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T H E M E:

ORGANIZATION AND TEACHING MANAGEMENT AND THEIR INFLUENCE ON THE ENGLISH KNOWLEDGE LEVEL WITH THE STUDENTS OF THE “EMILIANO ORTEGA ESPINOZA” HIGH SCHOOL DURING THE SCHOOL YEAR 2009 – 2010.

Thesis previous to obtain the licentiate's degree in Sciences of the Education, English Language Specialty.

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CERTIFIES:

That this research work to obtain the licentiate's degree, titled: ORGANIZATION AND TEACHING MANAGEMENT AND THEIR INFLUENCE ON THE ENGLISH KNOWLEDGE LEVEL WITH THE STUDENTS OF THE "EMILIANO ORTEGA ESPINOZA" HIGH SCHOOL DURING THE SCHOOL YEAR 2009-2010, done by Tania CedilloReinoso and Lady Cabrera García, has been worked under my direction with all legal dispositions and regulations of the National University of Loja; therefore I authorize its showing to be qualified and to be held.

Atentamente,

Dra. Carmen Ojeda
THESIS DIRECTOR

AUTHORSHIP

The contents, ideas, opinions and criteria given in this licentiate thesis are exclusive responsibility of the authoresses

Loja, December 21st, 2010

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DEDICATION

I dedicate this work especially to Jesus Christ who has given me the life until now; to my parents, brothers and sisters who are my inspiration; finally to my children, who are my reason to become a better human being.

Tania XimenaCedilloReinoso

I dedicate this work to my parents and brothers for their valuable support at all times since the beginning of my studies and all my family and friends who always had words of encouragement to complete my studies successfully.

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SUMMARY

c. SUMMARY

The present process of this research work titled: *ORGANIZATION AND TEACHING MANAGEMENT AND THEIR INFLUENCE ON THE ENGLISH KNOWLEDGE LEVEL WITH THE STUDENTS OF THE "EMILIANO ORTEGA ESPINOZA" HIGH SCHOOL DURING THE SCHOOL YEAR 2009-2010*, had as the main purpose to research, to analyze and to know the institutional reality and the teaching management in the "Emiliano Ortega Espinoza" high school to improve them to contribute with the English knowledge level with its students.

In the field work of the research the instruments applied were the surveys and test; to process the information we took into account the following methods: The scientific method was used through all the investigation, because it is a conceptual tool, which is useful to guide and order the plan and execution of this work. Also we used the analytic, synthetic, and inductive-deductive methods. The techniques used were: The surveys and test applied to authorities, teachers and students.

Among the main results of the investigation, we found in the students' survey that students do not know their rights and they are not interested in the English book contents, also they do not know the internal institution laws and the curricular reform.

Finally most of authorities and teachers do not have an Organizational Chart where to observe their relationship in the institution and from their survey we can conclude that they do not know their specific functions; therefore, their performance is not efficient.

We can say that the organizational reality and the teaching management in an educational institution are fundamental bases to get good approach in its students, because they improve the environment to learn and they let students feel the need to be as better students as better human beings.

INTRODUCTION

b. INTRODUCTION

To learn English is a necessity for everybody because in this global world the communication among people represents the media to know the scientific approach on time to get the best use of them in fields like education, medicine and so on. The teaching of this foreign language using the new focus of it and in an adequate environment gives students the opportunity to learn with more effectiveness and efficiency.

To improve the environment to study is not only to plan the class and to apply new methods and to use the technology, it embraces the institutional organization and the teaching management, because the English contents are important but the integral formation of the students as human beings is the main purpose of the current education because students of a high school have to learn how to solve problems and contribute to the development of the society.

Our natural environment has its own characteristics to show the balanced situation among all the elements which are forming it, and it is a clear example for us when we need to find the functionality of lots of aspects in the different fields like the scientific, technological, educational and so on; to examine our education and especially its organization is necessary to consider it as the beginning to get better results into the teaching learning process.

To talk about the organization and teaching management of the educational establishments we require a wide knowledge about the different elements which are parts of them and a deep analysis about the way which these institutions have been administrated before, and how change it to get better results.

The teaching learning process of the English language has been oriented to develop the four language skills and it has to integrate all the elements of the curriculum like teachers, students and students' parents with the contents; however the educational establishment has to begin offering a good environment, and only with a good level of organization and teaching management, this purpose will be possible.

“How do the organization and teaching management influence on the English knowledge level with the students of the “Emiliano Ortega Espinoza” High School during the school year 2009-2010” is the issue of this research work which was obtained after a corresponding observation and analysis about the new educational system because it has a marked evolution and it is working about the type of the organization in the educational institutions as an instrument to get the best environment to develop a new way of teaching learning process, specially of the English language.

To change an educational system which has been applied during a long period of time is necessary to work with all the elements of the curriculum and we have to start with the teachers and authorities updating who then to understand the benefits of this change could apply the alternatives of solutions and follow the development of the process to observe the success and to correct the possible defects until get the best knowledge about new educational system.

The present research work is descriptive, qualitative, quantitative and formative, where we have applied the scientific method with its particular methods like inductive, deductive, descriptive, analytic-synthetic and statistical methods to compilation, description and quantitative analysis of the data.

The statistic pattern applied in this research work had its fundament on the Descriptive Statistic, through the graphic representations and logical descriptions which let us to get conclusions and recommendations.

The investigative group was integrated by 187 people among authorities, teachers and students.

The theoretical reference of this research work is focused on three global themes: The Organization reality, the teaching management and the English knowledge level. The Organizational reality shows the level of the socialization of main

documents among authorities, teachers and students, specially, through an Organizational Chart which has to be observed by everybody and the laws and rules to know their duties and rights.

In the second category the teaching management was analyzed which embraces the role of the teachers as a students' leader and their classes planning taken into account the development of the four English skills and the students' multiple intelligences to get better results in knowledge assessment and above all, to teach English for life, to solve communicational problems.

The English knowledge level is a worry for all English teachers because the most of students have a low English knowledge, so it represents a necessity for the students who will apply it in a career study or in some investigation field, therefore we analyzed the students answers about the causes for their low English knowledge level related to the environment where they are studying.

At the end of this research work we conclude that the lack of socialization of the main documents among authorities, teachers and students and the lack of training of the authorities and teachers to develop their specific functions influence on the English knowledge level with the students of the high school; therefore, we recommend to the authorities and teachers to improve the relationship among them and with the students to elaborate the Organizational Chart which has to be

exhibited in a main office to be observed, and finally work in their updating to get better results in the English knowledge level of the human beings who are expected by them and in this form to contribute with the change of the educational system applying the law and necessary theoretical contents.

LITERATURE REVISION

d. LITERATURE REVISION

In an educational institution as in other ones it is necessary to know the bases on which their members have to develop their functions and activities, therefore we consider that an organizational chart in a main place to be observed all time is indispensable and the different organizational systems are used to choose the best form to work to get a good environment to its members performance; by other hand, the Curricular Reform and Educational Law as main documents have to be known by authorities, teachers and students in Emiliano Ortega Espinoza High School to get efficiency and effectiveness in the functions development to optimize the human resources, and the students have to know the establishment laws to be awareness about their duties and rights and to study in a optimum environment. We also study the language skills and the multiple intelligences as a reference of new bases for a current education that teachers have to consider in their teaching management because they need to learn to see to students as the main element of the educational system as human beings, playing their role as leaders of the students.

These themes contribute with the analysis and discussion of the hypotheses in this research work because all of them clarify the organizational reality and the teaching management and how they influence in the English knowledge level with the students of Emiliano Ortega Espinoza High School and they give us the certainty about the obtained results, we have develop these themes as follow:

1. THE EDUCATIONAL ORGANIZATION

In accordance with some criteria as Daniel Isaac's one we could consider to the school organization as a social system which constitutive subsystems and elements are in a constant interaction and interdependence, and it is which we can see a mission or reason, common objectives, and organizational structure, a normative with its hierarchy functions and specific tasks related with the educational job.

1.1. The organizational structure of the educational institutions.-¹The institutional members roles and the relations among them constitute the basic pillar of each action, because the objectives and structure have a total correspondence and we cannot conceive the one without the another one. If there is only on paper the organizational chart in an establishment as a decoration because there is not a real work relation among teachers, there is something more than a routine job which motive to each teacher just in his/her class, with his/her students' group. There is an evident lack of institutional objectives which does not need any structure.

- **Size.-** The size is defined by the number of teachers, students, administrative and general services personal who are part of the educational institution, however to establish a relation coefficient we can take the number of teachers for the total of

¹ ARIAS, Teresa., CASTILLO Rogelio and MOGROVEJO Jorge, Organización y Gestión de la Docencia. Page 14-28.

students joined in the establishment or the total number of personal for the total of students, and we can relation both coefficients but they reflect a macro image. The size is correlated with the financial resources, because they determine the structure size.

- **Complexity.**- It is represented by the horizontal, vertical and spatial differentiation between the organization elements and the interrelations or guide lines about the performance of them, in the internal process and with the environment. "it appears as an effort of the group looking for the efficacy to get the objectives and it bears performance differences between them, in the internal process and in the relations between the organization and its environment", we can identify three types of complexity, which are:

Horizontal Differentiation.-It refers to the department division which has activities division, according to the specialization level will have a responsible of a whole of operations, in coordination with the other departments; therefore the complexity is in relation with the number of positions and specialities, and it extends horizontally when their size increase and the performance of their tasks are subdivided.

Vertical Differentiation.- It is a consequence of the horizontal differentiation which establishes a hierarchical organization. The objectives are more varied when the organization is bigger or vice versa, is the most human dispersion and the necessity

of integration, coordination and communication. The department responsible according with his/her specialization to carry out own functions and coordinate a subordinate group which line of control has to be in a manageable number. This differentiation in successive cycles has three levels:

The executive level is formed by supervisors or inspectors and the chiefs of the different departments, who depend directly on the previous level where they can be advisers, their function is to guide and to control the procedures and the efficacy of the educational activities and to be the communicative line between the last level and the operative one.

The directive level is formed by people who are taken care of the main functions as the general arrangement of the teaching, this level is the responsible to give the last directions, to make the general plans to act, to supervise, to give legal advises and to apply norms in relation with the total results to get the institutional objectives.

The operative level in an educational establishment is formed by the teachers who are taken care of the planning, methodology, execution and control of the contents which are taught to the students which will have productivity according with the teachers' efficacy and efficiency applied in the process.

The complexity lets to make the structural patron or organizational chart which has a functional nature if it has determined the relations which the formalization gives.

Spatial Differentiation.- It is given by the specifications of the institution about the location of its departments, units and environmental, physical, and so on sections. This is a continuous and quantitative variable which can cause problems if we do not have the real value to its location as the break of the line of command, difficulties in the central services, lack of interrelations in a group, and so on.

•*Formalization (functions).*- It is the grade of standardization with which the institution performance is regulated and the type of internal communication which is used to carry out the activities. The formalization is the variable which determines “how, when and who” must do the task, it establishes the rules to regulate the performance, the functions and responsibilities of each department into an institution. Into the performance and formalization of an organization we can establish some diagrams of performance, coordination and communication passes which are the base to improve the organizational structure. The main of them are: *Formal authority, Regulated activity, Informal communication, Job constellations and Ad-hoc decisions systems.*

Formal authority system.-It is represented by the organizational chart, which is the structure and performance guide. The formal line power get down of hierarchy.

Activity regulated system.- It is the net of job and production passes regulated through the operative centre, commands and instructions going down by the administrative hierarchy to control the operative ones, this information supported on the results (in a Manage Information System or MIS) and the information and advice which come from the sides to the decisions taking. It is different from the traditional notions about authority and hierarchy because it has more emphasis on the standardization than the direct area.

Informal communication system.- It is related with the mutual settlement, because the communication is informal and it does not have a hierarchic line; therefore the authorities canals are broken, it can be able to simple organizations but it cause problems in complex organizations and there is no evidence of the communications that does not get involved responsibilities, it could become legal problems.

Job constellational system.- This system consist in form group or associations of work, in relation with the organization necessities not in order of hierarchy, this system is productive when it is used to make the different activities of planning, organization or to interchange of experiences and mutual evaluation.

Ad-hoc decisions system.- In this system any member of the organization can be able to take a superior decisions an innovation process to improve the institution, it is in relation with the participation and the self-criticism.

1.2. Manual Functions.²It is the group of rules which determine the functions of each member in a institution, in our case we will note these to an educational ones.

FUNCTIONS FOR THE STRATEGIC TOP.- In this section of the organizational institution are: Principal, General Meeting of Directors and Teachers, and The Directive Council; their functions are divided in the following form:

* **Principal.**-He/she is designed by the Education and Culture Minister. It is free and removal designation. He/she is the responsible of the performance of norms, study planning, programs, agreements, regulations and restrictions of the high school which come from the Education and Culture Law. Principal assumes the responsibilities of: coordination, planning, and control about all the educational process activities; he/she has the liberty to create and implant a hierarchy line adapted with to get the central objectives.She/he is responsible of the planning about the Physical and financial execution of the Institutional budget.

Location and importance.-The principal is the maximum authority in the establishment, he/she is the official representative and is part of the Honourable Directive Council and The General Meeting of Directors and Teachers, adviser organisms of the institution. He/she is the first administrative and executive organization authority. The Principal is who guides the establishment according with the Education and Culture Ministry and Institutional Planning orientations.

²CUEVA Hugo and ALVAREZ Milton, Manual de Funciones Administrativas. Page 60-99

Work characteristics:

Who can supervise his/her work: Education and Culture Minister and Provincial Education Director.

Who are depending from him/her are: Vice-principal, Orientation and Students' Well-being department, Humanistic Coordinator, Technical Coordinator, Multi-resources centre (RECE'S) or Learning resources centre (LRC), Administrative Coordinator, Educational Production Unit (EPU), and General Inspector.

Replacement: When the principal is absent the vice-principal assumes this role. When both are absent, will assume this one the first member of the Directive Council and the rest of them according with the order must assume the following roles. The replacement will go on for the titular return.

Coordination relations: Directive Council, General Meeting of Directors and Teachers, Institutional Planning Office (IPO), Acquisitions Committee, and Educational Production Unit (EPU).

Main links: Education and Culture Minister; Provincial Education Directors; Provincial Education Supervisors; Representative people of the Internal Community and Environment; Public and Privates Entities, and Productive Sectors; and Students' Parents.

Information received from: Action Plan of the Government, Action Plan of the Education and Culture Ministry (ECM), Action Plan of the Provincial Education Direction, Education and Culture Law, Internal Regulation, Organic Law of Financial Administration and Control, Study Planning and Programs, Minutes Book of the Directive Council, High School General Inventory, Accounting and Control Office Manuals, and Other.

Main Information generated: Elaboration of the Institutional Mission, Objectives and Politics; Institutional Planning; Development Planning; Annual Working Report; Working distribution Table; Administrative and Services Staff designations; Institutional Statistic; and Annual Evaluation of Administrative, Academics, Physical and Financial Activities.

Principal's Specific Functions.³ They are specified in the 96 item of the Education Law Regulations.

*** General Meeting of Directors and Teachers.** -It is designed by Education and Culture Law and Regulations. This meeting is composed by the *Principal*, who is its regent, *Vice-principal*, *General Inspector*, *Teachers* and the rest of *Inspectors* who are working in the establishment. The secretary will be the Principal. The General Meeting of Directors and Teachers will have a meeting ordinarily at the beginning

³ MINISTERIO DE EDUCACIÓN Y CULTURA, Reglamento de la Ley de Educación

and the end of the academic year. The notice of a meeting will be in writing and at fewer forty eight hours before it.

Location and importance.- In the Organizational chart the General Meeting of Directors and Teachers is a Principal's adviser organism which has as main objective is to keep watch over the honest fulfilment of the Institutional Planning prepared by the Directive Council.

General Meeting of Directors and Teachers' Specific Functions.⁴The ordinary and extraordinary meetings will be carry out through previous Rector's notice or by members' two of three parts asking, and in them will be analysed the notice issues. Their functions are detailed in the 109 item of the Education Law Regulations.

***Directive Council.**- It is designed in the General Meeting of Directors and Teachers. It is the natural way to the all participation of every educational state in tasks manage and control. It is the main governmental and legislative organism. It is composed by: The *Principal*, who is its regent, *Vice-principal or vice-principals according to the case, three main members with their respective substitute, chosen by the General Meeting of Directors and Teachers* at the fiscal high schools. At the missionary fiscal establishments the *educational community* design the *first main member and substitute* of the *Directive Council* and the *rest of them (three)* are

⁴MINISTERIO DE EDUCACIÓN Y CULTURA, Reglamento de la Ley de Educación

elected by The *General Meeting of Directors and Teachers*. The secretary is the official secretary of the institution which has informative voice but not vote.

The Directive Council members will be elected in the last ordinary meeting of the General Meeting of Directors and Teachers, and they can work thirty days after that Provincial Educational Direction give the ratification. Their functions go on for two years and they can be re-elected one period after, except when the number of teachers is not adequate to do it. To be elected as a Directive Council member is necessary: to be a current teacher, to have worked in the institution for a minimum of two years, except when the high school has less years working and has not been sanctioned with the suspension of the teaching practice.

The Directive Council will have an ordinary meeting one time by a month, and extraordinarily when the Principal notices as his/her own decision or by asking of three members else. To constitute a Directive Council quorum is necessary four members at less. When two or more main members are absent during a period, will be notice the substitutes according with their order. If there are definitive absence of main and substitute, the Principal will notice to the General Meeting of Directors and Teachers to their election, who will introduce in their function then the Provincial Direction ratification until the end of the respective period.

Location and importance.- The Directive Council is a Principal's adviser organism. It is the most important organism in the institution.

Directive Council's Specific Functions.-⁵They are in the 109 item of the Education Law Regulations.

FUNCTIONS FOR THE MIDDLE LINE.- This part of the organization serves as link between the Strategic Top and the Operative Centre and in a little grade with the Techno structure and the support staff; the specific function is to control, to follow and to evaluate the institutional educational process. Also the productive, academic and administrative processes are organized here. In this organization part are located the following members: Vice-principal, General Inspector, Basic Level Inspector, Bachelor Inspector, Administrative Coordinator, Humanistic Academic Coordinator, and Technical Coordinator.

*** Vice-principal.-**It is free and removal designation by the Education and Culture Minister, with subjection to the Register and Salary Law of the National Teaching. In the middle education establishment, with more than 2 000 students and two day's journeys by day have to be two vice-principals. In this case, each one will attend the academic function and the administrative one respectively. The vice-principal is the responsible to coordinate and to supervise the Study Planning and Programs. The vice-principal has a complete authority to control the performance of the institution

⁵MINISTERIO DE EDUCACIÓN Y CULTURA, Reglamento de la Ley de Educación

objectives which are getting by the students helped and guided by teachers. She/he assumes the following responsibilities: To organize the Institutional Activities, to develop the Scholastic Journey, and to organize the Technical-pedagogical meetings.

Location and importance.- The vice-principal is the second authority in the establishment, he/she is the official representative and is part of: The Teachers Meeting by Area, The Teachers Meeting of Course and The Directors Meeting of Area, The Orientation and Students' Well-being Council. He/she coordinates and to supervise the Permanent and the Technical-Pedagogical Committees.

Work characteristic:

Who can supervise his/her work is: Principal.

Who are depending from him/her are: Humanistic and Technical Coordinators, Multi-resources centre (RECE'S) or Learning resources centre (LRC), Administrative Coordinator, Educational Production Unit (EPU), and General Inspector.

Coordination relations: Principal, Orientation and Students' Well-being Council, Teachers Meeting by Area, Permanent Committees, and Teachers Meeting of Course.

Replacement:When the vice-principal is absent the first main member of the Directive Council assumes this role.

Main links:Vice-principals of other high schools, Supervisors, Education Direction functionaries, and Teachers Meeting of Course.

Information received from:Education and Culture Law, Study Planning and Programs, Minutes Book of the Directive Council, Minutes Book of the Technical-Pedagogical Committee, Activities Chronogram for Work Selection, Didactic and Productive Plan, Record of Evaluation, and Pedagogical Chase Documents.

Main Information generated:Report and Evaluation of the Annual Activities, High School Statistic, Academic Activities Evaluation, Activities Distribution Table, Institutional Plan Advance, and QuarterlyReport of Tasks Performance.

Vice-principal's Specific Functions.⁶They are in the 96 item of the Education Law Regulations.

2. THE TEACHING MANAGEMENT

2.1. The Management.⁷All educational institutions has as purpose to get the efficacy and efficiency of all elements that they have, therefore they plan,

⁶MINISTERIO DE EDUCACIÓN Y CULTURA, Reglamento de la Ley de Educación

analyse and adopt one or more methods, based on strategies, working with them as a line to carry out every activity in the teaching-learning process.

* **Strategy.**-It is impossible to understand how a business can make the most of its resources if it is unaware of what assets it owns. These assets include its reputation, its people, and their knowledge and experience, all of this must be taken into account when any kind of strategic decisions are made. Also the intangible aspects of the organization, It is not only the inherent skills and expertise of its members, need to be considered. There are the attitudes and values of those who are in charge of the organization and of those people who have to carry out their decisions. We might call this the “culture” and while it is arguable whether this culture is embedded in the organization itself or in the people who make it up, it is still a consideration, which should not be ignored. Moreover, while we must not forget the “inmates” of the organization it is equally a key to take into account those who are affected by it, be they shareholders, customers, beneficiaries or suppliers; all of these issues come under the management principle of “*Strategy*”. It drives what the organization does and how it does it. Without strategy a business operates reactively, without any goals or ideas of what it would like to do, or where it would wish to find itself in the future. Strategy embraces many aspects of the organization and managers may find themselves having to consider a diverse range

⁷ RICHARDS, Jack C. and TARREL, THOMAS S.C. Professional Development for Language Teachers, Cambridge 2005. Page 32-46

of perspectives when they are formulating an overall plan; therefore it can be seen that strategy is a difficult topic to define.

Johnson and Scholes (G. Johnson and K. I. Scholes Exploring Corporate Strategy 1997 Prentice Hall) suggest it is “the direction and scope of an organization over the long term: which achieves advantage for the organization through its configuration of resources within a changing environment, to meet the needs of markets and to fulfil stakeholder expectation.

*** Human Resource Management (HRM).**-It is about the people who work in an organization. It takes the approach that people are a valuable asset in any organization, whatever the size, and as such they must be enabled to work in the best way possible for the benefit of the organization and as a result of this for themselves. The aim of good human resource management must therefore be to employ the most suitable people for any specific task and keep them trained, rewarded and motivated. It also encompasses the relationships between individuals, at whatever level. As a management function, HRM is responsible for the formulating (or at least advising upon the formulation) of policies which will enable the organization to retain the best people possible, therefore is necessary that the human resource manager take a long-term view of the function, as his/her strategic role, which should bring the function into the boardroom. Another way of looking at the role of the HR manager is that they “*make the most*” of the people

within the organization and that their responsibility is towards the organization rather than the employee. Bearing this in mind and the difficult task of aligning the interest of the firm and the individual, it is inevitable that there are conflicts.

Thus, since HR is a function, which is principally about people and the development and maintenance of good relationships between them, the use of fiction in charting the course of these relationships is invaluable. Fiction is an excellent way of seeing how power is used within organization and many of the texts chosen provide case studies of the problems that individuals face when good human resource management is not in evidence. All of these books offer the students an opportunity to suggest ways in which the management featured (in whatever form it takes) could improve its dealings with the people involved.

*** *Managing Change.***- It is a commonplace that people are generally resistant to change. The challenge of the unknown is often less palatable than the comfort of the familiar. When the human constituents of the organization are faced with adopting new ways for doing things it is not surprising that they can be uncooperative. Some writers, such as Wilson (D. A. Wilson *A Strategy of Change* 1992 Routledge) also argue that organizations and industry sectors are also intrinsically resistant to change.

The current Educational System have adopted a new principle about how to teaching management, which consider to the students as the centre of the planning, who is at the first place a human being with emotions, previous knowledge and with a great necessity of love, according to this the role of the teachers is share their knowledge in a good relationship with their students at the same level of human being, trying to get the same level of the learning into the classroom as into the society, because the students is preparing their way to life, understanding their environment and solving the daily problems.

Another theme to consider into the teaching management is the assessment or evaluation because it has changed a lot.

2.2. Assessment and Evaluation.⁸ In this issue we have to analyse the following concepts to get the correct point of view to evaluate the students' knowledge.

While assessment is the act of gathering information on a daily order to understand individual students' learning and need the evaluation Is the culminating act of interpreting the information gathered for the purpose of making decisions or judgements about students' learning and needs, often at reporting time. Assessment and evaluation are integral components of the teaching-learning cycle. *The main purposes are to guide and improve learning and instruction.* Effectively

⁸ ARCOS, Miguel, Seminario Taller Práctica docente: "Manejo y Evaluación de Destrezas", 2008. Page 2-15.

planned assessment and evaluation can promote learning, build confidence, and develop students' understanding of themselves as learners. Assessment data assists the teacher in planning and adapting for further instructions to encourage students to get their personal goals: using a variety of techniques and tools, the teacher collects *assessment* information about students' language development and their growth in speaking, listening, writing and reading knowledge and abilities. The data gathered during assessment becomes the basis for an *evaluation*. Comparing assessment information to curriculum objectives allows the teacher to make a decision or judgment regarding the progress of a student's learning.

2.2.1 Types of Assessment and Evaluation.-There are three types of assessment and evaluation that occur regularly throughout the school year: diagnostic, formative, and summative.

Diagnostic assessment and evaluation.-Usually occur at the beginning of the school year and before each unit of study. The purposes are to determine students' knowledge and skills, their learning needs, and their motivational and interest levels. Keeping diagnostic instruments for comparison and further reference enable teachers and students to determine progress and future direction. Diagnostic assessment tools such as the writing strategies questionnaire and the reading interest/attitude inventory in this guide can provide support for instructional decisions.

Formative assessment and evaluation.- Focus on the processes and products of learning. Formative assessment is continuous and is meant to inform the student, the parent/guardian, and the teacher of the student's progress toward the curriculum objectives. This type of assessment and evaluation provides information upon which instructional decisions and adaptations can be made and provides students with directions for future learning. Involvement in constructing their own assessment instruments or in adapting ones, the teachers has made allows students to focus on what they are trying to achieve, develops their thinking skills, and helps them to become reflective learners. As well, peer assessment is a useful formative evaluation technique. Through peer assessment students have the opportunity to become critical and creative thinkers can clearly communicate ideas and thoughts to others. Instruments such as checklists or learning logs, and interviews or conferences provide useful data.

Summative assessment and evaluation.-Occur most often at the end of a unit of instruction and at term or year end when students are ready to demonstrate achievement of curriculum objectives. The main purposes are to determine knowledge, skills, abilities and attitudes that have developed over a given period of time, to summarize students' progress.

The assessment and evaluation results provide both formative and summative information. For example, summative evaluation can be used formatively to make

decisions about changes to instructional strategies, curriculum topics, or learning environment. Formative evaluation assists teachers in making summative judgements about students' progress and determining where further instruction is necessary for individuals or groups.

2.2.2 The Evaluation Process.-Teachers as decision makers strive to make a close match between curriculum objectives, instructional methods, and assessment techniques. The evaluation process carried out parallel to instruction is a cyclical one that involves four phases: preparation, assessment, evaluation, and reflection.

Preparationphase.-In this phase teachers decide what is to be evaluated, the type of evaluation to be used (diagnostic, formative or summative), the criteria upon which student learning outcomes will be judged, and the most appropriate assessment techniques for gathering information on student progress. Teachers may make these decisions in collaboration with students.

Assessment phase.-During this phase teachers select appropriate tools techniques, then collect and collate information on student progress. Teachers must determine where, when, and how assessments will be conducted, and students must be consulted and informed.

Evaluation phase.- The teachers interpret the assessment information and make judgements about student progress. These judgements (or evaluation) provide information upon which teachers base decisions about student learning and report progress to students and parents/guardians. Students are encouraged to monitor their own learning by evaluating their achievements on a regular basis. Encouraging students to participate in evaluation nurtures gradual acceptance of responsibility for their own progress and helps them to understand and appreciate their growth as readers and writers.

Reflection phase.- It allows teachers to consider the extent to which the previous phases in the evaluating process have been successful. Specifically, teachers evaluate the utility, equity, and appropriateness of the assessment techniques used. Such reflection assists teachers in making decisions concerning improvements or adaptations to subsequent instruction and evaluation.

2.2.3 Student assessment and evaluation.-It is valuable to consider the characteristics of adolescents. Developmentally, Middle Level students are at various cognitive, emotional, social, and physical levels. Assessment and evaluation must be sensitive to this range of transitions and address individual progress. It is *unrealistic and damaging* to expect students who are at various stages of development to perform at the same level. It is necessary to clarify, for Middle Level students, the individual nature of the curriculum and the assessment strategies

used so they are setting their own learning goals in relation to curriculum objectives. Insensitive evaluation of the adolescent can result in the student's feeling low self-worth and wanting to give up. Regular, positive feedback is a valuable part of the learning process and helps students identify how well they have achieved individual goals and curriculum objectives. As students begin to achieve success, their sense of self-esteem increases and the need for extrinsic rewards gives way to the development of intrinsic motivation.

