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CONSTRUCTIVIST DIDACTIC STRATEGIES
USED BY TEACHERS IN TARGET LANGUAGE 4
ON ENGLISH TEACHING DEGREE

T E S I S

QUE PARA OBTENER EL TÍTULO DE

LICENCIADO EN ENSEÑANZA DEL INGLÉS

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TEACHERS IN TARGET LANGUAGE 4 ON ENGLISH
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TABLE OF CONTENTS

TABLE OF CONTENTS.....	1
1. CHAPTER I	4
1.1. INTRODUCTION	4
1.2. PROPOSE OF THE STUDY	6
1.3. GENERAL OBJECTIVES.....	8
1.3.1. SPECIFIC OBJECTIVES	8
1.4. RESEARCH QUESTIONS.....	8
1.5. HYPOTHESES	8
1.6. SIGNIFICANCE OF THE STUDY	8
2. CHAPTER II	10
2.1. INTRODUCCION.....	10
2.2. CONSTRUCTIVIST DEFINITION	10
2.3. CONSTRUCTIVISM TYPES	11
2.3.1. PIAGETIAN CONSTRUCTIVISM.....	11
2.3.2. EXOGENOUS CONSTRUCTIVISM.....	12
2.3.3. DIALECTICAL CONSTRUCTIVISM.....	12
2.4. CONSTRUCTIVIST APPROACHES.....	13
2.5. CONSTRUCTIVIST EDUCATION.....	14
2.5.1. CONSTRUCTIVIST LEARNING	15
2.5.2. CONSTRUCTIVIST TEACHING METHODS.....	15
2.5.2.1. EXPLANATORY-ILLUSTRATIVE.....	16
2.5.2.2. REPRODUCTIVE	16
2.5.2.3. EXPOSE THE PROBLEM	17
2.5.2.4. PARTIAL SEARCH	17

2.5.2.5.	RESEARCH	17
2.6.	TEACHING AND LEARNING STRATEGIES.....	18
2.6.1.	ESSAYS	18
2.6.2.	BRAINSTORMING.....	18
2.6.3.	QUESTIONS GUIDE.....	19
2.6.4.	THE KEYING SCHEME	19
2.6.5.	DIAGRAMS.....	20
2.6.5.1.	RADIAL DIAGRAM	20
2.6.5.2.	TREE DIAGRAM	20
2.6.6.	POSITIVE, NEGATIVE, INTERESTING (PNI).....	20
2.6.7.	LITERAL QUESTIONS.....	21
2.6.8.	EXPLORATORY QUESTIONS	21
2.6.9.	SEMANTIC MAP	21
2.6.10.	COMPARATIVE TABLE	22
2.6.11.	TIME LINE	22
2.6.12.	COGNITIVE MAP	22
2.6.12.1.	COGNITIVE MAP STYLE SUN	23
2.6.12.2.	COGNITIVE MAP SPIDER WEB	23
2.6.12.3.	COGNITIVE MAP OF CLOUD	23
2.6.12.4.	COGNITIVE MAP CYCLES	23
2.6.12.5.	COGNITIVE MAP SEQUENCES.....	23
2.6.13.	SUMMARY	24
2.6.14.	SYNTHESIS	24
2.6.15.	PREVIOUS ANSWER- QUESTION- FOLLOWING ANSWER.....	24
2.6.16.	WHAT I KNOW, WHAT I WANT TO KNOW, WHAT I LEARNED	24
2.6.17.	CONCEPT MAP.....	25

2.6.18.	GROUP STRATEGIES	25
2.6.19.	MIND MAP.....	26
2.7.	PROCESS EVALUATION	26
2.8.	DIMENSION TABLE	28
3.	CHAPTER III	29
3.1.	INTRODUCTION	29
3.2.	SETTING.....	29
3.3.	SUBJECTS.....	30
3.4.	METODOLOGY.....	30
3.5.	INSTRUMENT.....	31
3.5.1.	QUESTIONNAIRES	31
3.6.	DATA COLLECTION PROCEDURE.....	32
3.7.	DATA ANALYSIS	32
3.8.	CONCLUSION.....	33
4.	CHAPTER IV	34
4.1.	INTRODUCTION	34
4.2.	RESEARCH QUESTION.....	34
4.3.	RESULTS	35
4.3.1.	CONSTRUCTIVIST METHODS THAT TEACHERS USE THE MOST	35
4.3.1.1.	HOW OFTEN THE CONSTRUCTIVIST APPROACH IS USED AS A TEACHING METHOD ACCORDING TO STUDENTS 'PERSPECTIVE.....	36
4.3.1.2.	HOW OFTEN THE CONSTRUCTIVIST APPROACH IS USED AS A TEACHING-LEARNING STRATEGIES ACCORDING STUDENTS 'PERSPECTIVE.....	46
4.3.2.	GENERAL RESULTS	74
4.4.	CONCLUSION.....	79
5.	CHAPTER V	80
5.1.	INTRODUCTION	80

5.2. FINDINGS AND SIGNIFICANCE OF THE STUDY	80
5.3. ANSWER TO RESEARCH QUESTIONS	81
5.4. ACCOMPLISHMENT OF RESEARCH AIMS	82
5.5. LIMITATIONS OF THE STUDY.....	82
5.6. FURTHER RESEARCH.....	83
BIBLIOGRAPH	84
APENDIX.....	86
ILLUSTRATION TABLE	90

1. CHAPTER I

1.1. INTRODUCTION

On these days communication is the main part on the life, as the interaction between the individuals is every time higher due to the necessity of information interchange. The globalization has generated the necessity of interplay between individuals of different nationalities and with different languages, in this way it is necessary to search the form in which communication will be effective understandable or that people can interact with. It is necessary that people have an effective communication, for this reason people need to speak one that helps them to interact between people from different parts of the world the same language and according to globalization, one of the predominant language is English language because it is considered such as lingua franca; Oxford university mention that the English language is adopted as a common language between speakers whose native languages are different. For this reason it is important to learn this language to have a communication between many and different countries or get a better job. In this research we will focus in how to teach English in a different way, in a way where students construct their own knowledge by associating their environment using constructivist strategies. We as future teachers need know methodologies or theories where we could focus and look for the ways for teaching English.

According to UNESCO (United Nations Educational Science and cultural Organization) education with a constructivist method can contribute to universal access to education, equity in education, the delivery of quality learning and teaching, teachers' professional development and more efficient education management,

governance and administration. The prospect of higher education based on competencies this relationship with the constructivist theory. In this context, the teaching-learning process is based on methodological strategies that promote student involvement and facilitate meaningful learning and functional. UNESCO takes a holistic and comprehensive approach to promoting of higher education. This is the competency based on constructivist models, psychosocial and sociocultural (Alicante, 2012).

The SEP (Secretaría de Educación Pública) says that the learning-centered approaches involves a different way of thinking and develop teaching practice with learning strategies such as are integrated on three learning points. These points are included the environment where the students develop, for example the student link the quotidian life with the classroom learning.

This approach consists of an intellectual act but also social, emotional and interaction within a socio-cultural community practices. The learning process takes place through pedagogical mediation efforts involving coordinated activity of intent-action-reflection among students and teachers, around a variety of objects of knowledge.

Improving teacher practice, thus affecting the quality of the educational system, institutions should develop various forms of integration of constructivist strategies in teaching and learning process for this process to have a fundamental didactic-pedagogical sense, to support the achievement of generic skills and future teachers of education.

subsecretaria de educacion . (2012). estrategias de aprendizaje . 12-05-2014, de sep web site:

http://www.dgespe.sep.gob.mx/public/rc/cursos/estudiantes/estrategias_de_aprendizaje.pdf

In this case BUAP (Benemérita Universidad Autónoma de Puebla) considers the use of the sociocultural constructivist pedagogical-didactic strategies as a channel through which it develops teaching and learning, whose purpose is for students to construct their own knowledge through their experiences, this model also involved other theories of knowledge construction, helping teachers and students to obtain skills that will serve both the students and the teachers. The BUAP with Minerva Educational Model adapted to this need with the goal the student define and use the strategies for guarantee the teaching- learning process and quality of this model. (2009)

With this implementation of Minerva Education Model it is important to know; what are the uses of constructivist didactic strategies that teachers use on target language 4?

1.2. PROPOSE OF THE STUDY

The Benemérita Universidad Autónoma de Puebla (BUAP) is a Mexican higher education institution, autonomous and decentralized, with headquarters in the city of Puebla, the state capital of the same name. In 1987 the State Congress declared Meritorious Institution to the UAP, and in 1991, the 50th legislature passed the Law of Autonomous University of Puebla. The University stands today as one of the six Mexican public institutions that are part Macro universities Network of Latin America and the Caribbean; another hand is relevant mention that BUAP is based in Minerva University Model (MUM 2009) integrates and synthesizes, in this paper, a proposal

that aims to continue university efforts throughout the history of our distinguished institution contributed to regional educational development. MUM curriculum design with a participatory social orientation, whose organization is based on correlated curriculum, incorporating the transverse axis in the student promote the development of complex thinking skills, project-based learning, with a humanistic training, skills development for the use of technology, information and communication, as well as mastering a foreign language. BUAP adopted in 2009 for develop the characteristics of this university model.

The MUM was derived from the recognition of the contributions due to the University Reform Process, Project and Project Phoenix Professions 2000, and the results of the inquiry conducted by the Honorable University Council in 2004.

In May 2005, a proposal was submitted to the Council of Teaching who opened the discussion for the construction of an educational model. He joined the Special Committee on Academic Model which joined forces with the Assessment Committee and Curriculum Design collegial body itself. The invitation was extended to 100 academics to develop a set of 10 documents based on draft quality, this was the first approach to model -Educational Academic Minerva. This model was implemented on each faculty of this university, for example, in the Language faculty based the in Minerva University Model we observe that the implementation of an education constructivist model is necessary for each teaching- learning process because the students need to build their knowledge. In this case, I observed if the teachers on target language 4 use constructivist didactic strategies and if so, which ones were them.

1.3. GENERAL OBJECTIVES

Analyze if the strategies used on target language 4 are of type constructivist.

1.3.1. SPECIFIC OBJECTIVES

Identify which strategies are used by use the teachers on target language 4.

Analyze if the teaching strategies are type constructivist.

1.4. RESEARCH QUESTIONS

- What teaching strategies do teachers use?
- What are the constructivist strategies that students say that their English language IV teachers use the most?

1.5. HYPOTHESES

The teachers implement the constructivists strategies and give the facility of that students having the facility of learning and understanding this matter.

Teachers use constructivist didactic strategies.

1.6. SIGNIFICANCE OF THE STUDY

We are living in a world that moves faster than ever and in which every step becomes more in a world full of competitiveness in all and every one of the everyday areas of life, where economic stability does not exist and property can be lost in a second. In this type world, the only thing that can protect us against the countless changes and variables is the knowledge and skills that we acquire throughout life. It is there where the importance of education today lies, but education is not the same everywhere as

there is an infinity of different educational models that obey the needs of each region, social background or other factors that determine how and what should each individual learn. Depending on the design of each educational model is that this may or may not exist certain advantages and disadvantages at the time of acquiring the knowledge, that is why in order to provide as many of these advantages, each educational model is based and take philosophical currents depending how it is created that is the best way of performing the learning process.

This study make an analysis of MUM based in constructivist model applied to the subject of target language 4, in this research we can observe the way and the different strategies the teachers applied for the teaching-learning. The constructivist teaching is based on the belief that learning occurs as learners are actively involved in a process of meaning and knowledge construction as opposed to passively receiving information. The learners are the makers of meaning and knowledge. Constructivist teaching fosters critical thinking, and creates motivated and independent learners, for this reason, developing the right strategies for the language classrooms is one of the top challenges faced by language teachers. Therefore this study show which strategies teacher use in classroom.

2. CHAPTER II

2.1. INTRODUCCION

The constructivism is a set of different approaches, theories where each author provides ideas or gives new knowledge that form it; for this reason, is important to know the parts that form this topic. In this chapter we talk about the components already mentioned, for example, how has the constructivist theory been modified or what are the constructivist types, the constructivism based on education with the teaching-learning process, which are the methodologies based on constructivism and the evaluation of the same. For this reason, it is needed to know each one of those parts, so we can analyze and understand the context in which classes are given and which didactic strategies teachers use to promote students learning process based on a constructivism theoretical framework. In this chapter you will found some ways of observe the constructivism, such as the types, the constructivism strategies, teaching methods and process evaluation.

2.2. CONSTRUCTIVIST DEFINITION

The constructivism is a position share of different tendency of the investigation psychological and educative; between these tendencies we know the theories of Piaget, Vygotsky, Ausubel, and Bruner inter alia. Constructivism states that "each student structures their own knowledge of the world through a unique pattern, connecting each new event, experience or understanding of a structure that grows on a subjective and leads the learner to establish rational and meaningful relationships with the world" .(John Abbott and Terence Ryan, 1999, "Constructing Knowledge and Shaping Brains" in <http://www.21learn.orgjun/10/2014>).

The constructivism is based on the construction of the knowledge, in other words; the people built the knowledge base on the outside, the environment or interaction with different people. The constructivism is the part between of the nativism and empiricism, as it is based on this different parts.

Piaget proposed that knowledge is an active interpretation of data structures through experience or previous schemes influenced by evolutionary biology, considered these structures as fixed and inflexible, but that they evolve from basic functions of assimilation and accommodation. Meanwhile Vygotsky believes that human development is a process of cultural development. Thus, the formation of higher mental functions is through practical activity and instrumental, not individual, but social interaction or cooperation. It is also important to mention that according to the constructivism theory knowledge is acquired day to day for this reason, the use of this theory, in different English classes, is relevant because learning could be better.

2.3. CONSTRUCTIVISM TYPES

As we know, each stream is composed of a large sum of ideas; constructivism has different views from different authors with different orientations that maintain certain differences in approach and content. On this side, Moshman (1982) developed a categorization of the main constructivist types:

2.3.1. PIAGETIAN CONSTRUCTIVISM

Takes it is name from Jean Piaget, following closely the inputs of the author, particularly those that relate to evolutionary epistemology that is to say, knowledge about how to build the thought according to psycho-evolutional stages of children. Piagetian Constructivism had a particularly influential during the 1960s and 1970s,

driving many research projects and educational innovation. For Piaget, the idea of assimilation is key, because the new information that comes to a person is 'assimilated' in terms of what had previously been acquired.

2.3.2. EXOGENOUS CONSTRUCTIVISM

According to Robert Gagne knowledge is a reconstruction of structures that exist in the external reality; this is known as a theory of information processing. It is considered exogenous constructivism the reconstruction the students do to the outside reality, for this reason the students receive the information, they organize the information and reorganize again the information until that the students show their learning; the teacher roll, is to facilitate the information and guide the students in building their knowledge, teaching the different constructivist strategies that help or close up to their needs or interests.

2.3.3. DIALECTICAL CONSTRUCTIVISM

According to Vygotsky knowledge is developed through the internal interaction (cognitive) and external (biological and socio-cultural environment) that is why it is called social constructivism, because learning is understood as a highly social process within a particular cultural setting. In this sense, learning is a social construction of knowledge, based on the interaction among students and the surrounding environment. The knowledge generated will then be a reflection of the external world influenced by the culture, language, modeling, beliefs, direct teaching and relationships with others.

From this perspective, constructive learning will occur as the result of the exchange of meanings between those involved in the teaching-learning situation, where the

teacher will act not only as an entertainer but will be partner of verbal exchanges, shared experiences, of argument and debate, in order of occurrence contrasts, negotiations and consensus about the content covered, thus facilitating the collaborative construction of knowledge and social values supported

2.4. CONSTRUCTIVIST APPROACHES

Constructivist approaches to teaching and cooperative learning techniques can be thought of as having both personal and interpersonal components. Each person constructs his or her own mental frameworks and conceptions using preferred learning styles. The cognitive developmental perspective emphasizes that participants should engage in discussion in which cognitive conflict is resolved and inadequate reasoning is modified. Language passing back and forth between individuals in written and oral forms is viewed as indispensable for the development of understanding (Belenky et al, 1986; Driver, 1995; von Glasersfeld, 1995). The social interdependence perspective has the assumption that the way social interdependence is structured determines how individuals interact. This, in turn, determines what is accomplished by the group (Johnson & Johnson, 1994). Intrinsic motivation is generated by interpersonal factors and joint aspirations. At the same time that students become more aware of and take more responsibility for their own thinking, they increase their understanding and appreciation of other people's thinking.

2.5. CONSTRUCTIVIST EDUCATION

There are some positions within the constructivism focused on education which are based on four streams: intellectual evolution, intellectual development, cognitive skills and social constructionism.

The current evolutionary or developmental constitutes education to access to their intellectual development which creates the individual as a subject motivated to learning where the subject interacts with others in their environment and thus develops the capacity to perceive their social environment. If the student is active in the learning process, the teacher should promote an inspiring environment to keep the student interested in learning where the individual can learn in a stimulating way. In this case, the education can be defined as a process where the student is intended to influence the ability to develop their thinking, to which the contents of education are only a means.

The position of intellectual development with emphasis on the scientific content, mentioned that scientific knowledge is the effective means for the development of intellectual thought as students with this development are made accessible to different intellectual abilities and previous knowledge and this in turn, is based on discovery learning and meaningful learning among.

The current development of cognitive skills suggests that the learning process develops the skills and content since teaching focuses on developing skills to observe, analyze, derive, classify and evaluate content

The social constructivist proposes the creation of knowledge based on experiences and interaction between the environments related to the individual. Said to social constructivist learning when they meet in the context of a society driven society attached to productive work, scientific and technical knowledge and the foundation of the practice in the training of new generations. (Araya, Alfaro, & Andonegui)

2.5.1. CONSTRUCTIVIST LEARNING

According to the magazine of Universidad y Sociedad del Conocimiento the constructivist learning environment distinguished by providing people a contact with multiple representations of reality , the multiple representations of reality evade the simplifications and represent the complexity of the real world, emphasizes constructivist learning to build knowledge on the reproduction of the themselves , and emphasizes authentic tasks in a meaningful way in the context rather than abstract instruction out of context, which provides a constructivist learning environment learning as everyday environments or learning cases rather than a predetermined sequence of instructions ; constructivist learning environments encourage reflection on the experience , the context and content dependent knowledge construction and construction support collaborative learning through social negotiation , not competition among students, if not for to get credit if you fosters fellowship and participation of students in team cooperation .

