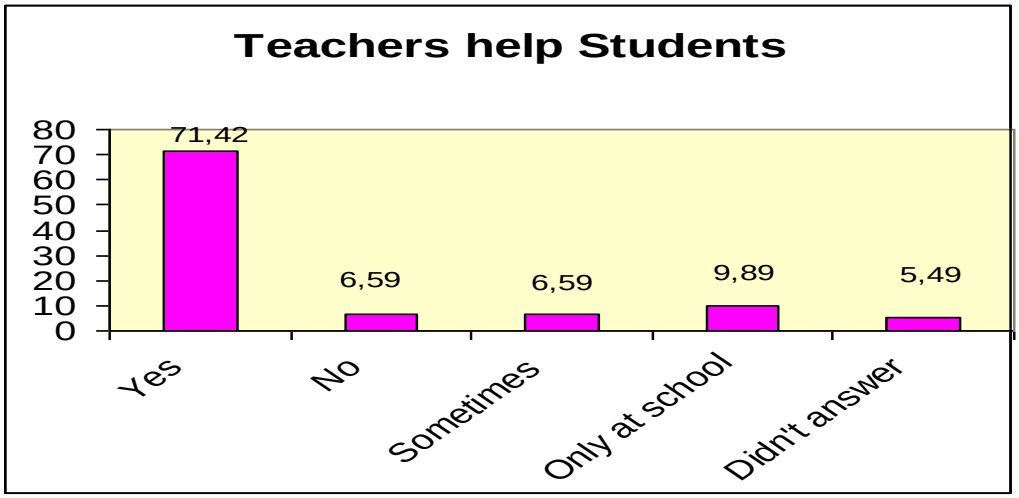


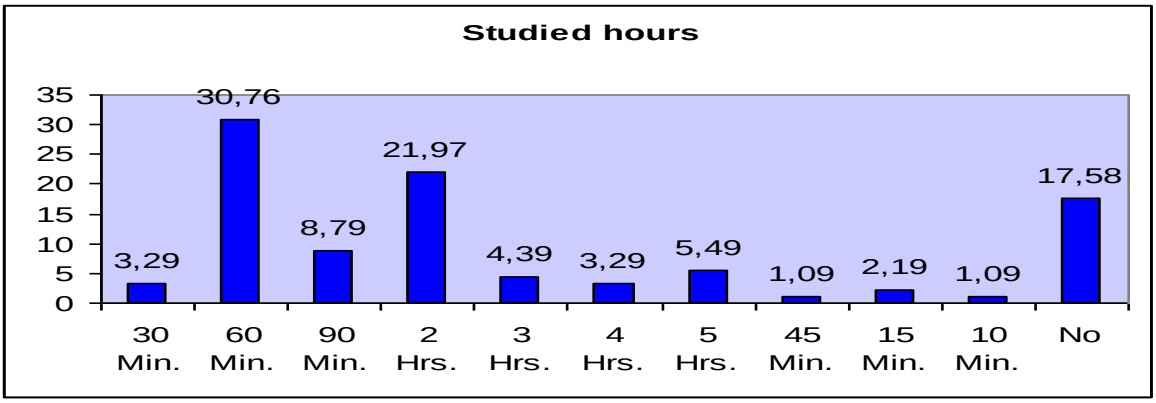


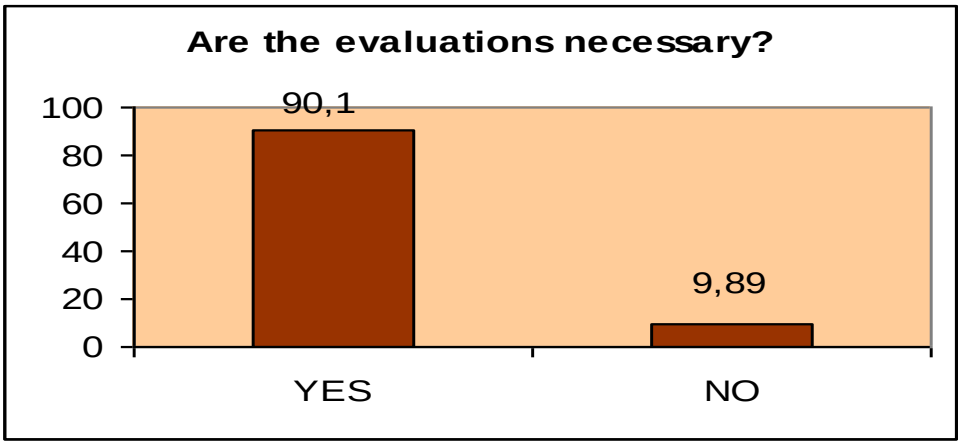