Effective evaluators of Middle Level students are astute observers who use a variety of monitoring techniques to collect information about students' knowledge, skills, attitudes, values, and language competencies. Well organized, concise, and accessible records accommodate the large quantities of data likely to be collected, and assist teachers' decision making and reporting; with proficiency to use the instruments for peer and self-assessment should be collaboratively constructed by teachers and students. It is important for teachers to discuss learning objectives with the students. Together, they can develop assessment and evaluation criteria relevant to the objectives, as well as to students' individual and group needs.

Self-assessment.- Promotes students' abilities to assume more responsibility for their own learning by encouraging self-reflection and encouraging them to identify where they believe they have been successful and where they believe they require assistance. Discussing students' self-assessments with them allows the teacher to

see how they value their own and to ask questions that encourage students to reflect upon their experiences and set goals for new learning.

Peer assessment.- Allows students to collaborate and learn from others. Through discussions with peers, Middle Level students can verbalize their concerns and ideas in a way that helps them clarify their thoughts and decide in which direction to proceed.

2.2.4 Assessment and evaluation Strategies.⁹Assessment data can be collected and recorded by both the teacher and students in a variety of ways. Through observation of students, and in interviews or conferences with students, teachers can discover much about their students' knowledge, abilities, interests, and needs. As well, teachers can collect samples of students' work in portfolios and conduct performance assessment within the context of classroom activities. When a number of assessment tools are used in conjunction with one another, richer and more in-depth data collection results. Whatever method of data collection is used, teachers should:

- Meet with students regularly to discuss their progress.
- Adjust rating criteria as learners change and progress.

⁹BELL Chris, and HARRIS Duncan, World Yearbook of Education 1990: Assessment and Evaluation,2006. Page 38-93.

The most important phases to obtain a good result of the assessment and evaluation are to consider the following: End of Unit/Term evaluation. And reporting students' progress and achievement, evaluation at the end of the unit or term is facilitated by continuous assessment. One way that summative evaluation may be determined is by assigning a percentage to each of the language processed, e.g.

Writing and reading 30-40%.- At the end of the unit, teachers could have students review their portfolio collections to select their best two or three pieces for grading according to specific criteria.

Speaking and listening 30-40%.- Checklists, rating scales, and anecdotal notes used throughout the lesson can provide information about the students' oral progress. Oral presentations and incidental observations provide opportunities to gather information about students' listening and speaking abilities. A rubric which includes performance criteria can be useful for setting a mark for each student. Teachers, possibly in collaboration with their students, will determine the way that the unit will be evaluated.

Reporting student Progress and achievement.- In order to communicate student progress to parents, teachers are usually expected to issue report cards at regular intervals during the school year. This curriculum advocates the use of descriptive report to communicate progress to students, parents, and administrators. This

report may accompany or it is essential to use student portfolio collections and teacher assessments in formulating the report card description and assigned mark. When conducting parent-teacher interviews, it is important to make available to parents, and discuss with them, actual records of their child's performance (e.g., Checklists, anecdotal notes, portfolio contents). It can be very effective if students are present to lead the interview and take part in the discussion of their progress, achievements, and areas of need. The teaching management is related with the English skills because these are into the aims to develop in the teaching-learning process; therefore they are analysed in this part of the research.

2.3 English Skills.- The English language development considers four basic skill which are: listening, reading, speaking and writing.

2.3.1 Listening.-¹⁰ Is the receptive ability and its main characteristics are; the silence maintain by the person that, to be listening and the selective attention that to give his to listen according his purposes. Students need to reason for listening and the teacher could invent this necessity to give his tasks according the class of the test that students could learn to process and will be to complied while listen.

- Disappears as soon as it spoken. Sometimes it is spoken fast and sometimes slowly, with or without pauses.

¹⁰ DRISCOLL, Liz, Cambridge English Skills, 2008. Page 80-85

- Often uses rather general vocabulary and simple grammar.
- Shows sentences and meaningful groups of words through stress and intonation.
- Consists of connected speech, sentences, incomplete sentences or single words.
- The speaker uses body language to his/her communication; gestures, facial expressions. This helps the listener to understand what the speaker is saying.
- Is not so well organised: it contains interruptions, hesitations, repetitions and frequent changes of topic.

When we listen, we also need to be able to understand different kinds of spoken text types such as conversations, announcements, songs, lectures and so on. They contain different ways of organising language and different language features, and speed to speak, and some consist of just one voice while others consist of more; but we do not listen to everything in the same way. How we listen depends on our reason for listening. We might **listen for gist, specific information, detail, attitude, or do** extensive listening. We can see that listening involves doing many things; dealing with the characteristics of spoken language; using the context and out knowledge of the world, understanding different text types; understanding different speeds of speech and accents; using different listening sub skills.

The activities in a listening lesson often follow this pattern:

Introductory activities: an introduction to the topic of the text and activities focusing on the language of the text.

Main activities: a series of comprehension activities developing different listening sub skills.

Post-activities: activities which ask learners to talk about know a topic in the text relates to their own lives or give their opinions on parts of the text. These activities also require learners to use some of the language they have met in the text.

2.3.2 Reading.⁻¹¹ It is a receptive ability. We receive through of the reading information, its characteristics are similar to the listening is for that the person that read to maintain his silence, selection and process according his necessities an purposed, the teacher could give appropriate tasks that developed this abilities because process reasons for reading according the organization of the different classes the text that learn to process the student. When we read we do not necessarily read everything in a text. What we read depends on why and how we are reading. There are different lengths, layouts, topics and kinds of language. Learning to read also involves learning how to handle these different text types. We need to use our knowledge of the world to see connection between these two sentences (**coherence**). The grammatical links between the sentences (**cohesion**)

¹¹ DRISCOLL, Liz, Cambridge English Skills, 2008. Page 73-78.

also help us see the connection between them. Our reasons for reading influence how we read, which reading sub skills (a skill that is part of a main skill).

We usually use a sub skill called **reading for specific information** or **scanning**. When we scan, we don't read the whole text. We hurry over most of it until we find the information; another reading sub skill is **reading for gist** or **skimming**, reading quickly through a text to get a general idea of what it is about. A third reading sub skill is **reading for detail**. If you read a letter from someone you love who you haven't heard from for a long time, you probably read like this, getting the meaning out of every word. Another way of reading is **extensive reading**. Extensive reading involves reading long pieces of text. As you read, your attention and interest vary you may read some parts of the text in detail while you may skim through others.

The activities in a reading lesson often follow this pattern:

Introductory activities: an introduction to the topic of the text and activities focusing on the language of the text.

Main activities: a series of comprehension activities developing different reading sub skills.

Post-activities: activities which ask learners to talk about how a topic in the text relates to their own lives or give their opinions on parts of the text. These activities also require learners to use some of the language they have met in the text.

2.3.3 Speaking.¹²It is a productive ability, it uses for information to characterize for using a sound system with a meaning, for develop this ability the teacher should gives language models and gives opportunity for the oral practice.

To develop the speaking need to do or practice the following: pronounce words, answer questions, use intonation, ask for clarification and or explanation, correct themselves, take part in discussions, change the content and/ or style of their speech according to how their listener responds, greet people, plan what they will say, smile, ask for and give information, respond appropriately, persuade, start speaking when someone else stops, tells stories, use fully accurate grammar and vocabulary, use tenses, take part in conversations. Controlled practice activities give more opportunities than controlled activities for learners to practice communication, interaction and fluency. When we speak, we use different aspects of speaking depending on the type of speaking we are involved in, we also use in the speaking practice are the following categories: Grammar and vocabulary, functions, features of connected speech, properly, body language, and Interaction.

¹²DRISCOLL, Liz, Cambridge English Skills, 2008. Page 87-92.

Interaction is two-way communication that involves using language and body language to keep our listener involved in what we are saying and to check that they understand our meaning.

- Interactive strategies are: making eye contact, using facial expressions, asking check questions, clarifying your meaning, confirming understanding.
- Fluency is speaking at a normal speed, without hesitation, repetition or self-correction, and with smooth use of connected speech.
- Accuracy in speaking is the use of correct forms of grammar, vocabulary and pronunciation.

The activities in a speaking lesson often follow this pattern:

Lead in: an introduction to the topic of the lesson plus, sometimes, activities focusing on the new language.

Practice activities or tasks: Learners have opportunities to use the new language.

Post-task activities: activities in which learners discuss the topic freely and/or ask the teacher questions about the language used.

2.3.4 Writing.¹³ It is a productive skill. That means they involve producing language rather than receiving it. We can say that writing involves communicating a message (something to say) by making signs on a page. To write we need a message and someone to communicate it to. We also need to be able to form letters and words, and to join these together to make words, sentences or a series of sentences that link together to communicate that message. All written text types have two things in common. Firstly, they are written to communicate a particular message, and secondly, they are written to communicate to somebody. Our message and who we are writing to influence what we write and how we write.

Writing involves several sub skills. Some of these are related to **accuracy**, using the correct forms of language. Writing accurately involves spelling correctly, forming letters correctly, writing legibly, punctuating correctly, using correct layouts, choosing the right vocabulary, using grammar correctly, joining sentences correctly and using paragraphs correctly; but writing isn't just about accuracy. It is also about having a message and communicating it successfully to other people. To do this, we need to have enough ideas, organise well and express them in an appropriate style. Writing also often involves through a number of stages. When we write outside the classroom we often go through these stages: Brainstorming (thinking of everything

¹³ DRISCOLL, Liz, Cambridge English Skills, 2008. Page 93-98

we can about the topic), making notes, planning (organization our ideas), writing a draft (a piece of writing that is not yet finished, and may be changed), editing (correcting and improving the text), producing other draft, proof reading (checking for mistakes in accuracy) or editing again.

By encouraging learners to use the writing process in the classroom help them to be creative and to develop their message, then we consider the management, assessment and evaluation, and the development of the language skills we have considered that the multiple intelligences is an important theme to analyse into the teaching management to obtain the best results in the teaching-learning process.

2.4 The Multiple Intelligences.-¹⁴According with the evolution of the educational system there are some interesting things that the English teacher needs to consider, to get better level of learning in their students.

English teacher needs to relate the language with the likes and reality of everybody and a special issue to consider into the teaching-learning process is about the way to learn of each one, there have been some researches which say some criteria, but we will analyse a specific to refer about this one.

¹⁴GARDNER, Howard, Inteligencias múltiples: la teoría y la práctica, 1998. Page 25-115

For the psychologist and teacher of the University of Harvard, Howard Gardner, there are multiple intelligences because each person has a different way to learn according with their own abilities which grow with every human being. Gardner, for example, has established seven categories in which are divided the intelligences, and with this classification is demonstrating that the intelligence is not just one, therefore people can be intelligent in different form. The categories of intelligences are the following:

Logic/Mathematics intelligence.- It is the sensibility and availability to work with numbers effectively, and needs a good training level to its appropriate develop because in this type of ability is necessary to use abstract symbols, formulas, calculus; decipher cod, graphics and charts, logic-mathematics models, to solve problems, scientific thinks, and inductive and deductive reasoning. There are some kinds of activities to apply this one in class, which could be used by English teachers, for example: Exercises to reason out problems and experiments make graphic charts, mathematic plays, and Logic exercises.

Verbal/Linguistic intelligence.- It is the ability to work with the oral and written word efficiently to receive and produce messages with clarity. It is develop with creative writing, humour, formal and informal expressions, reading, telling stories, counting tales, a big knowledge of vocabulary, and so on. In class the teacher could apply this in some strategies as: Crosswords; dialogues; oratory concourses; tale,

poetry, essay and jokes telling;reading clubs;discussion or debate about specific themes; develop of advertising; and writing diaries.

Musical/Rhythmic intelligence.- It is an auditory ability to appreciate and produce rhythm, timbre and tone of the musical sounds and it is the appreciation or the ways to musical expressions. This intelligence is very important because some researchers say that a thing learned with musical rhythm is recorder seven times more than one without it.It is developed with sounds, instrumental sounds, musical compositions, environmental sounds, to create musical styles, to play musical instruments, models of musical tones, to vocalize rhythm sensibility. In the classroom the teacher could use some activities to improve this intelligence, for instance: To sing, using rhythms to create melodies and songs; playing instruments; to develop a dance routine; and to work with different kind of music and to identify them.

Visual/Spatial intelligence.- It is the ability to perceive rightly the visual and spatial world, getting a real knowledge, feeling and sense of location into it. This intelligence is developed with visual imagination, schemes with full colour and different textures, guided imagination, visualize conceptual maps to do montages, to create models and patterns, to have a fantasy, the three-dimensional space. In class the teacher could do some task to develop this intelligence, as the following:Visual projects to paint, draw and sculpt; to make conceptual maps; to

show photographs, videos, audio visuals; to design sceneries; to illustrate tales, novels and poems; to do sculptures; and to draw maps to find places.

Corporal/Kinaesthetic intelligence.- It is in relation with the knowledge and movement about the body. This intelligence is the best way to learn if the student has it, because according with some researches if you learn combining the sound and the movement you learn twelve times more, therefore it is very important to dance when you are studying, but is very important do not forget, that this intelligence is not developed in all people. It is developed with corporal language, mimics, gestures, corporal sculptures, dramatizations, dancing, gymnasium routines, aerobics routines, physical exercises and sports. Teacher could do some activities to apply this one in class: To create movements, to play some sports, to do relaxing exercises, to participate in theatre shows, modern and folkloric dancing concourses, and clothes modelling.

Interpersonal intelligence.- It is the ability to reason out and to answer with property to the modes, temperaments, motivations and wishes of the other people. It is developed with collaborative teaching and learning, empathy with the rest of people, group projects to intuit the people's feelings, communication one by one person, to perceive the people's motives. In class teacher could promote cooperative work in different activities as the following: Chaos solution, community

work, tutorages, assistance and guide clubs, to visit hospitals and old people homes, and participation in “chats”.

Intrapersonal intelligence.- It allows us to meet the internal aspects of ourselves and to be in contact with own emotional life. It is developed with the like by the order, concentration and reasoning skills, individual projects, oneself knowledge, auto reflexion, strategies of thinking, to be sensate and carefully with oneself. In class teacher could carry out the following activities to develop this kinds of intelligences: To do individual studies, to write reflections, and romantic poems, to develop activities to promote the self-esteem, to write reflective dairies, to do support group. Gardner advices to do a combination of activities which would give dynamism for the classes development and more efficiency to the knowledge, considering the individual differences into the students to get a good level of English learning.

RESOURCES AND METHODS

e. RESOURCES AND METHODS

1. Resources

*** Human**

- Thesis director
- Two students

*** Material**

- | | | |
|--------------------|----|---------------|
| • Office materials | \$ | 150.00 |
| • Transport | | 50.00 |
| • Photocopies | | 50.00 |
| • Printing | | 80.00 |
| • Consultancy | | 200.00 |
| • Unforeseen | | <u>100.00</u> |

Total	\$	630.00
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*** Institutional**

- National University of Loja
- Emiliano Ortega Espinoza High School

2. Design of the research

As every research work, it was carried out applying a methodological appropriated process.

We used different stages of research like: The field investigation where we knew the reality about the organization and teaching management and their influence in the English knowledge level with the students of the Emiliano Ortega Espinoza High School, Catamayo parish and canton. The descriptive research lets us to carry out the analysis and to describe the mentioned reality.

3. Methods, techniques and instruments

3.1 Methods.-Methods were selected according to the type of research, this theme is no experimental, it is a description and analysis of the information obtained during the field investigation applied to a determined population where the problem is located; therefore the methods used were the scientific, inductive, and deductive.

Scientific method.- It is the most appropriated for the research because it is the most complete and according to its nature, therefore we thought about it

at the beginning of this work, then to choose the problem, objectives, theoretical frame, conclusions and recommendations. It embraced the procedure of analysis and synthesis, induction and deduction and everything to discover the true and the verification of the hypotheses. It was used from the beginning to the end of the research.

To carry out the methodological process we settle up the theme, delimiting the problem, posing objectives and outlined hypotheses which were demonstrated through logical deductions derived from the theoretical-conceptual principles which are the fundamentals of the studied theme, that is the theoretical aspect is based in the scientific postulated about the thematic which were mentioned widely in the theoretical frame and what serviced to establish relation among the different manifestations of the researched problem.

Inductive method.- It was used to relate the cases, facts or phenomena which pass in the researched field to discover the general principles or laws over the researched variables, in this case the organization and teaching management and the English knowledge students' level in the high school.

Deductive method.- It was used to extracted conclusions from principles and definitions, laws and norms to take them as base to establish

recommendations related to the organization and teaching management and the English knowledge students' level in the researched high school.

3.2 Techniques and instruments.-We used some techniques to develop this research work such as surveys, tests and direct observation.

Through the applied survey to all authorities and teachers of the Emiliano Ortega Espinoza High School of Catamayo city, we obtained information about the organization and teaching management; through the survey and test applied to a representative number of students from ninth year of Basic Education to third high school Curriculum during 2009-2010 school year the Emiliano Ortega Espinoza High School of Catamayo city, we obtained information about the participation level of students in the institutional organization and the causes for a low English knowledge level.

3.3 Procedures.-This research work was carried out in three stages, which were:

First stage: We have studied theoretical reference about "*Organization and Management of the teaching*", thought it we could learn about the different functions of the administrative personal and management of the teaching to improve an educational institution with efficiency and efficacy, which gave us the vision about the importance of this theme to research it as a contribution

with the current educational system because we consider that the institutional organization and the teaching management are the principles to obtain better results in the teaching-learning process.

About the theme “Organization and teaching management and their influence on the English knowledge students’ level of the “Emiliano Ortega Espinoza” high school during the school year 2009-2010”. We obtained after, the problem and sub-problems to research.

Second stage: We went to “Emiliano Ortega Espinoza” high school to talk to the doctor MirtaDíaz who is its principal, who gave us the authorization to apply our surveys to teachers and students, then we applied this instrument and also we talked to some English teachers and students to clarify our information about the current situation in this establishment; following with the process we made the tabulation of the data which were the base of the analysis of results as qualitative and quantitative, added with the results about the test to students who had obtained low degrees(12 or less) in English.

Third stage: At the end, from our analysis we could obtain some conclusions which were the guide recommendations that contribute with the educational

system, especially with “Emiliano Ortega Espinoza” High School which is the object of our research work.

4. Population:

To get results in this research work we applied the surveys to authorities and teachers according to the statistical formula to obtain a population part, this is:

$$n = \frac{PQ * N}{(N-1)\frac{E^2}{K^2} + PQ}$$

In this formula each letter represents a variable which are:

PQ= population varianza, it is a constant it is equal 0,25

E = admissible maximum error, it could be between 0,01 and 0,09

K = significance level, it is equal 2

N = total population

In our case we applied the following values:

E = 0,07

N = 642 students, and

E = 0,09

N = 48 teachers and authorities

According to the mathematic process the number of population to apply the surveys was:

<i>Human resources</i>	<i>F</i>
Students	155
Authorities and teachers	32

RESULTS

f. RESULTS

*Authorities and Teachers survey

Hypothesis 1

A. The lack of socialization of the main documents influences in the English knowledge level with the students of "Emiliano Ortega Espinoza" high school during the school year 2009-2010.

Question:

1. How is the organization in the institution where you are working?

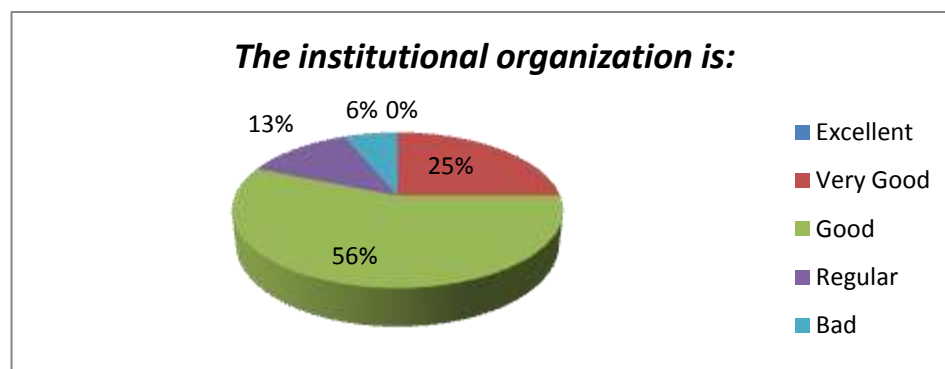
a) Statistical Chart:

The institutional organization is	Frequency	Percentage
Excellent	0	0%
Very Good	8	25%
Good	18	56%
Regular	4	13%
Bad	2	6%
TOTAL	32	100%

Source: Survey to authorities and teachers of "Emiliano Ortega Espinoza" High School.

Responsible: Tania Cedillo and Lady Cabrera.

b) Graphic Representation:



c) *Interpretation:*

According to the survey 25% of teachers and authorities answered that the institutional organization is very good, 56% said that it is good, 13% said that it is regular and 6% answered it is bad, and no one considers that the institutional organization is excellent.

This question was completed asking “*WHY?*” to get the criteria to give the qualifications about the institutional organization, the most of teachers and authorities answered there is a good relation between them, therefore they can get the planned objectives at the beginning of the academic period, but little of them gave negative criteria like there are authoritarian decisions, lack of communication, and an inadequate building.

In these criteria we can say there is lack of a good environment of understanding of a group of teachers who need to become in positive members of the institutional personal to get a better institutional quality and the authorities need to work and finish the building of the high school to get a better functionality of it.

Question:

2. Which are the organization systems of the institution where you are working?

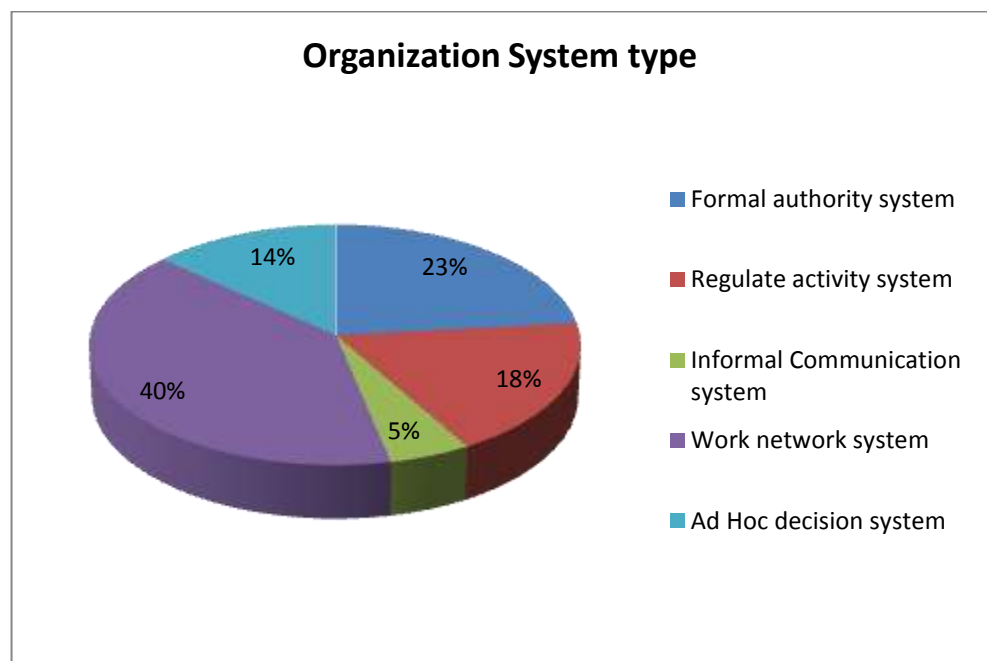
a) Statistical Chart:

Organization System type	Frequency	Percentage
Formal authority system	14	23%
Regulate activity system	11	18%
Informal Communication system	3	5%
Work network system	24	40%
Ad Hoc decision system	8	14%

Source: Survey to authorities and teachers of “Emiliano Ortega Espinoza” High School.

Responsible: Tania Cedillo and Lady Cabrera

b) Graphic Representation:



c) Interpretation:

In this question the most of teachers and authorities gave more than one answer because they considered that in some cases as in the integrating of commissions is applied a system of organization but in others cases are other type of organizational system clearly, therefore the total of criteria were 60 answers which represent 100%.

40% of criteria were there is a Work of Network System, 23% of them were there is a Formal Authority System, 18% of them were there is a Regulated Activity System, 13% of them were there is a Ad Hoc Decision System and 5% of them were there is an Informal Communication System.

As result the most of teachers and authorities are looking the work in groups, but they need more participation to take decisions although they would to accept to work under a clear schedule with a hierarchical system without authoritarian decisions where everybody carries out the specific functions and the improvement of the institution result as the work of everybody.

Question:

3. Mark who form the strategic top in your institution?

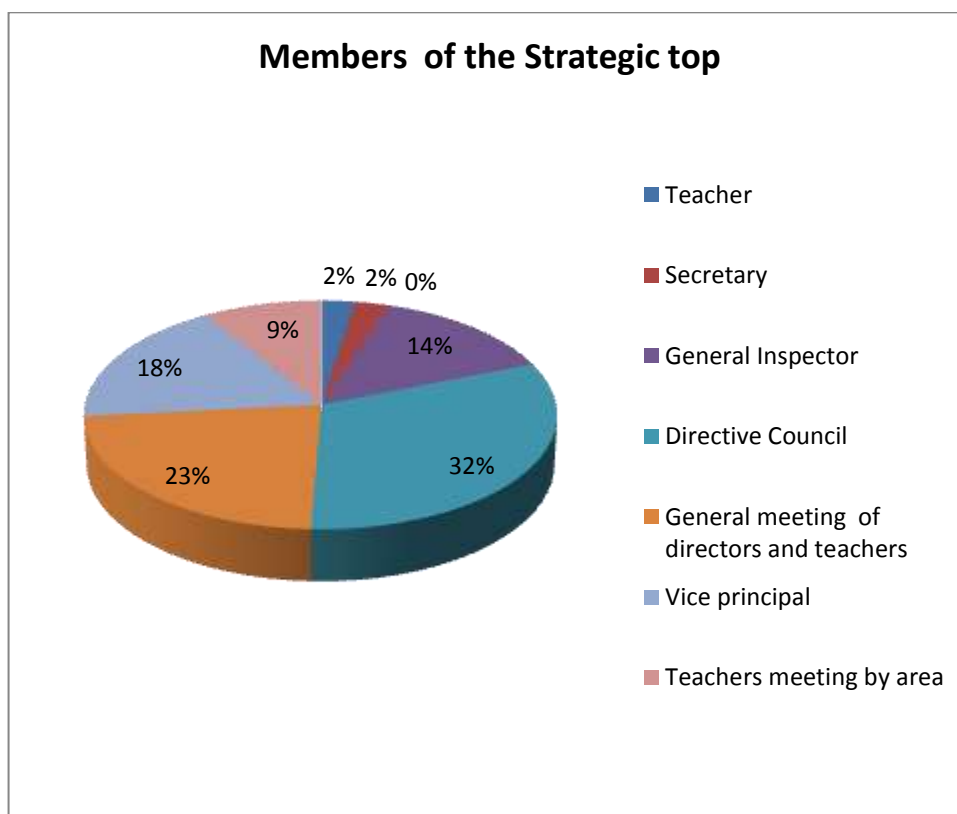
a) *Statistical Chart:*

Members of the Strategic top	Frequency	Percentage
Teacher	2	2%
Secretary	2	2%
General Inspector	11	14%
Directive Council	25	32%
General meeting of directors and teachers	18	23%
Vice principal	14	18%
Teachers meeting by area	7	9%

Source: Survey to authorities and teachers of "Emiliano Ortega Espinoza" High School.

Responsible: Tania Cedillo and Lady Cabrera.

b) *Graphic Representation:*



c) Interpretation:

The results show the answers were more than one by each teacher and authority, around 2 by each one; therefore, we have the percentages expressed in relation to the total of criteria given (79), then 32% of answers were the Strategic Top is integrated by Directive Council, 23% of them said General Meeting of Directors and Teachers are in the Strategic Top, 18% of them said Vice Principal is integrating it too, 14% put into it to General Inspector, 9% of them said Teachers Meeting by Area is part of the Strategic Top, 2% put into it to Secretary and 2% said Teachers are into it.

This variety of criteria shows the lack of knowledge about this issue, because the term Strategic Top has not introduced into the common vocabulary and in the same form there is not a clear schedule about the hierarchical organization taking into account this level.

In relation to theoretical frame we can say teachers and authorities have a good idea about this issue because the most of them asked by the principal and the real members have the higher percentage, but they need training about it and to elaborate a clear graphic schedule about the institutional organization, where they can see that into the Strategic

Top are: Principal, General Meeting of Directors and Teachers and Directive Council.