2.5.2. CONSTRUCTIVIST TEACHING METHODS

According to Lerner y Skatkin, method is a manner or mode of procedure, especially an orderly, logical, or systematic way of instruction, inquiry, experiment, presentation;

in this case the method points the way to use, exist different types of teaching methods that have a constructivist character; this teaching methods are:

2.5.2.1. EXPLANATORY-ILLUSTRATIVE

This method act this method acts on the level of reproductive isolation, development the use of comprehensive memories of the students and the habits for the reproductive according to reality.

In this method the teacher use or implement the access for give solutions to the problems and use the different resources of teaching- learning process. The students acquire the knowledge; the students assimilate and reproduce the knowledge. This method can be based on different forms of expression according to level, the variety is the following: description, narration, text lecture, activities based on prints, the use of technologies for example: power point. This method, the teacher explains with the help of some material and the students only have an attitude of reciprocal reception.

2.5.2.2. REPRODUCTIVE

The reproductive method the objective principle is the facilitation that the students can be develop their skills. This method help to the students learn to have sequence of actions for the solutions of theirs problems of different conditions. With this implementation the students will have with result of the repetition or sequence of the acts.

This method is linked to the development of skills that the teacher wants to develop on students of teacher according to the characteristics of each student. An example

of this method is that the student contributes to evaluation of a fact using process clarity.

2.5.2.3. EXPOSE THE PROBLEM

This method is based on the knowledge in accordance to the reasoning, as this method allows to that the students put on contact with the scientific methods. on this case the students can reasoning the exposition problem using the mental dialogue, this mental dialogue is established by the teacher- student and this name have because not necessarily the participation is not oral because the objective of this method is show the solution of problem using the via of reasoning.

2.5.2.4. PARTIAL SEARCH

This method is characterized for the teacher participation because the teacher does organization of each class using every time the participation with the students according to level also, these participations are determining in accordance to tasks to investigation process. This technique the students do part or types of process or scientific knowledge.

2.5.2.5. RESEARCH

This method has the pedagogical value with higher assimilation of the knowledge, using the teaching- learning process. this consist that the teacher not only give the knowledge to the students as use the relation with the science method and the stage of knowledge, also the development of reasoning and the creative thinking. With this method, the utilization of same, is very important because help to the students to the problem solutions because the student determine how resolving the problems and develop of skills.

2.6. TEACHING AND LEARNING STRATEGIES

The teaching-learning strategies are fundamental to constructivism as the use of these is necessary to carry out the teaching-learning process. The strategy is the fundamental operation for the teacher or student, supplementing or animalization help shape the content or information by the teacher taught these in turn are linked with the methods of this kind (Labarrere, 2001, P. 113-120).

2.6.1. ESSAYS

Essays: is the way particular of communication where the author mentions or shows his feelings or his thinking. The essays are written in prose and usually are brief, also the essays have free structure, syntactic form and with different topics. exist two types of essays: the personal character where the writer speaks about himself and his opinions or acts with a light style, natural, and the second is the formal character for example, this essays type are more extensive and with the formal control with character scientific but always the essays have to have the same ideal of the author.

2.6.2. BRAINSTORMING

Brainstorming is a tool used by teams to bring out the ideas of each individual and present them in an orderly fashion to the rest of the team. This allows to that the students obtain information about a given topic. The key ingredient is to provide an environment free of criticism for creative and unrestricted exploration of options or solutions. The characteristics of brainstorming are: always started with a central question, with this, the students will start to give opinions about the topic; the participation can be oral or writing; in the brainstorming need a referee for that

participation have to order and also, the use of these strategies allows using other strategies.

2.6.3. QUESTIONS GUIDE

Are strategies that allow watching of the global way a topic between series of questions literals or exploratory where the answers are specific. The question guide is sentence in an interrogative form, addressed to someone in order to get information in reply. A problem for discussion or under discussion is a matter for investigation. The characteristics of question guide are: chose a topic that has interest by integrates of this section, the use of questions the type literal and exploratory for example: what? How? Where? Why? Inter; the questions have to answer with the same reference to the question, with other words, the answers have to have references, data, ideas, details expressed in the lecture.

2.6.4. THE KEYING SCHEME

This strategy is a representation synthetic that allow to the organization and the classify a way logical of concepts. The keying scheme or chart is a type of scheme that gives priority to the graphics, whose ideas have been orderly ranks. The keying scheme is best known and very appropriate for the study of materials in the rankings abound and retain data. The keying scheme or chart is best suited for those issues that have many classifications and has the advantage of being the most graphic of all, so that favors visual memory exercise. The biggest drawback is that it focuses the writing on the part of the right, having to make very small print, so that the text is highly compressed.

2.6.5. DIAGRAMS

Are schemes organizations that the function of these diagrams is relation of the words or phrases in the informative process, this strategy helps to students to organize the information the different ways and allow identifying the main principles of the information because the students chose the way of elaboration. The diagrams have two types, radial and the tree.

2.6.5.1. RADIAL DIAGRAM

Starts on a concept or title, this title have to written in the central part and the information of title must to be around the title with a phrases or key words. The diagrams do not need an order and the concepts are united for lines to the title or concept.

2.6.5.2. TREE DIAGRAM

A diagram used in strategic decision making, valuation or probability calculations. The diagram starts at a single node, with branches emanating to additional nodes, which represent mutually exclusive decisions or events. In the diagram below, the analysis will begin at the first blank node. A decision or event will then lead to node A or B. From these secondary nodes, additional decisions or events will occur leading to the third level of nodes, until a final conclusion is reached.

2.6.6. POSITIVE, NEGATIVE, INTERESTING (PNI)

This strategy allows expressing ideas about a topic or observation. Its objective is before judging an idea or proposal, considered separately positive and negative aspects, as well as others who do not fall into any of the first two boxes, for this reason, this strategy has a high level evaluation. The characteristics are: give a

series of ideas about a topic, consider aspects positive and negative and mention doubts, questions, and different aspects.

PNI is the reduction of the words: Positive / Negative / Interesting. It is a development of Edward de Bono's famous "profit and loss" used universally.

2.6.7. LITERAL QUESTIONS

This strategy mention the ideas, doubts or concepts that are express in a book or lecture, the characteristics are: make reference to the ideas and the details of the text or lecture, the questions have answers important express in the text, the question general are what? How? Where? Why?

2.6.8. EXPLORATORY QUESTIONS

These relate to the meanings, implications and awakened own interests. Involve analysis, critical thinking, reflective and creative discoveries of one's thoughts or concerns. What does it mean? What if I change? What else is required to learn about? What arguments convince you more?

2.6.9. SEMANTIC MAP

Semantic Map is a way to categorize information and depict key words graphically, allowing students to organize and integrate information. Is a visual representation of knowledge and it displays relationships between concepts or words by connecting new information with background knowledge, the characteristic of semantic map are the identification principal idea.

2.6.10. COMPARATIVE TABLE

The Comparative Table are a tool or technique of teaching and learning very useful to visualize the similarities and / or differences between two or more data, facts, times or situations. Allows the organization and systematization of information to understand, being an important strategy for meaningful learning. Is important identify the elements of comparative, recognize and describe the characteristics of each objective, it may be aspects of the same subject, or two different issues, but related, explanations must be very brief. It is definitely a graphic synthesis for the purpose of fixing relational and comprehensively as the object of study, and it is incorporated into the cognitive structure interacting with the previous ideas, but that requires analysis, because if you only take the comparison table.

2.6.11. TIME LINE

Time lines are strategies that are used on the most important events in the time, the timeline is used of way chronological, the characteristic of this strategy is construct a line divided into segments in this line has dates or periods important, in this part is important write the most essential events.

2.6.12. COGNITIVE MAP

Is a strategy for the organization of any scholarly content for this part, a mental representation of one's physical environment, also, is an auxiliary for help to the teachers and the students for the teaching-learning process.

Have many types of cognitive map, those are:

2.6.12.1. COGNITIVE MAP STYLE SUN

Is a diagram like sun style, which is used to introduce a topic or concept; in this strategy has principal ideas according to topic. The characteristics are: in the middle part of sun is the title, on the lines or sun's rays are the main ideas about topic

2.6.12.2. COGNITIVE MAP SPIDER WEB

In this map is similar to spider web because classify the information on topics and sub topics, this map help to organization this map, the start of cognitive map spider web is with the title that is written in the middle of the circle of the spider web, around of circle is for write the characteristics about the topic.

2.6.12.3. COGNITIVE MAP OF CLOUD

Is a diagram that have cloud images, in this images is written the information, the principal cloud has to be in the middle part where is written the title of topic and the information of same topic or sub topics are written around the principal cloud.

2.6.12.4. COGNITIVE MAP CYCLES

This map has the information in chronological order using circles and arrows with the same direction.

2.6.12.5. COGNITIVE MAP SEQUENCES

Cognitive Map Sequences is the type chronological because the topics are in sequences form; the first circle is for the title and the next circles having the information about the title.

2.6.13. SUMMARY

According to the Macmillan dictionary said that summary is a short account of something that gives only the most important information and not all the details. Is a procedure about the comprehension of the lecture, the characteristics are: read carefully and general the topic, select the principal ideas, look for the unknown words and delete the information no relevant.

2.6.14. SYNTHESIS

The synthesis is a redaction of the identification of principal concepts about a topic. The characteristics are: read carefully and general the topic, select the principal ideas, look for the unknown words, delete the information no relevant and do a report about the personal interpretation.

2.6.15. PREVIOUS ANSWER- QUESTION- FOLLOWING ANSWER

It is a strategy that allows us to construct meaning based on 3 times a question, previous answer- question- following answer. The features are: It starts with questions central to the matter, then there are answers based on prior knowledge (what is known of the subject), thereupon proceeds to read a text or observe an object of study, we proceed to answer the questions based on the text or object observed.

2.6.16. WHAT I KNOW, WHAT I WANT TO KNOW, WHAT I LEARNED

Is a strategy that allows you to verify or group knowledge on a topic, consists of three parts: Identify what you know readers about a topic, determine what readers want discover about a topic, what readers Evaluates learned a topic. The characteristics are: what I know: is the information that the student know; what I want to know: are

doubts that the students have about the topic; what I Learned: in this part, is verify if the student learning is significant.

2.6.17. CONCEPT MAP

A concept map is a set of connected concepts and ideas. It is a way to display how your mind “sees” a particular topic. By constructing a concept map, you reflect on what you know and what you don't know. In a Concept Map, the concepts, usually represented by single words enclosed in a rectangle, are connected to other concept boxes by arrows. A word or brief phrase, written by the arrow, defines the relationship between the connected concepts. Major concept boxes will have lines to and from several other concept boxes generating a network. There are many sites on the Internet that provide additional background on Concept Maps of which the following are a few.

2.6.18. GROUP STRATEGIES

Is important that the students learn to work of this way, in group form, with those group strategies are intellectual competence, this participation is free, is need a referee, this person that give the participation to the integrant of debate, the referee shows the important points and the objective of topic. The most important of those strategies are the students participate and they show the thinking form theirs. Those strategies are: debate, roundtable, seminars, and forum. Other hand, the work to group is for integrate to the students with the topic and with the classmates.

2.6.19. MIND MAP

Mind mapping is a way of linking key concepts using images, lines and links. A central concept is linked via lines to other concepts which in turn are linked with other associated ideas. It is similar as a technique to concept mapping and spider diagrams, the difference being that true mind mapping involves constructing a hierarchy of ideas instead of pure random association. It is a powerful graphic technique which provides a universal key to unlocking the potential of the brain. The Mind Map can be applied to every aspect of life where improved learning and clearer thinking will enhance human performance. The Mind Map has four essential characteristics: The subject of attention is a central image, the main themes of the subject from the central image on branches; branches hold a key image/word printed on the associated line - details radiate out and the branches form a connected nodal structure.

2.7. PROCESS EVALUATION

This point is important as the use verifies the learning, for this part, this process evaluation allows that the students verify to their learning in class, their skills or their deficiencies. Other hand, the teachers allow observing if the students learned with teaching strategies; with this process the teachers can modify and resolving problems according the class and to the students.

In this process evaluation is necessary the realization of answers by the students because the students have to have the skills of reflection before of answer, the answers have not that to be imprecise, students have to be sure what to answer. This process evaluation help to the students think before to answer.

The learning evaluation are created according to the needs, problems, the skills of each classroom during develop of the results. is necessary the use to questionnaires adapted to the topic of the class for the evaluation of the teaching -learning process, those questionnaires are personal, for this reason, the students have to answer according to learning process. Some examples of this type of question are: how do I use my learning process? How to improve my learning process? What do I learn today? And so on.

According to Julio Pimienta (2007) said the evaluation focus on constructivism, is essential for integrate the students and motivation to learn themselves. Some general actions to realize are: realize observations during the class for analyze the response quality, during the work individual is necessary identify what type of exercises give according to the capacity of each student, Is important to mention that the variety of those evaluation instruments are different according to topic, also value the correct forms of answers and determine the scoring give to each answer; the observing the work in group and individual is fundamental for the evaluation, and according to the participation, is the evaluation. for this reason, the students only answer with theirs knowledge.

2.8. DIMENSION TABLE

Dimension	Variable	Indicator	Sub Indicators
Constructivist Strategies	Teaching	Teaching Methods	<ul style="list-style-type: none"> • Explanatory-illustrative • Reproductive • Expose the problem • Partial search • Research
		Strategies	<ul style="list-style-type: none"> • Essay • Brainstorming • Questions guide • The keying Scheme • Diagrams ❖ Radial Diagram ❖ Tree Diagram • Positive, Negative, Interesting (PNI) • Literal Questions • Exploratory Questions • Semantic Map • Comparative Table • Time Line • Cognitive Map ❖ Cognitive Map Style Sun ❖ Cognitive Map Spider Web ❖ Cognitive Map of Cloud ❖ Cognitive Map Cycles ❖ Cognitive Map Sequences • Summary • Synthesis • Previous Answer- Question- Following Answer • What I know, what I want to Know, What I Learned • Concept Map • Group Strategies • Mind Map
	Learning	Process Evaluation	<ul style="list-style-type: none"> • Evaluation Questions

3. CHAPTER III

3.1. INTRODUCTION

In this chapter you found the characteristics about the environmental where this research was applied. The purpose of this project was to observe which of the teachers of target language four use these strategies according to the MUM constructivism approach proposal.

This research was about the different constructivists' strategies that the teachers could use by the following of built the knowledge. The purpose was to create a meaningful knowledge in the English teaching degree where the MUM is based.

3.2. SETTING

The study was carried out at a Language Department of a public university located in central Mexico. This school offers two majors: English Language Teaching (ELT) and French language teaching (FLT). ELT students take five levels of English. For the purpose of this study English 4 courses were selected to be observed because I consider students at this level have a clearer idea about the teaching methodology the teacher use. Furthermore spring, according to the curriculum map, is the season in which it is more feasible to find more groups in this level.

3.3. SUBJECTS

The participants of this research were the students who were being lectured in this Language Degree level. For the purpose of this study, the participants needed to cover some important requirements: such as they had to be current ELT student and finally, they belong to the new University model MUM (Minerva University Model) which started in 2009.

Here is the background information about the participants:

- Number of participants: 70, 38 males and 32 females
- Age: between 19 and 22

The questionnaire was applied to a total of seventy students who were part of four groups.

3.4. METODOLOGY

The methodological approach was mixed (quantitative and qualitative method). Case study research according to this method It was necessary the comparison of different perspectives about constructivist strategies. According to Creswell, qualitative research is a natural setting where the researcher is an instrument of data collection that gathers words or pictures, analyzes them inductively. Focuses on the meaning of participants and describes a process that is expensive and persuasive language.

On the other hand, Lincoln (1994) said that the qualitative research, involves the studies and data collection of variety of empirical materials, case study, that

describe routine and problematical moments, for this reason, this project was focus on this method using questionnaires as the instrument.

The instrument was a questionnaire where the data to register the scores obtaining in target language four class, in this instrument mention the teaching methods, strategies and process evaluation focus to constructivist where the researcher observed what teaching methods, strategies and process evaluation the teacher use. In this case, the instrument had a pilot to ensure the functionality of data collect then, was only interpreted according to the instrument.

3.5. INSTRUMENT

3.5.1. QUESTIONNAIRES

A questionnaire is normally presented as a list of questions grouped in variables that help to collect data. In this case, the questionnaire is data collecting tools that consist of a list or series of specific questions which were answer by the subjects involved in the researching.

This questionnaire had three variables. The first variable asked for general information, such as: age, gender, subject, and course. The second and the third variables asked for information related to the teaching method and didactic strategies with different approaches, in this case, the questionnaire only offered four teaching methods as a possible answer and didactic strategies such as behaviorism, competence, traditionalist and constructivist approach. These approaches were considered a contrast to the ways to teach that the teacher used.

Retaking the characteristics of the questionnaire in these sections, the students had to select the answer according to the question. The possible responses were: always, mostly, frequently, sometimes, never, in some cases, it was considered “unanswered” as response.

Also, with this instrument was applied the piloting to 20 students of literature class during 15 minutes. With observation of it, the students mention that two answers were confused (question 3 and 9), for this reason, it was necessary specify the question.

3.6. DATA COLLECTION PROCEDURE

The procedure has to series with different steps such as: the questionnaire was applied in different classroom according to the class. I presented and mentioned about this research. Then, I asked students to answer the questionnaire, they listened and answer it.

3.7. DATA ANALYSIS

After collecting all the data, it was analyzed according to the sections of the questionnaire. The three predetermined categories were written in a table using Microsoft Word. After that, it was necessary to show the data using Microsoft Excel to create the graphs; a bar chart by each question and a pie chart were done in order to get the percentages of each category. Secondly, the information from questionnaires was checked. The information obtained from the six close-ended questions was analyzed and directly transferred to Microsoft Excel to create the graphs. To get a clear idea of the overall frequency of use of each approach it was necessary obtaining a numerical quantity to give more feasible data. These scores

were based on a scale with different values to each answer. The rubric is: always 10, mostly 7.5, frequently 5, sometimes 2.5, never and unanswered 0. With this, I can show the results more feasible.

3.8. CONCLUSION

In this chapter, the setting in which this research project took place was provided; in addition, important background information about the participants was given. Finally the instrument which was used to obtain information was discussed.

In the following chapter the results obtained are discussed and provided.

4. CHAPTER IV

4.1. INTRODUCTION

The previous chapter gave a detailed explanation of the methodology followed in this research project. Consequently, in this chapter, the findings from the research done will be provided and discussed. The results about the collecting data based the instrument applied to students of English language IV to obtain the evidences of this research, and the research question will be answer. In the following pages provides the evidences.

4.2. RESEARCH QUESTION

The research questions that conducted the present study are the following:

RQ1: What are the constructivist methods that students say that their English language IV teachers use the most?

