

## **Teaching Strategies and English Language Learning of secondary education students at a public educational institution**

### **[Estrategias Didácticas y Aprendizaje del Idioma Inglés de los estudiantes de educación secundaria de una institución educativa pública]**

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#### Resumen

El Objetivo de la investigación es conocer la relación que existe entre las Estrategias Didácticas y el Aprendizaje del Idioma Inglés de los estudiantes de educación secundaria de una institución educativa pública. El estudio fue cuantitativo, el diseño no experimental transeccional correlacional y para asociar las variables el coeficiente de Correlación de Pearson. Los resultados indican que existe una relación directa en un grado de correlación alta (0.836) entre la variable independiente Estrategias Didácticas y la variable dependiente Aprendizaje del Idioma Inglés de los estudiantes. Conclusiones: Las Estrategias Didácticas se relaciona directamente con el Aprendizaje del Idioma Inglés de los estudiantes. La relación está referida a que la media de puntaje obtenido en la aplicación de las estrategias didácticas es de 4.07 sobre la base de un puntaje máximo de 5, lo que en su escala valorativa es igual a "bueno", y la media de notas del Aprendizaje del Idioma Inglés es de 14.87, que en su escala valorativa es igual a "casi bueno", es decir, hay una alta relación, por cuanto se tiene una aplicación de las estrategias didácticas con una calificación de bueno y un aprendizaje de nivel casi bueno

Palabras clave: Estrategias didácticas, métodos, procedimientos, técnicas, aprendizaje.

#### Abstract

The objective of the research is to know the relationship between the Teaching Strategies and English Language Learning of secondary school students of a public educational institution. The study was quantitative, the correlational non-experimental design and to correlate the variables with the Pearson Correlation coefficient. The results indicate that there is a direct relationship in a high degree of correlation (0.836) between the independent variable Teaching Strategies and the dependent variable Learning English Language of the students. Conclusions: The Teaching Strategies is directly related to the English Language Learning of the students. The relation refers to the fact that the average score obtained in the application of the Teaching strategies is 4.07 based on a maximum score of 5, which in its valuation scale is equal to "good", and the average marks of the English Language Learning is 14.87, which in its valuation scale is equal to "almost good", that is, there is a high relationship, because there is an application of teaching strategies with a good grade and almost level learning good.

Keywords: Teaching strategies, methods, procedures, techniques, learning.

## 1. Introduction

"The strategies are a set of operations and procedures that the teacher uses to develop learning." (Rosado, 2004, p.117).

"In the context of education, didactics is the science that guides us and indicates how to teach, direct, conduct, study and solve the various methodological problems that arise in the development of the teaching-learning process. (Bojórquez, 2005, p.45).

"The Teaching strategy or the Teaching method is the rational organization of the resources and procedures to direct the students' learning towards desired objectives. It is proposed to make the students learn the subject (or curricular area) in the best possible way, in the magnitude of their capacity within the real conditions in which they develop". (Calero, 2007, p. 147).

The Teaching Strategies constitute a systematic set of actions, methods, procedures and techniques, guided by projective rules to efficiently conduct and direct the teaching-learning process, in relation to the individual and collective characteristics of the students. In that sense, the Teaching strategies are decisive to optimize the learning of the students in the area of English language.

The methods are divided into active, passive and interactive. The procedures and techniques are divided into socialized and individualized. The methods are forms or modes used by students to capture knowledge, develop attitudes and internalize the values necessary for their development in society. The procedures constitute a series of coordinated operations to achieve certain intended purposes in advance. Techniques are skills and abilities to perform certain activities that lead to the achievement of expected results. Learning is a process of capturing and assimilating thematic content and development of certain competences and own abilities in the human being for their social development.

## 2. Material and Methods

Quantitative study, correlational non-experimental design.

In the statistical treatment of the data, the SPSS processor has been used, as well as the Pearson Correlation Coefficient, since the objective of the research work is to determine the degree of relationship that exists between the variables, Teaching Strategies and English Language Learning.

The population was made up of 15 teachers from the English area and 570 students. The sample is 224 representing 39% of the total students.

Table 1. Student population

Grade	Sexo		Total
	Male	Female	
First grade	215	355	570

Regarding the independent variable, a survey was designed as an instrument, which was applied to 15 teachers to determine the types of Teaching strategies used in the teaching of the English language (see annex 1).

Also, regarding the dependent variable, a questionnaire was designed as an instrument, which was applied to a sample of 224 students to determine their level of English language learning. The dimensions and indicators of the variables were considered in the design of the survey and questionnaire (see annex 2).