Question:

4. Who are integrating the Middle Line?

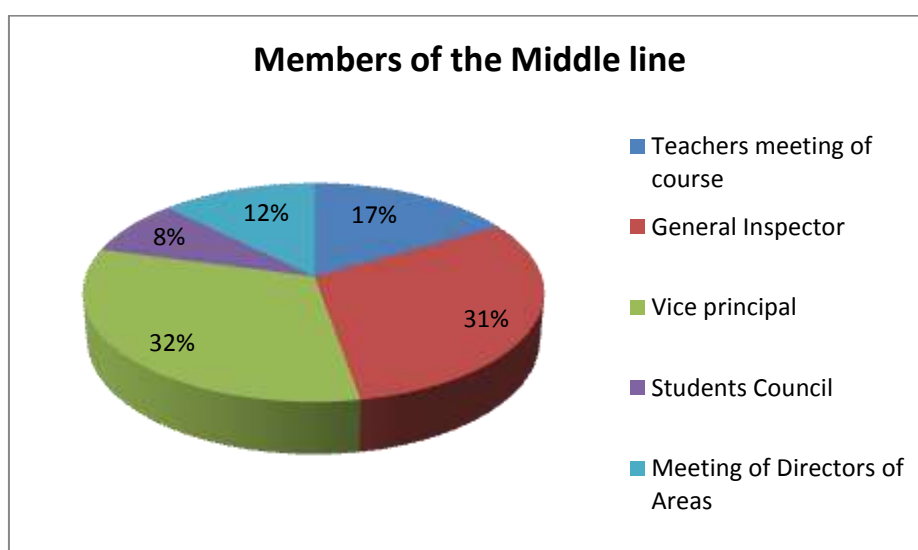
a) *Statistical Chart:*

Members of the Middle line	Frequency	Percentage
Teachers meeting of course	12	17%
General Inspector	22	31%
Vice Principal	23	32%
Students Council	6	8%
Meeting of Directors of Areas	9	14%

Source: Survey to authorities and teachers of "Emiliano Ortega Espinoza" High School.

Responsible: Tania Cedillo and Lady Cabrera

b) *Graphic Representation:*



c) Interpretation:

As in the last question the answers were more than one by each teacher and authority, almost two by each one; therefore, we have the percentages expressed in relation to the total of criteria given (72), then 32% of answers were the Middle Line is formed by Vice Principal, 31% of them said General Inspector is into the Middle Line, 17% of them said Teachers Meeting of course is integrating it too, 12% put into it to Meeting of Directors of Areas and 8% of criteria said Students Council is into the Middle Line.

The lack of knowledge about this issue is a consequence of the lack of use of the term Middle Line in the organizational institution, and we believe that the lack of a graphic schedule about the hierarchical levels contributes to this reality.

Analyzing the obtained results we can say teachers and authorities have an acceptable idea about this issue because the vice principal and the general inspector have the higher percentage, but they need training about it and to elaborate a clear graphic schedule about the institutional organization, where they can see that into the Middle Line are: Vice Principal, General Inspector and Administrative, Technical Humanistic and Technical Coordinators.

Question:

5. Is there in your institution the Supporting Staff?

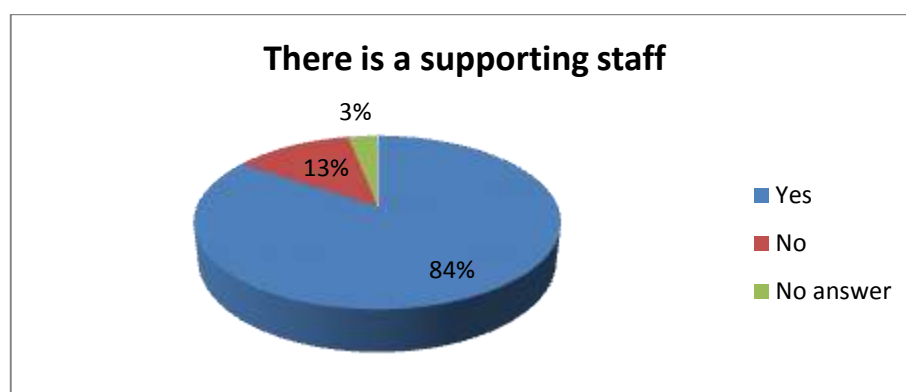
a) Statistical Chart:

There is a supporting staff	Frequency	Percentage
Yes	27	84%
No	4	13%
No answer	1	3%
TOTAL	32	100%

Source: Survey to authorities and teachers of "Emiliano Ortega Espinoza" High School.

Responsible: Tania Cedillo and Lady Cabrera.

b) Graphic Representation:



c) Interpretation:

The Supporting Staff was a term more known by teachers and authorities, therefore 84% of them answered yes to this question where we asked about the existence of this structural group, however 13% said there is not it and 3% did not give an answer, according to these criteria we consider they need training about this issue as the rest about the organization of the institution to get effectiveness and efficiency in the administrative personal.

Question:

6. Who carries out the Institutional Curricular Plan and how often is it evaluated?

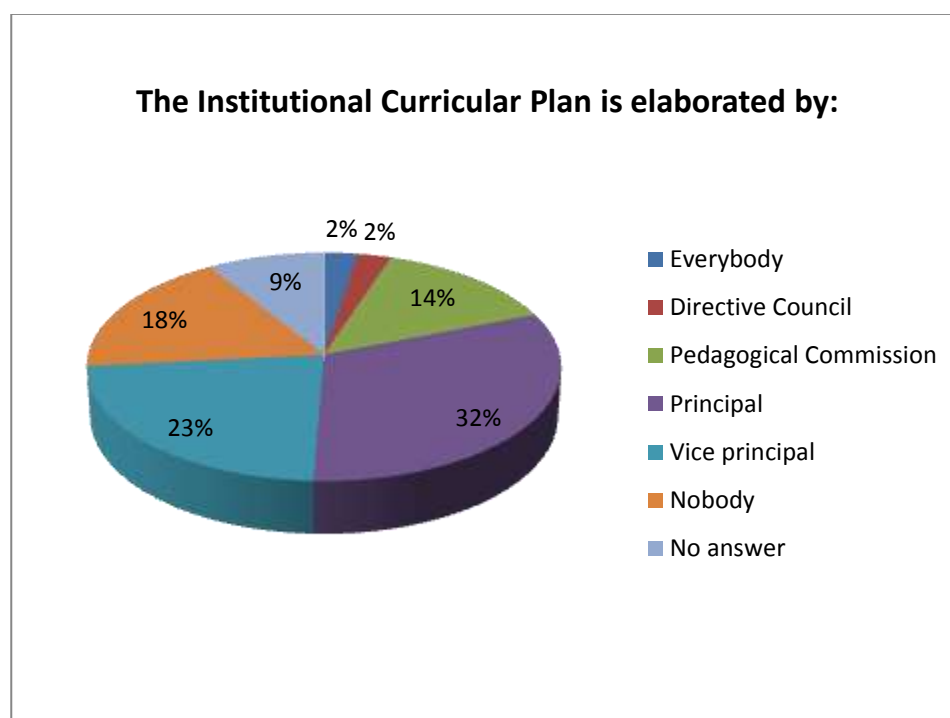
a) Statistical Chart: A

The Institutional Curricular Plan is elaborated by:	Frequency	Percentage
Everybody	2	2%
Directive Council	2	2%
Pedagogical Commission	11	14%
Principal	25	32%
Vice principal	18	23%
Nobody	14	18%
No answer	7	9%
TOTAL	32	100%

Source: Survey to authorities and teachers of "Emiliano Ortega Espinoza" High School.

Responsible: Tania Cedillo and Lady Cabrera

b) Graphic Representation:



c) *Interpretation:*

In the first part of this question about who elaborates the Institutional Curricular Plan, 32% said the Principal, 23% answered the Vice Principal, 18% said there is not it, 14% said the Pedagogical Commission, 2% said the Directive Council, 2% said everybody and 9% did not answer.

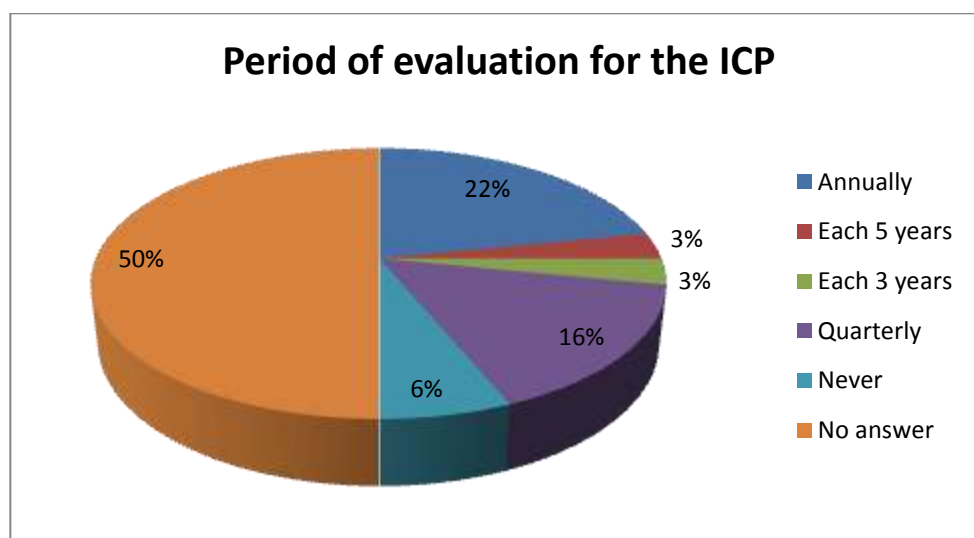
a) *Statistical Chart: B*

* Period of evaluation for the ICP	Frequency	Percentage
Annually	7	22%
Each 5 years	1	3%
Each 3 years	1	3%
Quarterly	5	16%
Never	2	6%
No answer	16	50%
TOTAL	32	100%

Source: Survey to authorities and teachers of "Emiliano Ortega Espinoza" High School.

Responsible: Tania Cedillo and Lady Cabrera

b) *Graphic Representation:*



c) Interpretation:

Analyzing the second part of this question 50% of the teachers and authorities did not answer, 22% said the Institutional Curricular Planning is evaluated annually, 16% said it is done quarterly, 6% answered that it is never evaluated, 3% said it is evaluated each 3 years and 2% mentioned that it is evaluated each 5 years.

In this question we can see lack of knowledge about the specific functions of the organizational group in an educational institution, and we consider that they need training about the Curricular Reform because it is a necessary law to get the best results in the teaching-learning process and in the development of the functions of the teachers and authorities.

The Curricular Reform, as say in the theoretical frame, specifics that the Institutional Curricular Plan must be made by Principal and it must be evaluated by Directive Council, although the most of them have the correct answer, it is worry that they represent less than 50% (32%), showing the lack of knowledge about the specific functions of the authorities and teachers.

Question:

7. Identify the next functions with their respective charges with the next codes:

Principal (P), Vice Principal (V), General Inspector (GI), Teachers (T).

- To encourage educative innovations, aimed at institutional change aimed at socio-economic development and cultural development of the Area.

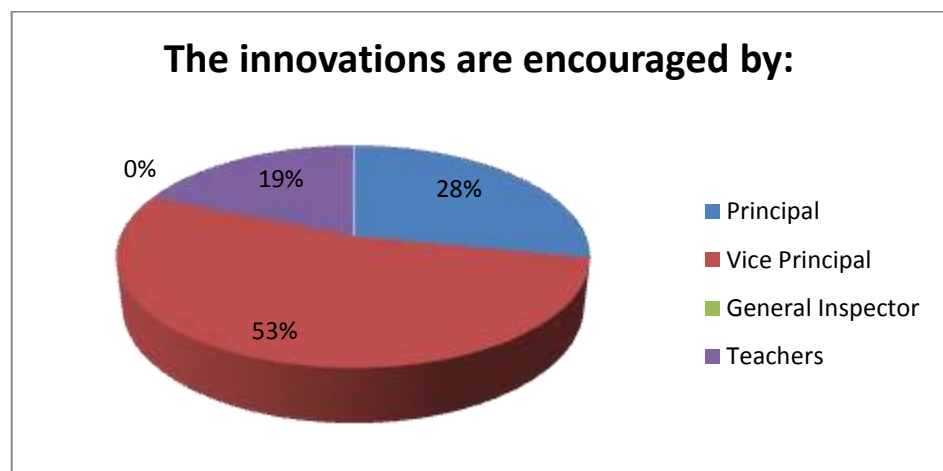
a) Statistical Chart: A

To encourage the innovations	Frequency	Percentage
Principal	9	28%
Vice Principal	17	53%
General Inspector	0	0%
Teachers	6	19%
TOTAL	32	100%

Source: Survey to authorities and teachers of "Emiliano Ortega Espinoza" High School.

Responsible: Tania Cedillo and Lady Cabrera.

b) Graphic Representation:



c) *Interpretation:*

About the first function outlined in the seventh question 53% of teachers and authorities answered Vice Principal, 28% said Principal, 19% said Teachers and 0% said General Inspector.

According to the Curricular Reform the Principal is who has to encourage the educational innovations for the institutional change to contribute with the socio-economic and cultural development of the region, but just 28% of authorities and teachers know this, it confirms the lack of knowledge about the Curricular Reform although it was approved some years ago.

a) *Statistical Chart: B*

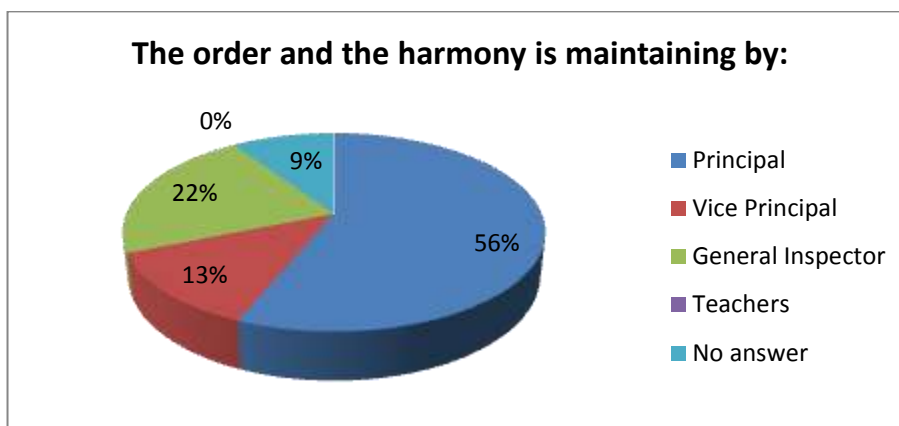
- Direct and responsibility the progress of the unit in order to maintain order and harmony in the functioning of the high school, teaching in the fields: Administrative, students'; and service.

To Maintain order and harmony	Frequency	Percentage
Principal	18	56%
Vice principal	4	13%
General Inspector	7	22%
Teachers	0	0%
No answer	3	9%
TOTAL	32	100%

Source: Survey to authorities and teachers of "Emiliano Ortega Espinoza" High School.

Responsible: Tania Cedillo and Lady Cabrera

b) *Graphic Representation:*



c) *Interpretation:*

According to the theoretical frame is General Inspector who directs and is responsible of the institutional development to maintain in order and harmony the running of the establishment; in teaching, administrative, students' and general services fields, is worry just 22% of teachers and authorities know this.

a) *Statistical Chart: C*

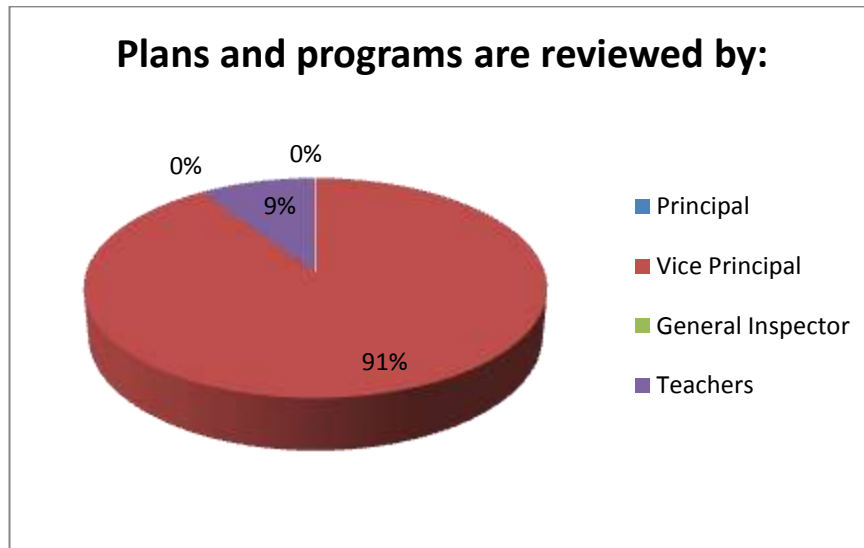
- To learn about solve problems such as plans and programmes of course after receiving a report from the Technical Pedagogical Commission and other proposals.

To solve problems such as plans and programs	Frequency	Percentage
Principal	0	0%
Vice principal	29	91%
General Inspector	0	0%
Teachers	3	9%
TOTAL	32	100%

Source: Survey to authorities and teachers of "Emiliano Ortega Espinoza" High School.

Responsible: Tania Cedillo and Lady Cabrera

b) Graphic Representation:



c) Interpretation:

In the third function outlined in the seventh question 91% of teachers and authorities answered Vice Principal, 9% said Teachers, and Principal and General Inspector were not chosen (0% each one).

Checking the theoretical frame the Vice Principal is who learns and solves problems such as: plans and programs of course, after to receive a report from the Technical Pedagogical Commission and other proposals, and the most of teachers and authorities know that (91%).

We consider that the high level of knowledge about this function is caused for the continue application of this because every teacher present plans and programs, therefore they know who receives them.

Statistical Chart: D

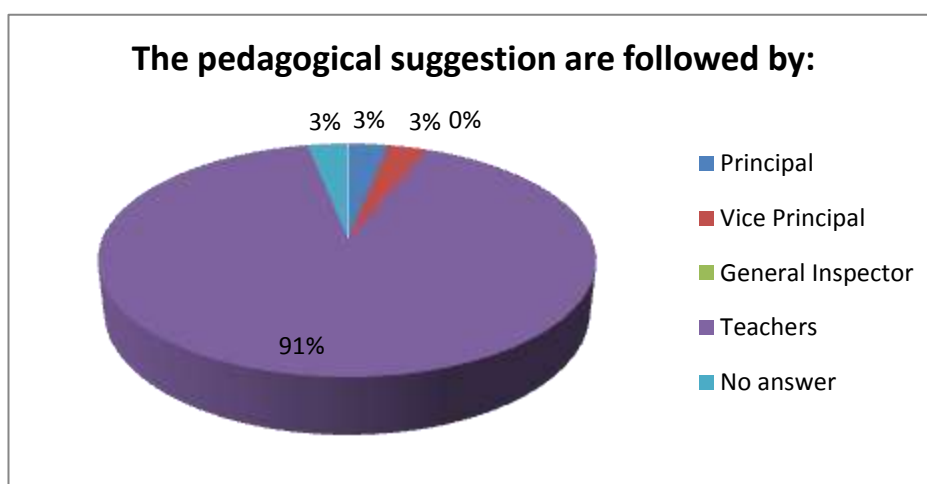
- Putting into practice the suggestions given by techno-pedagogic agencies and authorities of stock.

To follow the pedagogical suggestions	Frequency	Percentage
Principal	1	3%
Vice principal	1	3%
General Inspector	0	0%
Teachers	29	91%
No answer	1	3%
TOTAL	32	100%

Source: Survey to authorities and teachers of "Emiliano Ortega Espinoza" High School.

Responsible: Tania Cedillo and Lady Cabrera

a) Graphic Representation:



b) Interpretation:

In the fourth function outlined in the seventh question 91% of teachers and authorities answered Teachers, 3% said Principal, 3% answered Vice Principal, nobody said General Inspector and 3% did not answer.

According to the theoretical frame are Teachers who have to follow the techno-pedagogical suggestions given from agencies and authorities and the most of them (91%) have this knowledge fortunately.

a) *Statistical Chart: E*

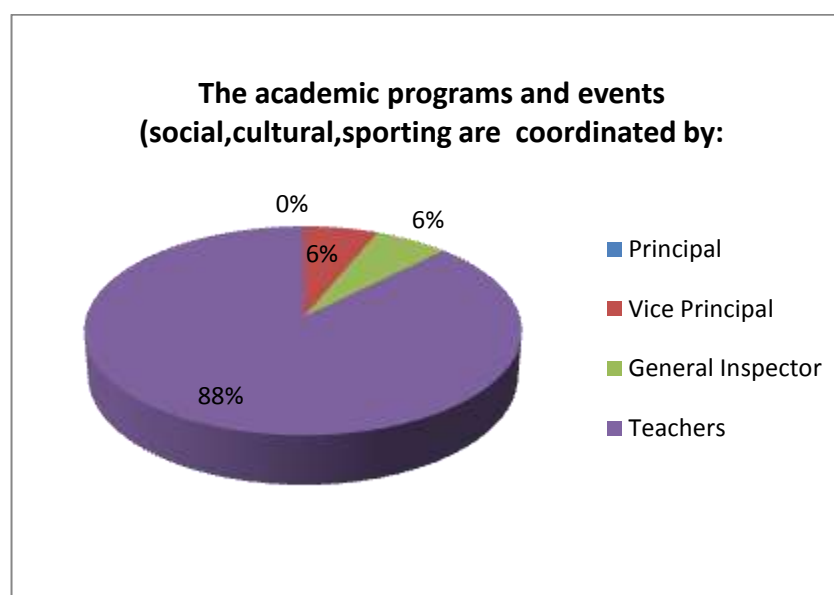
- To carry out the academic program, social, cultural and sporting events.

To do to carry out the academic programs and events (social, cultural, sporting)	Frequency	Percentage
Principal	0	0%
Vice principal	2	6%
General Inspector	2	6%
Teachers	28	88%
TOTAL	32	100%

Source: Survey to authorities and teachers of "Emiliano Ortega Espinoza" High School.

Responsible: Tania Cedillo and Lady Cabrera.

b) *Graphic Representation:*



c) *Interpretation:*

About the fifth function outlined in the seventh question 88% of teachers and authorities answered Teachers, 6% said Principal, 6% answered Vice Principal, and nobody(0%) said General Inspector.

According to the theoretical frame the Vice Principal is who has to do to carry out the academic, social and sporting programs, but just 6% gave the correct answer.

a) *Statistical Chart: F*

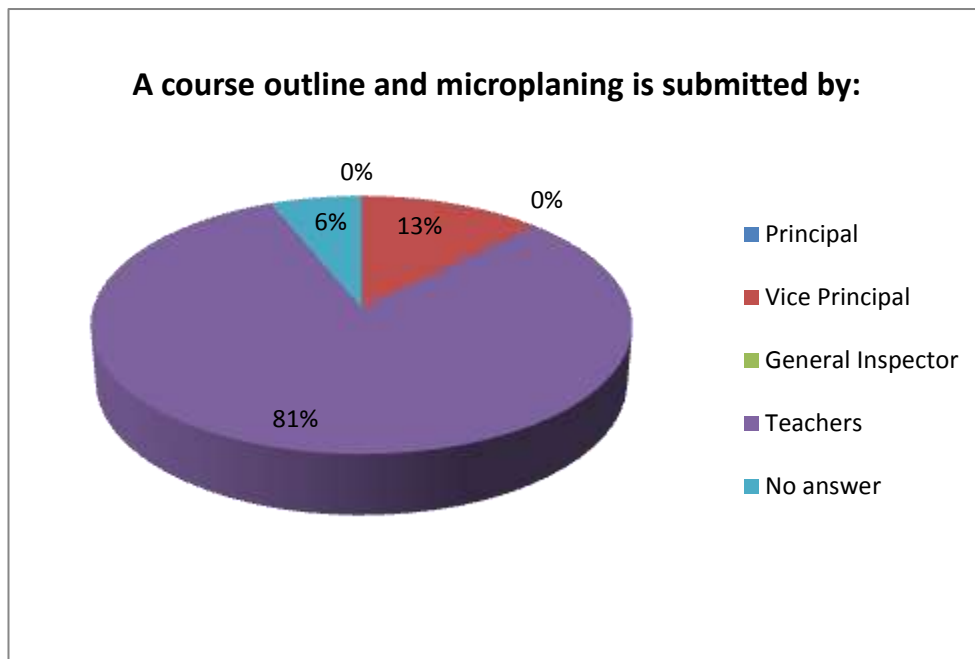
- At the end of the year must submit a course outline and micro planning with respective adjustments and will be valid for two years to monitor and evaluate.

To submit a course outline and micro planning	Frequency	Percentage
Principal	0	0%
Vice principal	4	13%
General Inspector	0	0%
Teachers	26	81%
No answer	2	6%
TOTAL	32	100%

Source: Survey to authorities and teachers of "Emiliano Ortega Espinoza" High School.

Responsible: Tania Cedillo and Lady Cabrera.

b) Graphic Representation:



c) Interpretation:

About the sixth function outlined in the seventh question 81% of teachers and authorities answered Teachers, 13% said Vice Principal, 6% answered Vice Principal, and nobody(0%) said General Inspector.

In relation to the theoretical frame Teachers are who have to submit a course plan and micro planning with respective adjustments which will have two years to monitor and assess it, this criterion is known by 81% of authorities and teachers.

a) *Statistical Chart: G*

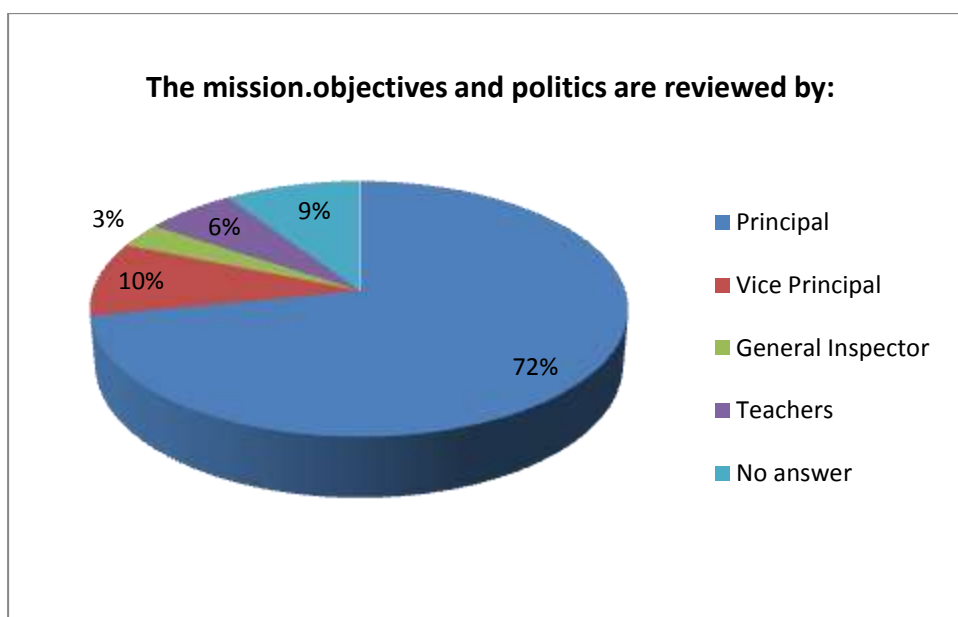
- Reviewing the permanent mission, objectives and politics of the institution.

To review the mission, objectives and politics of the institution	Frequency	Percentage
Principal	23	72%
Vice principal	3	9%
General Inspector	1	3%
Teachers	2	6%
No answer	3	9%
TOTAL	32	100%

Source: Survey to authorities and teachers of “Emiliano Ortega Espinoza” High School.

Responsible: Tania Cedillo and Lady Cabrera.

b) *Graphic representation:*



c) Interpretation:

In the seventh function outlined in the seventh question 72% of teachers and authorities answered Principal, 10% said Vice Principal, 6% said Teachers, 3% answered General Inspector and 9% did not answer.

According with the theoretical frame is Principal who has to review the institutional mission, objectives and politics permanently, and the most of them (72%) say that.

The lack of training in authorities and teachers about the specific functions have been show in this question because although in four functions the most of them gave a correct answer they do not represent 100% and we think they need to know and apply this functions in effective form to get better results and to build a better environment of understanding between them.

Hypothesis 2

B.The lack of training procedures a bad performance of the specific functions of the authorities, teachers and students and also it influences on the English knowledge level with the students of "Emiliano Ortega Espinoza" high school during school year 2009-2010.

Question:

8. What does Educational Management mean to you?

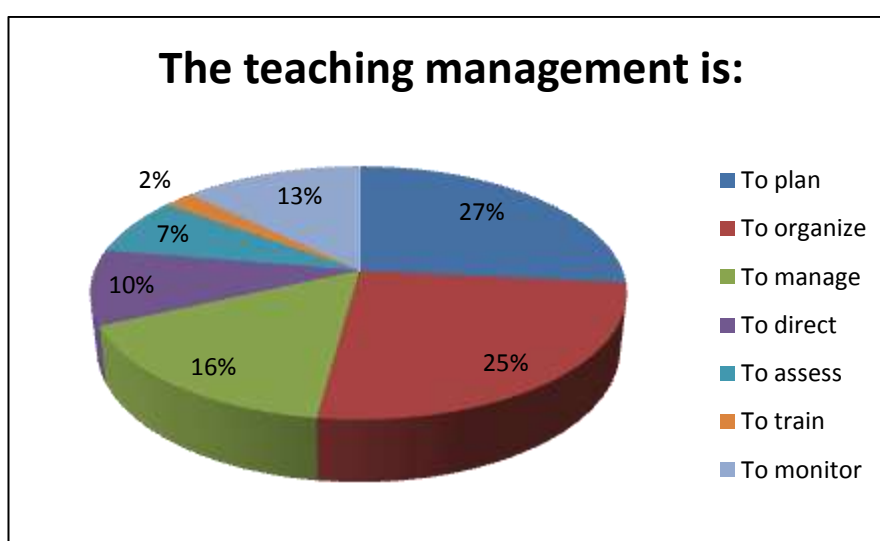
a) Statistical Chart:

Meaning of Teaching Management	Frequency	Percentage
To plan	25	27%
To organize	24	25%
To manage	15	16%
To direct	9	10%
To assess	7	7%
To train	2	2%
To monitor	12	13%

Source: Survey to authorities and teachers of "Emiliano Ortega Espinoza" High School.