INTERVIEWS

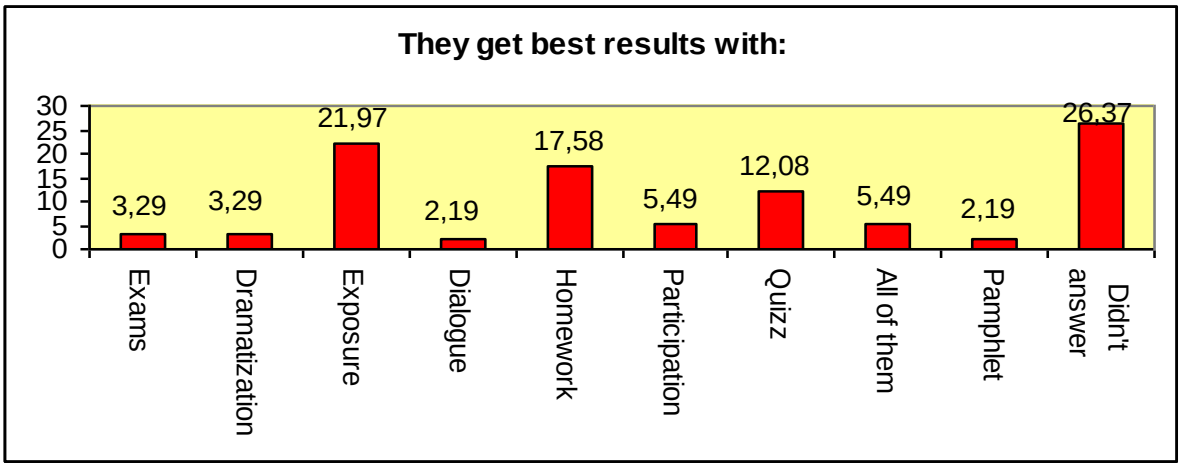
Grade 7A, B, C and 8A, B (117 Students)