Table 2. Operationalization of variables

Variables	Dimension	Indicators
Teaching strategies	1. Methods	1.1 Assets
		1.2 Pasives
		1.3 Interactive
	2. technical procedures	2.1. Socialized
		2.2. Individualized
English language Learning	1. Capacities	1.1 Oral expression and comprehension
		1.2 Text comprehension
		1.3 Text production
	2. Knowledges	2.1 Lexicon
		2.2 Phonetics
		2.3 Nonverbal Resources
2.4 Grammar and spelling		

### 3. Results

Regarding the descriptive statistic of the independent variable: Teaching Strategies the following results were obtained:

Table 3. Descriptive statistics of the independent variable: Teaching strategies

		Teaching strategies	Method	Procedure	Technic
N	Valid	15	15	15	15
	Lost	209	209	209	209
Mean		4.07	4.13	4.13	4.53
Median		4.00	4.00	4.00	5.00
Mode		4	4	5	5
Tip.desv		.704	.990	.834	.834
Variance		.495	.981	.695	.695
Asymmetry		-.092	-1.317	-.274	-1.400
Typ error of asymmetry		.580	.580	.580	.580
Kurtosis		-.669	1.348	-1.499	.138
Typ error of kurtosis		1.121	1.121	1.121	1.121
Range		2	3	2	2
Minimum		3	2	3	3
Maximum		5	5	5	5
Percentile	25	4.00	4.00	3.00	4.00
	50	4.00	4.00	4.00	5.00
	75	5.00	5.00	5.00	5.00

There are several modes. The lowest of the values will be displayed.

Regarding the descriptive statistic of the dependent variable: English Language Learning, the following results were obtained:

Table 4. Descriptive statistics of the dependent variable: English language learning

		English language learning	language Capacities	Knowledges
N	Valid	224	224	224
	Lost	0	0	0
Mean		14.87	14.58	15.29
Median		15.00	15.00	15.00
Mode		15(a)	15(a)	16
Tip.desv		2.858	2.753	2.232
Variance		8.167	7.581	4.980
Asymmetry		-.918	-.890	-.463
Typ error of asymmetry		.163	.163	.163
Kurtosis		.881	1.023	.729
Typ error of kurtosis		.324	.324	.324
Range		15	15	11
Minimum		5	5	9
Maximum		20	20	20
Percentile	25	13.00	13.00	14.00
	50	15.00	15.00	15.00
	75	17.00	16.00	17.00

There are several modes. The lowest of the values will be displayed.

When carrying out the hypothesis test process, 0.836 was obtained, meaning the existence of a high-level relationship, between the Teaching strategies independent variable and the English Language Learning dependent variable of the students of a Public Educational Institution.

Table 5. Test statistic of the general hypothesis

		Teaching strategies	English Language Learning
Teaching strategies	Pearson Correlation	1	.836(**)
	Sig. (bilateral)		.000
	N	15	15
English Language Learning	Pearson Correlation	.836(**)	1
	Sig. (bilateral)	.000	
	N	15	224

\*\* The correlation is significant at the 0.01 level (bilateral)

The research results contrast with the following researchers:

Arias y Llamosas (2007), in his doctoral thesis entitled "Verbal intelligence and level of achievement of learning English as a second language 2007", concludes that: "While it is true that a positive average correlation has been found between verbal intelligence and The level of

achievement of English language learning, other verbal intelligence factors and level of achievement of learning English as a second language educational character can intervene more directly on the level of achievement, favoring the use of motivational and emotional resources of students in the course of the teaching-learning process. The relationship between verbal intelligence and the level of achievement of English language learning as a second language is moderate; that is, a high level of significance was not found between both variables. On the other hand, the correlations between the various WAIS subtests and the level of English learning achievement are even lower, but they have some regularity in the intermediate group, where the level of learning achievement is positively related to the scores of the sub test of information, comprehension, similarities and vocabulary". This research requires the use of motivational and affective resources in the teaching-learning process, for which it is necessary to use appropriate teaching strategies that motivate learning.

Castro (2012), in his research paper entitled: "Analysis of the impact that previous learning experiences have on the development of basic English skills, regarding the language possessed by students in seventh grade Santa Teresita School, in the first semester 2012 "; This topic is approached under the Qualitative Research approach, on the other hand, intentional sampling was used for the selection of the sample, the techniques used were the focus group and the observation. The results of this research conclude that: "Throughout this study, two realities were shown that showed us how students with learning experiences are in advantages over students who do not have such experiences, determining the level of performance of Each group of students. With respect to the first group, taking into consideration all the reasons stated in this paper, its performance is known by Brown as Rookie - Low, that is, the lowest of the performances. However, the second group presents a variety of performances and in accordance with the table that Brown provides, these are located from Novato-Mid to advanced. The results of this research affect previous experiences that can be developed through various teaching methods, procedures and techniques.