Responsible: Tania Cedillo and Lady Cabrera

b) Graphic Representation:



c) Interpretation:

In this question about the meaning of Teaching Management teachers and authorities chose more than one alternative; therefore, the total of answers is not 32, it is 94 (around 3 by each one), 27% of them were Teaching management means to plan, 25% of them were it means to organize, 16% of them were it means to manage, 13% of them were teaching management means to monitor, 10% of them were it means to direct, 7% of them were it means to assess and 2% of them were it means to train.

Taking into account the Curricular Reform, in this research work all of this meaning are interrelated with the teaching management but there are some of them which teachers and authorities are not taking into account; therefore, they need to be trained about this theme to apply a good educational management guided to get better results into the teaching-learning process.

Question:

9. What aspects are related to the Educational Management?

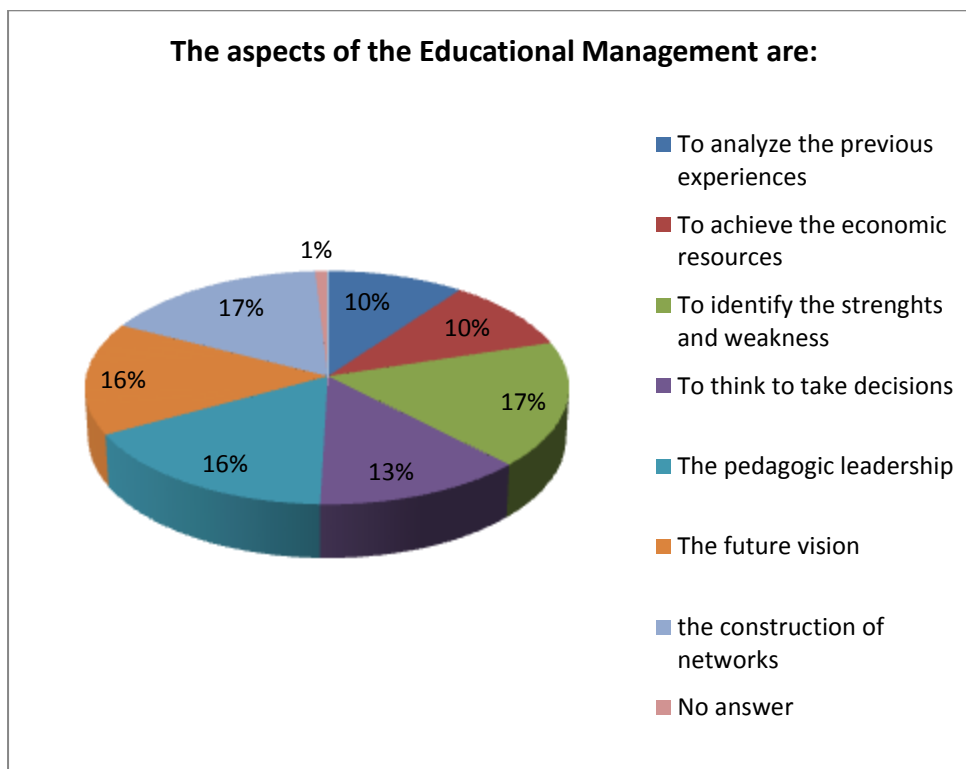
a) *Statistical Chart:*

Aspects of the Educational Management	Frequency	Percentage
To analyze the previous experiences	11	10%
To achieve the economic resources	11	10%
To identify the strength and weakness	19	17%
To think to take decisions	14	13%
The pedagogic leadership	18	17%
The future vision	17	16%
the construction of networks	18	17%
No answer	1	1%

Source: Survey to authorities and teachers of “Emiliano Ortega Espinoza” High School.

Responsible: Tania Cedillo and Lady Cabrera

b) *Graphic representation:*



c) Interpretation:

The Teaching management means some activities related to them to get a good development of the educational institution, and when we asked about the aspect related to it 17% of answers were to identify the strength and weakness, 17% were the construction of networks, 16% the future vision, 16% the pedagogical leadership, 13% to think to take decisions, 10% to analyze the previous experiences, 10% to achieve the economical resources, and 1% did not give an answer.

According to the theoretical frame all of these aspects outlined are related to the teaching management but as you can see there are different percentages expressed by teachers and authorities; therefore we insist in the necessity they have of training about this issue to perform their daily work satisfactory.

In each of these aspects we have to consider others themes to improve the teaching-learning process as a good planning focus to develop the four main skills of English as to use the forms to take into account the personal differences among our students using the methods and techniques appropriating and their kinds of intelligences, as a good assessment process.

Question:

10. Which actions have you demonstrated your leadership in the performance of your functions as a teacher with?

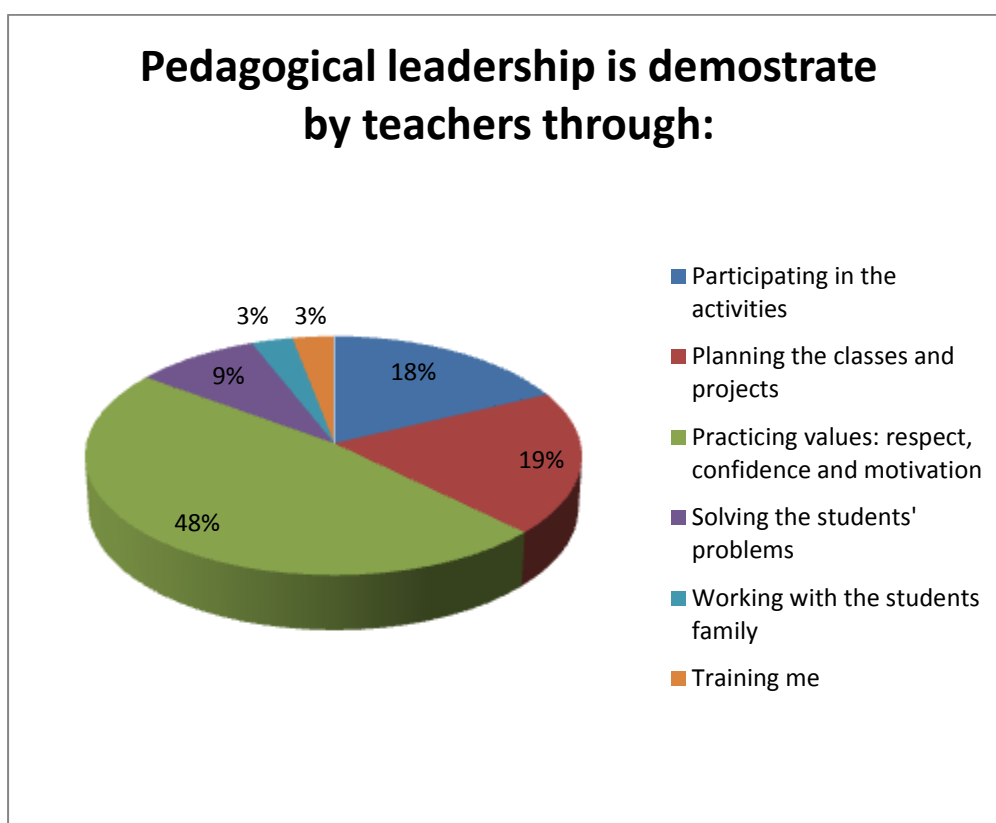
a) *Statistical Chart*

How demonstrate your pedagogical leadership	Frequency	Percentage
Participating in the activities	12	19%
Planning the classes and projects	13	20%
Practicing values: respect, confidence and motivation	32	46%
Solving the students' problems	6	9%
Working with the students family	2	3%
Training me	2	3%

Source: Survey to authorities and teachers of "Emiliano Ortega Espinoza" High School.

Responsible: Tania Cedillo and Lady Cabrera

b) *Graphic Representation:*



c) Interpretation:

In this question the teachers and authorities were who outlined their activities as a leader in their teaching performance in the following form: 48% of answers were Practicing values as respect, given confidence, motivating to students, arriving with punctuality, and so on; 19% said planning the classes and projects (responsibility), 18% said Participating in the activities (giving example), 9% answered solving the students' problems (solidarity), 3% working with the students' family and 3% training them.

Comparing with our theoretical frame we can say that it is true, teachers and authorities have to be a leader because they are as mirrors for young people who are receiving education, but in some cases they have forgotten this mission as educational leaders; therefore they need motivation and training to do their work with effectiveness.

*Students' Survey

Hypothesis 1

A. The lack of socialization of the main documents influences in the English knowledge level with the students of "Emiliano Ortega Espinoza" high school during the school year 2009-2010.

Question:

1. *Indicate with an (x) what do you believe the authorities and teachers' expectations from students are?*

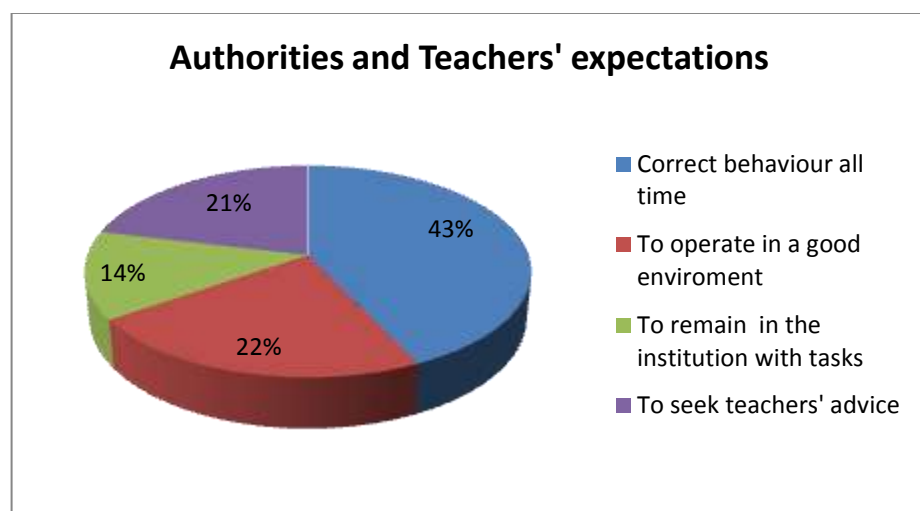
a) Statistical Chart:

Authorities and Teachers' expectations	Frequency	Percentage
Correct behavior all time	125	43%
To operate in a good environment	65	22%
To remain in the institution with tasks	39	13%
To seek teachers' advice	62	21%

Source: Survey to students of "Emiliano Ortega Espinoza" High School.

Responsible: Tania Cedillo and Lady Cabrera

b) Graphic Representation:



c) *Interpretation:*

As result in this question some students gave more than one answer; therefore 100% is equal to 291 answers given, 43% of them were they must show correct behavior all time, 22% of them were to operate in an environment of understanding, security, and tranquility, 21% were to seek teachers' advices, 14% were to remain in the institution through workday.

Question:

2. Which of the following issues do you think are important in the students' formation?

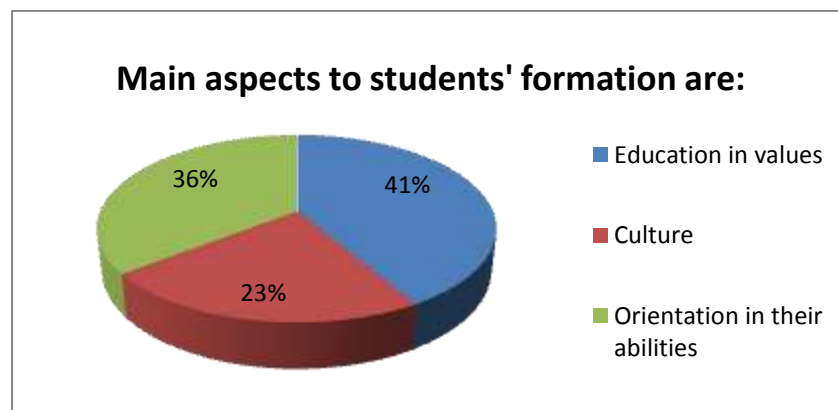
a) *Statistical Chart:*

Main aspects to students' formation	Frequency	Percentage
Education in values	125	41%
Culture	69	23%
Orientation in their abilities	107	36%

Source: Survey to students of "Emiliano Ortega Espinoza" High School.

Responsible: Tania Cedillo and Lady Cabrera

b) *Graphic Representation:*



c) Interpretation:

In this question 41% of answers were education in values as the main aspect to students' formation, 36% of them were orientation in their abilities and 23% of them said that culture is the main aspect of students' formation.

The theoretical frame say that these aspects have the same importance because to talk about students' formation like to talk about human beings' formation and they have to receive a complete and integral education.

Question:

3. When do students participate in the planning of academic, social and cultural activities?

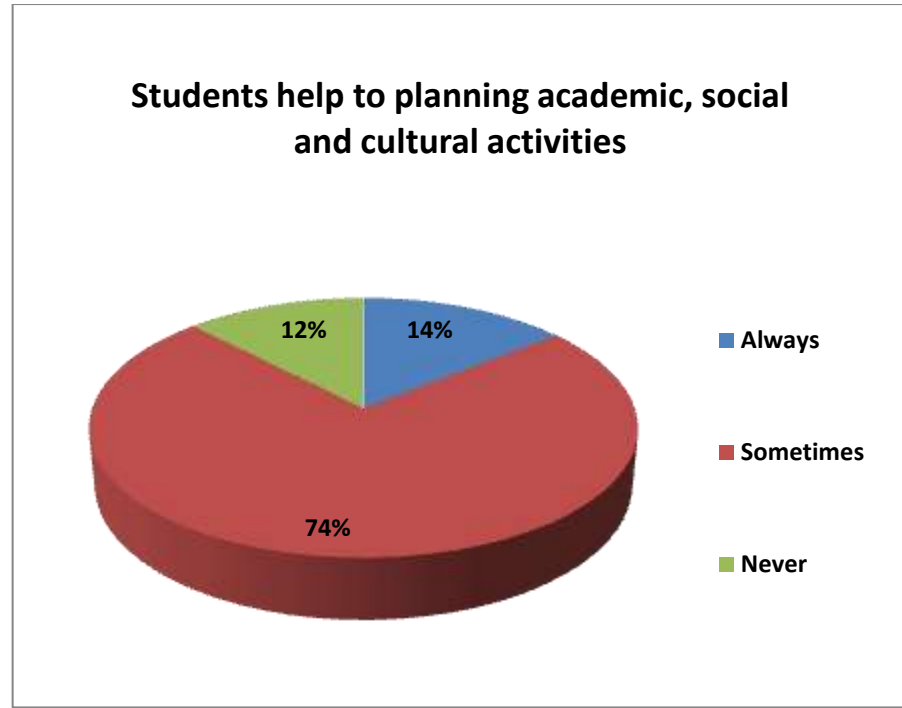
a) Statistical Chart:

Level of the students' participation in planning of academic, social and cultural	Frequency	Percentage
Always	22	14%
Sometimes	114	74%
Never	19	12%
TOTAL	155	100%

Source: Survey to students of "Emiliano Ortega Espinoza" High School.

Responsible: Tania Cedillo and Lady Cabrera

b) Graphic Representation:



c) Interpretation:

In this question 74% of students answered they participate sometimes in the planning of institutional events, 14% said always and 12% expressed that they never participate in the planning of the institutional activities.

One right of students is to participate in the most of educational, cultural and social activities of the establishment to participate into and out of it, like the Educational and Cultural Law says in its article number 142.

Question:

4. Where should students go to submit their needs or demands?

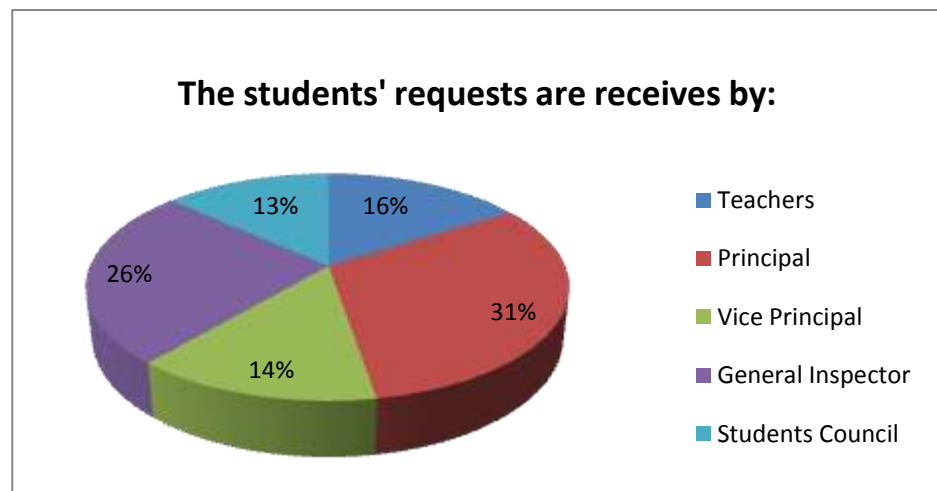
a) Statistical Chart:

Students should go to submit their requests to:	Frequency	Percentage
Teachers	54	16%
Principal	106	31%
Vice Principal	47	14%
General Inspector	86	25%
Students Council	45	13%

Source: Survey to students of "Emiliano Ortega Espinoza" High School.

Responsible: Tania Cedillo and Lady Cabrera

b) Graphic Representation:



c) Interpretation:

In this question students chose more than one alternative, therefore 100% of answers were 339, then 31% of them were the Principal, 26% the General Inspector, 16% Teachers, 14% the Vice Principal, and 13% Students Council.

According to the theoretical frame, students have right to be attended by teachers and authorities opportunely and with respect.

Hypothesis 2

B. The lack of training procedures a bad performance of the specific functions of the authorities, teachers and students and also it influences on the English knowledge level with the students of "Emiliano Ortega Espinoza" high school during school year 2009-2010.

Question:

5. The authorities of the institution and teachers are concerned about:

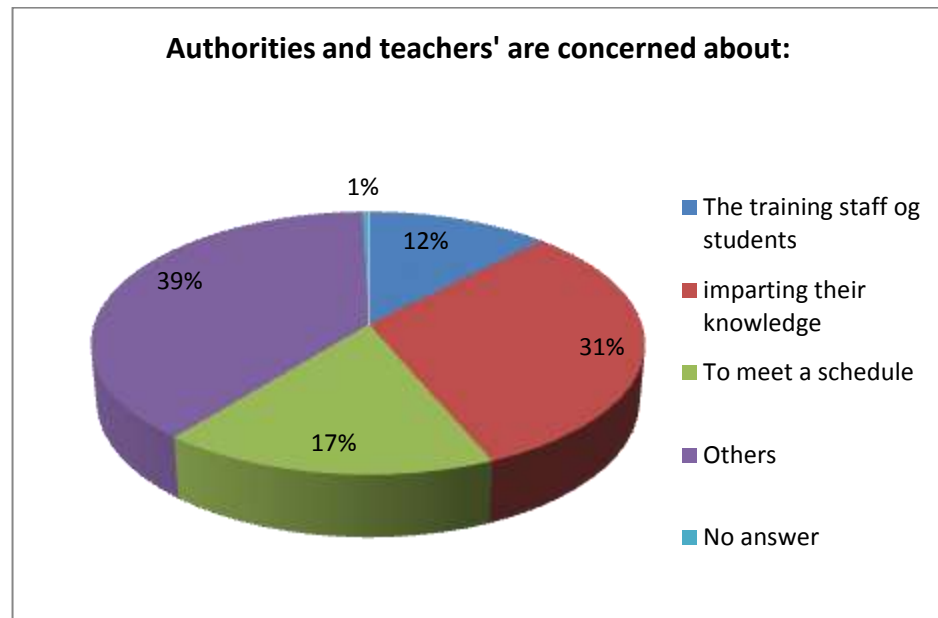
a) Statistical Chart:

The authorities and teachers concern	Frequency	Percentage
The training staff of students	28	12%
Imparting their knowledge	71	31%
To meet a schedule	39	17%
Others	88	39%
No answer	1	1%

Source: Survey to students of "Emiliano Ortega Espinoza" High School.

Responsible: Tania Cedillo and Lady Cabrera

b) Graphic Representation:



c) Interpretation:

In this question 39% of students answered others, 31% said imparting their knowledge, 17% said to meet a schedule, 12% responded the training staff of students, and only 1% didn't answer.

The most of students consider that the authorities and teachers are concerned about others aspects like infrastructure of the institution and the knowledge to impart, leaving in a second place the schedule and students' education.

Question:

6. In the institution, the relationship between students and teachers is:

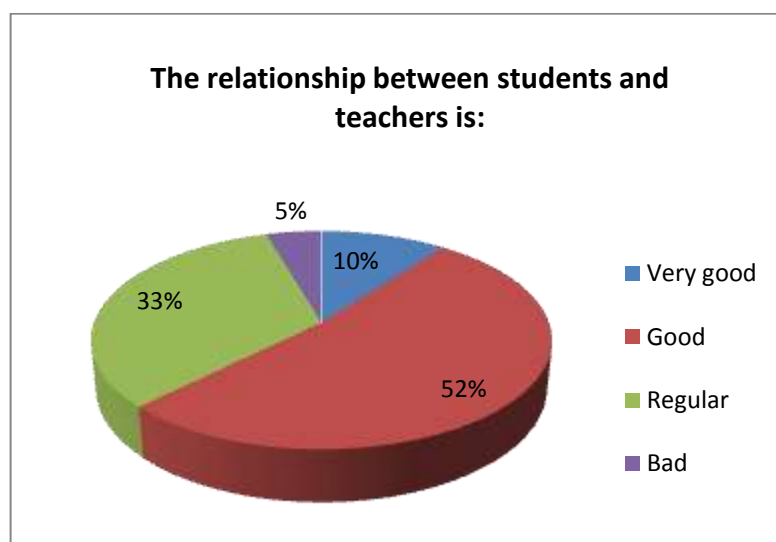
a) *Statistical Chart:*

Level of students and teachers relationship	Frequency	Percentage
Very good	16	10%
Good	81	52%
Regular	51	33%
Bad	7	5%
TOTAL	155	100%

Source: Survey to students of "Emiliano Ortega Espinoza" High School.

Responsible: Tania Cedillo and Lady Cabrera

b) *Graphic Representation:*



c) *Interpretation:*

In this question 52% of students answered good, 33% of them said regular, 10% answered very good and 5% of them expressed bad.

This students' point of view shows that the most of them need more attention from authorities and teachers and in a better form.

Question:

7. Do you receive timely care to your requests for certificates, qualifications, and more Applications and formalities connected with students' life?

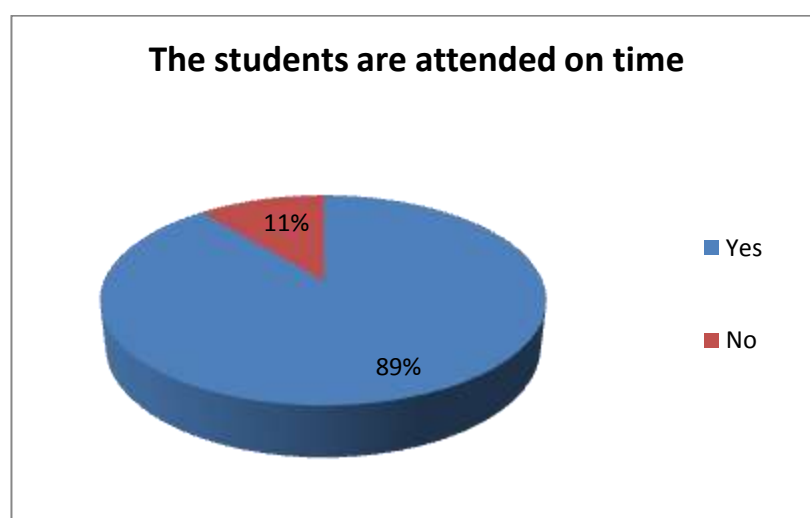
a) *Statistical Chart:*

Students receive their reports on time	Frequency	Percentage
Yes	138	89%
No	17	11%
TOTAL	155	100%

Source: Survey to students of "Emiliano Ortega Espinoza" High School.

Responsible: Tania Cedillo and Lady Cabrera.

b) *Graphic Representation:*



c) *Interpretation:*

In this question 89% answered yes and the rest of them 11% said no.

The answers, given by students, show that the most of students are satisfied with the authorities and teachers' formal attention about their life.

Question:

8. Does the Students Council respond to the interest of students?

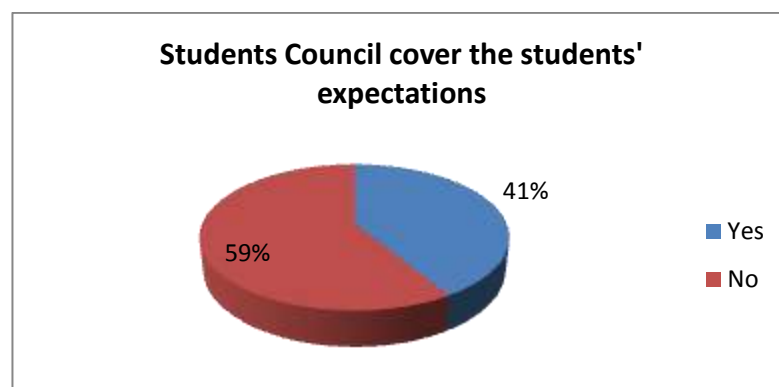
a) *Statistical Chart:*

Students Council responds to students' interest	Frequency	Percentage
Yes	64	41%
No	91	59%
TOTAL	155	100%

Source: Survey to students of "Emiliano Ortega Espinoza" High School.

Responsible: Tania Cedillo and Lady Cabrera.

b) *Graphic Representation:*



c) *Interpretation:*

59% of students responded No and the rest of them 41% said yes; it shows that students do not have a good idea about the Students Council work; therefore, they do not submit their rights and suggests through this organization, it causes a loss of space for students' participation.

Question:

9. What authority is the first arriving at the institution and the last leaving it?

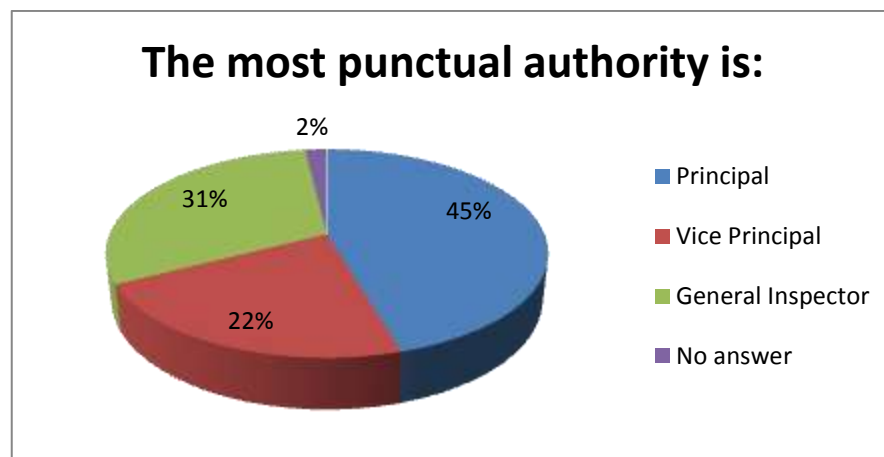
a) *Statistical Chart:*

The most punctual authority	Frequency	Percentage
Principal	120	45
Vice Principal	58	22
General Inspector	81	31
No answer	5	2

Source: Survey to students of "Emiliano Ortega Espinoza" High School.

Responsible: Tania Cedillo and Lady Cabrera.

b) *Graphic Representation:*



c) Interpretation:

In this question 45% of students answered the Principal, 31% of them said the General Inspector, 22% responded the Vice Principal, and 2% did not answer.

According to the theoretical frame the authority who has to arrive firstly (15 minutes before to start the workday) to the institution and to leave it at last is the General Inspector but in this institution the Principal is the most punctual.

***Students with low English knowledge level test**

Hypothesis 1

A. The lack of socialization of the main documents influences in the English knowledge level with the students of “Emiliano Ortega Espinoza” high school during the school year 2009-2010.