RQ2: What are the constructivist strategies that students say that their English language IV teachers use the most?

Therefore, to answer these questions, the data collected from the questionnaire applied to the students from target language 4 (see 3.2) is required to be analyzed.

4.3. RESULTS

In this point, it was important to determine the use of the constructivism focus on the target language four, questionnaires were applied to students. This questionnaire was divided into two parts, the first part was focus on determine the use of the constructivist as a teaching method according to the students 'perspective. The second part of was focus on the frequency of different teaching- learning constructivist strategies. To continue the results will be shown according to the questionnaire.

4.3.1. CONSTRUCTIVIST METHODS THAT TEACHERS USE THE MOST

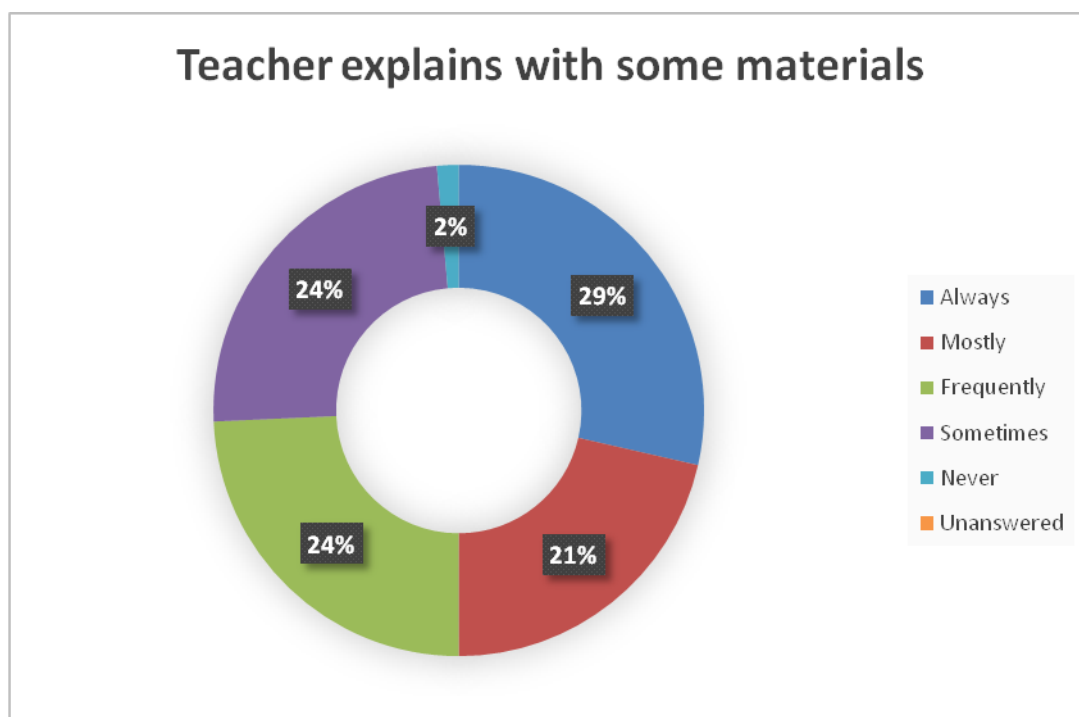
In this section, participants were asked to select how often the teachers use frequency development of their teacher on class with different educative approaches; to obtain that information a rating scale was used. The following graph shows the results.

To answer the first research question it was very important to analyze that students' perspective about the constructivist strategies that teachers use. The results obtained were divided to different categories, such as: the teaching methods and teaching-learning 'strategies. Those categories will help to show, according to the students what methods and strategies the teachers use.

4.3.1.1. HOW OFTEN THE CONSTRUCTIVIST APPROACH IS USED AS A TEACHING METHOD ACCORDING TO STUDENTS 'PERSPECTIVE

In this part you will see the data obtained from the research objects. This section gives us information related to the frequency teachers give to the usage of the different teaching methods. There results to the first part were:

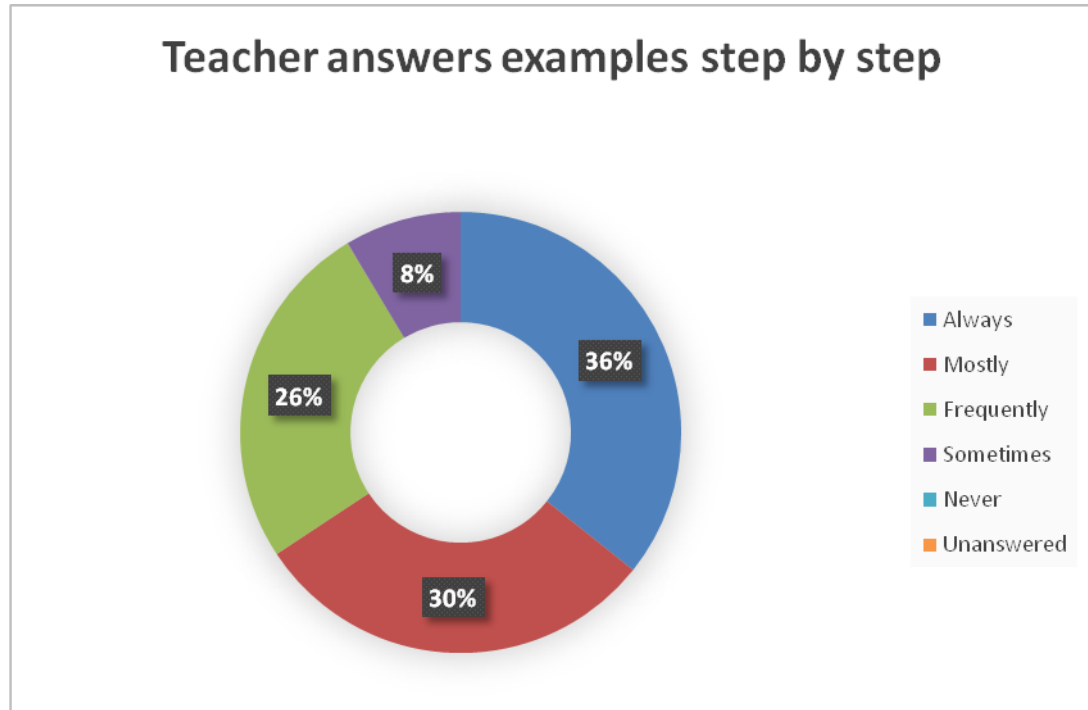
1. In the opening part of the questionnaire, the first method proposed to student was behavioral.



Graph 1 Teacher explains with some materials.

In this graph we can observe that the teachers use a behaviorism approach, since the teacher gives explanations without allowing students participation. This supports the idea that teachers still use methodology that does not match the philosophical support Minerva stands for the teaching practice (See graph 1)

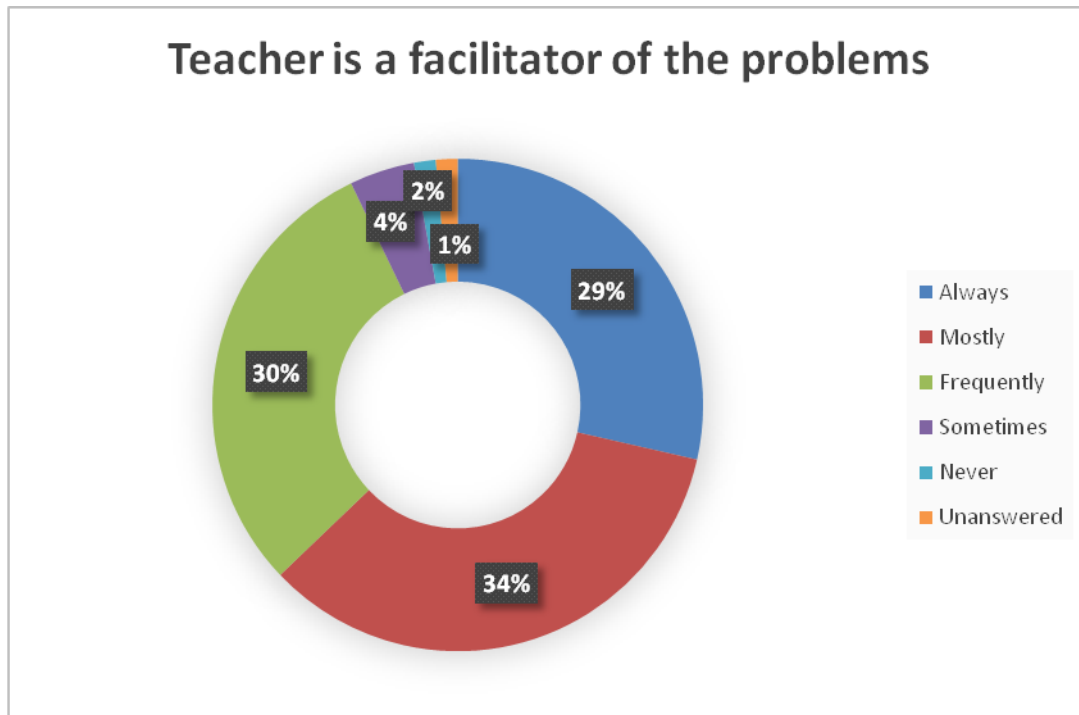
2. The second item from the chart we can see the answer about that question.
The response was "always" with 36% points (see graph 2)



Graph 2 Teacher answers examples step by step.

According to the graph the teacher solves some examples in class step by step. They continue teaching following the traditional methodology in order to help students in their learning process.

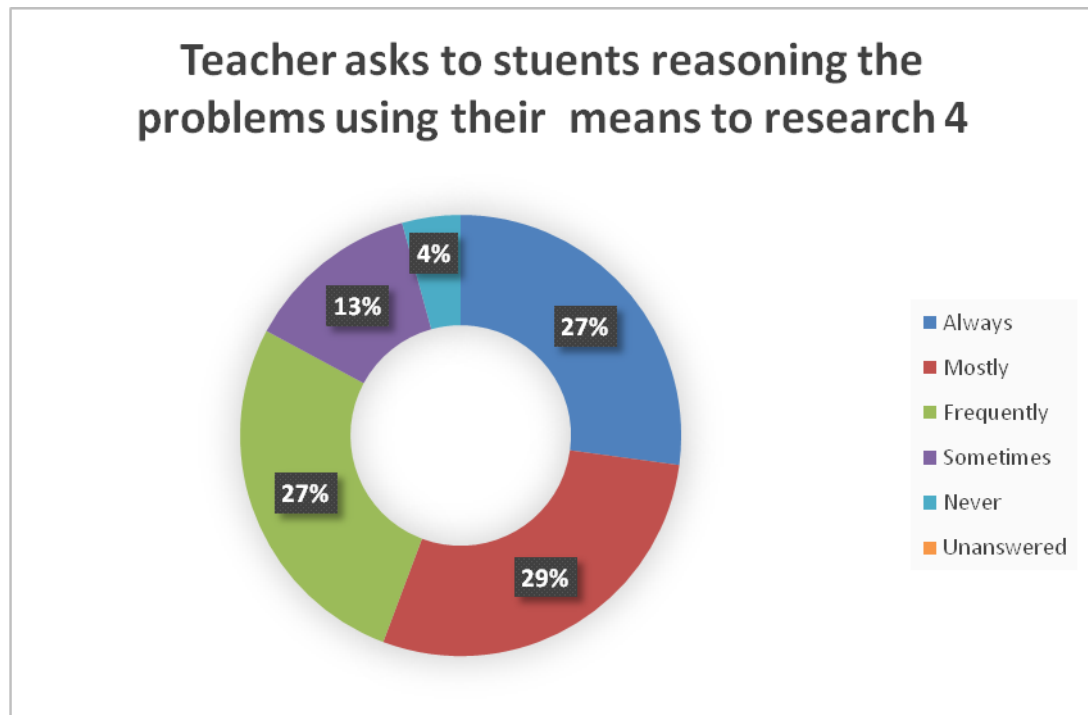
3. In the third item, students were asked about methodology based on the constructivism, the results were:



Graph 3 Teacher is a facilitator of the problems.

This item was not answered by one of the objects of the study; in this case, 24 answered were “mostly” obtaining a value of 34% (see graph 3) where it was mention that the teacher proposes a problem, while the students answer with help from teacher; this item is shows information based on a constructivist approach because the teacher only gives strategies so that students solve the problem. Teacher takes a roll as a facilitator.

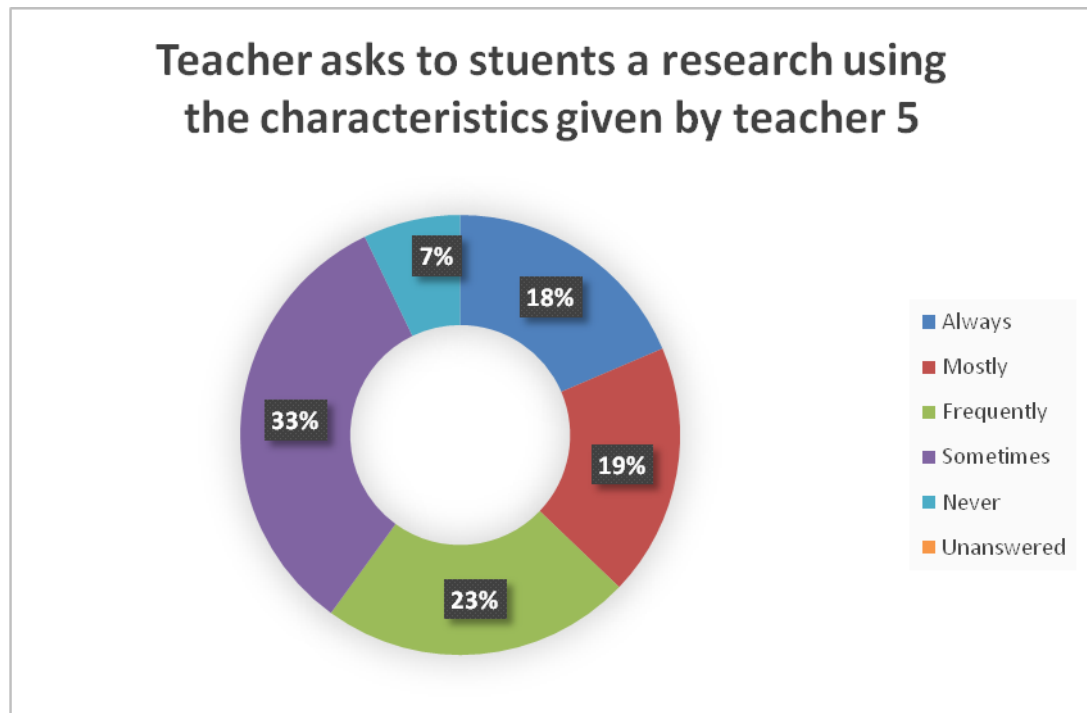
4. This item also shows information based on a constructivist approach for the way that teacher asks students to reason the problem using their means to research; the teacher did not restrict the research.



Graph 4 Teacher asks to students reasoning the problems using their means to research.

As we can see most of the students agreed with the idea that the teacher puts into practice teaching methods which are based on a constructivism approach, 29% of them answered mostly being this answer the highest in number. (See graph 4)

5. According to the item (number 5) we could see that the teachers also use a behaviorist approach contrary to what is mention in the Minerva model. (see graph 5)

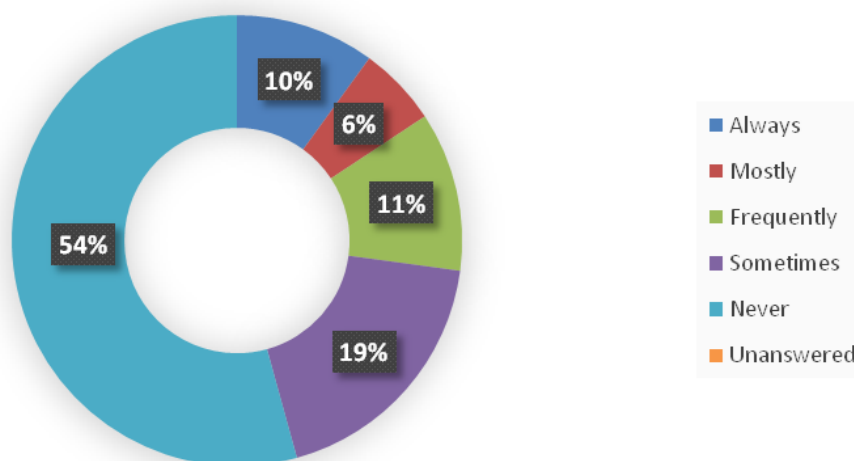


Graph 5 Teacher asks to students a research using the characteristics given by teacher.

We can see that, according to most of the students, teachers use in this item a behaviorist approach for the characteristics applied in the problem. The teacher asked students to research some topic using the characteristics given by him. The highest response was “sometimes” with 33%.

6. Item number 6, was based on a traditional method; in this case, we could observe that in the target language four students answered (see graph 6):

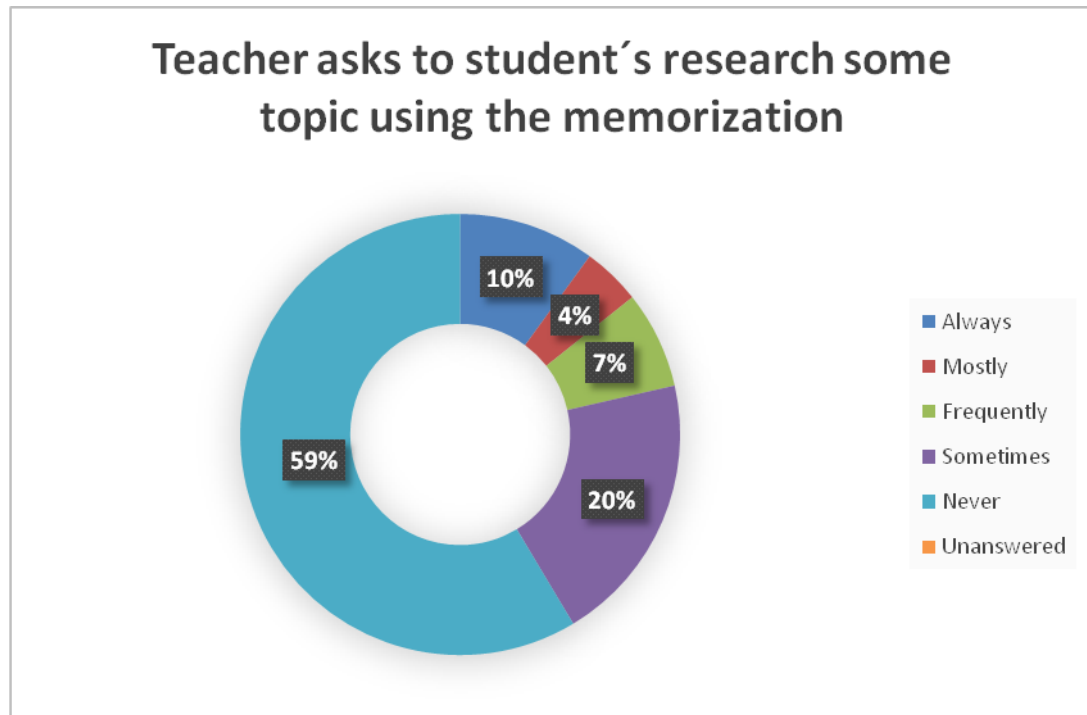
Teachers use dictation and transcription based on book



Graph 6 Teachers use dictation and transcription based on book.