Carballosa, (2007), in his doctoral thesis "Teaching English learning for professional purposes. An interdisciplinary proposal for contextualization", concludes that: "English as a subject occupies a medium-low level in the preference of students. This is manifested by varied causes that focus on insufficient recognition of English needs, poor linking of English in the contents of the career; insufficient linkage of core curricular content within the English class; unevenness in the development of language skills in incoming student groups; poor level of demand towards language use; insufficient exposure to language and imbalance in terms of the didactic treatment of each language skill and lack of coordinated methodological work among teachers ". This research agrees with the present in the aspect of English language skills which is developed from the use of methods, procedures and techniques.

Pariona (2013), in her research work entitled: "Comparative Study on the Level of English Learning Achievements in Fifth Grade Secondary Education Students of Public Educational Institutions and Private Institutions of the Ayacucho District of the Province of Huamanga, 2013", with a sample of 202, concludes that: "English language teaching in state and private educational institutions is deficient or basic level, because those responsible for the area, for the most part, are not specialists, especially in the state ones; every I.E. he takes it as a complementary course and allows the development with teachers who are not of the specialty to complete their pedagogical load of 24 hours per week for teachers, particularly those hired; On the other hand, in some private pre-university, in the last grades, the English course is simply not taught under the pretext that the area does not come in the admission exams and there are hours to incorporate other important courses, according to the directors; There is no continuity of English language learning. There are few private educational institutions that try to teach the course from initial level to secondary level, which is not the case in state schools; In the latter, students begin to know and learn very late, while in high school, they even fail to communicate with full texts that have

meaning for the student. On the other hand, the social environment that we have does not use English in everyday speech and the student who least learned in high school gradually unlearns it; The use of educational materials between private and state educational institutions is very different. The state companies continue to work with copies, markers and blackboards, even having materials, they do not give proper use. While, in particular, most use audiovisual materials: radio, CD, DVD, this is complemented by workbooks, copies and others. This does not happen in all private; in some pre-university schools, of the secondary level, they do not take the English course in the last grades, giving priority to the areas that develop knowledge; - students achieve a minimum percentage of conceptual achievements, such as the development of communication skills (reading, speaking, listening, writing); almost nothing develop the; procedural and attitudinal part facing this area. That is, they have very limited opportunities to use what they learned, they simply do not need it in their daily speech; the achievement of English language learning between - private and state educational institutions is differentiated by a minimum percentage; from 1% to 2%, private ones stand out, but both, in terms of conceptual learning, are at the basic level; against the procedural and attitudinal, they manifest a minimum achievement; private educational institutions do not readily accept research in their educational institutions, with the fear that they may see the way of working of their institution or by seeing the results thereof; The level of achievement of English language learning in students of state schools and individuals is of a basic level - deficient, because most teachers do not receive training, they have difficulty in applying innovative methodological strategies, they do not give the proper use of teaching materials, educational institutions do not have language laboratories and the other disinterest of students. " The results of this research agree with the present since they emphasize the importance of using appropriate methodologies to optimize English language learning.

#### 4. Conclusions

- The relationship between teaching strategies and English language learning is 0.836.
- The relation refers to the fact that the average score obtained in the application of the teaching strategies is 4.07 based on a maximum score of 5, which in its valuation scale is equal to "good", and the average marks of the English Language Learning is 14.87, which in its valuation scale is equal to "almost good", that is, there is a high relationship, because there is an application of teaching strategies with a good grade and almost level learning good.

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**ANNEXES****Annex 1. SURVEY APPLIED TO TEACHERS TO KNOW THE DIDACTIC STRATEGIES  
THAT APPLY IN THE DEVELOPMENT OF THEIR CLASSES  
(In Spanish language)**

**INSTRUCCIONES:** Señores profesores a continuación se presentan un conjunto de preguntas referentes a las Estrategias Didácticas que Ud. aplica para el desarrollo de sus clases, por favor conteste con toda sinceridad, ya que de ello dependerá la objetividad de los resultados de la investigación.