- *Your English knowledge level is low because*

Question:

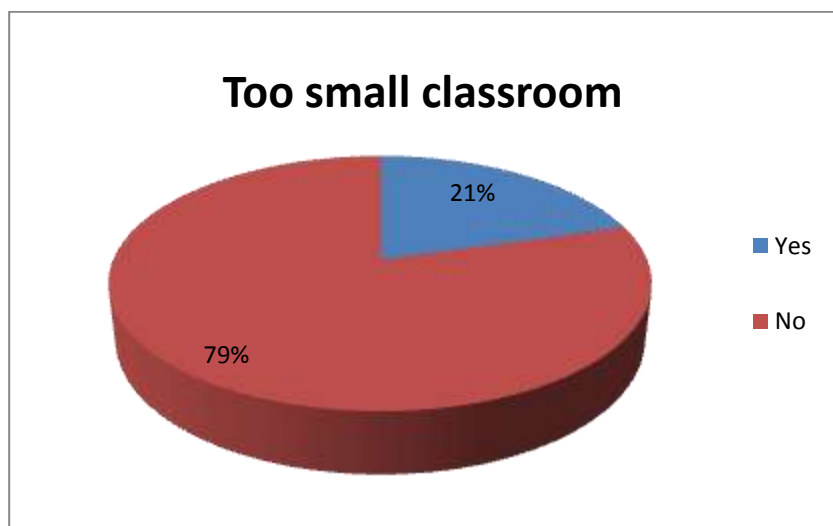
1. The classroom is too small

a) Statistic Chart:

Too small classroom	Frequency	Percentage
Yes	24	21%
No	93	79%
Total	117	100%

Source: Survey to students of “Emiliano Ortega Espinoza” High School.
Responsible: Tania Cedillo and Lady Cabrera

b) *Graphic Representation:*



Question:

2. There are too students into the classrooms

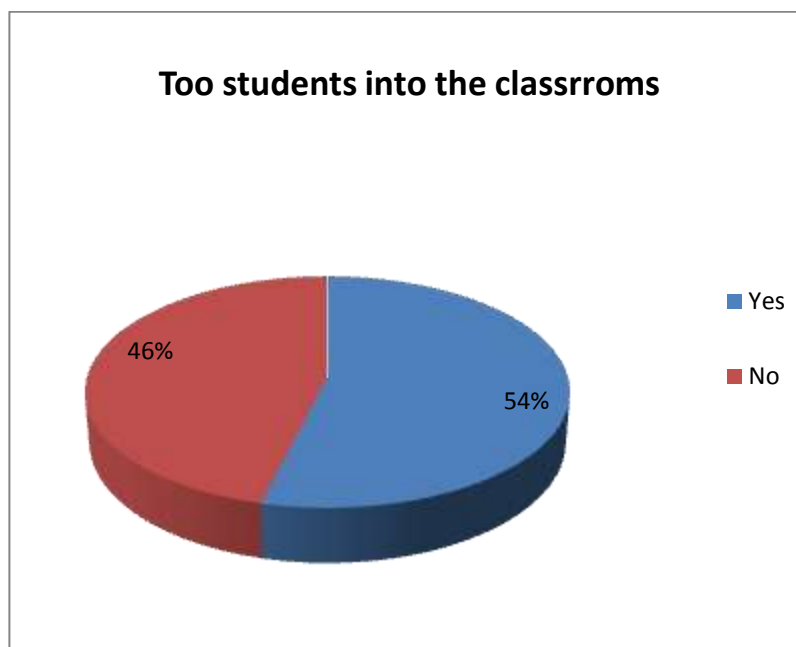
a) *Statistic Chart:*

Too students into the classrooms	Frequency	Percentage
Yes	63	54%
No	54	46%
Total	117	100%

Source: Survey to students of "Emiliano Ortega Espinoza" High School.

Responsible: Tania Cedillo and Lady Cabrera

b) *Graphic Representation:*



Question:

3. *The English class is boring*

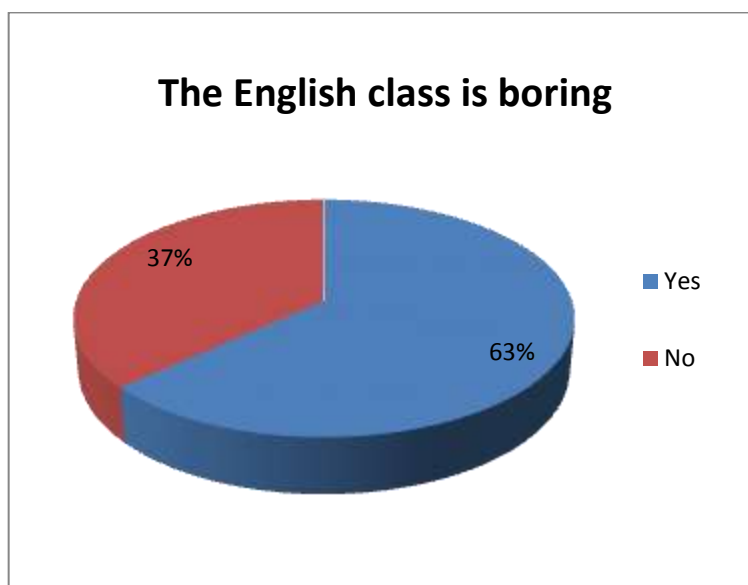
a) *Statistic Chart:*

The English class is boring	Frequency	Percentage
Yes	74	63%
No	43	37%
Total	117	100%

Source: Survey to students of "Emiliano Ortega Espinoza" High School.

Responsible: Tania Cedillo and Lady Cabrera

b) *Graphic Representation:*



Question:

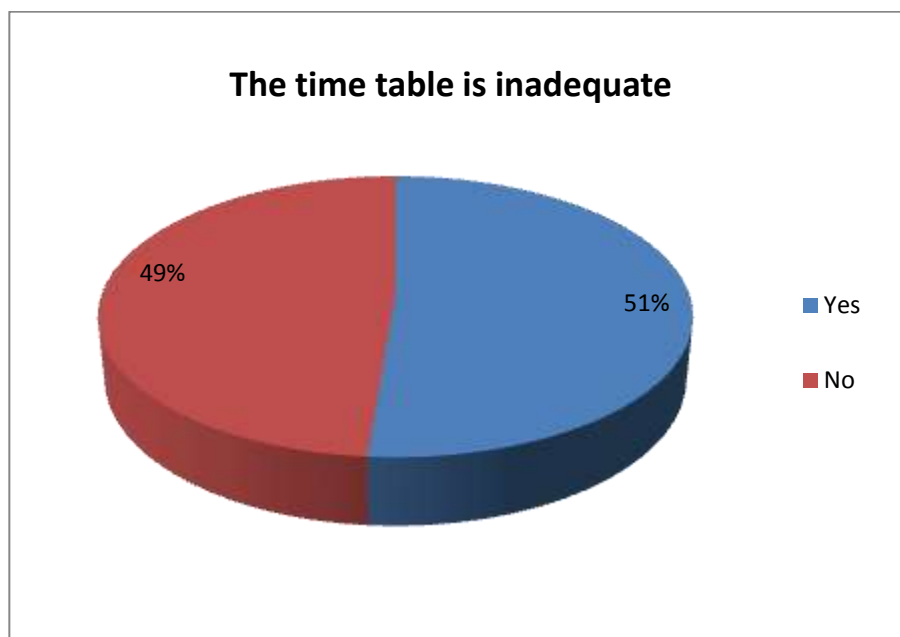
4. The time table is inadequate to us

a) *Statistic Chart:*

The time table is inadequate	Frequency	Percentage
Yes	60	51%
No	57	49%
Total	117	100%

Source: Survey to students of "Emiliano Ortega Espinoza" High School.
Responsible: Tania Cedillo and Lady Cabrera

b) *Graphic Representation:*



Question:

5. The number class hour is insufficient

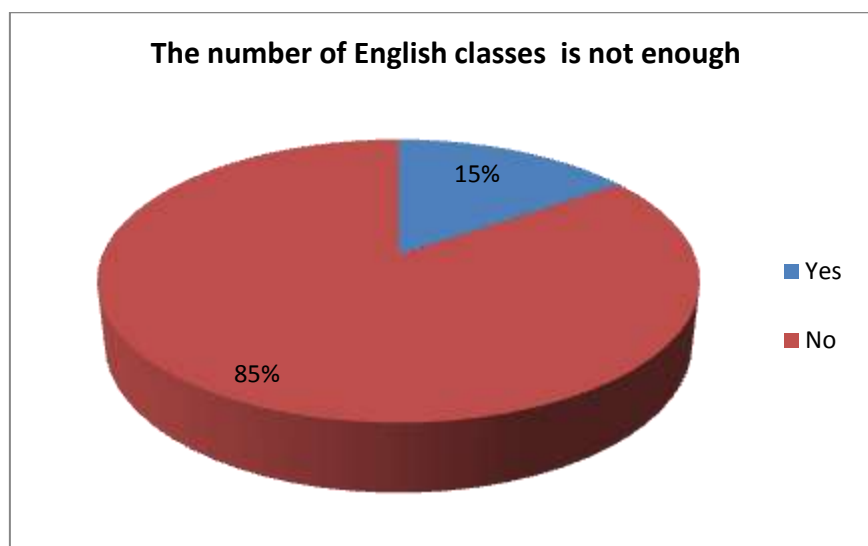
a) *Statistic Chart:*

The number of class is not enough	Frequency	Percentage
Yes	18	15%
No	99	85%
Total	117	100%

Source: Survey to students of "Emiliano Ortega Espinoza" High School.

Responsible: Tania Cedillo and Lady Cabrera

b) *Graphic Representation:*



Question:

6. The English knowledge level is too different among us

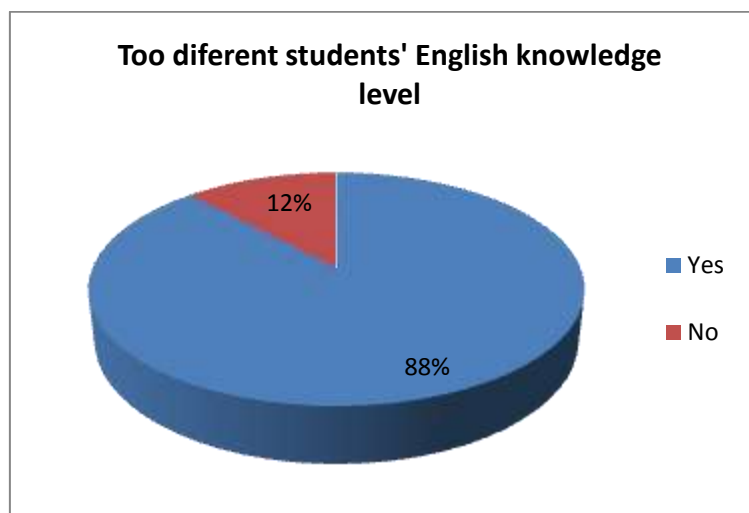
a) *Statistic Chart:*

Too different English knowledge Level	Frequency	Percentage
Yes	103	88%
No	14	12%
Total	117	100%

Source: Survey to students of "Emiliano Ortega Espinoza" High School.

Responsible: Tania Cedillo and Lady Cabrera

b) *Graphic Representation:*



Hypotesis 2

B.The lack of training procedures a bad performance of the specific functions of the authorities, teachers and students and also it influences on the English knowledge level with the students of "Emiliano Ortega Espinoza" high school during school year 2009-2010.

7. The English book contents are not interesting

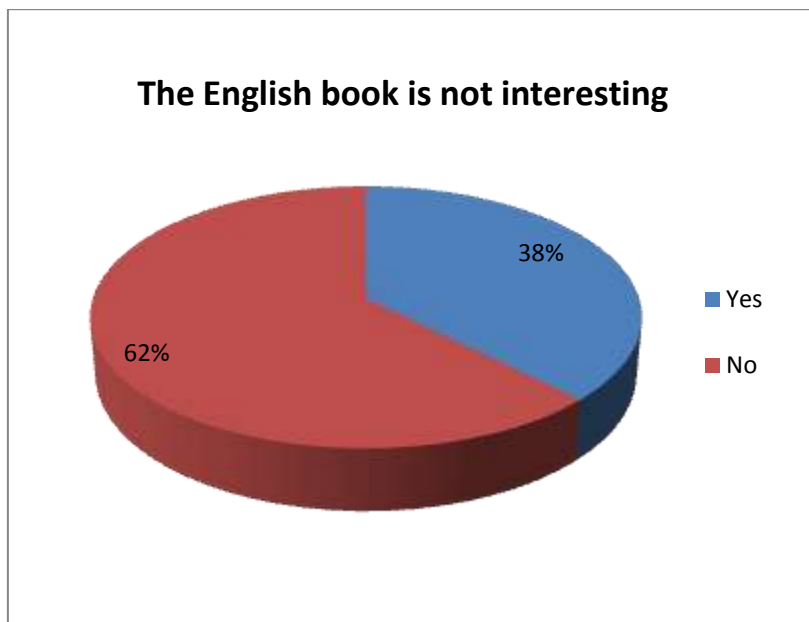
a) *Statistic Chart:*

The English book is not interesting	Frequency	Percentage
Yes	44	38%
No	73	62%
Total	117	100%

Source: Survey to students of "Emiliano Ortega Espinoza" High School.

Responsible: Tania Cedillo and Lady Cabrera

b) *Graphic Representation:*



Question:

8. Lack an English Laboratory to practice it

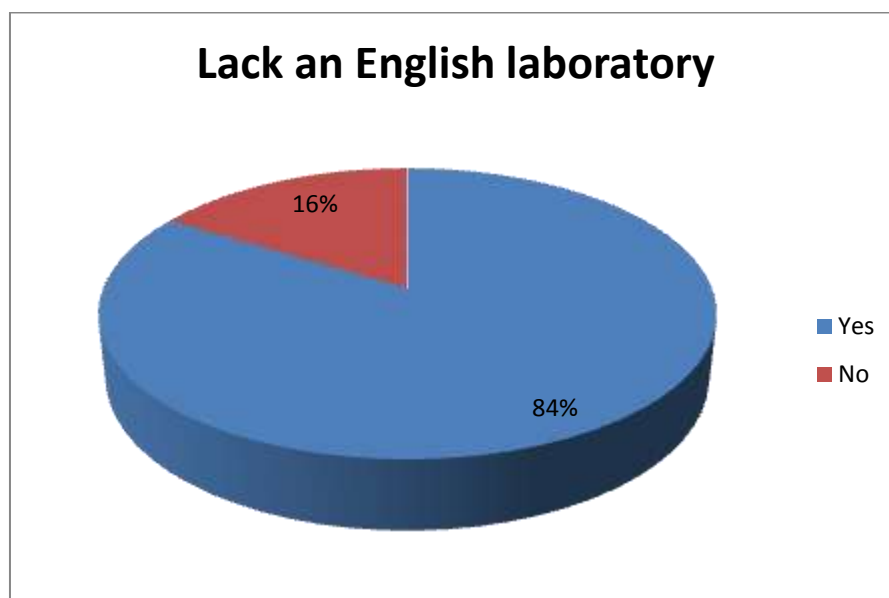
a) *Statistic Chart:*

Lack an English laboratory	Frequency	Percentage
Yes	98	84%
No	19	16%
Total	117	100%

Source: Survey to students of "Emiliano Ortega Espinoza" High School.

Responsible: Tania Cedillo and Lady Cabrera

b) *Graphic Representation:*



Question:

9. You feel that your teacher improvises the class

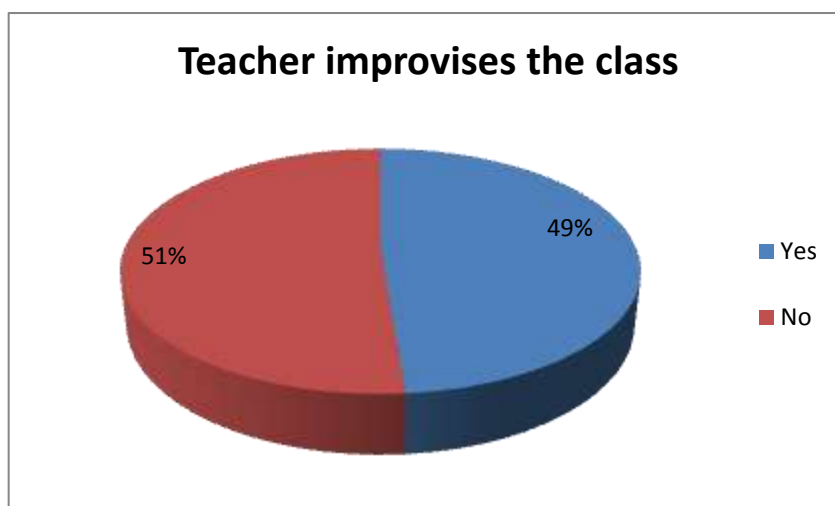
a) *Statistic Chart:*

Teacher improvises the class	Frequency	Percentage
Yes	57	49%
No	60	51%
Total	117	100%

Source: Survey to students of “Emiliano Ortega Espinoza” High School.

Responsible: Tania Cedillo and Lady Cabrera

b) Graphic Representation:



Question:

10. Your teacher doesn't use didactic material

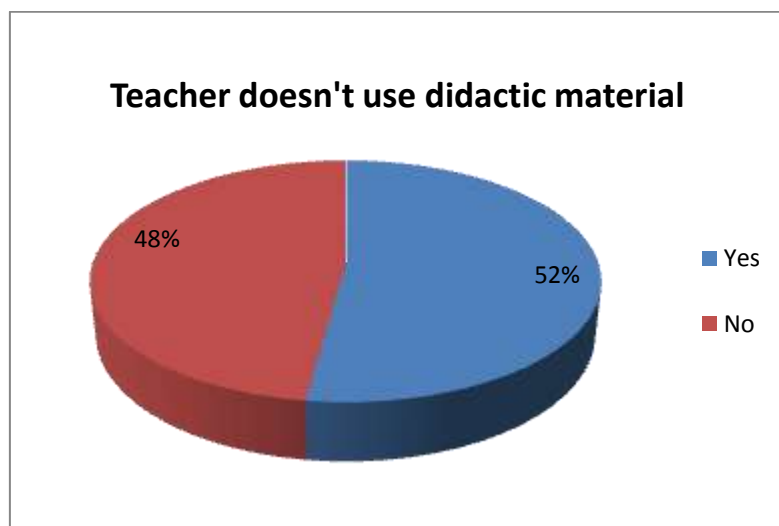
a) Statistic Chart:

Doesn't use didactic material	Frequency	Percentage
Yes	61	52%
No	56	48%
Total	117	100%

Source: Survey to students of "Emiliano Ortega Espinoza" High School.

Responsible: Tania Cedillo and Lady Cabrera.

b) *Graphic Representation:*



Question:

11. The environment of class doesn't have confidence

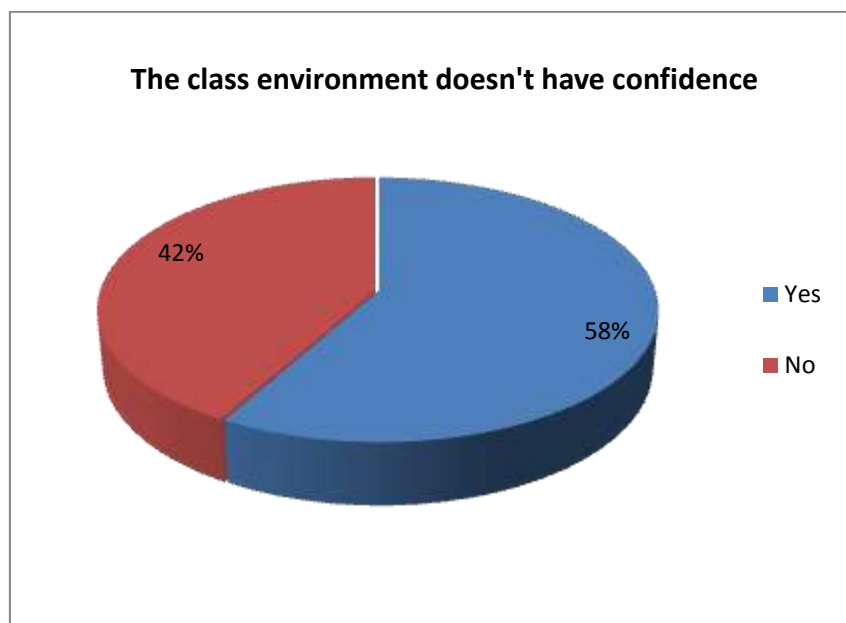
a) *Statistic Chart:*

Doesn't have confidence	Frequency	Percentage
Yes	68	58%
No	49	42%
Total	117	100%

Source: Survey to students of "Emiliano Ortega Espinoza" High School.

Responsible: Tania Cedillo and Lady Cabrera

b) *Graphic Representation:*



Question:

12. Your teacher speaks too English

a) *Statistic Chart:*

Teacher speaks too English	Frequency	Percentage
Yes	72	62%
No	45	38%
Total	117	100%

Source: Survey to students of "Emiliano Ortega Espinoza" High School.

Responsible: Tania Cedillo and Lady Cabrera

b) *Graphic Representation:*



Question:

13. You don't understand are the teacher's explanation

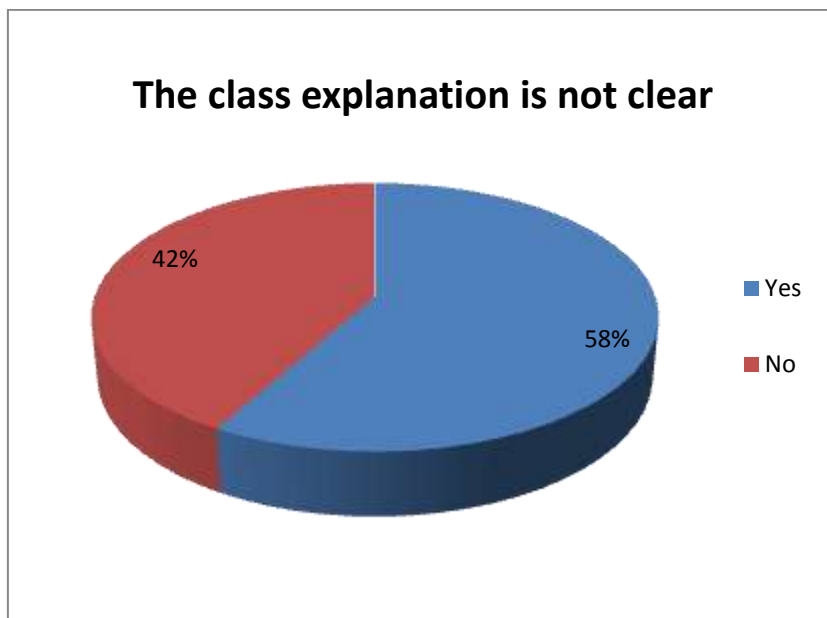
a) *Statistic Chart:*

Don't understand teacher explanation	Frequency	Percentage
Yes	68	58%
No	49	42%
Total	117	100%

Source: Survey to students of "Emiliano Ortega Espinoza" High School.

Responsible: Tania Cedillo and Lady Cabrera

b) *Graphic Representation:*



Question:

14. Your teacher is not punctual

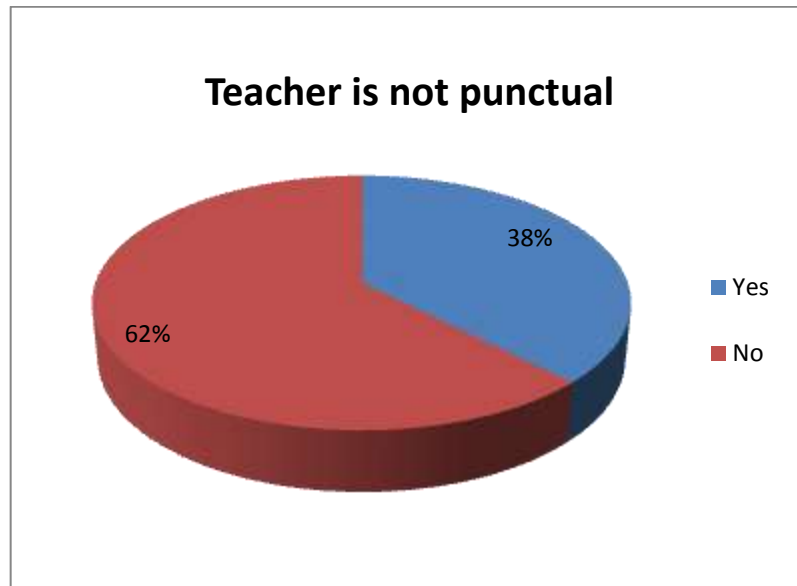
a) *Statistic Chart:*

Teachers is not punctual	Frequency	Percentage
Yes	38	32%
No	79	68%
Total	117	100%

Source: Survey to students of “Emiliano Ortega Espinoza” High School.

Responsible: Tania Cedillo and Lady Cabrera.

b) Graphic Representation:



DISCUSSION

g. DISCUSSION

1. Hypothesis one:

After the research group has analyzed the surveys and tests applied to authorities, teachers and students we can say that this research work shows some representative results which mark our criteria about our two specific hypotheses, therefore we consider the questions with higher percentages to express us about the settled of this hypotheses.

➤ **STATEMENT:***The lack of socialization of the main documents influences in the English knowledge level with the students of “Emiliano Ortega Espinoza” high school during the school year 2009-2010.*

➤ **DEMONSTRATION:**

The students' survey gives us in the question 4 *“Where should students go to submit their needs and demands”* clear signs of their lack of knowledge of their rights (a lot of variety of percentages: Principal 31%, General Inspector 25%, Teachers 16%, Vice Principal 14% and Students Council 13%) produced by the lack of socialization of the main documents of the high school, therefore they do not go to submit their needs and demands to get immediate and effective results.

We have in the question 12 of students with low English knowledge level's survey *"The English book contents are not interesting"*: 62% of them consider that the English book contents are not interesting, this students' criterion shows they do not receive motivation through the book contents and it produces problems to study this subject.

By other hand with the second question of the students' survey *"Which of the following issues do you think are important in the students' formation? Education in Values, Culture, and Orientation in values"* We can see that they do not have a clear knowledge about these aspects of their formation; it is produce by the lack of socialization of the internal laws and curricular reform which is a main document of the establishment.

In our visits to this educational establishment and during the time when one of the researcher was an English teacher she could not observe the organizational scheme in any administrative office, this lack of socialization produces a bad performance of teachers and authorities.

➤ **DECISION:**

Summarizing with lack of the knowledge what about their place in the organizational chart, the teachers loose time in their performance and the students do not know to who go by help and without knowledge about

their rights and duties, the aspects of their formation do not develop their study in an adequate environment to get good results in English study.

With these results we can affirm that *the lack of socialization of the main documents influences in the English knowledge level with students of "Emiliano Ortega Espinoza" high school.*

2. Hypotheses two:

➤ **STATEMENT:** *The lack of training produces a bad performance of the specific functions of the authorities, teachers and students and also it influences on the English knowledge level with the students of "Emiliano Ortega Espinoza" high school during the school year 2009-2010.*

➤ **DEMONSTRATION:**

The low level of knowledge about the specific functions of teachers and authorities was demonstrated with wrongs in some answers in the authorities and teachers' survey and we chose the question number 6 *"Who carries out the Institutional Curricular Plan and how often is it evaluated?"* Because there was a marked difference of criteria as in the part A as the part B, for instance, in the part A: 32% said Principal, 23% Vice

Principal, 14% Pedagogical Commission, 2% everybody, 2% Directive Council; but the most worry is that 9% did not answer and 18% said nobody; and in the part B: 50% did not answer, 22% said annually, 16% quarterly, 6% never, 3% each 3 years and 2% each 5 years.

These percentages are giving a clear manifestation of the lack of training of the most of the authorities and teachers about the Curricular Reform which contents the specific functions of all of them.

Another question which shows the lack of training as authorities and teachers “*Identify the next functions with their respective charges with the next codes: Principal (P), Vice Principal (V), General Inspector (GI), Teachers (T)*”, in the items A, B and E appear the most clear demonstration of the lack of training about the specific functions of authorities and teachers which influences directly over the bad performance of them, and it contributes to create a bad environment to the students who need an administrative organization with effectiveness and exactitude.

Students also in question 9 “*What authority is the first arriving at the institution and the last leaving it?*” They gave answers which show the lack of training of the General Inspector because this person is who has to arrive at the first time to the high school and the last one to leave it, but

here Principal said 45%, General Inspector 31%, Vice Principal 22% and 2% did not answer.

➤ **DECISION:**

With these results in the surveys we conclude that *the lack of training produces a bad performance of the specific functions of the authorities, teachers and students and also it influences on the English knowledge level with the students of “Emiliano Ortega Espinoza” high school during the school year 2009-2010.*

Finally, with these two hypotheses and taking the other questions as a reference we accept the general hypotheses of this research work; therefore we conclude that ***the organizational reality and the teaching management influence in the English knowledge level with the students of the “Emiliano Ortega Espinoza” high school during the school year 2009-2010”***

CONCLUSIONS

h. CONCLUSIONS:

1. The “Emiliano Ortega Espinoza” high school is not working about the main institutional documents with a clear objective of updating of authorities and teachers.
2. The teachers of “Emiliano Ortega Espinoza” high school have a low level of knowledge about the Curricular Reform and Educational Law.
3. The “Emiliano Ortega Espinoza” high school does not have an Organizational scheme socialized and exhibited to guide the functionality of the administrative and teaching staff.
4. The students of “Emiliano Ortega Espinoza” high school do not feel confidence to participate in the development of different kind of activities in their establishment.
5. The students of “Emiliano Ortega Espinoza” high school do not have enough leaders to follow to develop them as human beings.
6. The teachers and students of English need more motivation to develop the teaching-learning process.