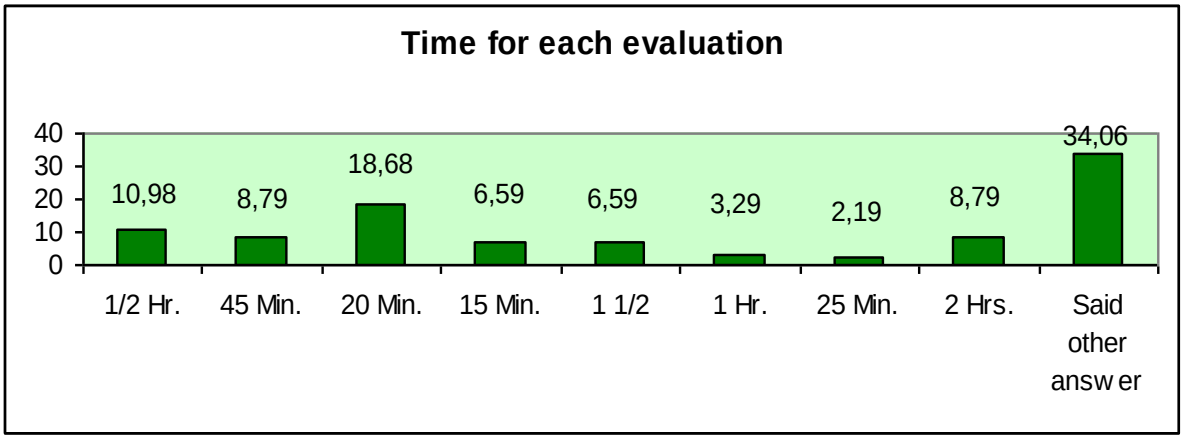


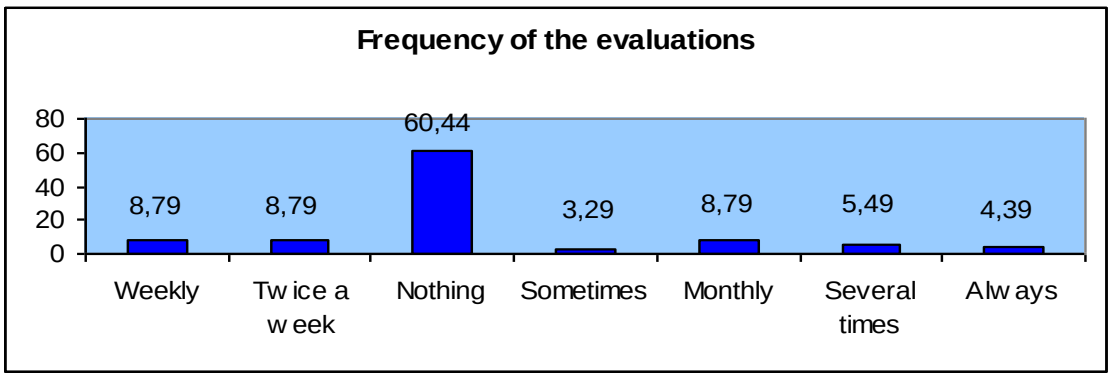


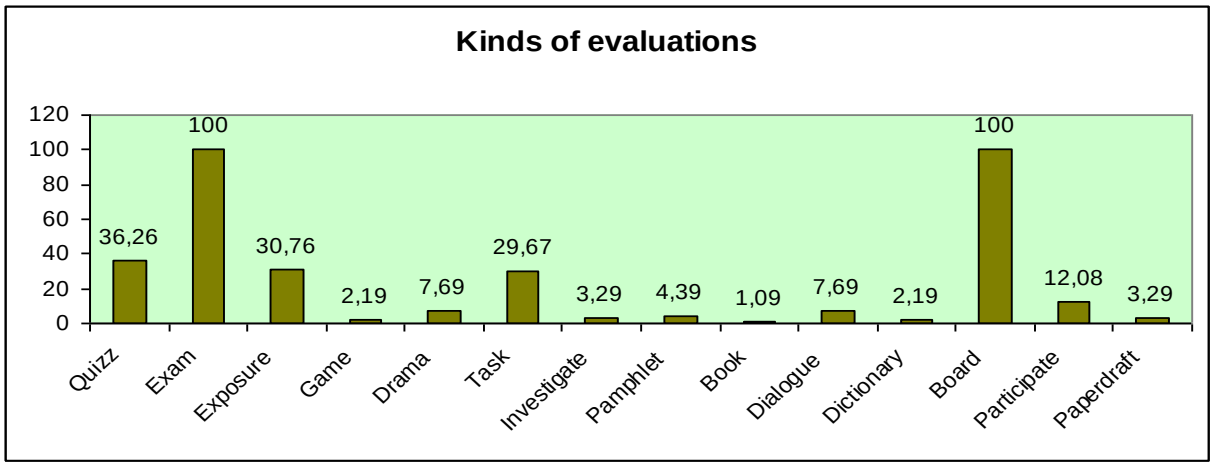





They get best results with:
30
25
20
15
10
5
0
3,29
3,29
21,97
2,19
17,58
5,49
12,08
5,49
2,19
26,37
Exams
Dramatization
Exposure
Dialogue
Homework
Participation
Quizz
All of them
Pamphlet
Didn't answer


Time for each evaluation
40
30
20
10
0
10,98
8,79
18,68
6,59
6,59
3,29
2,19
8,79
34,06
1/2 Hr.
45 Min.
20 Min.
15 Min.
1 1/2
1 Hr.
25 Min.
2 Hrs.
Said other answer


Frequency of the evaluations
80
60
40
20
0
8,79
8,79
60,44
3,29
8,79
5,49
4,39
Weekly
Twice a week
Nothing
Sometimes
Monthly
Several times
Always


Kinds of evaluations
120
100
80
60
40
20
0
36,26
100
30,76
2,19
7,69
29,67
3,29
4,39
1,09
7,69
2,19
100
12,08
3,29
Quizz
Exam
Exposure
Game
Drama
Task
Investigate
Pamphlet
Book
Dialogue
Dictionary
Board
Participate
Paperdraft