According to the students answers we can conclude that teachers do not use a traditional methodology which, in a certain way, supports what is said at the Minerva model.

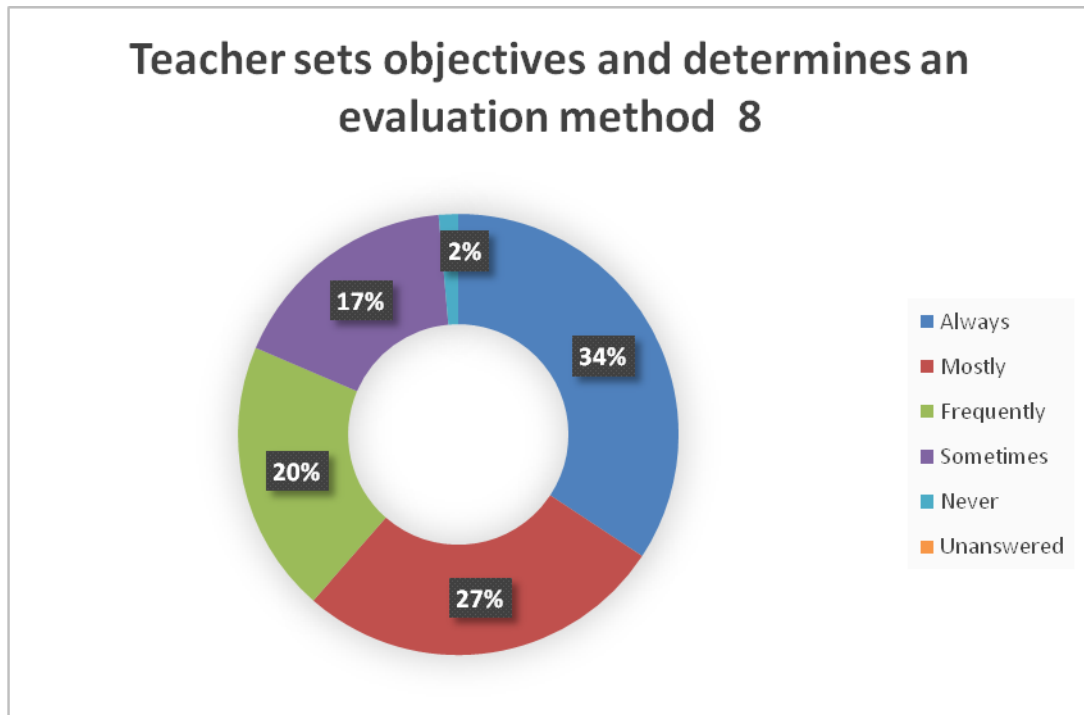
7. The question number 7 mention about traditional approach where the teacher asks to student's research some topic using the memorization, in this case, the traditionalist method is based in memorization and transcription where the students do not using the reasoning.



Graph 7 Teacher asks to student's research some topic using the memorization.

The answer with major points was "never" (see graph 7) 59% students answered that their teachers do not use the memorization in their projects. So according to the students teachers do not use traditional methods at teaching.

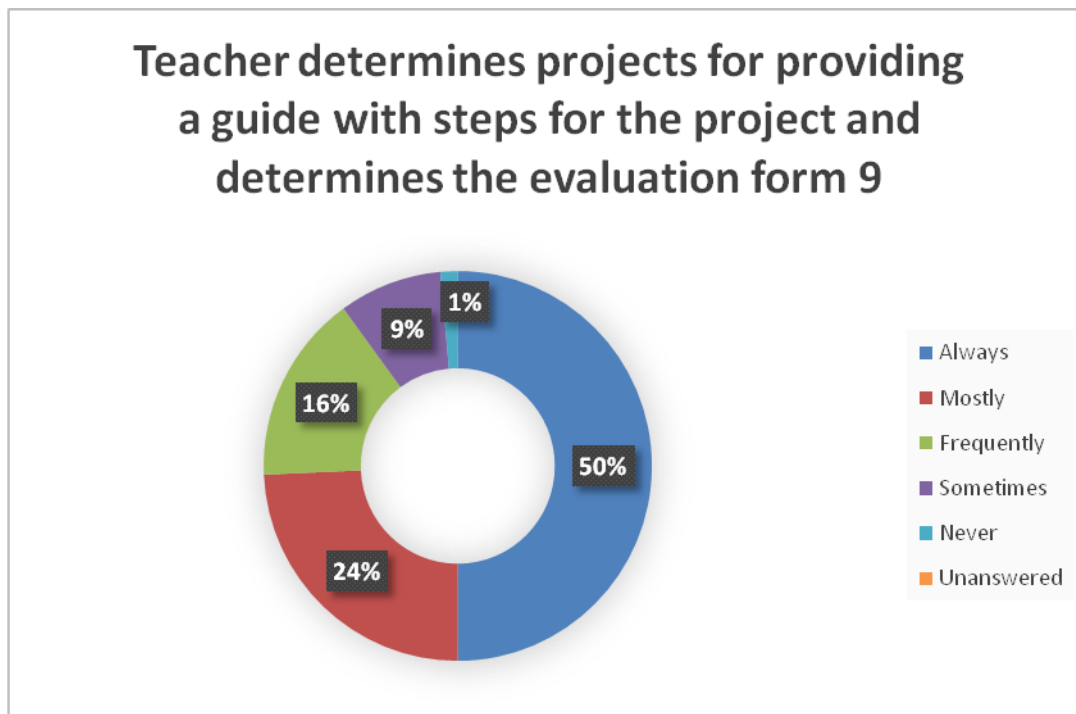
8. The competence approach was employed in this question. 34% students answered always to this question (see graph 8); the teacher sets goals or objectives to be achieved and the steps to achieve this objective and at the same time determines an evaluation method.



Graph 8 Teacher sets objectives and determines an evaluation method.

We can conclude that even that Minerva states the usage of creativity as a goal, most of the teachers, are developing competences among students.

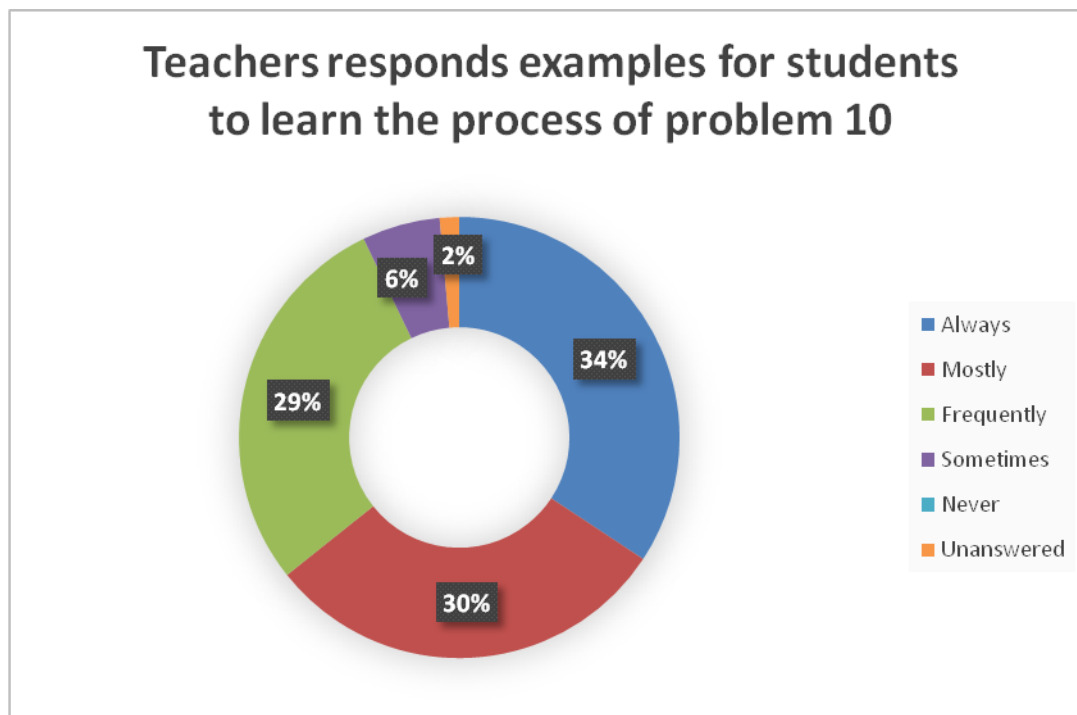
9. Item number 9 is based on competence approach where the students answered:



Graph 9 Teacher determines projects for providing a guide with steps for the project and determines the evaluation form.

This question was focused on a competence approach where the teacher determines the course projects through providing a guide with steps for the project and determines the evaluation form. We can observe in graph 9 that 50% students' response "always" and 24% of them answered mostly, giving this support to the idea that teachers are teaching based on competences.

10. This item, was answered by a number of 24 students with always had a major frequency of use “always” with 34% answers where the teacher responds examples for students to learn the process of problem, only 1 person do not respond with this question. (See graph 10)



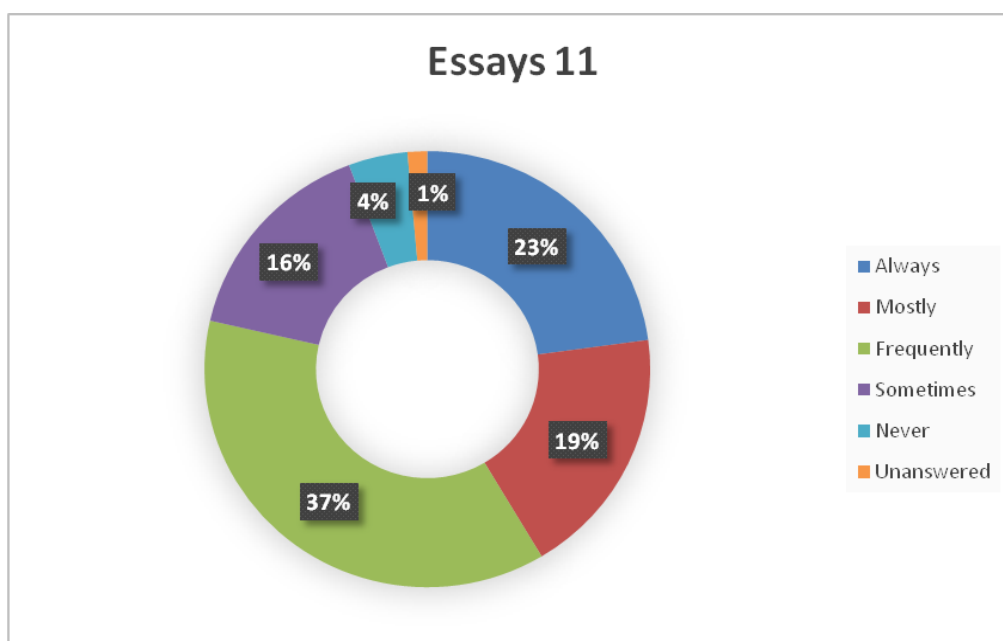
Graph 10 Teachers responds examples for students to learn the process of problem.

To answer the research question about the methodologies applied in target language 4, we can observe that the teachers of this subject use the methodology in teaching English based on the competence approach.

4.3.1.2. HOW OFTEN THE CONSTRUCTIVIST APPROACH IS USED AS A TEACHING- LEARNING STRATEGIES ACCORDING STUDENTS 'PERSPECTIVE

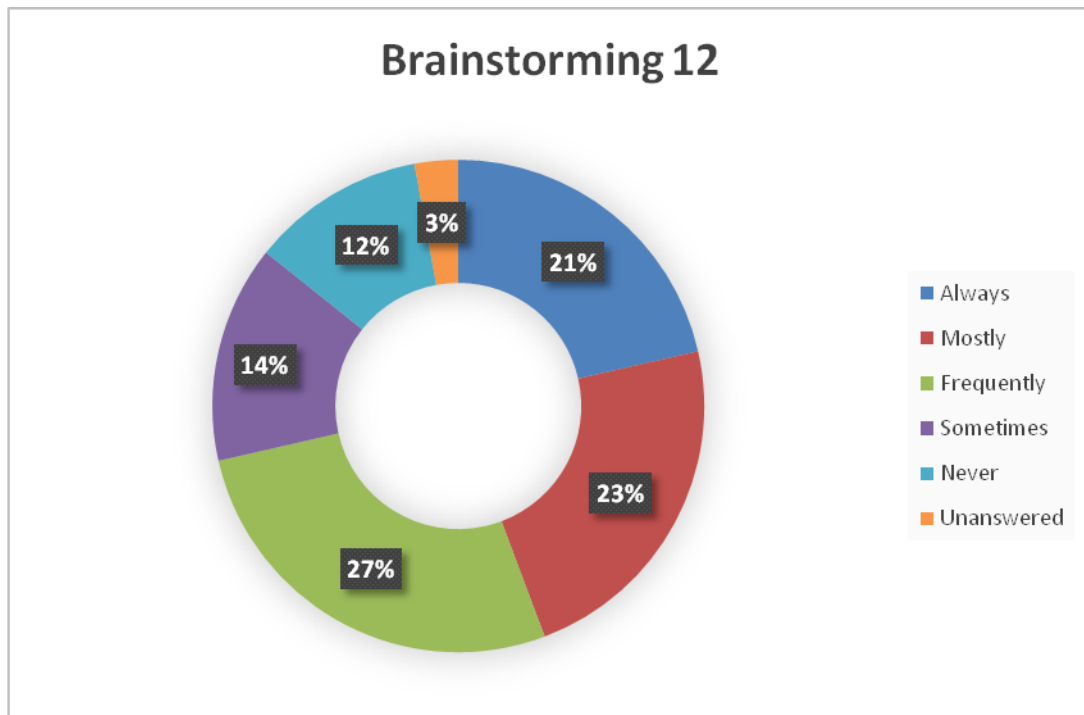
The second part of questionnaire asked information about teaching- learning strategies that the teacher uses in target language 4. In this section the students answer according to frequency of use of strategies employed in class. The results were:

11. Regarding to teaching strategies we can observe that according to students perspective, target language 4 teachers use the written essay strategy to teach student, based on students' answers. 26 of them say teacher use this strategy frequently, 16 answered always, 13 answered mostly, 11 sometimes and 3 answered never. It is relevant to point out that one of the subjects did not answer anything. This supports that target language 4 teachers are using constructivists' strategies to teach students.



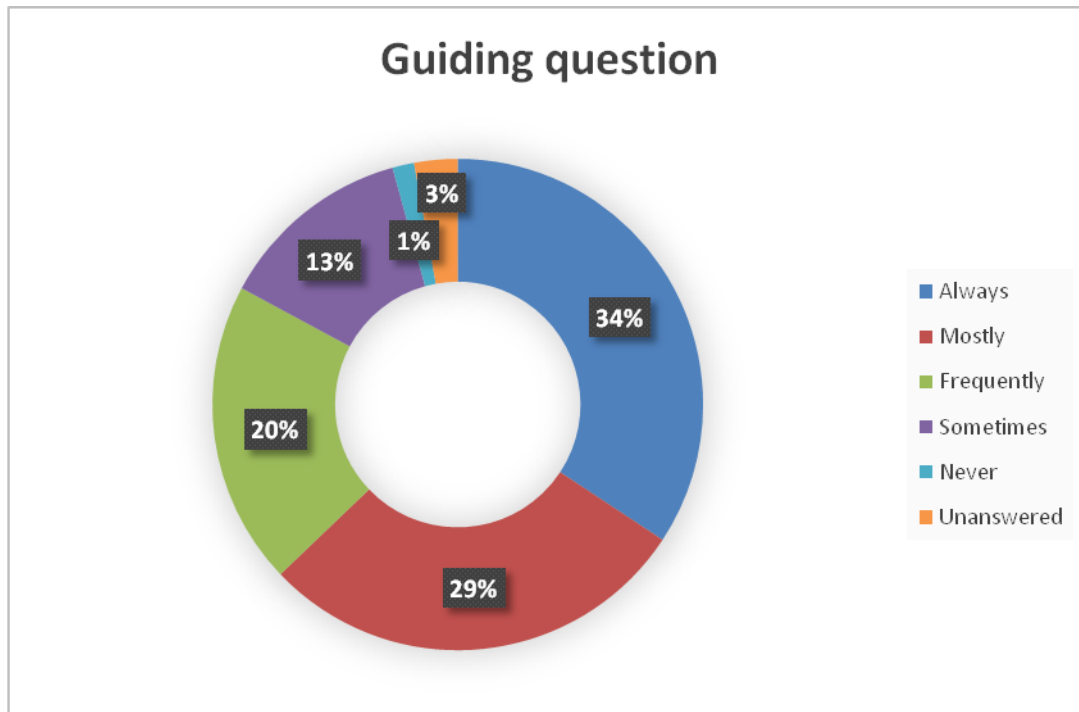
Graph 11 Essays.

12. In this item the students were asked about the frequency in which the brainstorming strategy is used by their teachers. 15 students answered that their teachers always use this strategy, 16 mostly, 19 frequently, 10 sometimes, 8 never and 2 did not answer anything. This also shows us that target language for teachers use constructivist strategies to teach students.