7. The students of “Emiliano Ortega Espinoza” high school” have to know their rights and duties clearly to feel the environment more secure and to develop them as good human beings.

RECOMMENDATIONS

i. RECOMMENDATIONS

1. The “Emiliano Ortega Espinoza” high school” has to work one or more periods of training about the Curricular Reform and Educational Law for teachers and authorities to improve their performance into the administrative field and the teaching management.
2. The “Emiliano Ortega Espinoza” high school” has to make a clear Organizational scheme which has to be exhibited in the administrative offices.
3. The “Emiliano Ortega Espinoza” high school” has to promote relations between teachers and students to improve the confidence of the students to get better educational level, English knowledge level specially.
4. The authorities of “Emiliano Ortega Espinoza” high school” have to plan a period of updating the teachers’ role as leaders in the teaching-learning process, to motivate their effectiveness as guides for good human beings.
5. The authorities and teachers should motivate students to participate with enthusiasm and interest in the development of the school activities to improve their studies.

6. The authorities of “Emiliano Ortega Espinoza” high school” have to plan a period of updating for students to socialize with them the main documents to increase the students feeling as institutional members of this establishment.

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j. BIBLIOGRAPHY

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ANNEXES



NATIONAL UNIVERSITY OF LOJA

AREA OF EDUCATION, ART AND COMMUNICATION

ENGLISH LANGUAGE CAREER

**ORGANIZATION AND TEACHING MANAGEMENT AND THEIR INFLUENCE ON THE
ENGLISH KNOWLEDGE LEVEL WITH THE STUDENTS OF THE “EMILIANO ORTEGA
ESPINOZA” HIGH SCHOOL DURING THE SCHOOL YEAR 2009-2010.**

*Thesis project previous to obtain the licentiate's
degree in Sciences of the Education, English
Language Specialty.*

Authoresses:

Lady Cabrera García
Tania Cedillo Reinoso

**LOJA-ECUADOR
2009-2010**

1. THEME:

“ORGANIZATION AND TEACHING MANAGEMENT AND THEIR INFLUENCE ON THE ENGLISH KNOWLEDGE LEVEL WITH THE STUDENTS OF THE “EMILIANO ORTEGA ESPINOZA” HIGH SCHOOL DURING THE SCHOOL YEAR 2009-2010”.

2. PROBLEM STATEMENT:

2.1. Background:

In our research we will analyse the reality of “Emiliano Ortega Espinoza” high school, which is an educational institution created on September 20th, 1980, according to the Ministerial Agreement Nº 018869 during Lawyer Jaime Roldós Aguilera’s presidential period, its characteristics were: Its academic activities started in the afternoon section, with a mixed population since the academic year 1980-1981, with three courses of Basic Cycle, to this purpose it counted with an economic assignation of \$ 510.000.

This high school creation was the result of some citizens’ work who decided to find a better public way for youth’s education because before only the girls could go to the Fisco-missional high school in the morning and the boys went to the Nocturne “Catamayo” high school in the nocturnal section.

“Emiliano Ortega Espinoza” high school started in the afternoon section because it didn’t have one own building; therefore its academic activities were carried out at “Eliseo Arias Carrión” school.

There have been some Ministerial Agreements to form this high school, among them:

- The Resolution Number 1047 on June 7th, 1983 to officiate the name.
- The Ministerial Resolution to authorize the Secretarial Specialty.
- The Resolution Number 831 on September 4th, 1987 to authorize the Chemical Biological Specialty.
- The Resolution Number 629 on July 14th, 1987 to authorize the Physics Mathematics Specialty.

On July, 1987 with Secretarial Specialty, the first group of youth was graduated from this high school.

“Emiliano Ortega Espinoza” high school started to work in its own building in the Academic Year 1992-1993. It is located in “El Porvenir” Sector, on 18 de Agosto between Eugenio Espejo and Olmedo streets in Catamayo parish, Catamayo canton, Loja province.

Today, this high school has the following administrative organization:

Principal

Vice-principal

General Inspector

Directive Council

General Meeting of Directors and Teachers

Teachers Meeting of course

Teachers Meeting by Area

Teacher Guide

Leader of Teachers' Human Resources

Permanent Committees

Orientation and Students' Well-being Council

Students Council

Central Committee of Students' Parents

Departments of:

Orientation and Students' Well-being

Physical Culture

Esthetical Culture and Optional

Administrative Office

Accounting Office

Library

General Services, and

Production Units

2.2. Current Situation of the research object:

Every day, there is the opportunity to learn something, and everybody looks for the way to do that more effectively; with this objective, in this process a lot of researchers work and all of them have found different methods, techniques, strategies and other elements to get it.

Firstly, the educational institutions should have a good level of organization to offer a good level of teaching; therefore the authorities have to know about the laws and rules to hold their functions without mistakes and with the objective to get the best results into the educational process.

“Emiliano Ortega Espinoza” high school has six hundred forty two students and its structure counts with Basic Level (ten courses) and High School Curriculum (nine courses), and each course has a head teacher, one inspector and a group of teachers for its teaching according to the teacher’s specialty and students’ requirements, the high school curriculum is distributed in Chemical Biological, Physics Mathematics and Computing Specialties; therefore its authorities are

worried about giving them an excellent degree into their specialties; however there are some problems to organize the institution in an effective and correct way, and have organized it in the following form:

Strategic Top: The Principal, the Honourable Directive Council, and The General Meeting of Directors and Teachers.

The Middle Line: The Vice-Principal, the General Inspector, and the Inspectors of the Courses.

The Techno Structure: It is formed by teachers, students and students' family in their different organisms, who will work in coordination with the Permanent Committees which are:

- a) Planning
- b) Techno Pedagogical
- c) Social and Cultural Matters
- d) Sports
- e) Civil Defence
- f) Physical checking.
- g) Occasional according to the necessities.

Supporting Staff: The institutional organization is formed by: The Administrative Personal, and into the *Techno Administrative Function* the Administrative Office (secretary and assistant) and Accountant Office; General Services (Physics, and Chemistry Laboratories, Library and others which could be created); Auxiliary of Service (A, B, and C); and, the Production Units (Farm and Computing Laboratory); Students' Bar; and the Orientation and Students' well-being department.

Although the students' family participate actively in the development of all social, sporting, cultural, and management activities for the high school, they are not considered in the institutional scheme into the Support Staff as must be it; however it is not a problem because they do not know that scheme and regrettably the teachers are in the same situation showing a bad level of communication between themselves and with the authorities.

On the other hand, this lack of knowledge produced by the lack of socialization of the main documents which are commanding the institution as the Institutional Curricular Planning, the internal rules, and so on; therefore during an academic year there are some difficulties to solve the problems because the most of them do not know who must do it.

In our criteria the most terrible reality of the teachers' knowledge is about the Rules of the Educational Law over the specific functions according to their

location into the institutional scheme where we could see that all of them do not have their own rights and obligations and either the rest of them; moreover they are outdate in management of the teaching because they do not know what it is and how to use it, and they do not feel the necessity of changing their behaviour in relation to their bad habits for helping to the students with their example.

The scheme is not complete, it is not explained and showed, and it causes the lack of interest in teachers and students, and not only this but the incorrect development of the functions of each institution member, as the students, for example they do not know that the guide teacher must give them the Orientation Class to improve their friendship and behaviour in the high school; therefore they do not receive the class or receive it from another teacher as the inspector or the vocational adviser.

The lack of clarity of the specific functions produces the incorrect development of them; therefore some teachers do some activities out their responsibilities and others do not make all things that they have to do, creating an environment of insecurity, where the students feel affair, and in some cases they develop inadequate behaviour which could be controlled with a better organization and attention to them.

2.3. Research problem:

Now, we are immerse in a new form to organize the different educational institutions; however it is a reality marked by the lack of motivation in authorities and teachers who do not want to get the efficiency and the best performance of their own functions oriented to get a better level of the education in our country, it is the main cause for the lack of knowledge in the members of one educational establishment which conserves traditional organization and management of their members' functions.

The university is trying to give a better clarity about this theme to their students who will be teachers with the objective they could apply their knowledge when they will perform their professional activities, and they will not have the problems that we have found, caused for the lack of update and socialization between the members in an educational institution which is working to update all of its teachers.

Teachers must know all things about the organization and management of the establishment of the secondary level because all of them have the opportunity to manage their institution as principal, vice-principal, in the Director Council or as just a teacher and it will contribute to improve the educational system; therefore to improve the society where our future generations will start to feel

security and confidence to develop a better behaviour that let them take advances in the teaching to get the best results of the educational process; therefore our research problem is directed to answer:

If the organization and teaching management have influence on the English knowledge level with the students of the “Emiliano Ortega Espinoza” high school?

2.4. Delimitation of the research:

a) Temporal.-This research work will be carried out from January to July 2009.

b) Spatial.- “Emiliano Ortega Espinoza” high school of Catamayo canton will be the educational institution where we are going to carry out the present research.

c) Observation Units.- The authorities and teachers as the Principal: Salvador Salinas, English Area Director: Wilson Jiménez, and English teachers: Narcisa Placencia, Dolores Gallegos, Wilson Jiménez, Marcia Castillo and Jenny Paz; the students from first to third year of the advanced level of the high school curriculum.

d) Sub-problems.- Our research has the intention to discover the problem about the organization and teaching management of the educational establishment mentioned before with basic education and high school curriculum and therefore it is oriented to answer the following questions:

- How does the lack of socialization of the Institutional Organization and Teaching Management documents influence on the English knowledge level with the students of the “Emiliano Ortega Espinoza” High School during the School year 2009-2010?
- Does the lack of training about the Institutional Organization and Teaching Management produce a bad performance of the specific functions of the authorities, teachers and students of the “Emiliano Ortega Espinoza” High School during the School Year 2009-2010?

3. JUSTIFICATION:

This research work has been made with the proposal to help our training as future English teachers, and we have considered that the Secondary Education needs a better leading to develop the best knowledge level of this language and to try to find the best performance in each student with projection to his/her role as professional; on the other hand, this work is a requirement which we need to get the licentiates' degree in English language specialty.

In our cities we have found the sad reality caused by the lack of motivation and interest in authorities, teachers and students to innovate the current educational system; this environment brings as consequence the lack of update of all of them who do not carry out their functions efficiently because they do not know them, also it produces a waste of human resources and lack of understanding among authorities, teachers, students and students' parents.

We have believed that the organization and management of the teaching in the Secondary Institutions help to get a better educational level in the high school and our interest is to contribute with this new current of education; therefore our theme is **“Organization and teaching management and their influence on the English knowledge level with the students of the “Emiliano Ortega Espinoza” high school during the school year 2009-2010”**. We will research it

and we hope that our work help to the main purpose “Improve the level of our education, not only to change the form of authorities’, teachers’ and students’ thoughts, because the new management of educational institution is directed to integrate all of human and material elements with the best methods, techniques and strategies in the educational process to obtain satisfactory results which show human elements with competences to solve all problems in their professional life; therefore as part of our profession we have study this theme as our thesis.

This research work has a transcendental importance, because in each step it is expressed as a necessity to look for some unknowing truths in the organization and teaching management, the same that into the teaching-learning process.

We are sure that this research work will service to other researchers as a guide to follow and to analyse other themes in relation with the organization and management of the teaching in secondary level and we hope to contribute to improve our current situation in the educational system.

4. OBJECTIVES:

4.1. General Objective:

- To analyze the organizational reality and the teaching management and their influence on the English knowledge level with the students of the “Emiliano Ortega Espinoza” High School during the School Year 2009-2010.

4.2. Specific Objectives:

- To verify the level of the socialization of the institutional organization and teaching management documents contribute with the English knowledge level with the students of “Emiliano Ortega Espinoza” High School during the School Year 2009-2010.
- To analyse the level of training about the specific functions of the authorities, teachers and students of the “Emiliano Ortega Espinoza” High School during the School Year 2009-2010.

5. THEORETICAL FRAME:

CHAPTER I

5.1. The Educational Organization

It is a true that the organization is the main base to get the best results in all groups of people who are forming the society; therefore this theme has its origin whit the man's one who ever has look "How" to do his/ her activities but in order to keep time and resources.

From the pre-history only one member in each family executed all external activities and one of them at home, this familiar organization has influenced in the type of social organization, because in all fields during a lot of years has predominated a vertical organization which has level from top to bottom and where ones command and others follow instructions, socially this form of organization have limited the power of decision in the most of subjects.

The liberty has come in all social aspects and it has created the necessity for a new educational system where the participation of all curricular elements is a main characteristic to get equality and mainly the human resource become active part of the problems solution.

This theme has been analyzed by a lot of men who have been interested in the educational organization and from them we could mention some concepts about it.

“To organize educational institutions is to put in order and to relation the different elements of a reality to get the best execution of an educational project”.

Daniel Isaac says “the educational organization is a group of members with a just division of tasks and responsibilities in function to get educational general objectives”.

In accordance with these criteria we could consider to the school organization as a social system which constitutive subsystems and elements are in a constant interaction and interdependence, and it is which we can see a mission or reason, common objectives, and organizational structure, a normative with its hierarchy functions and specific tasks related with the educational job.

5.1.1. The organizational structure of the educational institutions.- Talking about the educational institution structure is doing a deep analysis of its members roles and the relations between them which constitute the basic pillar of each action, because the objectives and structure have a total correspondence and we cannot conceive the one without the another one. If there is only on paper the organizational chart in an establishment as a decoration because there is not a real

work relation between teachers, there is something more than a routine job which motive to each teacher just in his/her class, with his/her students' group. There is an evident lack of institutional objectives which does not need any structure. Any model which is used is not more than a defined theory, just a scheme about a dramatic play in which is hidden the inefficacy of the organization.

To get a good organization we have to consider the following institutional characteristics.

a. Size.- It is the first characteristic to analyse, because it is visible and it is the key to understand all about the organization and its members.

The size is defined by the number of teachers, students, administrative and general services personnel who are part of the educational institution, however to establish a relation coefficient we can take the number of teachers for the total of students joined in the establishment or the total number of personnel for the total of students, and we can relate both coefficients but they reflect a macro image.

To solve the problem of the workers who work half-time, Hall and Johnson advise to add the total time of them and change it to its equivalence in complete journeys.

Another important aspect which is reflected by the size in the rationalization of personal, taking it as a grade to work, that is to say get the best performance to the human resources and to improve the educational quality.

The size is correlated with the financial resources, because they constitute a determining element to reduce or to extend the structure size.

b. Complexity.- One of the first perceptions that we acquire when an organization structure is analysed, is the complexity which is represented by the horizontal, vertical and spatial differentiation between the organization elements and the interrelations or guide lines about the performance of them, in the internal process and with the environment, which require coordination and communication levels to get the efficient performance of the specific institution activities.

At the beginning of an organization is easy to coordinate functions between little people, but when the organization grows there are difficulties as the tasks differentiation which is positive, but is necessary to get a good areas relation and link efforts creating a new coordinator task which is necessary in new units, it implicates new coordinators turn up the hierarchical differentiation, therefore the institution turns more complex.

The complexity refers to the differentiation between the organizational elements, “it appears as an effort of the group looking for the efficacy to get the objectives and it bears performance differences between them, in the internal process and in the relations between the organization and its environment”.

According with these characteristics we can identify three types of complexity, which are: horizontal, vertical and spatial.

Horizontal Differentiation.-It refers to the department division which has activities division, according to the specialization level will have a responsible of a whole of operations, what works in coordination with the other departments.

The complexity is in relation with the number of positions and specialities, and it extends horizontally according with its size increase and the performance of its tasks is subdivided.

Vertical Differentiation.- It is a consequence of the horizontal differentiation which establishes a hierarchical organization. The objectives are more varied when the organization is bigger or vice versa, is the most human dispersion and the necessity of integration, coordination and communication.

The department responsible according with his/her specialization to carry out own functions and coordinate a subordinate group which line of control has to be in a controllable and manageable number.

In an educational institution the vertical differentiation in successive cycles has three levels like the directive, executive and operative ones.

The directive level is formed by people who are taken care of the main functions as the general arrangement of the teaching, this level is the responsible to give the last directions, to make the general plans to act, to supervise, to give legal advises and to apply corrective norms in relation with the total results to get the institutional objectives.

The executive level is formed by supervisors or inspectors and the chiefs of the different departments, who depend directly on the previous level where they can be advisers, their function is to guide and to control the procedures and the efficacy of the educational activities and to be the communicative line between the last level and the operative one.

The operative level in an educational establishment is formed by the teachers who are taken care of the planning, methodology, execution and control of the contents

which are taught to the students which will have productivity according with the teachers' efficacy and efficiency applied in the process.

The complexity lets with the most security to make the structural patron or organizational chart which has a functional nature if it has determined the relations which the formalization gives.

Spatial Differentiation.- It is relation with the specifications of the educational institution about the location of its departments, units and environmental, physical, and so on sections. This is a continuous and quantitative variable which can cause problems if we do not have the real value to its location as the break of the line of command, difficulties in the central services, lack of interrelations in a group, and so on.

c. Formalization (functions).- It is the grade of standardization with which the institution performance is regulated and the type of internal communication which is used to carry out the activities.

The formalization is the variable which determines "how, when and who" must do the task, it is another essential part of the structure because it establishes the rulers to regulate the performance, the functions and responsibilities of each department into an institution, to facilitate the efficiency activities evaluation.

Although the formalization cannot give the solutions all the time, it is the base to take decisions because it establishes the rulers and the procedures to manage the situations and clashes into the organization.

Into the performance and formalization of an organization we can establish some diagrams of performance, coordination and communication passes which are the base to improve the organizational structure. The main of them are: *Formal authority, Regulated activity, Informal communication, Job constellations and Ad-hoc decisions systems.*

Formal authority system.- The formal line power get down of hierarchy, it is represented by the organizational chart, which is the structure and performance guide.

Activity regulated system.- It represents the organization as a net of job and production passes regulated through the operative centre, commands and instructions going down by the administrative hierarchy to control the operative ones, this information supported on the results (in a Manage Information System or MIS) and the information and advice which come from the sides to the decisions taking . This is a vision of the organization compatible with the traditional notions about the authority and hierarchy, but it is different from that because it has more emphasis on the standardization than the direct area.

Informal communication system.- This system is related with the mutual settlement, because the communication is informal and it does not have a hierarchic line; therefore the authorities canals are broken, it can be able to simple organizations but it cause problems in complex organizations and there is no evidence of the communications that does not get involved responsibilities, it could become legal problems.

Job constellational system.- This system consist in form group or associations of work, in relation with the organization necessities not in order of hierarchy, this system is productive when it is used to make the different activities of planning, organization or to interchange of experiences and mutual evaluation.

Ad-hoc decisions system.- In this system any member of the organization can be able to take a superior decisions an innovation process to improve the institution, it is in relation with the participation and the self-criticism.

5.1.2. Manual Functions.- It is the group of rulers which determine the functions of each member of an institution, in our case we will note these to an educational ones.

Functions for the Strategic Top.- These functions are divided in the following form:

Name of the role.- Principal.

Designation.- The principal is designed by the Education and Culture Minister. It is free and removal designation.

Location and importance.-The principal is the maximum authority in the establishment, he/she is the official representative and is part of the Honourable Directive Council and The General Meeting of Directors and Teachers, adviser organisms of the institution. He/she is the first administrative and executive authority in the organization.

Definition of the role.- The principal is the responsible to the performance of norms, study planning, programs, agreements, regulations and restrictions of the high school which come from the Education and Culture Law. He is responsible of the total performance of the institution.

Location in the administrative structure.-Strategic Top

Work characteristic:

a) Who can supervise his/her work:

- Education and Culture Minister

- Provincial Education Director

b) Who are depending from him/her are:

- Vice-principal
- Orientation and Students' Well-being department
- Humanistic Coordinator
- Technical Coordinator
- Multi-resources centre (RECE'S) or Learning resources centre (LRC)
- Administrative Coordinator
- Educational Production Unit (EPU)
- General Inspector

c) Coordination relations:

- Directive Council
- General Meeting of Directors and Teachers
- Institutional Planning Office (IPO)
- Acquisitions Committee
- Educational Production Unit (EPU)

d) Replacement:

When the principal is absent the vice-principal assumes this role. When both are absent, will assume this one the first member of the Directive Council and the

rest of them according with the order must assume the following roles. The replacement will go on for the titular return.

e) Main links:

- Education and Culture Minister
- Provincial Education Directors
- Provincial Education Supervisors
- Representative people of the Internal Community and Environment
- Public and Privates Entities, and Productive Sectors
- Students' Parents

a) Information received from:

- Action Plan of the Government
- Action Plan of the Education and Culture Ministry (ECM)
- Action Plan of the Provincial Education Direction
- Education and Culture Law
- Internal Regulation
- Organic Law of Financial Administration and Control
- Study Planning and Programs
- Minutes Book of the Directive Council
- High School General Inventory
- Accounting and Control Office Manuals

- Other.

g) Main Information generated:

- Elaboration of the Institutional Mission, Objectives and Politics.
- Institutional Planning
- Development Planning
- Annual Working Report
- Working distribution Table
- Administrative and Services Staff designations
- Institutional Statistic
- Annual Evaluation of Administrative, Academics, Physic and Financial Activities.

Responsibility.- Principal assumes the responsibilities of: coordination, planning, and control about all the educational process activities.

The principal has a great liberty to create and implant a hierarchy line adapted with to get the central objectives.

She/he is responsible of the planning about the Physical and financial execution of the Institutional budget.

Authority.- The principal has a complete authority to guide the establishment according with the Education and Culture Ministry and Institutional Planning orientations.

Principal's Specific Functions.- According with the 96 item of the Education Law Regulations, his/her functions are:

- To worry to maintain and consolidate the Institutional prestige oriented to the linking with the community
- To solve the requests which are presented about his/her competence according to the annual planning presented by each institutional department.
- To request to the Education and Culture Ministry of the technical and administrative educational staff designation, according with the norms determined in applicable laws and regulations.
- To give the possession of the roles, earlier the legal promise to teachers and employees of the establishment.
- To make oneself responsible of good investment and collection of economic resources according with to the applicable laws and regulations.
- To elaborate the economic, organic and working planning for the new academic year and to submit them to the Directive Council approval.
- To order the inventory renewal according with the applicable laws and regulations

- To elaborate with the vice-principal the annual report of administrative-technical and pedagogical activities of the establishment and to present it to the General Meeting of Directors and Teachers.
- To control the good performance of every institution dependencies, asking the care and giving responsibilities to the different organisms, according with the norms which are in the Administration and Control of State Property Law
- To request to the Control office the institution prosecution or about any dependence when he/she considers convenient or for Directive Council asking
- To write a command to the Collector to discount the fines caused by absence or default of the teaching, administrative and services staffs' obligations
- To review continuously the institution mission, objectives and politics
- To maintain permanent linking with the social, politics, productive, economic, ecological, cultural, and educational sectors representative
- To propitiate dialogue moments and good relations with the total institution staff
- To authorize to collector office investments in monthly payments
- To impulse educational innovations, to get the institutional change oriented to get the social, economic and cultural development of the zone
- To promote and to coordinate the institutional evaluation
- To be vigilant over the departmental program and the educational activities
- To be vigilant the management of the financial and material resources to take the pertinent legal actions when there were financial loss to the institution

- To stimulate and to sanction to the staff which are developed the financial and administrative functions according to the legal, properly and other dispositions
- To keep watch over the adequate administrative and financial organization
- To order that the commission to invest in falls, sales, auctions and to lawful with their signatures the respective minutes
- To authorize the replacement of the permanent fund of the petty cash
- To take part at the elaboration of the institutional budget and to be vigilant over the controls maintaining related with its execution
- To lawful the payments that the institution needs with the Collector
- To require the timely delivery of the financial reports which have to include the respective statements of account to their analysis and legalization
- To Review and to present the financial reports to the Directive Council
- To manage with the Collector the timely reception of the transferences
- To authorize the printing of the institutional priced formularies
- To design the commission to carry out periodical checking
- To carry out the other functions assigned by the laws and regulations.

Name of the role.- General Meeting of Directors and Teachers

Designation.- Education and Culture Law and Regulations

Location and importance.- In the Organizational chart the General Meeting of Directors and Teachers is a Principal's adviser organism which has as main objective is to keep watch over the honest fulfilment of the Institutional Planning prepared by the Directive Council.

Integration.- The General Meeting of Directors and Teachers is composed by the *Principal*, who is its regent, *Vice-principal*, *General Inspector*, *Teachers* and the rest of *Inspectors* who are working in the establishment.

Location in the administrative structure.- Strategic Top

Work characteristic.- The secretary will be the principal. The General Meeting of Directors and Teachers will have a meeting ordinarily at the beginning and the end of the academic year. The notice of a meeting will be in writing and at fewer forty eight hours before it.

General Meeting of Directors and Teachers' Specific Functions.- The ordinary and extraordinary meetings will be carry out through previous Rector's notice or by members' two of three parts asking, and in them will be analysed the notice issues.

According with the 109 item of the Education Law Regulations, their functions are:

- To promote initiative in the pedagogical experimentation and research fields
- To contribute to the productive process which is developed by the Educational Production Units
- To design at the first academic year meeting to the Acquire Committee representative.
- To attend in obligatory form to the first ordinary and extraordinary General Meeting of Directors and Teachers meetings previous a Principal notice
- To solve as the last press the administrative, disciplinary and so on problems which are not another authority's responsibility.

Name of the role.- Directive Council

Designation.- General Meeting of Directors and Teachers.

Location and importance.- The Directive Council is a Principal's adviser organism. It is the most important organism in the institution.

It is the natural way to the all participation of every educational state in tasks manage and control.

It is the main governmental and legislative organism.

Integration.- The Directive Council is composed by:

The *Principal*, who is its regent

Vice-principal or vice-principals according to the case

Three main members with their respective substitutes, chosen by the General Meeting of Directors and Teachers at the fiscal high school. At the missionary fiscal establishments the educational community design the first main member and substitute of the Directive Council and the rest of them (three) are elected by The General Meeting of Directors and Teachers. The secretary is the official secretary of the institution which has informative voice but no vote.

The Directive Council members will be elected in the last ordinary meeting of the General Meeting of Directors and Teachers, and they can work thirty days after that provincial Educational Direction give the ratification. Their functions go on for two years and they can be re-elected one period after, except when the number of teachers is not adequate to do it.

To be elected as a Directive Council member is necessary: to be a current teacher, to have worked in the institution for a minimum of two years, except when the high school has less years working and has not been sanctioned with the suspension of the teaching practice.

Location in the administrative structure.- Strategic Top

Work characteristic.- The Directive Council will have an ordinary meeting one time by a month, and extraordinarily when the Principal notices as his/her own decision or by asking of three members else. To constitute a Directive Council quorum is necessary four members at less

When two or more main members are absent during a period, will be notice the substitutes according with their order. If there are definitive absence of main and substitute, the Principal will notice to the General Meeting of Directors and Teachers to their election, who will introduce in their function then the Provincial Direction ratification until the end of the respective period.

Directive Council's Specific Functions.- According with the 109 item of the Education Law Regulations, their functions are:

- To define the institutional mission, objective and politics, which have to direct the institutional activities
- To advice continuously to the Principal about the economic, administrative, academic and productive decisions
- To maintain an adequate coordination with every authorities and organism if the institution

- To promote the execution of activities of teaching and administrative improvement
- To approve the planning, programs and projects presented by the Technical-Pedagogic Department
- To be vigilant over the exact recollection of the incomes and their legal investment and over everything related with the economic performance
- To control and to guide the correct administration of the resources which are as investing as resulting of the productive activity
- To analyse and to solve the causes and reasons to the legal sanctions according with the applicable laws and regulations
- To ask at the Education and Culture Ministry, the creation, reconstruct or suppression of the specialities
- To foment and protect the books and pamphlets editions which have scientific and educational value
- To regulate the lending or letting of workshops, sport fields, use of multiple halls and bars
- To form the Permanent Commissions of discipline, sports, culture and so on, and the rest considered as necessary
- To make the Special Regulations to each permanent commission and the rest which are part of it
- To evaluate time by time the Institutional Planning and to make the readjustments which were necessary

- To stimulate to the directive, teaching and service staff about the reliable performance of duties and obligations with the establishment and the community
- To elaborate the budget based on the information given by the account and collector
- To authorize to the Principal investments and expenses which are more than three minimum vital salaries according with the legal dispositions
- To know and approve the reports presented by the Departments and Commissions responsible
- To Design to the servants who will take care to make the physical confirmation and actualization of institutional stable assets
- To authorize auctions, elimination of things without conditions to use, donations of the institutional assets
- To approve the annual planning of acquisitions and to design commissions for acquisitions executing, in the cases which is necessary their integration
- To analyse the financial reports and take decisions oriented to get the correct management of the material and financial resources
- To approve the institutional budget and to send it to the Education and Culture Ministry for its definitive approval.

b. Functions for the Middle Line.- This part of the organization serves as link between the Strategic Top and the Operative Centre and in a little grade with the

Techno structure and the support staff; the specific function is to control, to follow and to evaluate the institutional educational process. Also the productive, academic and administrative processes are organized here. In this organization part are located the following members:

Vice-principal,

General Inspector,

Basic Level Inspector,

Bachelor Inspector,

Administrative Coordinator,

Humanistic Academic Coordinator, and

Technical Coordinator

Name of the role.- Vice-principal.