**I. MÉTODOS DE ENSEÑANZA****1.1 Método didáctico.**

1.- En el desarrollo de su clase utiliza el método activo:

a) Siempre  b) Casi siempre  c) A veces  d) Casi nunca  e) Nunca

2.- Para su trabajo en el aula utiliza el método pasivo:

a) Siempre  b) Casi siempre  c) A veces  d) Casi nunca  e) Nunca

3.- Para su trabajo en el aula utiliza el método interactivo:

a) Siempre  b) Casi siempre  c) A veces  d) Casi nunca  e) Nunca

**1.2 Procedimiento didáctico****A. Socializados:**

4.- Para su trabajo en el aula utiliza el procedimiento didáctico del diálogo:

a) Siempre  b) Casi siempre  c) A veces  d) Casi nunca  e) Nunca

5.- Para su trabajo en el aula utiliza el procedimiento didáctico de la dinámica de grupo:

a) Siempre  b) Casi siempre  c) A veces  d) Casi nunca  e) Nunca

6.- En el desarrollo de su clase en el aula emplea el procedimiento didáctico de la exposición grupal:

a) Siempre  b) Casi siempre  c) A veces  d) Casi nunca  e) Nunca

**B. Individualizados:**

7.- Para su trabajo en el aula utiliza el procedimiento didáctico de la observación:

a) Siempre  b) Casi siempre  c) A veces  d) Casi nunca  e) Nunca

8.- En el desarrollo de su clase en el aula emplea el procedimiento didáctico del autoaprendizaje:

a) Siempre  b) Casi siempre  c) A veces  d) Casi nunca  e) Nunca

9.- En el desarrollo de su clase en el aula emplea el procedimiento didáctico del estudio dirigido:

a) Siempre  b) Casi siempre  c) A veces  d) Casi nunca  e) Nunca

**1.3 Técnicas didácticas****A. Socializadas:**

10.- Para desarrollar su clase en el aula utiliza la técnica didáctica del Debate Dirigido:

a) Siempre  b) Casi siempre  c) A veces  d) Casi nunca  e) Nunca

11.- Para desarrollar su clase en el aula utiliza la técnica didáctica de torbellino de ideas:

a) Siempre  b) Casi siempre  c) A veces  d) Casi nunca  e) Nunca

12.- Para desarrollar su clase en el aula utiliza la técnica didáctica de la entrevista:

a) Siempre  b) Casi siempre  c) A veces  d) Casi nunca  e) Nunca

**B. Individualizados:**

13.- Para desarrollar su clase en el aula utiliza la técnica didáctica de guiones didácticos:

a) Siempre  b) Casi siempre  c) A veces  d) Casi nunca  e) Nunca

14.- Para desarrollar su clase en el aula utiliza la técnica didáctica del trabajo monográfico:

a) Siempre  b) Casi siempre  c) A veces  d) Casi nunca  e) Nunca

15.-Para desarrollar su clase en el aula utiliza la técnica didáctica de la asignación:

- a) Siempre  b) Casi siempre  c) A veces  d) Casi nunca  e) Nunca

**Annex 2. QUESTIONNAIRE APPLIED TO STUDENTS TO KNOW ITS LEVEL OF LEARNING  
IN THE ENGLISH AREA  
(In Spanish and English languages)**

**INSTRUCCIONES:** Estimados alumnos a continuación se presentan un conjunto de preguntas referentes al área de inglés, por favor conteste con toda sinceridad, ya que de ello dependerá la objetividad de los resultados de la investigación.

**I. CAPACIDADES**

**1.1. EXPRESIÓN Y COMPRENSIÓN ORAL: (20 puntos)**

1. Before you listen to Anny read the following questions. **(10 puntos)**

Escucha a Ana y responde las siguientes preguntas



**A. Anny is**

- a) a taxi driver  
b) an office worker  
c) a social worker

**B. She speaks**

- a) Spanish  
b) Danish  
c) Turkish

2. Complete the conversation using the sentences in the box. **(10 puntos)**

1. How are you?	7. How is he?
2. Who's that?	8. Is he married?
3. What's your name?	9. How do you spell it?
4. Where's he from?	10. Where is he from?
5. And yours	11. How old are you?
6. What's his job?	12. What's your telephone numbers?

Jack: Hello. My name's Peter.....

Joan: My name's Joan

Jack: .....

Joan: J-O-A-N

Jack: .....

Joan: I'm thirteen.

Jack: Really? I'm thirteen, too. ....

Joan: It's 999 – 487 – 978

Joan: .....

Jack: It's 998 - 689 – 765. ....

Joan: 9996 – 485 – 444

Good bye

Jack: Bye bye.

**1.2. COMPRENSIÓN DE TEXTOS (20 puntos)**

## 1. Read

Answer the questions, based on the reading.

Juliana Da Silva is from Rio de Janeiro, Brazil. Her father is a doctor and works at a hospital. Her mother is an engineer. Everyday she gets up at 6:30 AM and to school. She is in the sixth grade. She has classes in the morning. In the afternoon, she sings with the school chorus or plays the guitar at the conservatory. She arrives home at 4:00 PM and does her homework. Finally, she goes to bed at 9:30 PM. In her free time, she usually reads or goes to concerts or to the movies with her friends. She loves music!