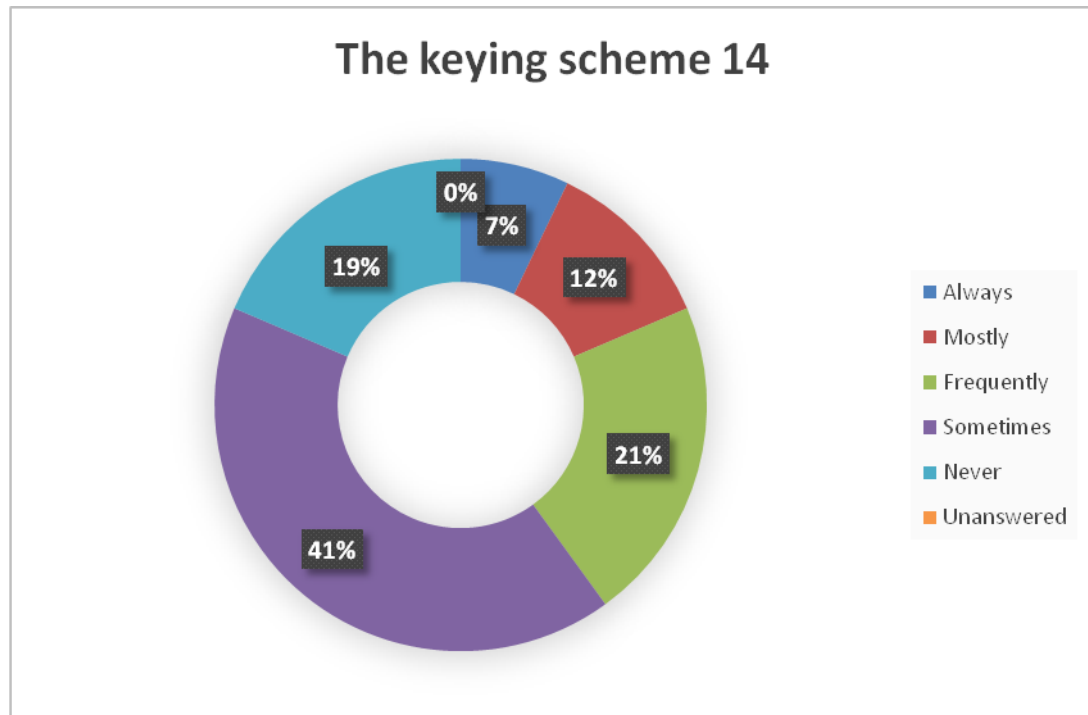
Graph 12 Brainstorming.

13. The guiding questions are important in class, in this case, the answer to this strategy was “always” with 24 answers, mostly with 20 students and “frequently” with 14 students, 2 people did not answer. We can observe that this strategy is used by teachers with major frequency.



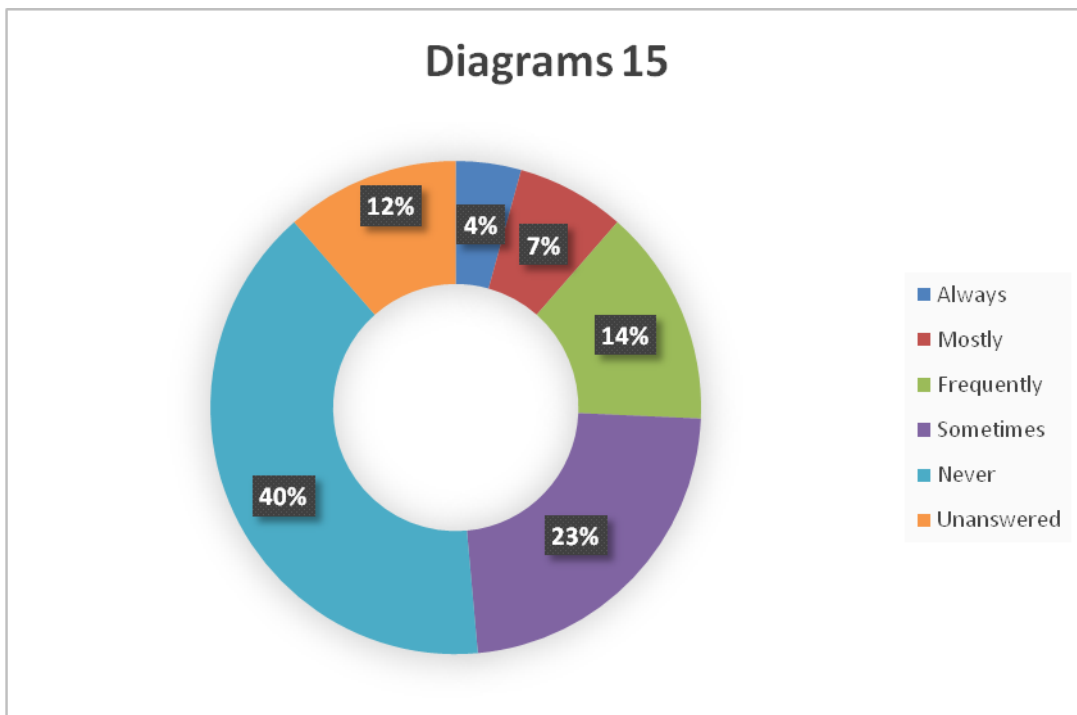
Graph 13 Guiding question.

14. This item is about the keying scheme 42 percent of the student said that the teachers sometimes use this technique, 21 % answered that frequently, 19 % never, 11% mostly, 7% always. This shows that this strategy is not a good choice with teachers even though it is a constructivist strategy (See graph 14).



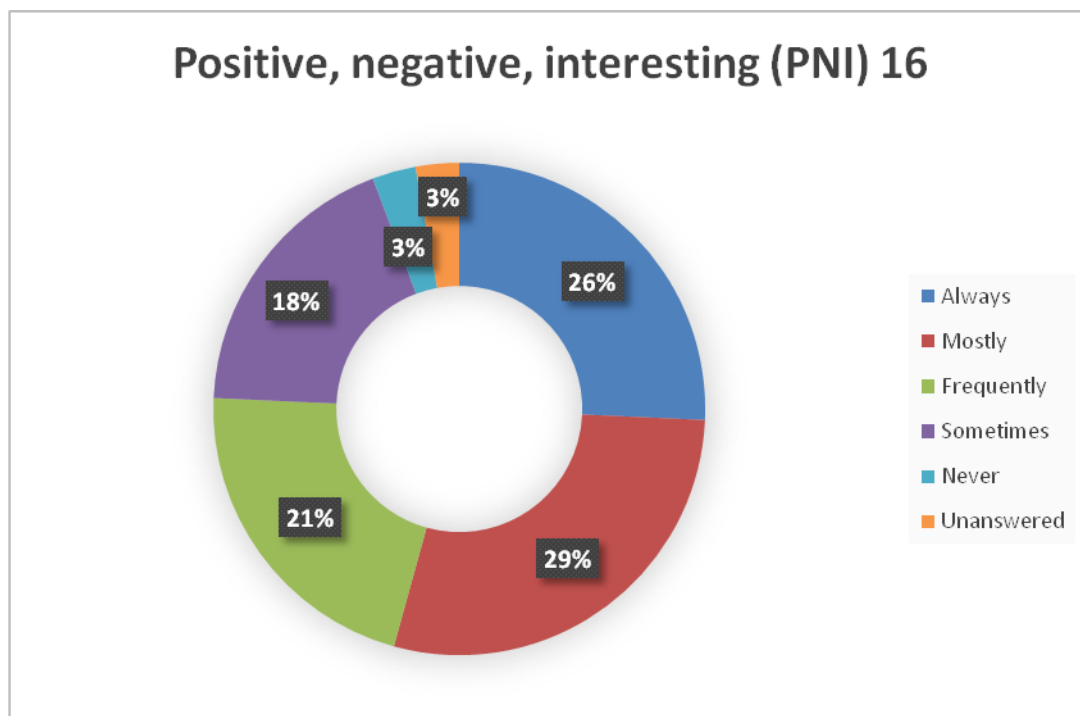
Graph 14 the keying scheme.

15. The result of this item was the following; 3 answered always, 5 mostly, 10 frequently, 16 sometimes and “never” with 28 students (see graph 15) it is important to mention that teachers do not use this strategy.



Graph 15 Diagrams.

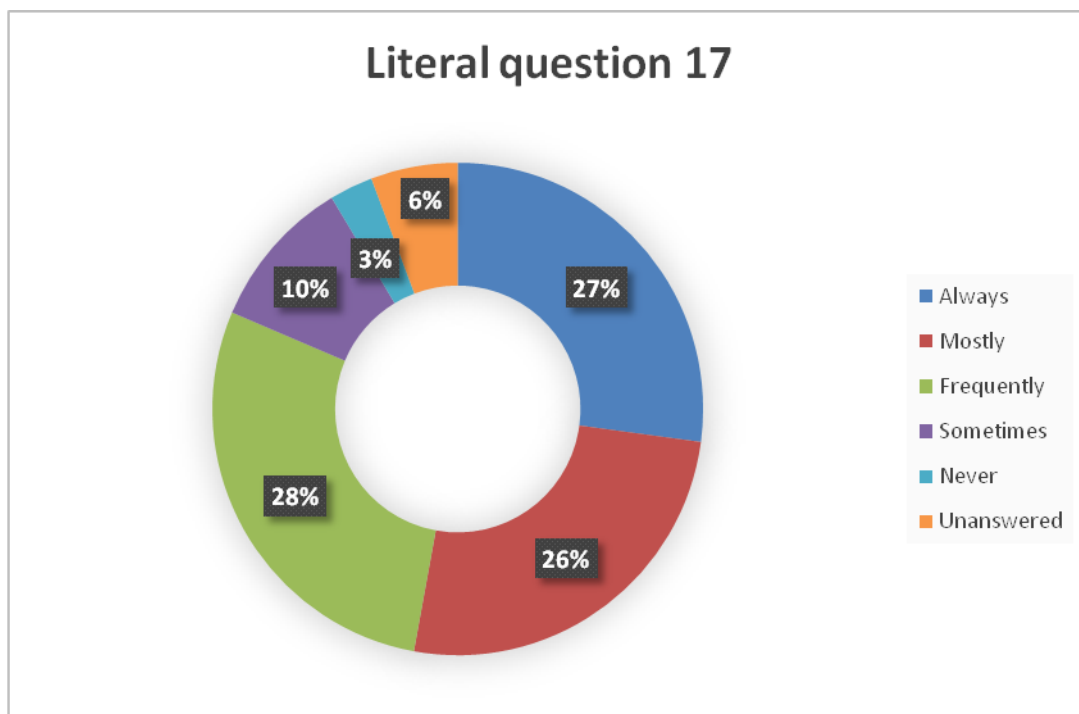
16. Positive, negative, interesting (PNI) is a constructivist strategies employed in this questionnaire; the results about this question were: the first answer with 20 points was “mostly” the second answer with 18 points was “always” (see graph 16). This question in target language 4 is important according to students’ responses. 2 people did not answer this instrument. We can observe that the teachers of target language 4 use this strategy according to the perspective of students.



Graph 16 positive, negative, interesting (PNI).

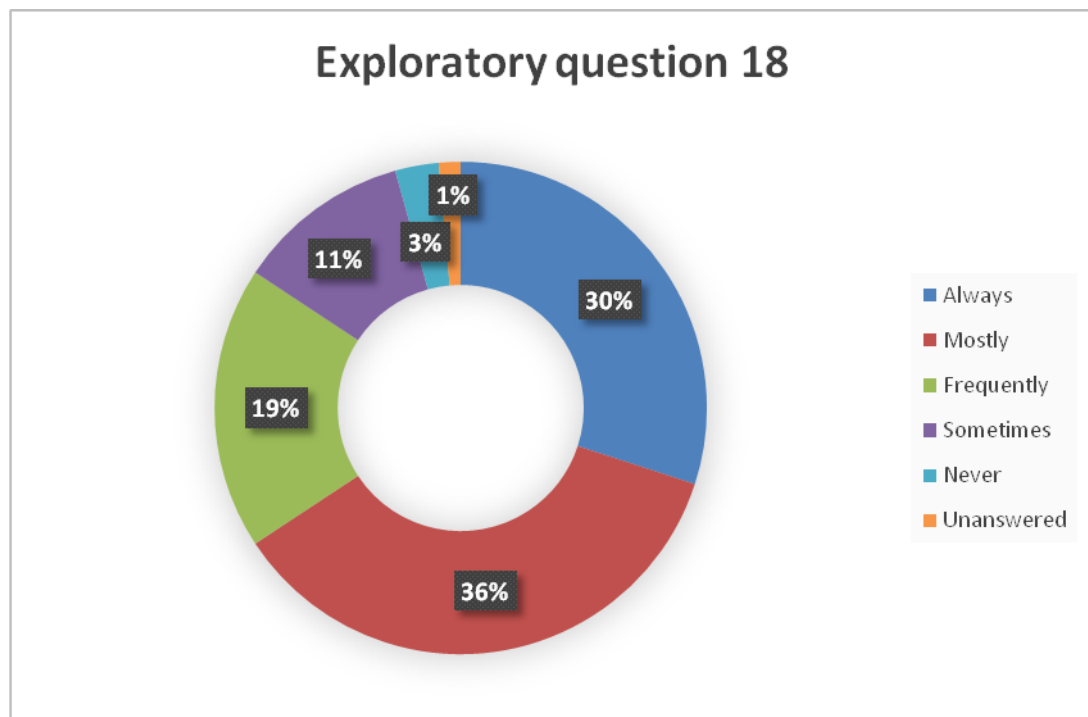
17. The item is a constructivist strategy, for this reason we can observe that the teachers of target language four use this strategy in their class, such as is mentioned in Mum. To continue the results according to item:

The results to this item were “frequently” with 28%, the second answer was “always” with 27% and the third answer “mostly” with 26%, with the results. Only was missing 4 answers, where 4 students do not answer it.



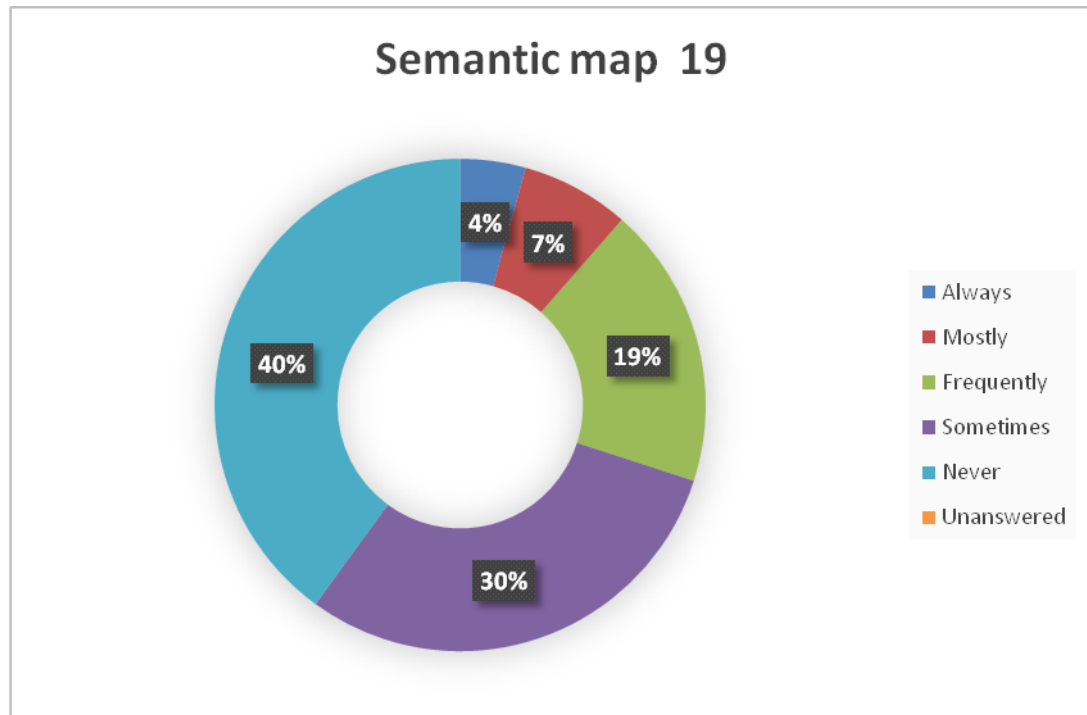
Graph 17 Literal question.

18.Exploratory questions is a constructivist strategy, this strategy was applied in this item (see graph 18) a person did not answer this question, in this case, the results show that exploratory questions strategy is used for teachers in target language 4 with 36% mostly, 30% for the teaching process which was mention in the model MUM.



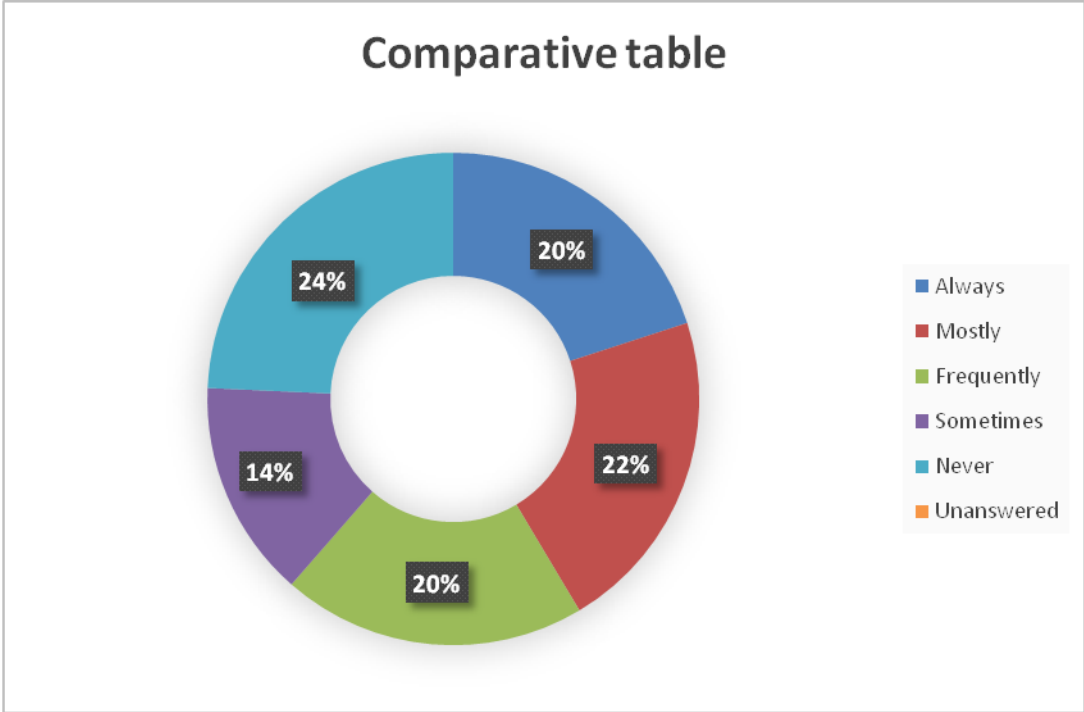
Graph 18 Exploratory question.