Designation.- It is free and removal designation by the Education and Culture Minister, with subjection to the Register and Salary Law of the National Teaching.

In the middle education establishment, with more than two thousand students and two day's journeys by day have to be two vice-principals. In this case, each one will attend the academic function and the administrative one respectively.

Location and importance.- The vice-principal is the second authority in the establishment, he/she is the official representative and is part of: The Teachers Meeting by Area, The Teachers Meeting of Course and The Directors Meeting of Area, The Orientation and Students' Well-being Council. He/she coordinates and to supervise the Permanent and the Technical-Pedagogical Committees.

Definition of the role.- The vice-principal is the responsible to coordinate and to supervise the Study Planning and Programs.

Location in the administrative structure.- Middle Line.

Work characteristic:

a) Who can supervise his/her work is:

- Principal

b) Who are depending from him/her are:

- Humanistic Coordinator
- Technical Coordinator
- Multi-resources centre (RECE'S) or Learning resources centre (LRC)
- Administrative Coordinator
- Educational Production Unit (EPU)

- General Inspector

c) Coordination relations:

- Principal
- Orientation and Students' Well-being Council
- Teachers Meeting by Area
- Permanent Committees
- Teachers Meeting of Course

d) Replacement:

When the vice-principal is absent the first main member of the Directive Council assumes this role.

e) Main links:

- Vice-principals of other high schools
- Supervisors
- Education Direction functionaries
- Teachers Meeting of Course

f) Information received from:

- Education and Culture Law
- Study Planning and Programs

- Minutes Book of the Directive Council
- Minutes Book of the Technical-Pedagogical Committee
- Activities Chronogram for Work Selection
- Didactic and Productive Plan
- Record of Evaluation
- Pedagogical Chase Documents

g) Main Information generated:

- Report and Evaluation of the Annual Activities
- High School Statistic
- Academic Activities Evaluation
- Activities Distribution Table
- Institutional Plan Advance
- QuarterlyReport of Tasks Performance

Responsibility.- She/he assumes the following responsibilities:

- To organize the Institutional Activities.
- To develop the Scholastic Journey
- To organize the Technical-pedagogical meetings

Authority.- The vice-principal has a complete authority to control the performance of the institution objectives which are getting by the students helped and guided by teachers.

Vice-principal's Specific Functions.- According with the 96 item of the Education Law Regulations, his/her functions are:

- To worry to maintain and consolidate the Institutional prestige oriented to the linking with the community
- To solve the requests which are presented about his/her competence according to the annual planning presented by each institutional department.
- To request to the Education and Culture Ministry of the technical and administrative educational staff designation, according with the norms determined in applicable laws and regulations.
- To give the possession of the roles, earlier the legal promise to teachers and employees of the establishment.
- To make oneself responsible of good investment and collection of economic resources according with to the applicable laws and regulations.
- To elaborate the economic, organic and working planning for the new academic year and to submit them to the Directive Council approval.
- To order the inventory renewal according with the applicable laws and regulations.

- To elaborate with the vice-principal the annual report of administrative-technical and pedagogical activities of the establishment and to present it to the General Meeting of Directors and Teachers.
- To control the good performance of every institution dependencies, asking the care and giving responsibilities to the different organisms, according with the norms which are in the Administration and Control of State Property Law.
- To request to the Control office the institution prosecution or about any dependence when he/she considers convenient or for Directive Council asking.
- To write a command to the Collector to discount the fines caused by absence or default of the teaching, administrative and services staffs' obligations.
- To review continuously the institution mission, objectives and politics.
- To maintain permanent linking with the social, politics, productive, economic, ecological, cultural, and educational sectors representative.
- To propitiate dialogue moments and good relations with the total institution staff.
- To authorize to collector office investments in monthly payments.
- To impulse educational innovations, to get the institutional change oriented to get the social, economic and cultural development of the zone.
- To promote and to coordinate the institutional evaluation.
- To be vigilant over the departmental programming and the educational activities.

- To be vigilant the management of the financial and material resources to take the pertinent legal actions when there were financial loss to the institution.
- To stimulate and to sanction to the staff which are developed the financial and administrative functions according to the legal, properly and other dispositions.
- To keep watch over the adequate administrative and financial organization.
- To authorize the replacement of the permanent fund of the petty cash.
- To order that the commission to invest in falls, sales, auctions and to lawful with their signatures the respective minutes.
- To take part at the elaboration of the institutional budget and to be vigilant over the controls maintaining related with its execution.
- To lawful the payments that the institution needs with the Collector.
- To require the timely delivery of the financial reports which have to include the respective statements of account to their analysis and legalization
- To Review and to present the financial reports to the Directive Council.
- To manage with the Collector the timely reception of the transferences.
- To authorize the printing of the institutional priced formularies.
- To design the commission to carry out periodical checking.
- To carry out the other functions assigned by the laws and regulations.

CHAPTER II

5.2. The Teaching Management

All educational institutions have as purpose to get the efficacy and efficiency of all elements that they have, therefore they plan, analyze and adopt one or more methods, based on strategies, working with them as a line to carry out every activity in the teaching-learning process.

5.2.1. Strategy.- Every organization, whatever size there are, want to make the most opportunities to growth and develop. They must also be aware of any negative activity outside of their own area of control and be prepared to find ways to combat such threats and with good planning turn them to their advantage, or at least reduce the impact. None of this happens entirely through lucky circumstances or coincidence. There must be an element of planning and well-considered, well-informed decision-making. The organization must also ensure that it does fits in with the context and environment within which it operates.

It is also true that strategic management involves an intimate knowledge of how the organization is structured. It is impossible to understand how a business can make the most of its resources if it is unaware of what assets it owns. These assets include its reputation, its people, and their knowledge and experience. All of these items

must be taken into account when any kind of strategic decisions are made, because, of course, without doing so there can be effects, which can cause all manner of other problems.

Equally important are the intangible aspects of the organization. It is not only the inherent skills and expertise of its members, which need to be considered. There are the attitudes and values of those who are in charge of the organization and of those people who have to carry out their decisions. We might call this the “culture” and while it is arguable whether this culture is embedded in the organization itself or in the people who make it up, it is still a consideration, which should not be ignored. Moreover, while we must not forget the “inmates” of the organization it is equally a key to take into account those who are affected by it, be they shareholders, customers, beneficiaries or suppliers.

All of these issues come under the management principle of “*Strategy*”. It is possibly the most fundamental function of any business because it drives what the organization does and how it does it. Without strategy a business operates reactively, without any goals or ideas of what it would like to do, or where it would wish to find itself in the future. Strategy embraces many aspects of the organization and managers may find themselves having to consider a diverse range of perspectives when they are formulating an overall plan.

Therefore, it can be seen that strategy is a difficult topic to define. Johnson and Scholes (G. Johnson and K. I. Scholes Exploring Corporate Strategy 1997 Prentice Hall)suggest it is “the direction and scope of an organization over the long term: which achieves advantage for the organization through its configuration of resources within a changing environment, to meet the needs of markets and to fulfil stakeholder expectation.

The selection of texts used in this section illustrates the over-arching role of strategy and its relevance to every situation and to every organization. For instance we begin with Ancient Rome and move on to small business and even relationships between friends.

5.2.2. Human Resource Management.- Human Resource Management (HRM), as the name implies, is about the people who work in an organization. It takes the approach that people are a valuable asset in any organization, whatever the size, and as such they must be enabled to work in the best way possible for the benefit of the organization and as a result of this for themselves. The aim of good human resource management must therefore be to employ the most suitable people for any specific task and keep them trained, rewarded and motivated. It also encompasses the relationships between individuals, at whatever level. As a management function, HRM is responsible for the formulating (or at least advising

upon the formulation) of policies which will enable the organization to retain the best people possible.

In addition to this concern for the individual, successful HRM is about development an atmosphere within the organization, which allows for these highly desirable policies to flourish. There should be openness between management and employees (through every level) so that there is an environment of trust and fairness within the firm. All this requires that the human resource manager take a long-term view of the function. One way of viewing this is that it might have been said of the personnel manager (often viewed as the predecessor of the HR manager) that they were involved mainly in recruitment, payment and keeping records. They therefore concerned themselves with a fairly narrow view of the people in the organization. In contrast the HR manager needs to look at the people as part of the structure of the organization. The HR manager therefore takes on a strategic role, which should bring the function into the boardroom.

All of the above, of course, is the perfect view of Human Resource Management. Another way of looking at the role of the HR manager is that they *"make the most"* of the people within the organization and that their responsibility is towards the organization rather than the employee. Bearing this in mind and the difficult task of aligning the interest of the firm and the individual, it is inevitable that there are conflicts.

Thus, since HR is a function, which is principally about people and the development and maintenance of good relationships between them, the use of fiction in charting the course of these relationships is invaluable. Fiction is an excellent way of seeing how power is used within organization and many of the texts chosen provide case studies of the problems that individuals face when good human resource management is not in evidence. All of these books offer the students an opportunity to suggest ways in which the management featured (in whatever form it takes) could improve its dealings with the people involved.

5.2.3. Managing Change.- It is a commonplace that people are generally resistant to change. The challenge of the unknown is often less palatable than the comfort of the familiar. When the human constituents of the organization are faced with adopting new ways for doing things it is not surprising that they can be uncooperative. Some writers, such as Wilson (D. A. Wilson A Strategy of Change 1992 Routledge) also argue that organizations and industry sectors are also intrinsically resistant to change.

None of this a new phenomenon and there is good reason for it. Outside of the organization the environment simply will not stand still. Socially and politically we are always on the move, looking for newer (and we think better) ways of doing things. The industrial revolution saw the Western world move from a largely agrarian to an urban and commercial society. The drive for efficiency which

shareholders and other stakeholders demand in an organization today is the inheritance of this move.

Added to this, the modern world has seen national boundaries (at least commercial terms) give way to globalization and inter-cultural exchange, making us even susceptible to change than ever before. To this internationalism we have added new technology and even new management theories and practices. Industrialized society has also changed and we are becoming increasingly expected to adopt new techniques. Nowadays, another innovation seems to be on the horizon even before we have become used to the last idea that was introduced.

Not surprisingly therefore, change management is one of the most keenly studied management disciplines today. There is naturally a feeling among management theoreticians that it is the organizations, which embrace change, which are likely to be most successful. For this reason, many firms and institutions are conscious of the need to be continually monitoring their structure and procedures with a view to improving them. The size of the organization is almost irrelevant, although changing a small organization is likely quicker; it is not necessarily any less painful for the participants.

Having said all this, change is difficult to define because each organization will face its own challenges and, therefore, its own rationale for change. Equally each organization has differing resources, company culture and personal dynamics. The

leaders of individual organizations have varying aims. Given this variation it is not surprising that there are equally different theories about change: incremental; punctuated equilibrium; continuous transformation and so on (B. Burnes Managing Change 2000 Prentice Hall). The theories of change management not surprisingly, therefore, rely heavily on a wide variety of other organizational disciplines. Psychology, human resource management and operations management provide some of the ideas which feed into this area of business research.

Once again the complex nature of this discipline can be read through creative writing, particularly when seen through the emotional reactions of the participants in the *change*. Conflict and passion are important elements in fiction, which engages the mind. When it comes to change management, there can be few management topics, which cause so much of these two disturbing emotions.

The current Educational System have adopted a new principle about how to teaching management, which consider to the students as the centre of the planning, who is at the first place a human being with emotions, previous knowledge and with a great necessity of love, according to this the role of the teachers is share their knowledge in a good relationship with their students at the same level of human being, trying to get the same level of the learning into the classroom as into the society, because the students is preparing their way to life, understanding their environment and solving the daily problems.

CHAPTER III

5.3. Assessment and Evaluation

Assessment.-Is the act of gathering information on a daily order to understand individual students' learning and needs.

Evaluation.- is the culminating act of interpreting the information gathered for the purpose of making decisions or judgements about students' learning and needs, often at reporting time.

Assessment and evaluation are integral components of the teaching-learning cycle.

The main purposes are to guide and improve learning and instruction. Effectively planned assessment and evaluation can promote learning, build confidence, and develop students' understanding of themselves as learners.

Assessment data assists the teacher in planning and adapting for further instructions. As well, teachers can enhance students' understanding of their own progress by involving them in gathering their own data, and by sharing teacher-gathered data with them. Such participation makes it possible for students to identify personal learning goals.

This curriculum advocates assessment and evaluation procedures which correspond with curriculum objectives and instructional practices, and which are sensitive to the developmental characteristics of adolescents. Observation, conferencing, oral and written product assessment, and process (or performance) assessment may be used to gather information about student progress.

Guiding principles.-The following principles are intended to assist teachers in planning for student assessment and evaluation:

- Assessment and evaluation are essential components of the teaching-learning process. They should be planned, continuous activities which are derived from curriculum objectives and consistent with the instructional and learning strategies.
- A variety of assessment and evaluation techniques should be used. Techniques should be selected for their appropriateness to students' learning styles and to the intended purposes. Students should be given opportunities to demonstrate the extent of their knowledge, abilities, and attitudes in a variety of ways.
- Teachers should communicate assessment and evaluation strategies and plan in advance, informing the students of the objectives and the assessment procedures relative to the objectives. Students should have opportunities for input into the evaluation process.

- Assessment and evaluation should be fair and equitable. They should be sensitive to family, classroom, school, and community situations and to cultural or gender requirements; they should be free of bias.
- Assessment and evaluation should help students. They should provide positive feedback and encourage students to participate actively in their own assessment in order to foster lifelong learning and enable them to transfer knowledge and abilities to their life experiences.
- Assessment and evaluation data and results should be communicated to students and parents/guardians regularly, in meaningful ways.

Using a variety of techniques and tools, the teacher collects *assessment* information about students' language development and their growth in speaking, listening, writing and reading knowledge and abilities. The data gathered during assessment becomes the basis for an *evaluation*. Comparing assessment information to curriculum objectives allows the teacher to make a decision or judgment regarding the progress of a student's learning.

5.3.1. Types of Assessment and Evaluation.

There are three types of assessment and evaluation that occur regularly throughout the school year: diagnostic, formative, and summative.

a) Diagnostic assessment and evaluation.-Usually occur at the beginning of the school year and before each unit of study. The purposes are to determine

students' knowledge and skills, their learning needs, and their motivational and interest levels. By examining the results of diagnostic assessment, teachers can determine where to begin instruction and what concepts or skills to emphasize. Diagnostic assessment provides information essential to teachers in selecting relevant learning objectives and in designing appropriate learning experiences for every student, individually and as group members. Keeping diagnostic instruments for comparison and further reference enable teachers and students to determine progress and future direction.

Diagnostic assessment tools such as the writing strategies questionnaire and the reading interest/attitude inventory in this guide can provide support for instructional decisions.

b) *Formative assessment and evaluation.*- Focus on the processes and products of learning. Formative assessment is continuous and is meant to inform the student, the parent/guardian, and the teacher of the student's progress toward the curriculum objectives. This type of assessment and evaluation provides information upon which instructional decisions and adaptations can be made and provides students with directions for future learning.

Involvement in constructing their own assessment instruments or in adapting ones the teachers has made allows students to focus on what they are trying

to achieve, develops their thinking skills, and helps them to become reflective learners. As well, peer assessment is a useful formative evaluation technique. For peer assessment to be successful, students must be provided with assistance and the opportunity to observe a model peer assessment session. Through peer assessment students have the opportunity to become critical and creative thinkers can clearly communicate ideas and thoughts to others. Instruments such as checklists or learning logs, and interviews or conferences provide useful data.

- c) *Summative assessment and evaluation***.-occur most often at the end of a unit of instruction and at term or year end when students are ready to demonstrate achievement of curriculum objectives. The main purposes are to determine knowledge, skills, abilities and attitudes that have developed over a given period of time, to summarize student progress; and to report this progress to students, parents/guardians, and teachers. Summative judgements are based upon criteria from curriculum objectives. By sharing these objectives with the students and involving them in designing the evaluation instruments, teachers enable students to understand and internalize the criteria by which their progress will be determined.

Often assessment and evaluation results provide both formative and summative information. For example, summative evaluation can be used

formatively to make decisions about changes to instructional strategies, curriculum topics, or learning environment. Similarly, formative evaluation assists teachers in making summative judgements about student progress and determining where further instruction is necessary for individuals or groups. The suggested assessment techniques included in various sections of this guide may be used for each type of evaluation.

5.3.2 The Evaluation Process

Teachers as decision makers strive to make a close match between curriculum objectives, instructional methods, and assessment techniques. The evaluation process carried out parallel to instruction is a cyclical one that involves four phases: preparation, assessment, evaluation, and reflection.

- **Preparation phase.**- In this phase teachers decide what is to be evaluated, the type of evaluation to be used (diagnostic, formative or summative), the criteria upon which student learning outcomes will be judged, and the most appropriate assessment techniques for gathering information on student progress. Teachers may make these decisions in collaboration with students.
- **Assessment phase.**- During this phase teachers select appropriate tools techniques, then collect and collate information on student progress. Teachers

must determine where, when, and how assessments will be conducted, and students must be consulted and informed.

- **Evaluation phase.**- The teachers interpret the assessment information and make judgements about student progress. These judgements (or evaluation) provide information upon which teachers base decisions about student learning and report progress to students and parents/guardians. Students are encouraged to monitor their own learning by evaluating their achievements on a regular basis. Encouraging students to participate in evaluation nurtures gradual acceptance of responsibility for their own progress and helps them to understand and appreciate their growth as readers and writers.
- **Reflection phase.**- It allows teachers to consider the extent to which the previous phases in the evaluating process have been successful. Specifically, teachers evaluate the utility, equity, and appropriateness of the assessment techniques used. Such reflection assists teachers in making decisions concerning improvements or adaptations to subsequent instruction and evaluation.

5.3.3 Student assessment and evaluation.-When implementing assessment and evaluation procedures, it is valuable to consider the characteristics of adolescents. Developmentally, Middle Level students are at various cognitive, emotional, social, and physical levels. Assessment and evaluation must be sensitive to this range of

transitions and address individual progress. It is *unrealistic and damaging* to expect students who are at various stages of development to perform at the same level. It is necessary to clarify, for Middle Level students, the individual nature of the curriculum and the assessment strategies used; students should recognize that they are not being compared to their peers, but that they are setting their own learning goals in relation to curriculum objectives.

Insensitive evaluation of the adolescent can result in the student's feeling low self-worth and wanting to give up. Regular, positive feedback is a value part of the learning process and helps students identify how well they have achieved individual goals and curriculum objectives. As students begin to achieve success, their sense of self-esteem increases and the need for extrinsic rewards gives way to the development of intrinsic motivation.

Adolescent are vulnerable to peer approval or rejection, and they harbour a strong sense of fairness and justice. Because Middle Level students find it more satisfying to strive for immediately achievable goals rather than long-term goals, they will respond positively to a system of continuous assessment and evaluation.

Effective evaluators of Middle Level students are astute observers who use a variety of monitoring techniques to collect information about students' knowledge, skills, attitudes, values, and language competencies. Well organized, concise, and

accessible records accommodate the large quantities of data likely to be collected, and assist teachers' decision making and reporting.

Some effective techniques for monitoring student progress in the areas and literacy include the following:

- Make video and audio recordings of a variety of formal and informal oral language experiences, and then assess these according to pre-determined criteria which are based upon student needs and curriculum objectives.
- Use checklists as concise methods of collecting information, and rating scales or rubrics to assess student achievement.
- Record anecdotal comments to provide useful data based upon observation of students' oral activities.
- Interview students to determine what they believe they do well or areas in which they need to improve.
- Have students keep portfolios of their dated writing samples, and language abilities checklists and records.
- Keep anecdotal records of students' reading and writing activities and experiences.
- Have students write in reader response journals.
- Confer with students during the writing and reading processes, and observe them during peer conferences.

Self-assessment.- Promotes students' abilities to assume more responsibility for their own learning by encouraging self-reflection and encouraging them to identify where they believe they have been successful and where they believe they require assistance. Discussing students' self-assessments with them allows the teacher to see how they value their own and to ask questions that encourage students to reflect upon their experiences and set goals for new learning.

Peer assessment.- Allows students to collaborate and learn from others. Through discussions with peers, Middle Level students can verbalize their concerns and ideas in a way that helps them clarify their thoughts and decide in which direction to proceed.

The instruments for peer and self-assessment should be collaboratively constructed by teachers and students. It is important for teachers to discuss learning objectives with the students. Together, they can develop assessment and evaluation criteria relevant to the objectives, as well as to students' individual and group needs.

5.3.4. Assessment and evaluation Strategies.-Assessment data can be collected and recorded by both the teacher and students in a variety of ways. Through observation of students, and in interviews or conferences with students, teachers can discover much about their students' knowledge, abilities, interests, and needs. As well, teachers can collect samples of students' work in portfolios and conduct

performance assessment within the context of classroom activities. When a number of assessment tools are used in conjunction with one another, richer and more in-depth data collection results. Whatever method of data collection is used, teachers should:

- Meet with students regularly to discuss their progress.
- Adjust rating criteria as learners change and progress.

a. Observation.-Observation occurs during students' daily reading, writing, listening, and speaking experiences. It is an unobtrusive means by which teachers (and students) can determine their progress during learning. Observations can be recorded as anecdotal notes, and on checklists or rating scales. When teachers attach the data collection sheets to a handheld clipboard, data can be recorded immediately and with little interruption to the student. Alternatively, adhesive not papers can be used to recorded data quickly and unobtrusively.

b. Anecdotal records.-Anecdotal records are notes written by the teacher regarding student language, behaviour, or learning. They document and describe significant daily events, and relevant aspects of student activity and progress. These notes can be taken during student activities or at the end of the day. Formats for collection should be flexible and easy to use.

Guidelines for use include the following:

- Record the observation and the circumstance in which the learning experience occurs. There will be time to analyze notes at another time, perhaps at the end of the day, or after several observations about one student have been accumulated.
- Make the task of daily note taking manageable by focusing on clearly defined objectives or purposes, and by identifying only a few students to observe during a designated period of time. However, learning and progress cannot be scheduled, and it is valuable to note observations of importance as they occur.
- Record data on loose leaf sheets and keep these in a three-ring binder with a page designated for each student and organized alphabetically by students' last names or by class. This format allows the teacher to add pages as necessary.
- Write the notes on recipe cards and then file these alphabetically.
- Use adhesive note papers that can be attached to the student's pages or recipe card files.
- Design structured forms for collection of specific data.
- Use a combination of the above suggestions.

Teachers may choose to keep running written observations for each student if they may use a more structured approach, constructing charts that focus each observation on the collection of specific data. A combination of open-ended notes

and structured forms may also be used. It is important to date all observations recorded.

c. Checklists.-Observations checklists, usually completed while students are engaged in specific activities or processes, are lists of specific criteria that teachers focus on at a particular time or during a particular process. Checklists are used to record whether students have acquired specific knowledge, skills, processes, abilities and attitudes. Checklists inform teachers about where their instruction has been successful and where students need assistance or further instruction. Formats for checklists should be varied and easy to use. Guidelines for using checklists include the following:

- Determine the observation criteria from curriculum, unit and lesson objectives.
- Review specific criteria with students before beginning the observation.
- Involve students in developing some or all of the criteria wherever it will be beneficial to do so.
- Choose criteria that are easily observed to prevent vagueness and increase objectivity.
- Use jargon-free language to describe criteria so that data can be used in interviews with students and parents.

- Make the observation manageable by keeping the number of criteria to less than eight and by limiting the number of students observed to a few at one time.
- Have students construct and use checklists for peer and self-assessments.
- Summarize checklist data regularly.
- Use or adapt existing checklists from other sources.
- Use yes-no checklists to identify whether a specific action has been completed or if a particular quality is present.
- Use tally checklists to note the frequency of the action observed or recorded.
- Construct all checklists with space for recording anecdotal notes and comments.

d. *Rating Scales and Rubrics.*- Rating scales record the extent to which specific criteria have been achieved by the student or are present in the student's work. Rating scales also record the quality of the student's performance at a given time or within a given process. Rating scales are similar to checklists, and teachers can often convert checklists into rating scales by assigning number values to the various criteria listed. They can be designed as number lines or as holistic scales or rubrics. Rubrics include criteria that describe each level of the rating scale and are used to determine student progress in comparison to these

expectations. All formats for rating students' progress should be concise and clear.

Guidelines for use include the following:

- Determine specific assessment criteria from curriculum objectives, components of a particular activity, or student needs.
- Discuss or develop the specific criteria with students before beginning the assessment.
- Choose criteria that are easily observed in order to prevent vagueness and increase objectivity.
- Select criteria that students have had the opportunity to practise. These criteria may differ from student to student, depending upon their strengths and needs.
- Use jargon-free language to describe criteria so that data can be used effectively in interviews with students and parents.
- Make the assessment manageable by keeping the number of criteria to less than eight and by limiting the number of students observed to a few at one time.
- Use or adapt rating scales and rubrics from other sources.
- Use numbered continuums to measure the degree to which students are successful at accomplishing a skill or activity.

- Use rubrics when the observation calls for a holistic rating scale. Rubrics describe the attributes of student knowledge or achievements on a numbered continuum of possibilities.

e. *Portfolios.*-Portfolios are collections of relevant work that reflect students' individual efforts, development, and progress over a designated period of time. Portfolios provide students, teachers, parents, and administrators with a broad picture of each student's growth over time, including the student's abilities, knowledge, skills, and attitudes. Students should be involved in the selection of work to be included, goal setting for personal learning, and self-assessment. The teacher can encourage critical thinking by having students decide which of their works to include in their portfolios and explain why they chose those particular items. Instructions and assessment are integrated as students and teachers collaborate to compile relevant and individual portfolios for each student.

Guidelines for use include the following:

- Brainstorm with students to discover what they already know about portfolios.
- Share samples of portfolios with students. (Teachers may need to create samples if student ones are not available; however, samples should be as authentic as possible).

- Provide students with an overview of portfolio assessment prior to beginning their collections.
- Collaborate with students to set up guidelines for the content of portfolios and establish evaluation criteria for their portfolio collections. Consider the following:
 - a) What is the purpose of the portfolio? (Is it the primary focus of assessment or is it supplemental? Will it be used to determine a mark or will it simply be used to inform students, teachers, and parents about student progress?)
 - b) Who will be the audience(s) for the portfolio?
 - c) What will be included in the portfolio (e.g., writing samples only, samples of all language processes)?
 - d) What are the criteria for selecting a piece of work for inclusion? When should those selections be made?
 - e) Who will determine what items are included in the portfolio (e.g., the students, the teacher, the student and teacher in consultation)?
 - f) When should items be added or removed?

f. Evaluating student Portfolios.-At the end of the term/semester/year when the portfolio is submitted for summative evaluation, it is useful to review the contents as a whole and record data using the previously set criteria. One method of recording data is to prepare a grid with the criteria listed down one

side and the checklist or rating scale across the top. If there is need to assign a numerical grade, designate numbers to each set of criteria on the checklist/rating scale and convert the evaluation into a number grade. Some examples of portfolio assessment and recording forms follow. The teacher can adapt these sample forms or create new ones.

Portfolio table of contents: Sample recording Form; Portfolio assessment sample rating scale; sample portfolio assessment: selection of portfolio items; Student reflection: sample self-assessment; Portfolios item: collaborative form; sample product assessment: descriptive paragraph; Sample anecdotal record form for small group learning.

g. Interviews/Conferences.- Teacher-student interviews or conferences are productive means of assessing individual achievement and needs. During these discussions, teachers can discover students' perceptions of their own processes and products of learning. Brief conferences can occur while students are reading, writing, listening and speaking; extended interviews about their processes and products can be structured into each class period. When how they work and learn, the rich data collected can support instructional decisions. Interview questions can be developed to meet the needs of specific students and to fit the curriculum objectives.

h. Projects and presentations.-Criteria should be developed and/or discussed with students at the outset of activities such as written reports, visual representations, oral presentations, or projects which combine more than one aspect of language use and understanding. Teachers may assess the attitudes, skill development, knowledge, or learning processes demonstrated by students as they engage in language activities. Data gathered during student activities can be recorded as anecdotal note, on checklist, rating scales, or by using a combination of these.

i. Quizzes, tests, and examinations.-Quizzes, tests, and examinations are most often used for assessing students' knowledge of content; however, they may be used to assess processes, skills, and attitudes. Tests whether they are oral or written, must represent students' achievements as accurately as possible. Formats for test items should be varied; each type is most effective at assessing and evaluating student progress when used in conjunction with the other types.

Guidelines for use include the following:

- Construct test items to accommodate the different ways that students learn and demonstrate what they have learned or can do.
- Ensure that test items measure curriculum objectives accurately and fairly.