Where do Juliana and her friends go in the their free time?

---

What does her father do?

---

When does she have classes?

---

Does she arrive home at 6:00 PM?

---

Does Juliana study in the morning?

## 2. Read

Answer the questions, based on the reading.

Carlos Vargas lives in Puno, Peru. He is eleven and studies at high School. He is now in the first grade. Every morning, Carlos gets up at 6:00 AM, has breakfast and goes to school. He comes back at 1:00 PM and helps his mother wash dishes. In the afternoon he helps his father who is a farmer, then he does his homework. He never watches TV. On weekends, he usually plays with his friends and listens to music.

What time does Carlos get up?

---

Does Carlos watch TV?

---

Where does Carlos live?

---

Who does he live with?

---

Where does he study?

**1.3. PRODUCCIÓN DE TEXTOS: (20 puntos)****LOS JONAS`BROTHERS**

Kevin nació en Teaneck, Nueva Jersey, el 1º de julio de 1984, descendiente de Italianos. Kevin es el mayor de cuatro hermanos. Su padre es ex-pastor de la religión cristiano evangélica.

Kevin es uno de los integrantes del grupo LOS

**The JONAS`BROTHERS**

Kevin were born in Teaneck, Nueva Jersey, 1º of 1984 July, descendant of Italian. Kevin is the greater one of four brothers. His father is ex--shepherd of the evangelical Christian religion.

Kevin is the one of the members of the group JONAS`BROTHERS. It is it jeopardize with the actress Danielle. the wedding not vet has date.

1. Redacta una composición sobre Christian Domínguez., siguiendo el modelo dado. **(10 puntos)** It writes up a composition about Christian Dominguez.



2. It writes up a composition about your family. **(10 puntos)**  
Redacta una composición sobre tu familia.

**II. CONOCIMIENTOS****2.1. LÉXICO**

1. Pronuncia a continuación los siguientes indicadores de relaciones sociales: saludos **(2puntos)**

- ✓ Good bye
- ✓ Good morning
- ✓ Good afternoon
- ✓ Good evening
- ✓ Good night

2. Match the following words with their Spanish translations. **(2puntos)**

Empareje las siguientes palabras con sus traducciones en español.

- ✓ Kid                                      estresante
- ✓ Stressful                                una gran ventaja
- ✓ Fill out papers                        niño
- ✓ A big asset                              cambia de profesión
- ✓ Career change                        rellenar papeles

**2.2. FONÉTICA**

3. Practice these contrasting sounds. Listen and repeat each group of two words. **(4 puntos)**  
Practica el contraste de los sonidos. Escuche y repita cada palabra dos veces. /ɑ/, /æ/, /ɑ/, /æ/

- ✓ pat                                        pat
- ✓ odd                                        add
- ✓ bond                                        band
- ✓ on    an
- ✓ log     lag

4. Practice these contrasting sounds. Listen and repeat each group of two words. **(4 puntos)**  
Practica el contraste de los sonidos. Escuche y repita cada palabra dos veces. /ɪ/, /s/, /ɪ/, /s/

- ✓ Ship                                        sip
- ✓ Show                                        sew
- ✓ Leashed                                    leased
- ✓ Clashes                                    classes
- ✓ lash                                         class

**2.3 GRAMÁTICA Y ORTOGRAFÍA:  
Pronombres y tiempos verbales**

5. Fill in the blanks with the correct pronoun and form of To Be. **(2 puntos)**

This is Paula  
She \_\_\_\_\_ 13. \_\_\_\_\_ Italian.  
Italy \_\_\_\_\_ a historical country.  
\_\_\_\_\_ interesting.

My name is Manuel.  
I'm Peruvian.  
Peru is a tourist country.  
\_\_\_\_\_ beautiful.

### Adjetivos (3 puntos)

6. Rellena los espacios en blanco con el adjetivo posesivo que corresponda.  
(My - your - his - his - her - its - our - their)

'You look very good, I like \_\_\_\_\_ shoes.' (your)

- ✓ I live with \_\_\_\_\_ boyfriend.
- ✓ We have a very big balcony at the front of \_\_\_\_\_ flat.
- ✓ Thank you for the flowers. It was kind of you to remember \_\_\_\_\_ birthday.
- ✓ My dog is always licking \_\_\_\_\_ balls.

### 2.4 RECURSOS NO VERBALES

7. Completa las siguientes acciones y gestos. (3 puntos)