19.Semantic map is a constructivist strategy also, this item had the following answers: with 40% answers was “never” and the second answer with 30% was “sometimes”. In this question, we can observe that teacher did not use this strategy in teaching process. (A person do not answered this question).



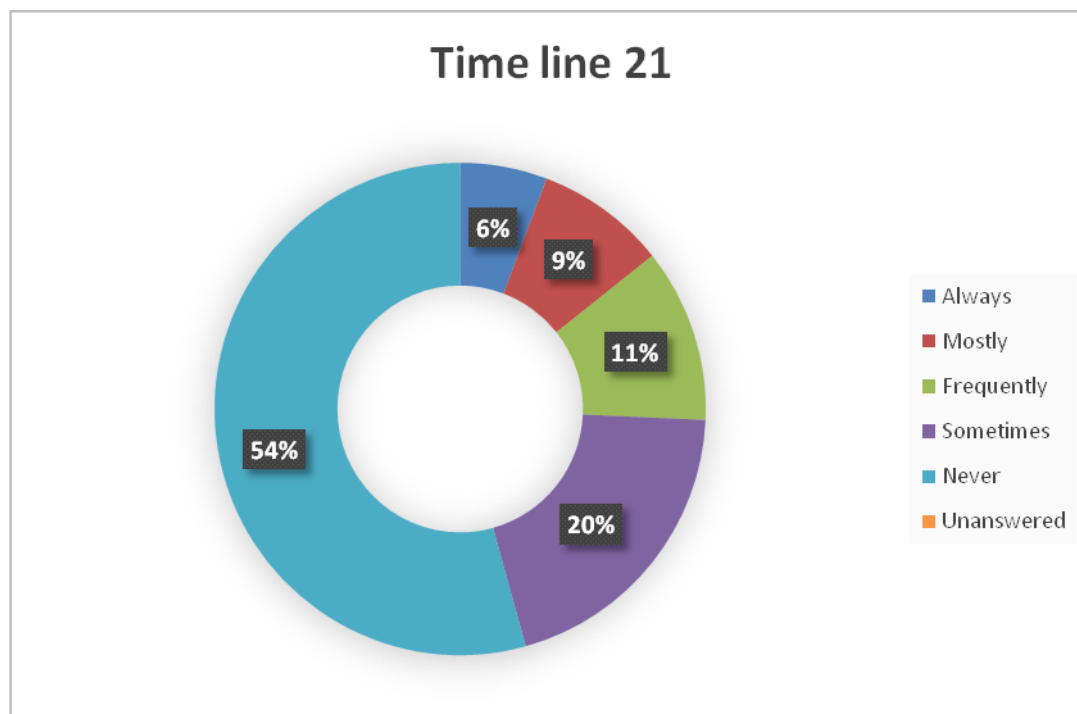
Graph 19 Semantic map.

20. This item about comparative tables had answers very contrastive based on the responses. The results were: always 20%, mostly 21%, frequently 20% never 24%, these answers had variables not very feasible for the diversity of responses. In this case, the factor that can vary the result is a lack of 9 people to answer this question.



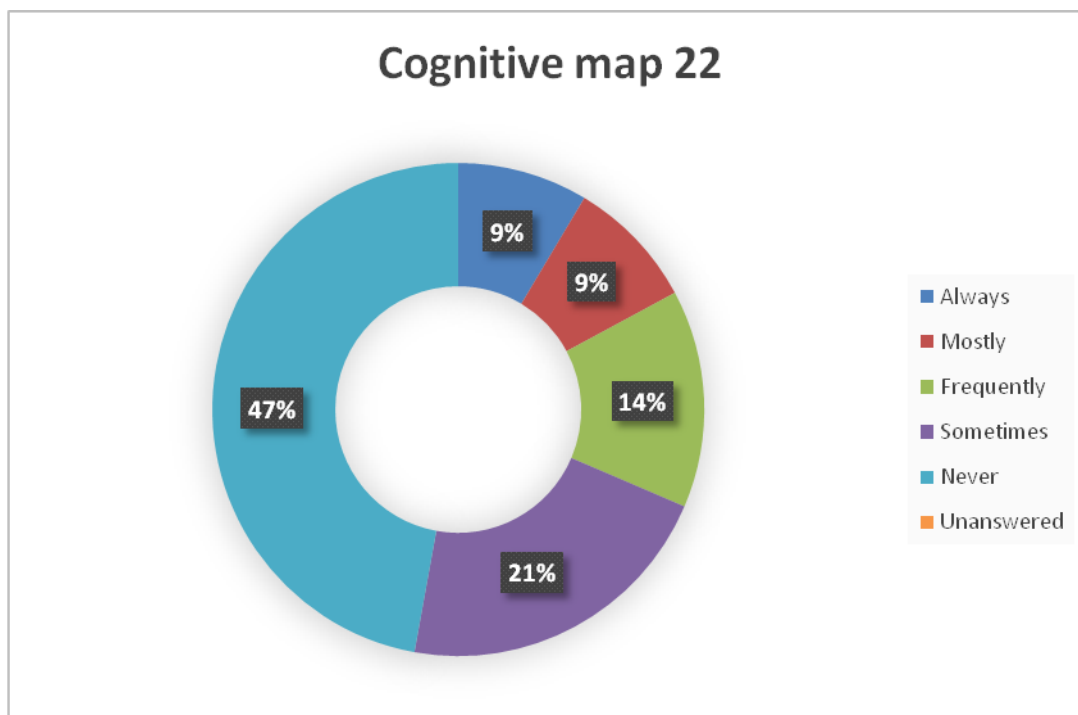
Graph 20 Comparative table.

21. This item is about time line, it is a strategy with constructivist focus, according to the students' perspective the teachers of target language 4 do not use this strategy, this, is based in the students' answer such as "never" with 54%. (See graph 21)



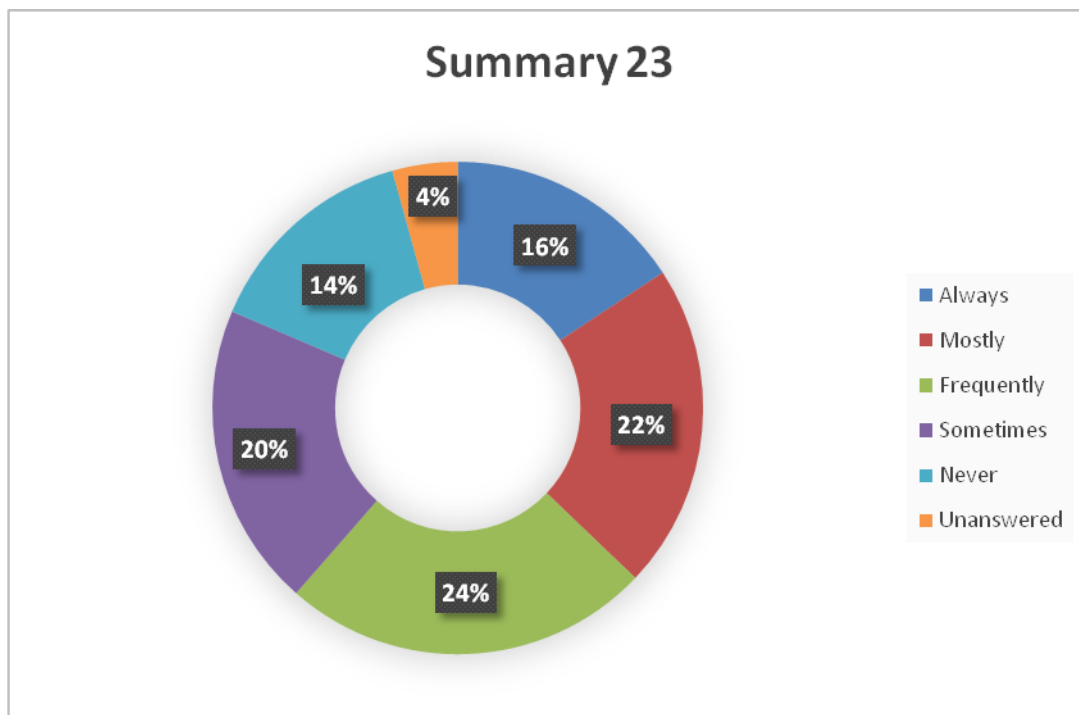
Graph 21 Time line.

22. The use of cognitive maps according to students' perspective, the teachers of target language 4, do not use this strategy, this, is based in the students' answer such as "never" with 47%. (See graph 22)



Graph 22 Cognitive map.

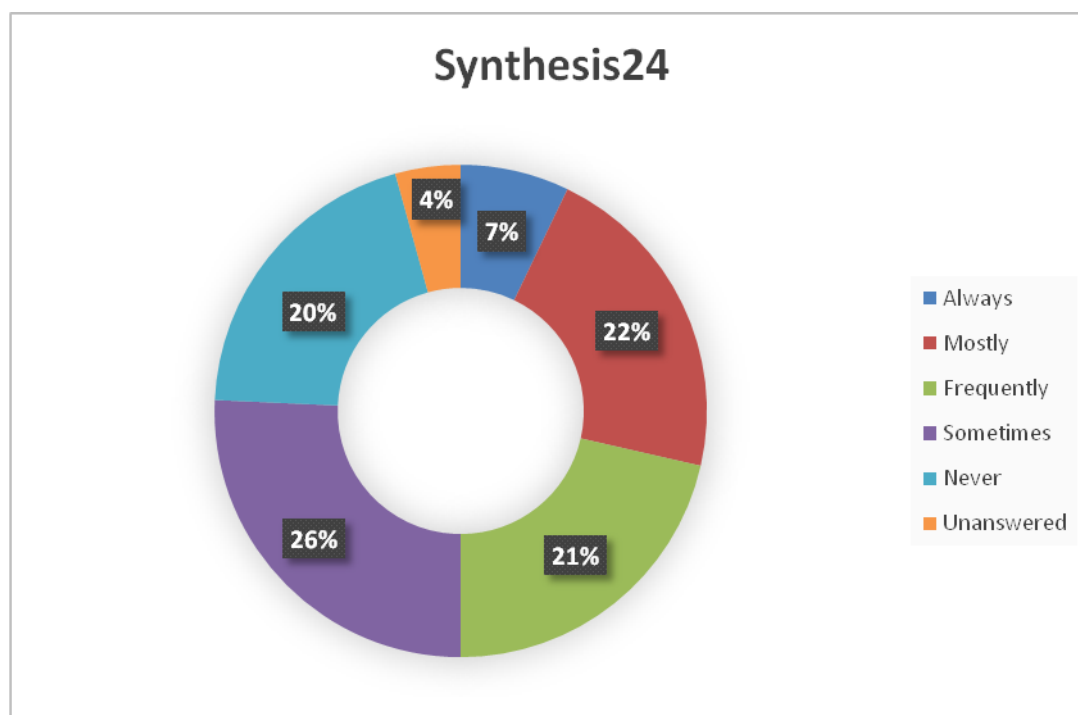
23. This item is about summaries; summaries are considered as a constructivist strategy. When students use it, it can help them build their knowledge. According to students' perspective, they mention that the teachers do not use this strategy in target language class. The students' answered was always 16%, mostly 22% and frequently 24%. We can conclude that this strategy is used by target language four teachers. We can observe in graph 23 the total percentages. It is important mention about this item, because this strategy is essential that the students use it for the recreation of a topic. Only 3 students did not answer this item.



Graph 23 Summary.

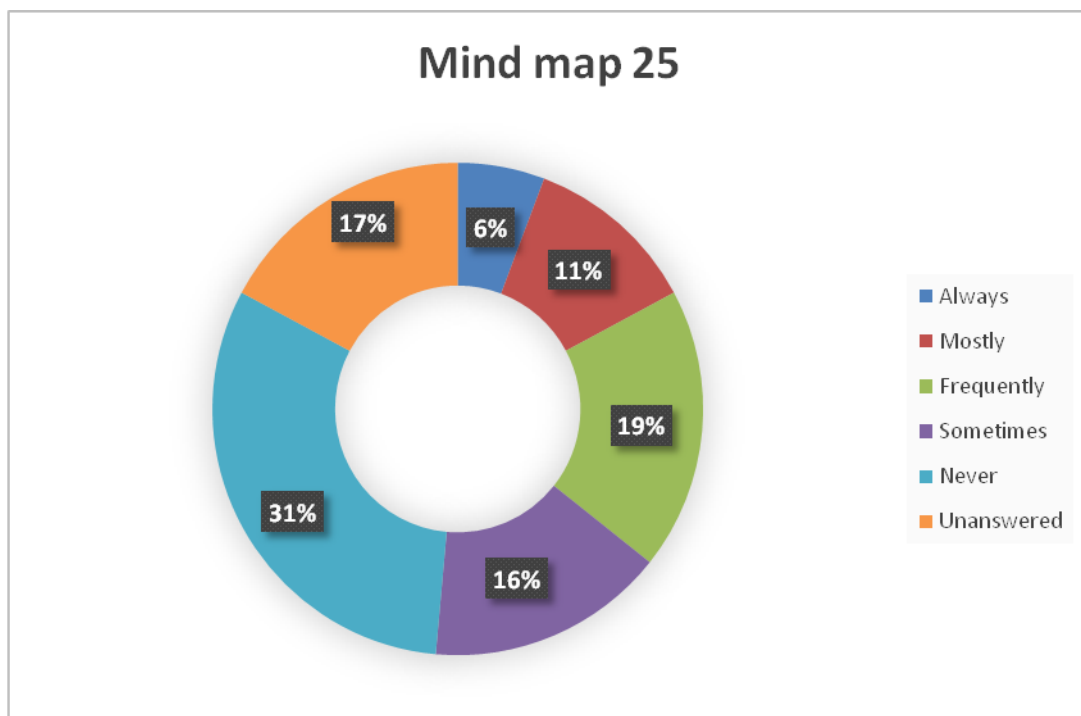
24. This item is about the synthesis, answer can see, this item is a constructivist strategy, for this reason it is important to know if the teacher use this strategy in target language 4. To continue we show the results.

According to perception' students, the 26% answer that "sometimes" the teacher use this strategy but the 22% mention that "mostly" is use this strategy. However 50% percent of the students answered the opposite. We can not conclude something clear since the answer is divided. (See graph 24). Only 3 people did not answer this item.



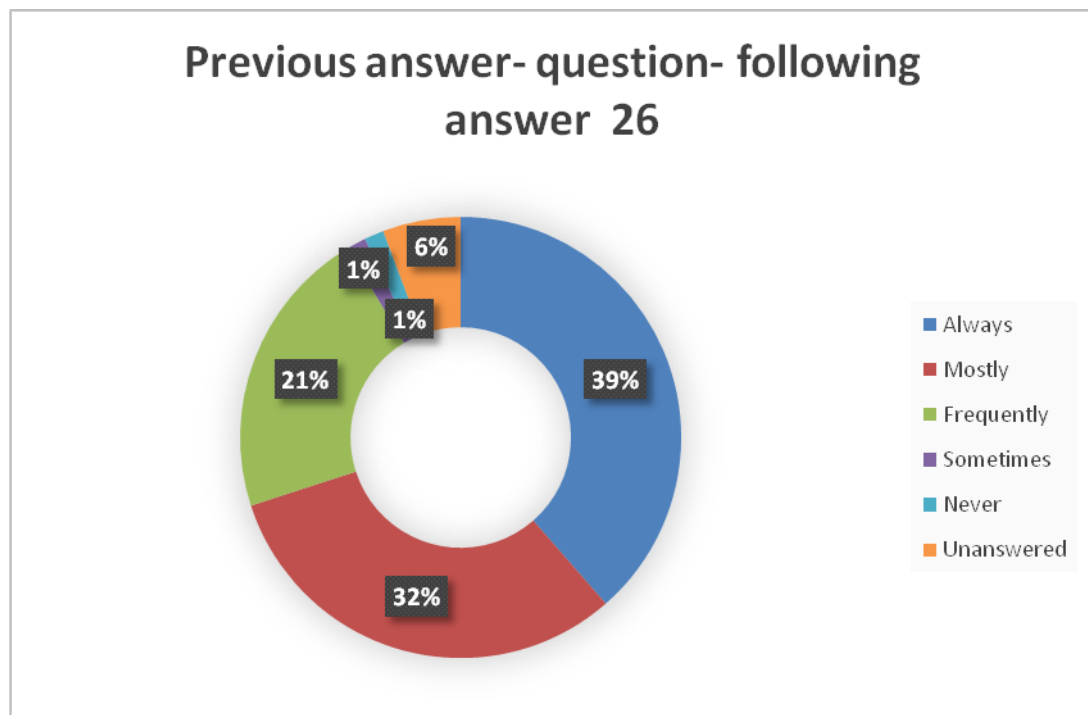
Graph 24 Synthesis.

25. This item about mind maps which also has a constructivist focus, where we can see that the teachers did not use this strategy. The 31% of students answer “never” and 16% of students answer sometimes, and finally 17 students did not answer. According to the previous information we can sum up that target language four teachers do not use this strategy (See graph 25)



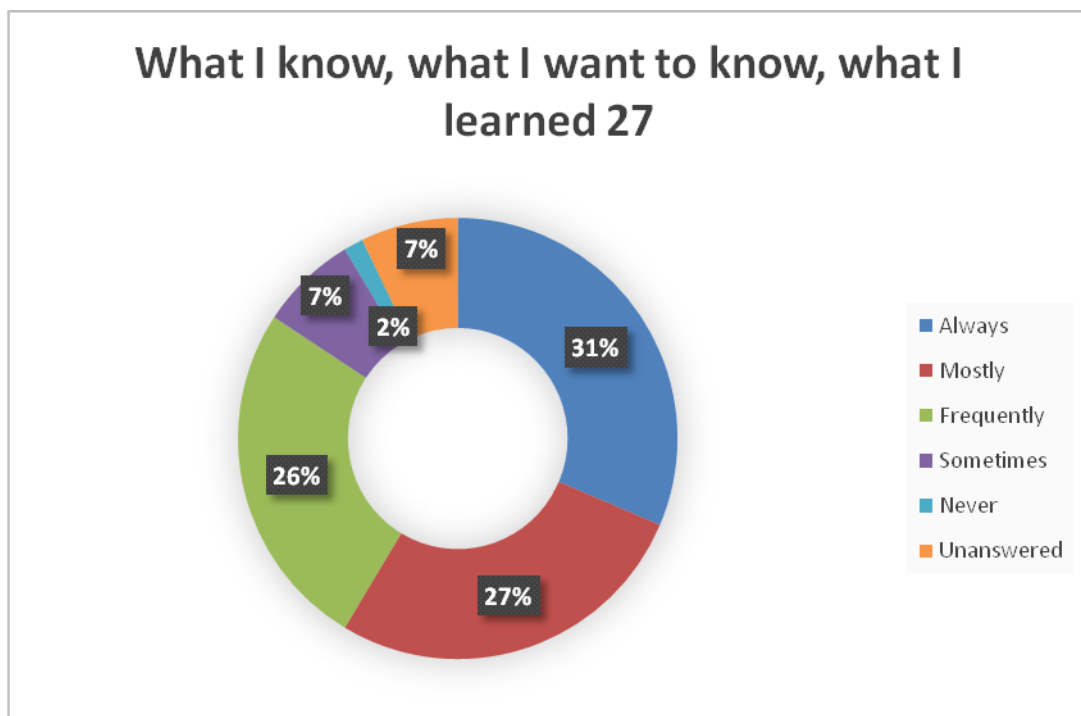
Graph 25 Mind map.