- Use a variety of test formats (e.g., performance items, open-response questions, short-answer, matching), ensuring that they are appropriate to the objective(s) being measured.
- State test items that allow students to demonstrate students know what is they are to do.
- Construct test items allow students to demonstrate and apply what they have learned.
- Provide opportunities to build necessary scaffolds for students who were unable to demonstrate successfully their knowledge and abilities, so that they can be successful next time.
- Use oral assessment when written responses are not feasible or in situations where criteria can best be evaluated through oral responses.
- Use the performance test items when students are required to demonstrate the competence directly (e.g., giving a speech).
- Construct open-ended response items when it is appropriate for students to respond in personal ways (e.g., to present beliefs to demonstrate power of persuasion).
- Ask students to demonstrate their learning using progress checks; students demonstrate what they know about a specific topic or theme by writing, drawing, or diagrams and graphic organizers.
- Ask short-answer question. These types of questions are most often used to assess how well students have internalized content. Short-answer

questions can also be used to test students' abilities to analyze and evaluate, or to assess attitude.

j. End of Unit/Term evaluation.-Evaluation at the end of the unit or term is facilitated by continuous assessment. One way that summative evaluation may be determined is by assigning a percentage to each of the language processes. The percentage may vary from one unit to the next, depending upon which of the processes is being emphasized. One possible example follows. *It is important to make students aware of the final evaluation components prior to beginning the unit or term and, if it is appropriate, to involve them in determining these components.*

- **Writing: 30-40% and reading: 30-40%.**- At the end of the unit, teachers could have students review their portfolio collections to select their best two or three pieces for grading according to specific criteria.
- **Speaking and Listening: 30-40%.**-Checklists, rating scales, and anecdotal notes used throughout the lesson can provide information about the students' oral progress. Oral presentations and incidental observations provide opportunities to gather information about students' listening and speaking abilities. A rubric which includes performance criteria can be useful

for setting a mark for each student. Students should be aware of the expectations at each level.

Speaking or listening may be more heavily emphasized depending upon the particular unit or activities. Teachers, possibly in collaboration with their students, will determine the way that the unit will be evaluated, however, it is important that students know from the beginning how they will be assessed and evaluated.

k. *Reporting student Progress and achievement.*-In order to communicate student progress to parents, teachers are usually expected to issue report cards at regular intervals during the school year. This curriculum advocates the use of descriptive report to communicate progress to students, parents, and administrators. The reports, which describe student achievements in all language processes may accompany or replace traditional reporting procedures that usually include a letter or number grade. Descriptive comments convey richer information about all aspects of language use and development, and are less likely to be misinterpreted than a single letter or numerical grade. It is essential to use student portfolio collections and teacher assessments in formulating the report card description and assigned mark.

It is important to communicate with parents early in the school term or semester, and continue this communication through regular letters and telephone calls, parent classroom visits, and parent-teacher or student-led parent-teacher interview. At the beginning of the school year or term, the following can be communicated to parents.

- Continuous assessments, diagnostic and formative, inform and support summative evaluations.
- There are clearly articulated expectations and criteria upon which these summative evaluations are based.
- The evaluation is derived from a balanced assessment of process and product.
- The overall summative evaluation reflects a balance of the reading, writing, listening, and speaking processes.
- Knowledge, skills, abilities, and attitudes are included in the evaluation.
- Summative grades are consistent with the view of performance that is noted during continuous classroom assessments.

When conducting parent-teacher interviews, it is important to make available to parents, and discuss with them, actual records of their child's performance (e.g., Checklists, anecdotal notes, portfolio contents). It can be very effective if

students are present to lead the interview and take part in the discussion of their progress, achievements, and areas of need.

CHAPTER IV

5.4. English Skills

5.4.1. Listening.-Is the receptive ability and its main characteristics are; the silence maintained by the person that, to be listening and the selective attention that to give him to listen according to his purposes. Is for that the students need to reason for listening and the teacher could invent this necessity to give his tasks according to the class of the test that students could learn to process and will be to comply while listen.

Listening involves understanding spoken language, which is different from written language

- Disappears as soon as it is spoken. Sometimes it is spoken fast and sometimes slowly, with or without pauses.
- Shows sentences and meaningful groups of words through stress and intonation.
- The speaker uses body language to support his/her communication; gestures, facial expressions. This helps the listener to understand what the speaker is saying.
- Often uses rather general vocabulary and simple grammar.

- Consists of connected speech, sentences, incomplete sentences or single words.
- Is not so well organised: it contains interruptions, hesitations, repetitions and frequent changes of topic.

When we listen, we also need to be able to understand different kinds of spoken text types such as conversations, stories, announcements, songs, instructions, lectures and advertisements. They contain different ways of organising language and different language features, and some consist of just one voice while others consist of more.

We also need to understand different speeds of speech. Some people speak more slowly and with more pauses. Others fast and/or with few pauses. This makes them more difficult to understand. We need to understand accents too.

But we do not listen to everything in the same way. How we listen depends on our reason for listening. We might **listen for gist, specific information, detail, attitude, or do** extensive listening.

We can see that listening involves doing many things; dealing with the characteristics of spoken language; using the context and our knowledge of the

world, understanding different text types; understanding different speeds of speech and accents; using different listening sub skills.

The language teaching classroom

- In the classroom, learners can listen to many sources of spoken language: the teacher, other learners, visitors, cassettes, video, DVDs.
- When we listen to audio cassettes or CDs we can't see the speaker's body language or the context he/she is speaking in. And we can't ask the speaker to repeat or explain.
- Some listening texts in course books are authentic (they contain all the features of real spoken language)
- Understanding and showing you have understood are not the same thing.
- Children learn well from listening to stories that interest them.
- We can develop learners' listening skills by focusing regularly on particular aspects of listening.
- The activities in a listening lesson often follow this pattern:
 1. Introductory activities: an introduction to the topic of the text and activities focusing on the language of the text.
 2. Main activities: a series of comprehension activities developing different listening sub skills.

3. Post-activities: activities which ask learners to talk about how a topic in the text relates to their own lives or give their opinions on parts of the text. These activities also require learners to use some of the language they have met in the text.

5.4.2 Reading.-The receptive ability, we receive through of the reading information, its characteristics are similar to the listening is for that the person that read to maintain his silence, selection and process according his necessities and purposed, the teacher could give appropriate tasks that developed these abilities because process reasons for reading according the organization of the different classes the text that learn to process the student.

A text is usually longer than just a word or a sentence. It often contains a series of sentences, as in a letter or even a postcard. These sentences are connected to one another by grammar and vocabulary and/or knowledge of the word. Reading also involves understanding the connection between sentences.

We need to use our knowledge of the world to see connection between these two sentences (**coherence**). The grammatical links between the sentences (**cohesion**) also help us see the connection between them.

When we read we do not necessarily read everything in a text. What we read depends on why and how we are reading. There are different lengths, layouts, topics and kinds of language. Learning to read also involves learning how to handle these different text types.

Our reasons for reading influence how we read, which reading sub skills (a skill that is part of a main skill). We usually use a sub skill called **reading for specific information** or **scanning**. When we scan, we don't read the whole text. We hurry over most of it until we find the information.

Another reading sub skill is **reading for gist** or **skimming**, reading quickly through a text to get a general idea of what it is about. A third reading sub skill is **reading for detail**. If you read a letter from someone you love who you haven't heard from for a long time, you probably read like this, getting the meaning out of every word. Another way of reading is **extensive reading**. Extensive reading involves reading long pieces of text. As you read, your attention and interest vary you may read some parts of the text in detail while you may skim through others.

We can see that reading is a complicated process. It involves understanding letters, words and sentences, understanding the connections between sentences (coherence and cohesion), different text types, making sense of the text through our knowledge of the world and using the appropriate reading sub skill.

The language teaching classroom

- If learners know to read in their own language, they can transfer their reading skills to reading in English.
- Giving learners lots of opportunities for extensive reading, in or out of class, helps them to develop their fluency in reading.
- The reading sub skills that we need to teach also depend on the age and first language of the learners.
- We need to choose the right texts for our learners. Texts should be interesting for learners in order to motivate them. Text should also be at the right level of difficulty.
- We can make a difficult text easier for learners to read by giving them an easy comprehension task.
- The activities in a reading lesson often follow this pattern:
 1. Introductory activities: an introduction to the topic of the text and activities focusing on the language of the text.
 2. Main activities: a series of comprehension activities developing different reading sub skills.
 3. Post-activities: activities which ask learners to talk about how a topic in the text relates to their own lives or give their opinions on parts of the text. These activities also require learners to use some of the language they have met in the text.

5.4.3 Speaking.-It is a productive ability, it uses for information to characterize for using a sound system with a meaning, for develop this ability the teacher should gives language models and gives opportunity for the oral practice.

To develop the speaking need to do or practice the following: pronounce words, answer questions, use intonation, ask for clarification and or explanation, correct themselves, take part in discussions, change the content and/ or style of their speech according to how their listener responds, greet people, plan what they will say, smile, ask for and give information, respond appropriately, persuade, start speaking when someone else stops, tells stories, use fully accurate grammar and vocabulary, use tenses, take part in conversations.

We also use in the speaking practice are the following categories:

- Grammar and vocabulary
- Functions.
- Features of connected speech.
- Properly.
- Body language.
- Interaction.

Interaction is two-way communication that involves using language and body language to keep our listener involved in what we are saying and to check that they understand our meaning.

- Interactive strategies are: making eye contact, using facial expressions, asking check questions, clarifying your meaning, confirming understanding.
- Fluency is speaking at a normal speed, without hesitation, repetition or self-correction, and with smooth use of connected speech.
- Accuracy in speaking is the use of correct forms of grammar, vocabulary and pronunciation.

When we speak, we use different aspects of speaking depending on the type of speaking we are involved in.

The language teaching classroom

- We can develop learners' speaking skills by focusing regularly on particular speaking aspects: fluency, pronunciation, grammatical accuracy, body language.
- In many classes learners do controlled practice activities (activities in which they can use only language that has just been taught). This is a very limited kind

of speaking because they just focus on accuracy in speaking and not on communication, interaction or fluency.

Controlled practice activities give more opportunities than controlled activities for learners to practice communication, interaction and fluency.

- Task and less controlled practice activities give more opportunity than controlled activities for learners to practice communication, interaction and fluency.
- Sometimes learners speak more willingly in class when they have a reason for communicating (to solve a problem or to give other classmates some information they need).
- Because speaking is such a complex skill, learners in the classroom may need a lot of help to prepare for speaking: practice of necessary vocabulary, time to organise their ideas and what they want to say, practice in pronouncing new words and expressions, practice in carrying out a task, before they speak freely.
- Learners, especially beginners and children, may need time to take in and process all the new language they hear before they produce it in speaking.
- The activities in a speaking lesson often follow this pattern:

1. Lead in: an introduction to the topic of the lesson plus, sometimes, activities focusing on the new language.

2. Practice activities or tasks in which learners have opportunities to use the new language
3. Post-task activities: activities in which learners discuss the topic freely and/or ask the teacher questions about the language used.

5.4.4 Writing.-It is a productive skill. That mean they involve producing language rather than receiving it. We can say that writing involves communicating a message (something to say) by making signs on a page. To write we need a message and someone to communicate it to. We also need to be able to form letters and words, and to join these together to make words, sentences or a series of sentences that link together to communicate that message.

All written text types have two things in common. Firstly, they ate written to communicate a particular message, and secondly, they are written to communicate to somebody. Our message and who we are writing to influence what we write and how we write.

Writing involves several sub skills. Some of these are related to **accuracy**, using the correct forms of language. Writing accurately involves spelling correctly, forming letters correctly, writing legibly, punctuating correctly, using correct layouts, choosing the right vocabulary, using grammar correctly, joining sentences correctly and using paragraphs correctly.

But writing isn't just about accuracy. It is also about having a message and communicating it successfully to other people. To do this, we need to have enough ideas, organise them well and express them in an appropriate style.

Writing also often involves through a number of stages. When we write outside the classroom we often go through these stages:

- Brainstorming (thinking of everything we can about the topic)
- Making notes
- Planning (organization our ideas)
- Writing a draft (a piece of writing that is not yet finished, and may be changed).
- Editing (correcting and improving the text)
- Producing other draft.
- Proof reading (checking for mistakes in accuracy) or editing again.

The language teaching classroom

- The sub skills of writing that we teach will vary a lot, depending on the age and needs of our learners. At the secondary level we may need to focus more on the skills required to write longer texts such as letters, emails or compositions.
- When we teach writing we need to focus on both accuracy and on building up and communicating a message.

- Sometimes in the classroom learners write by: completing gaps in sentences with the correct word, taking notes for listening comprehension, writing one word answers to reading comprehension questions. These activities are very useful for teaching grammar, and checking listening and reading, but they do not teach the skills of writing. To teach the writing sub skills we need to focus on accuracy in writing, on communicating a message and on the writing process.

By encouraging learners to use the writing process in the classroom we help them to be creative and to develop their message.

CHAPTER V

5.5. The Multiple Intelligences

According with the evolution of the educational system there are some interesting things that the English teacher needs to consider to get better level of learning in their students.

English teacher needs to relate the language with the likes and reality of everybody and a special issue to consider into the teaching-learning process is about the way to learn of each one, there have been some researches which say some criteria, but we will analyse a specific to refer about this one.

For the psychologist and teacher of the University of Harvard, Howard Gardner, there are multiple intelligences because each person has a different way to learn according with their own abilities which grow with every human being.

Gardner has established seven categories in which are divided the intelligences, and with this classification is demonstrating that the intelligence is not just one, therefore people can be intelligent in different form.

The categories of intelligences are the following:

1. Logic/Mathematics intelligence.- It is the sensibility and availability to work with numbers effectively, and needs a good training level to its appropriate develop.

To develop this type of ability is necessary abstract symbols, formulas, calculus; decipher cod, graphics and charts, logic-mathematics models, to solve problems, scientific thinks, and inductive and deductive reasoning.

There are some kinds of activities to apply this one in class, which could be used by English teachers, for example:

- Exercises to reason out problems and experiments,
- Make graphic charts,
- Mathematic plays, and
- Logic exercises.

2. Verbal/Linguistic intelligence.- It is the ability to work with the oral and written word efficiently to receive and produce messages with clarity.

It is develop with creative writing, humour, formal and informal expressions, reading, telling stories, counting tales, a big knowledge of vocabulary, and so on.

In class the teacher could apply this in some strategies as:

- Crosswords,
- Dialogues,
- Oratory concourses,
- Tale, Poetry, essay and jokes telling,
- Reading clubs,
- Discussion or debate about specific themes,
- Develop of advertising, and
- Writing diaries.

3. Musical/Rhythmic intelligence.- It is an auditory ability to appreciate and produce rhythm, timbre and tone of the musical sounds and it is the appreciation or the ways to musical expressions. This intelligence is very important because some researchers say that a thing learned with musical rhythm is recorder seven times more than one without it.

It is developed with sounds, instrumental sounds, musical compositions, environmental sounds, to create musical styles, to play musical instruments, models of musical tones, to vocalize rhythm sensibility.

In the classroom the teacher could use some activities to improve this intelligence, for instance:

To sing, using rhythms to create melodies and songs,

- Playing instruments,
- To develop a dance routine, and
- To work with different kind of music and to identify them.

4. Visual/Spatial intelligence.- It is the ability to perceive rightly the visual and spatial world, getting a real knowledge, feeling and sense of location into it.

It is developed with visual imagination, schemes with full colour and different textures, guided imagination, visualize conceptual maps to do montages, to create models and patterns, to have a fantasy, the three-dimensional space.

In class the teacher could do some task to develop this intelligence, as the following:

- Visual projects to paint, draw and sculpt,
- To make conceptual maps,
- To show photographs, videos, audio visuals,
- To design sceneries,
- To illustrate tales, novels and poems,
- To do sculptures, and
- To draw maps to find places.

5. Corporal/Kinaesthetic intelligence.- It is in relation with the knowledge and movement about the body. This intelligence is the best way to learn if the student has it, because according with some researches if you learn combining the sound and the movement you learn twelve times more, therefore it is very important to dance when you are studying, but is very important do not forget, that this intelligence is not developed in all people.

It is developed with corporal language, mimics, gestures, corporal sculptures, dramatizations, dancing, gymnasium routines, aerobics routines, physical exercises and sports.

Teacher could do some activities to apply this one in class:

- To create movements,
- To play some sports,
- To do relaxing exercises,
- To participate in theatre shows,
- Modern and folkloric dancing concourses, and
- Clothes modelling.

6. Interpersonal intelligence.- It is the ability to reason out and to answer with property to the modes, temperaments, motivations and wishes of the other people. It is

developed with collaborative teaching and learning, empathy with the rest of people, group projects to intuit the people's feelings, communication one by one person, to perceive the people's motives.

In class teacher could promote cooperative work in different activities as the following:

- Chaos solution
- Community work,
- Tutorages,
- Assistance and guide clubs,
- To visit hospitals and old people homes, and
- Participation in "chats".

7. Intrapersonal intelligence.- It allows us to meet the internal aspects of ourselves and to be in contact with own emotional life.

It is developed with the like by the order, concentration and reasoning skills, individual projects, oneself knowledge, auto reflexion, strategies of thinking, to be sensate and carefully with oneself.

In class teacher could carry out the following activities to develop this kinds of intelligences:

- To do individual studies,
- To write reflections, and romantic poems
- To develop activities to promote the self-esteem,
- To write reflective dairies,
- To do support group.

Gardner advices to do a combination of activities which would give dynamism to the classes development and more efficiency to the knowledge, considering the individual differences into the students to get a good level of English learning.

6. HYPOTHESES

6.1 General hypotheses:

The organizational reality and the teaching management influence in the English knowledge level with the students of the “Emiliano Ortega Espinoza” High School during the School Year 2009-2010.

6.2. Specific hypotheses:

- The lack of the socialization of the institutional organization and teaching management documents influences on English knowledge level with the students of the “Emiliano Ortega Espinoza” High School during the School Year 2009-2010.

- The lack of training produces a bad performance of the specific functions of the authorities, teachers and students of the “Emiliano Ortega Espinoza” High School during the School Year 2009-2010.

7. METHODOLOGY:

This research work will be carried in three stages, which are:

First stage: We have studied the first theoretical reference that is contained in our eighth module *“Organization and Management of the teaching”*, where we could learn about the different functions of the administrative personal and management of the teaching to develop an educational institution with efficiency and efficacy, which gives us the vision about the importance of this theme to research it as a contribution with the current educational system because we consider that the institutional organization and the teaching management are the principles to obtain better results in the teaching-learning process.

About the theme “Organization and teaching management and their influence on the English knowledge level with the students of the “Emiliano Ortega Espinoza” high school during the school year 2009-2010” we obtained the variables, objectives and problems and sub-problems to research.

Second stage: We will go to “Emiliano Ortega Espinoza” high school to talk with the doctor Mirta Díaz who is its principal, who will give us the authorization to apply our surveys to teachers and students, then we will apply this study

instrument and also we will talk with some English teachers and students to clarify our information about the current situation in this establishment; following the process we will make the tabulation of the data which will be the base of our analysis of results as qualitative as quantitative.

Third stage: Finally, from our analysis we could obtain some conclusions which will be the guide to our proposal alternative that we have to elaborate to contribute with the educational system, especially with “Emiliano Ortega Espinoza” high school which is the object of our research work.

During our research we use the scientific method by means of which could determine the problem and as general as specific objectives and this method will be present in all the development of the research because we will carry the theory with the purpose of knowing categories, concepts, and principles which are the base of our theoretical frame.

The analytic synthetic method will be used when we will make a division of the main point of our theme to research and the descriptive method which allowed us to describe the fundamental aspect of this research work.

7.1. Population:

To get representative results in this research work, we applied the surveys to authorities and teacher according to the statistical formula to obtain a population part, this is:

$$n = \frac{PQ * N}{(N-1)\frac{E^2}{K^2} + PQ}$$

In this formula each letter represents a variable which are:

PQ= population “varianza”, it is a constant valour equal 0,25

E = admissible maximum error, it could be between 0,01 and 0,09

K = significance level, it is equal 2

N = total population

In our case we will apply the following values:

E = 0,07

N = 642 students, and

E = 0,09

N = 48 teachers and authorities

According this mathematic process our part of population to apply our surveys will be:

155 students and 32 teachers and authorities

8. ORGANIZATION AND MANAGEMENT OF THE RESEARCH

8.1 Resources

8.1.1 Human

- Thesis director
- Thesis assessor
- Two students

8.1.2 Material

➤ Office materials	\$	150.00
➤ Transport		50.00
➤ Photocopies		50.00
➤ Printing		80.00
➤ Consultancy		200.00
➤ Unforeseen		<u>100.00</u>
Total	\$	630.00

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ANNEXES

AUTHORITIES' AND TEACHERS' SURVEY



NATIONAL UNIVERSITY OF LOJA AREA OF EDUCATION, ART AND COMMUNICATION ENGLISH LANGUAGE CAREER

Questionnaire

1. How is the organization in the institution where are you working?

- Excellent ()
- Very good ()
- Good ()
- Regular ()
- Bad ()

Why?.....
.....
.....

2. Which are the organization systems of the institution where you are working?

- *Formal authority system:* establish a hierarchy and working according with the organizational chart which is the performance guide. ()
- *Regulate activity system:* work under orders of level Operative Directive ()
- *Informal communication system:* mutual adjust without authoritarian forms ()
- *Work network system:* are conformed group with relation to the institutional needs. ()
- *Decision system AD Hoc:* whole participation in the taking of decisions. ()

3. Mark who form the strategic top in your institution?

- () Teacher
- () Secretary
- () General Inspector
- () Directive council
- () General board of teachers and directives
- () Vice principal
- () Board of teachers of the area

4. Who are integrating the Middle Line?

- () Board of teachers of the classroom
- () General inspector
- () Vice principal
- () student counselling
- () Board of directors of Area

5. Is there in your institution the Support Staff?

- Yes ()
- No ()

Who are integrating it?

.....
.....

6. Who carries out the Institutional Curricular Plan and how often is it evaluated?

.....
.....
.....

7. Identify the next functions with their respective charges with the next codes:
Principal (P); Vice principal (V); general Inspector (GI); Teachers (T).

- To encourage educative innovations, aimed at institutional change aimed at socio-economic development and cultural development of the Area. ()
- Direct and responsibility the progress of the unit in order to maintain order and harmony in the functioning of the high school, teaching in the fields: Administrative, students'; and service. ()
- To learn about solve problems such as plans and programmes of course after receiving a report from the Technical Pedagogical Commission and other proposals. ()
- Putting into practice the suggestions given by techno-pedagogic agencies and authorities of stock. ()
- To carry out the academic program, social, cultural and sporting events. ()
- At the end of the year must submit a course outline and micro planning with respective adjustments and will be valid for two years to monitor and evaluate. ()
- Reviewing the permanent mission, objectives and politics of the institution. ()

8. What does educational management mean to you?

- To planning ()
- To organize ()

- To manage ()
- To direct ()
- To assess ()
- To train ()
- To monitor ()

9. Which aspects are related to the educational management?

- To analyze of previous experiences ()
- To achieve of economic resources ()
- To identify of weakness and strength ()
- To think to take decisions ()
- The pedagogic leadership ()
- The future vision ()
- The contraction of network ()

10. Which actions have you demonstrated your leadership in the performance of your functions as a teacher with?

.....

.....

.....

.....

THANKS FOR YOUR COLLABORATION

STUDENTS' SURVEY



NATIONAL UNIVERSITY OF LOJA AREA OF EDUCATION, ART AND COMMUNICATION ENGLISH LANGUAGE CAREER

Questionnaire

1. Indicate with an (x) what do you believe is expected of the students?

- ❖ Correct behaviours all their actions inside and outside the institution. ()
- ❖ To operate in an atmosphere of understanding, security and tranquillity. ()
- ❖ To remain in the establishment throughout the workday. ()
- ❖ To seek advice from their teachers in the academic aspects ()

2. Which of the following issues do you think are important in the student's formation?

- ❖ Educational in values ()
- ❖ Culture ()
- ❖ Orientation in their abilities ()

3. In this institution students participate in the planning of academic, social and cultural activities:

- ❖ Always ()
- ❖ Sometimes ()
- ❖ Never ()

4. To whom the students should go to submit their needs or demands?

- ❖ Teachers ()
- ❖ Principal ()
- ❖ Vice principal ()
- ❖ General Inspector ()
- ❖ Student Council ()

5. Within the institution, the relationship between students and teachers is:

- ❖ Very good ()
- ❖ Good ()
- ❖ Regular ()
- ❖ Bad ()

6. The authorities of the institution and teachers are concerned about:

- ❖ The training staff of students ()
- ❖ Imparting their knowledge ()
- ❖ To meet a schedule ()
- ❖ Others ()

7. Do you receive timely care to your requests for certificates, qualifications, and more applications and formalities connected with students' life?

- ❖ Always ()
- ❖ Sometimes ()
- ❖ Never ()

8. Does the students' council respond to the interest of students?

- ❖ Always ()
- ❖ Sometimes ()
- ❖ Never ()

9. Which authorities are the first arrive at the institution and the last to leave it?

- ❖ Principal ()
- ❖ Vice principal ()
- ❖ General Inspector ()

THANKS FOR YOUR COLLABORATION

TEST TO STUDENTS WITH LOW ENGLISH KNOWLEDGE LEVEL



**NATIONAL UNIVERSITY OF LOJA
AREA OF THE EDUCATION, ART AND COMUNICATION
ENGLISH LANGUAGE CAREER**

• ***Your English knowledge level is low because:***

- | | | |
|---|---------|--------|
| a) The classroom is too small | Yes () | No () |
| b) There are many students into the classroom | Yes () | No () |
| c) The English class is boring | Yes () | No () |
| d) The timetable is inadequate for us | Yes () | No () |
| e) The number of class hour is insufficient | Yes () | No () |
| f) The English knowledge level is too different among us | Yes () | No () |
| g) Lack an English laboratory to practice it | Yes () | No () |
| h) You feel that your teacher improvises the class | Yes () | No () |
| i) Your teacher doesn't use didactic material | Yes () | No () |
| j) The environment of class doesn't have confidence | Yes () | No () |
| k) Your teacher speaks too English | Yes () | No () |
| l) The English book contents are not interesting | Yes () | No () |
| m) You don't understand the teachers' explanation | Yes () | No () |
| n) Your teacher is not punctual | Yes () | No () |

THANKS FOR YOUR COLLABORATION

M A T R I X

THEME: ORGANIZATION AND TEACHING MANAGEMENT AND THEIR INFLUENCE ON THE ENGLISH KNOWLEDGE LEVEL WITH THE STUDENTS OF THE “EMILIANO ORTEGA ESPINOZA” HIGH SCHOOL DURING THE SCHOOL YEAR 2009-2010

PROBLEM	OBJECTIVES	HYPOTHESIS	VARIABLES	INDICATORS
<ul style="list-style-type: none"> How the organization and teaching management influence on the English knowledge level with the students of the “Emiliano Ortega Espinoza” High School during the School Year 2009-2010. <p><i>Sub-problems:</i></p> <ul style="list-style-type: none"> How the lack of the socialization of the institutional organization and teaching management documents influence on the English knowledge level with the students of the “Emiliano Ortega Espinoza” High School during the School Year 2009-2010. How the lack of training about institutional organization and teaching management produce a bad performance of the specific functions of the authorities, teachers and students of the “Emiliano Ortega Espinoza” High School during the School Year 2009-2010. 	<ul style="list-style-type: none"> <i>General</i> <ul style="list-style-type: none"> To analyze the organizational reality and the teaching management and their influence on the English Knowledge with the students of the “Emiliano Ortega Espinoza” High School during the School Year 2009-2010. <i>Specifics</i> <ul style="list-style-type: none"> To verify the level of the socialization of the institutional organization and teaching management documents contribute with the English Knowledge level with the students of “Emiliano Ortega Espinoza” High School during the School Year 2009-2010. To analyze the level of training about the specific functions of the authorities, teachers and students of the “Emiliano Ortega Espinoza” High School during the School Year 2009-2010. 	<ul style="list-style-type: none"> <i>General</i> <ul style="list-style-type: none"> The organizational reality and the teaching management influence in the English knowledge level with the students of the “Emiliano Ortega Espinoza” High School during the School Year 2009-2010. <i>Specific hypothesis</i> <ul style="list-style-type: none"> The lack of the socialization of the institutional organization and teaching management documents influences on the English knowledge level with the students of the “Emiliano Ortega Espinoza” High School during the School Year 2009-2010. The lack of training produces a bad performance of the specific functions of the authorities, teachers and students of the “Emiliano Ortega Espinoza” High School during School Year 2009-2010. 	<ul style="list-style-type: none"> <i>Independent</i> <ul style="list-style-type: none"> Organizational Reality Teaching management. <i>Dependent</i> <ul style="list-style-type: none"> English knowledge level 	<ul style="list-style-type: none"> Strategic summit Middle line Techno structure Supporting staff Educational law. Manual functions Institutional educational plan. Curricular plan. Types of evaluation. English skills. Multiple Intelligences

2009-2011

[illegible]

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