26. Previous answer- question- following answer is a strategy with constructivist focus such as was part of this item. The results are clear because 39% of the students mention that the teacher “always” integrates this strategy to target language 4 classes; and 32% of students mentioned that “mostly” use it (see graph 26). In this case, the answers according to students show that “previous answer- question- following answer strategy” is used in target language 4 as a teaching- strategy (4 people do not answer this question).



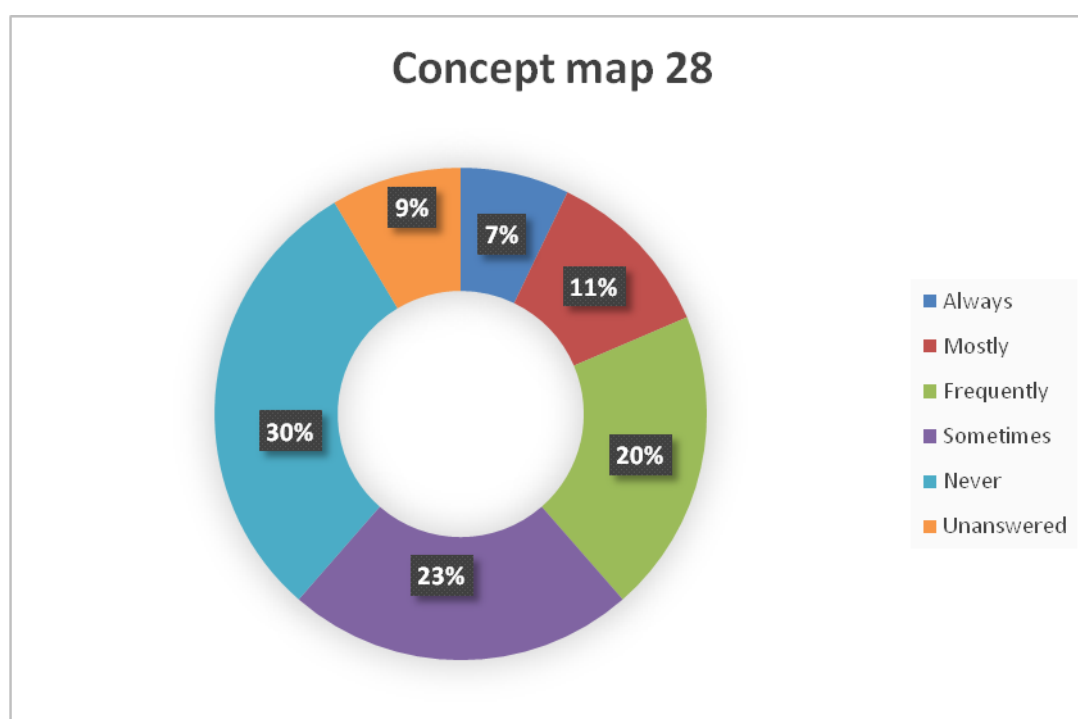
Graph 26 Previous answer-question-following answer.

27. "What I know, what I want to know, what I learned" is a necessary strategy for all classes because it is important to reflect about a class, in this item, according to students' perception, the teachers use this constructivist strategy in their classes. We can observe in graph 27 that the students chose the most frequent frequency options as answers for this item the percentages of students answer. Only 4 students did not answer this item.



Graph 27 What I know, what I want to know, what I learned.

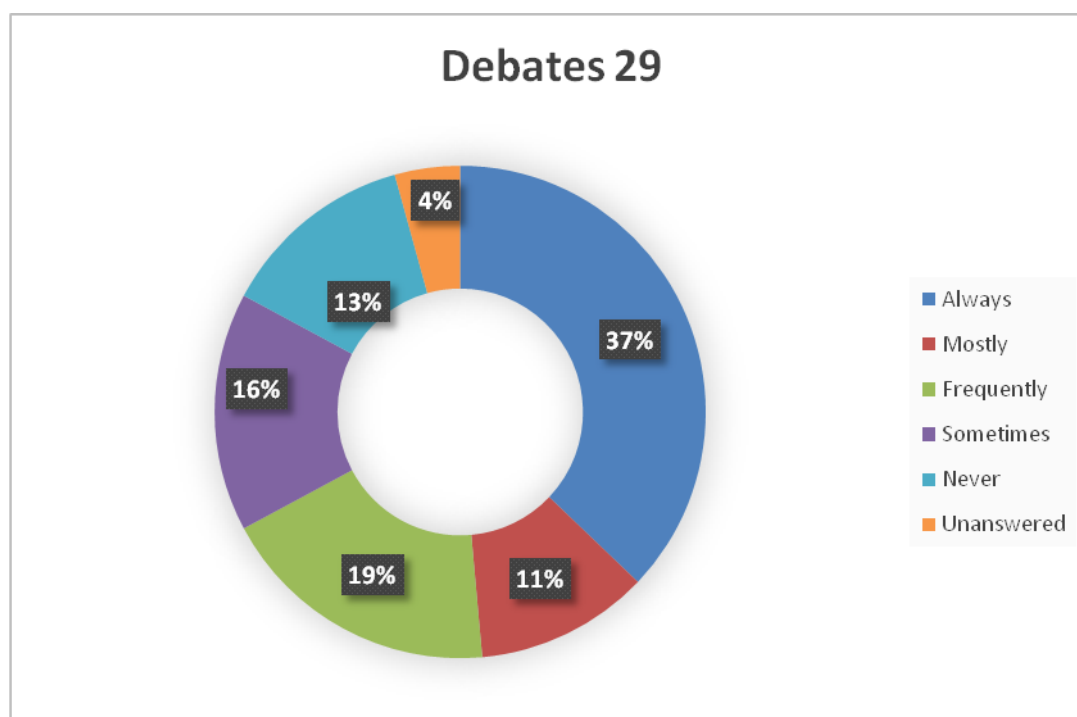
28. This item is about concept map, this strategy has constructivist focus also; this strategy is important, because it reflects students' comprehension about the topic. The results of this item show that the teachers of target language four did not use this strategy "30% answered never" and "sometimes" with 23%. In this item, 6 students did not answer it. We can see the percentages in graph 28.



Graph 28 Concept map.

29. Debate, it is a constructivist strategy in which students share their ideas with their pairs, in here the teachers can hear the students' perspective.

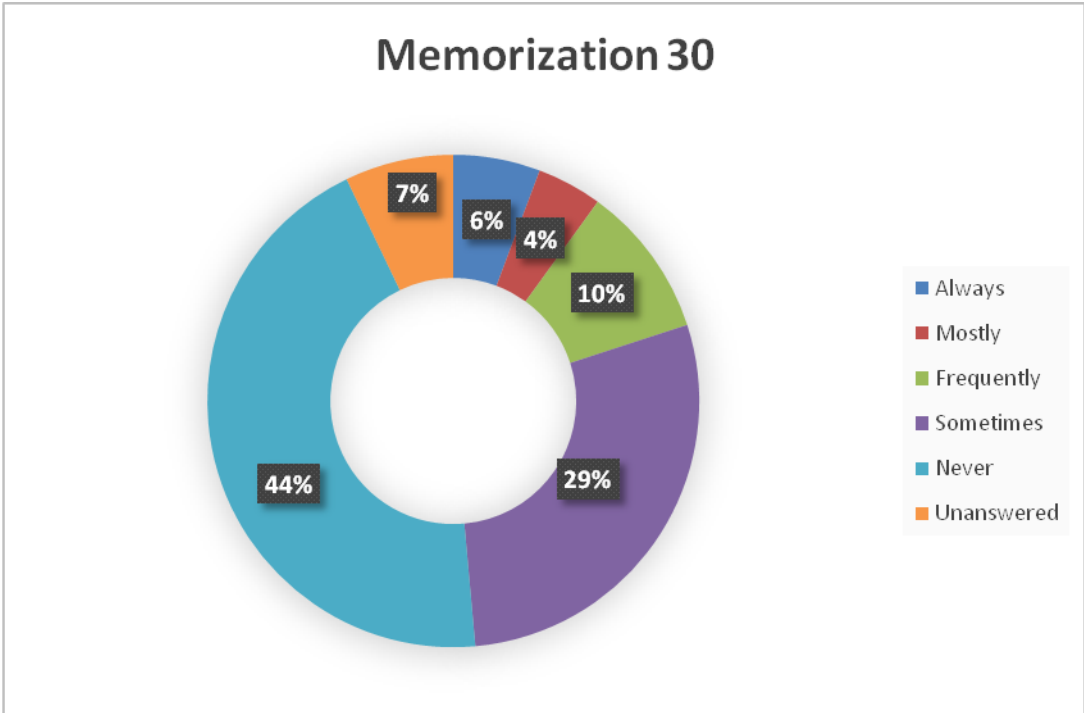
The results show that the teachers of target language four use the debates in their class. According to the graph 29, we can observe those students' answers were: 37% "always", 11% "mostly" and 19% "frequently". For these answers, we can note that the teacher implement this strategy in their lesson plans.



Graph 29 Debates.

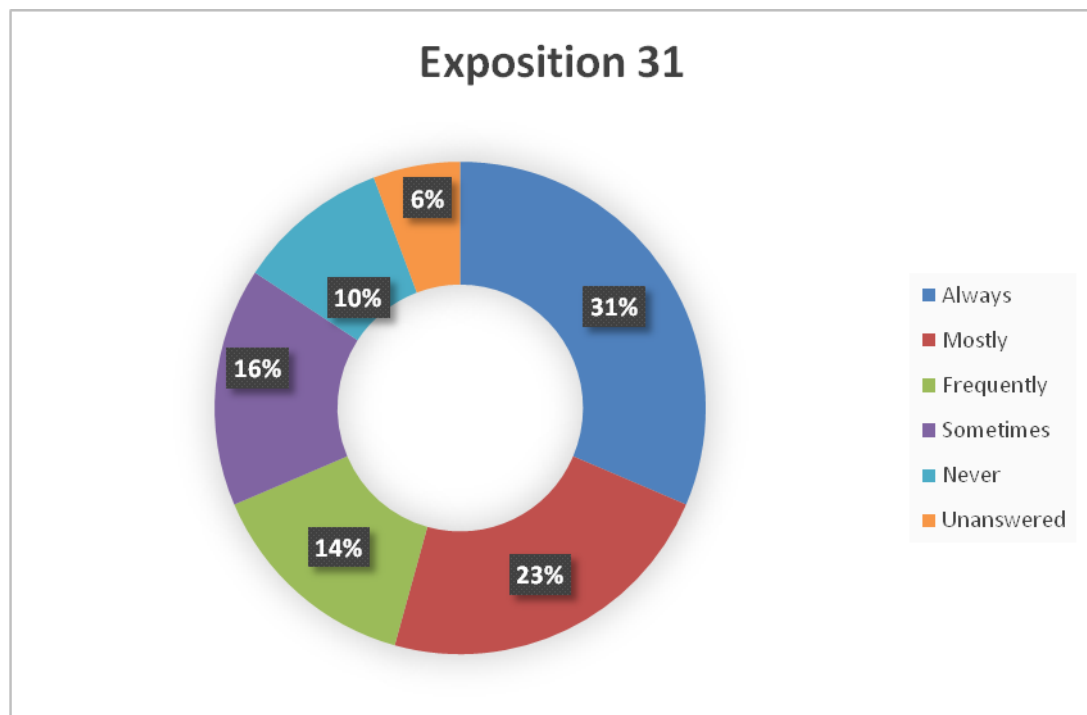
30. This item is about the memorization strategy. This strategy has a behaviorist focus. We can remember, the model Minerva mentions that the students need built their knowledge, for this reason, the memorization is not the use of the reasoning. To continue we show the results about this item.

The students answers were: “never” with 44% “sometimes” with 29%; only with these percentages we can see that the teachers of target language 4 did not use the memorization strategy the following answer can be checked in graph 30, where we can detect that 7% of students did not answer this item.



Graph 30 Memorization.

31. This item is about oral presentations strategy. This strategy has traditionalist focus because the teachers set the oral presentation rubrics, then the students do not have the opportunity to change the rubrics. According to students' perspective, the teachers of target language four use this strategy in their class. The 31% of students answer "always" and the 23% students answer "mostly", for this reason we can mention that the teachers use this strategy. The next percentages we can observe in graph 31.

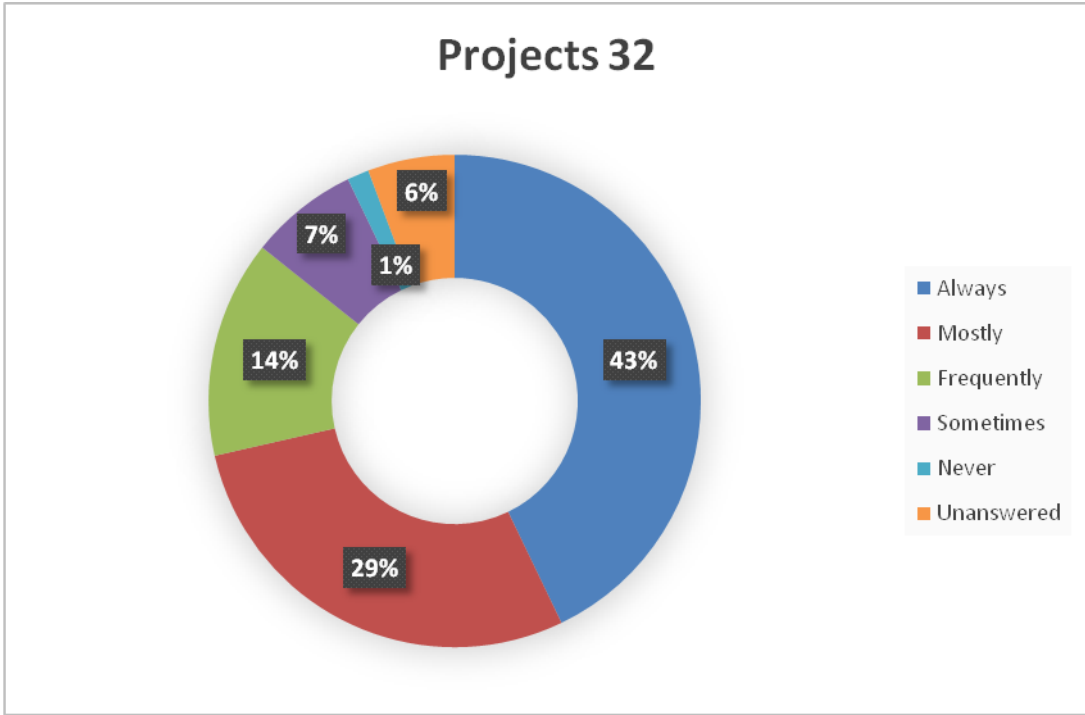


Graph 31 Exposition.

32. Project is a competence strategy, for this reason, it's important to know if the teachers use this strategy. To continue we can detect the results and determine if the teachers use it. The results were:

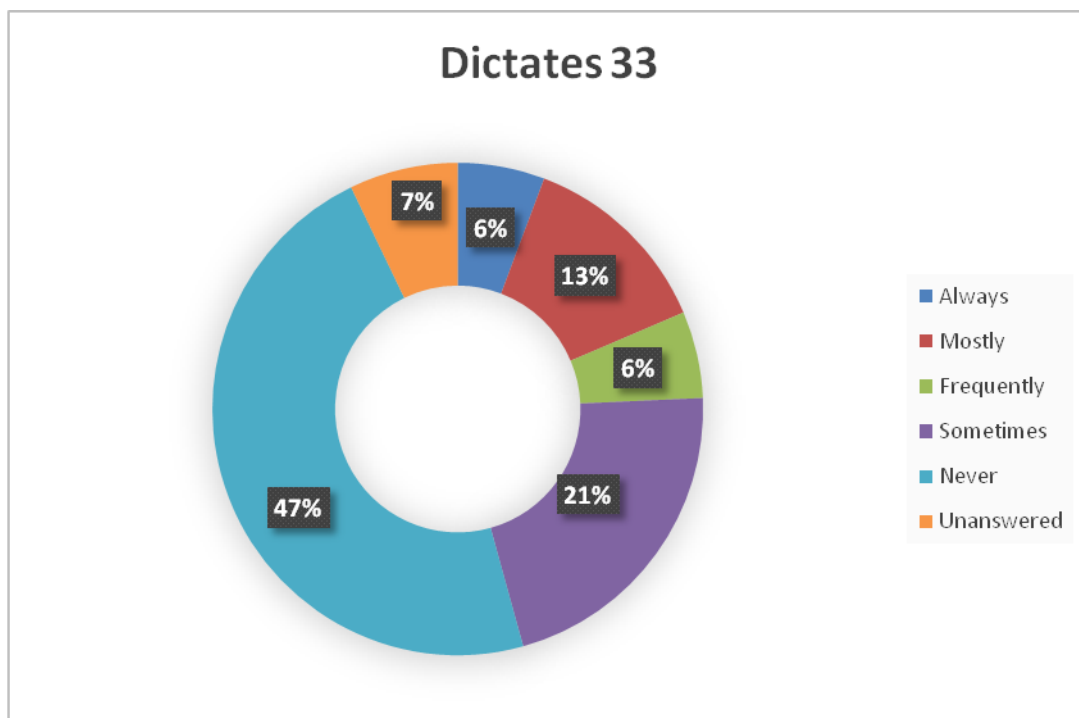
With 43% of students answer that "always" the teachers use this strategy in target language four; the next answer with 29% of students mention that "mostly" the teachers use it. According to the answers, we can detect that the teachers use this strategy, we can comment that, the model Minerva mention that the students do not study to produce, if not, their study to thinking.

The complete results are in the graph 32 where we find the different percentages for example the 6% of students did not answer this item.



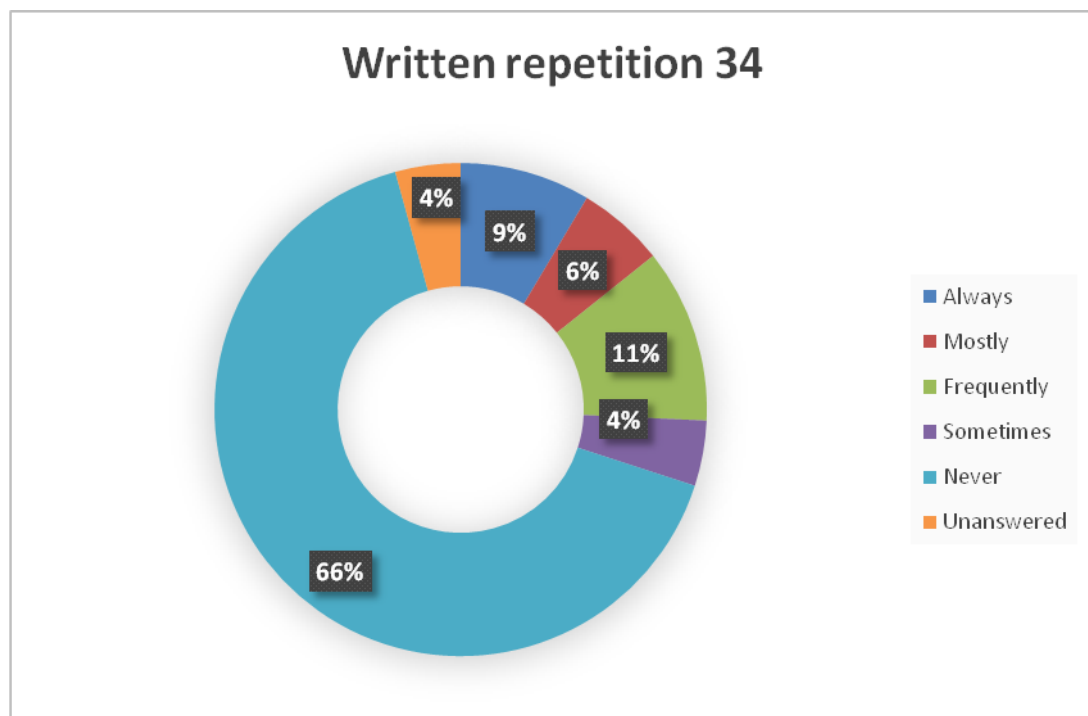
Graph 32 Projects.

33. This item is about the dictates strategy; this strategy has a behaviorist focus. According to students' answers, the results were: with 47% of students mentioning that the teachers "never" use this strategy; the second percentage was "sometimes" with 21%. With these results, we can detect that the teachers did not use the dictate with strategy in their class. Other results are shown in graph 33.



Graph 33 Dictates.

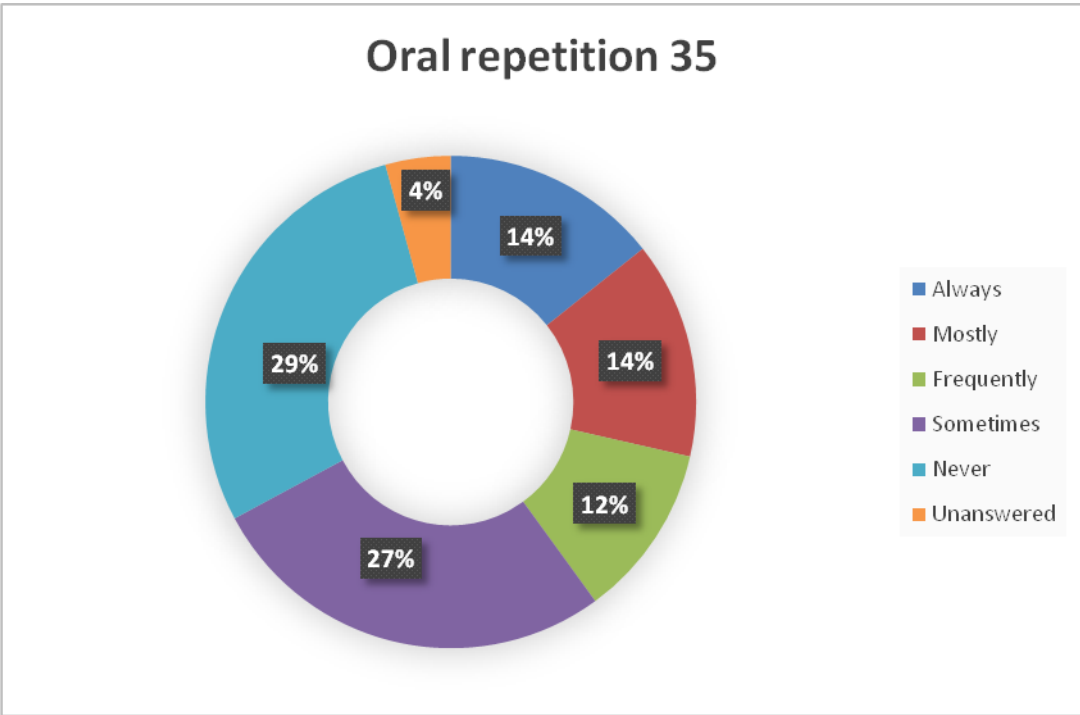
34. This item is about a traditional strategy “written repetition strategy”, we can observe that according to students’ answers that teachers did not use this strategy for the teaching of English. The results were: “never” with 66%. This item is important mention that “written repetition strategy” is not used in teacher’s class. We can observe the other percentages in graph 34.



Graph 34 Written repetition.

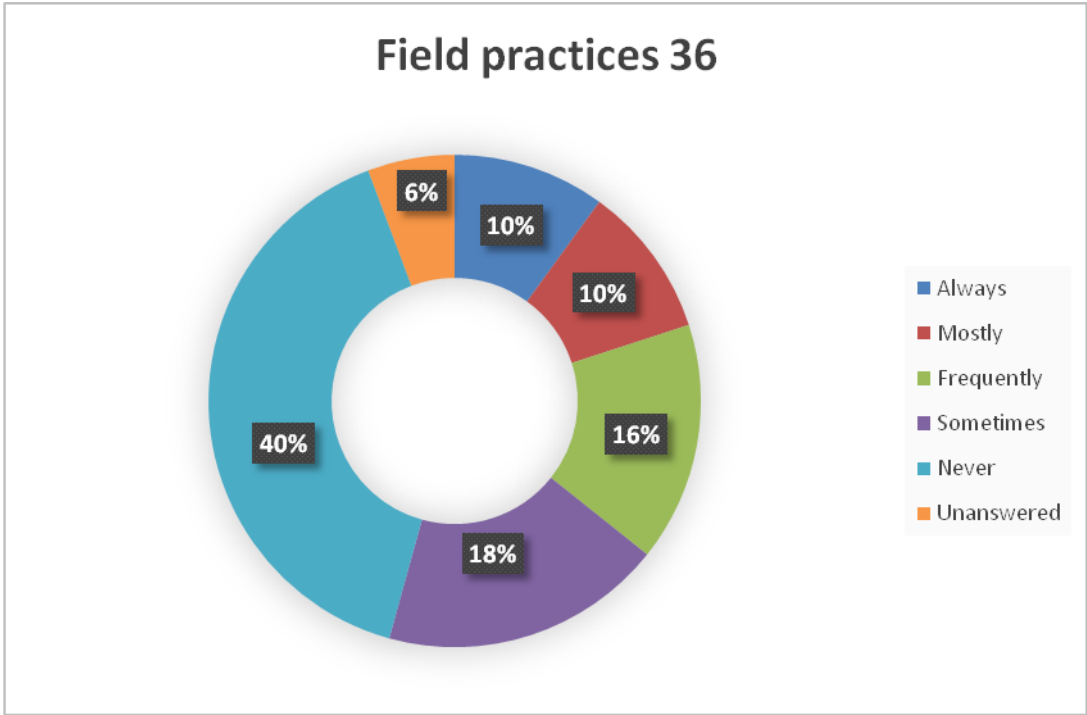
35. The oral repetition is a strategy with traditionalist focus. This strategy was mentioned in this item. In the following we show the students' perspective.

The results about this strategy mention that the teachers of target language four did not use the "oral repetition strategy". We can observe in graph 35 that the 29% students answer that the teacher "never" use this strategy and the 27% of students mention that "the teachers" sometimes use it. For this reason, we can conclude that the teachers do not use this strategy.



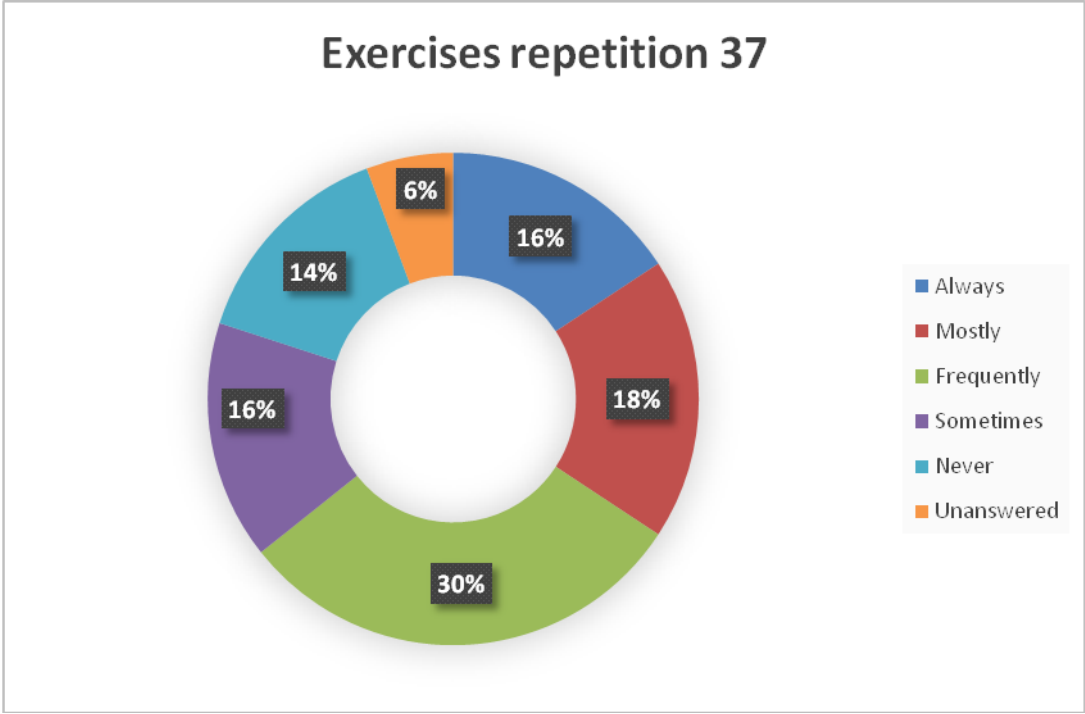
Graph 35 Oral repetition.

36. This item is about the field practices, this item is a behaviorist strategy. We can observe in graph 35, that the teachers do not use this strategy to teaching English according to students' answers. The students mentioned that, with 40% the teachers "never" use the field practices and the second answer was "sometimes" with 18%. For this reason, we mention that this strategy is not use in target language four. We can observe all the percentages in graph 36.



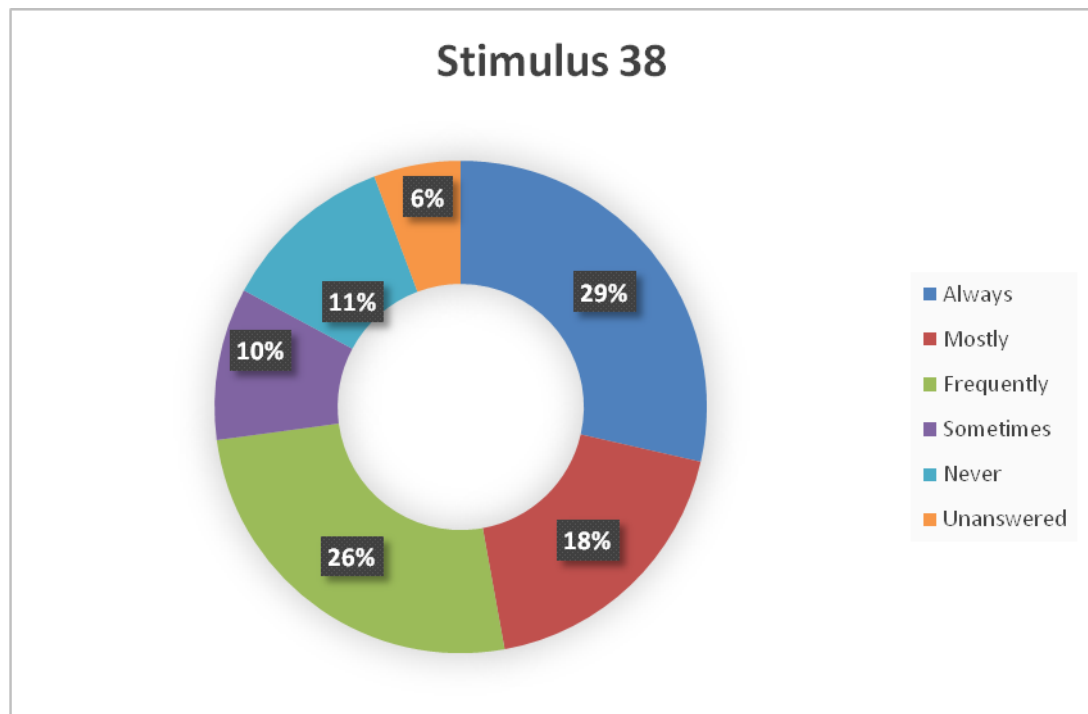
Graph 36 Field practices.

37. This item is about exercises repetition, this item is a traditionalist strategy. The results show that: this strategy is used very commonly by the teachers to teaching English. We can see the percentages in graph 37.



Graph 37 Exercises repetition.

38. It is important to mention that stimulus strategy has a behaviorist focus. According to students' answers we obtain the next data: 70 students that participated in this research, only 4 students did not answer this item; 29% students answer that "always", 26% they answer "frequently" and 18% they mention that "mostly" the teachers use stimulus in class, in this case, we can observe in graph 37 that teachers apply the stimulus in class based on the cognitivist approach.

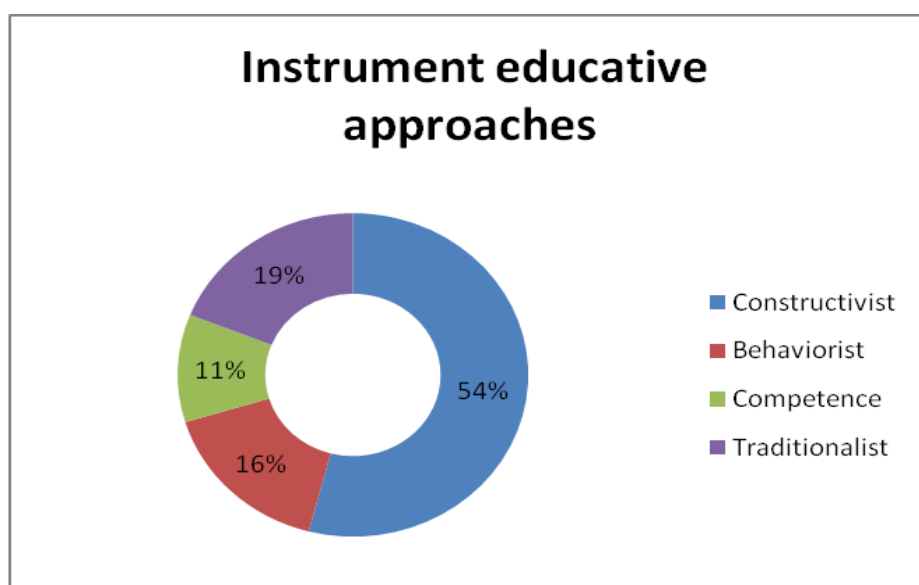


Graph 38 Stimulus.

4.3.2. GENERAL RESULTS

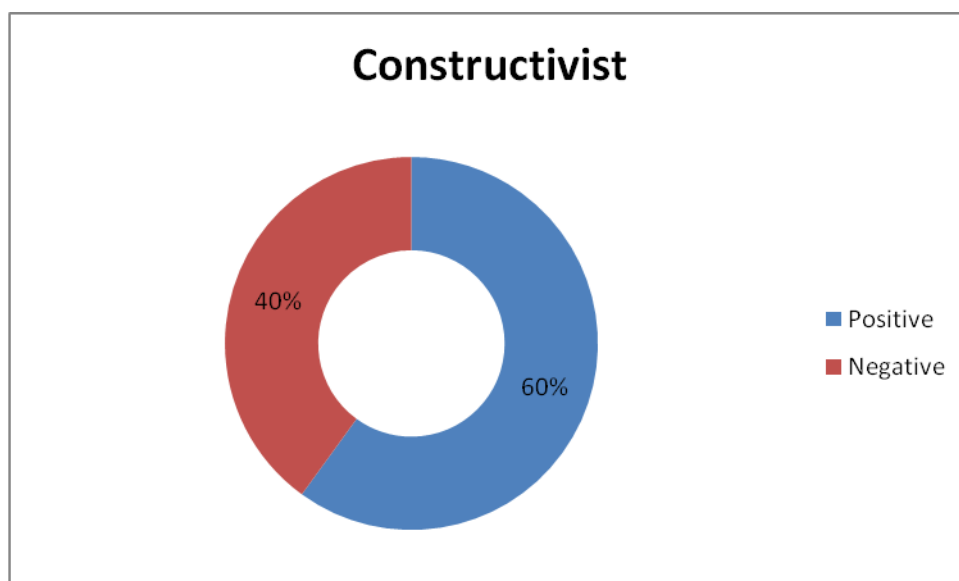
As we can observe in the previous graphs different methods and strategies such as: behaviorist, traditionalist and competency, were given to students as the different items in this research. It is worth to mention that they were not explained which ones were constructivist, etc. So they were not influence to choose specific ones to manipulate their answers, so they could chose the ones they were exposed to, we tried, with this, to make the comparison objective.

In the next graph we can see the percentages according to the method and strategies that were given to the students in this research. In the total items with constructivist focus acquire 54% in the instrument, traditionalist approach acquire 19%, behaviorist approach with 16% and competence with 11% in the total items. The following graph shows the approach with the percentages according to the total items



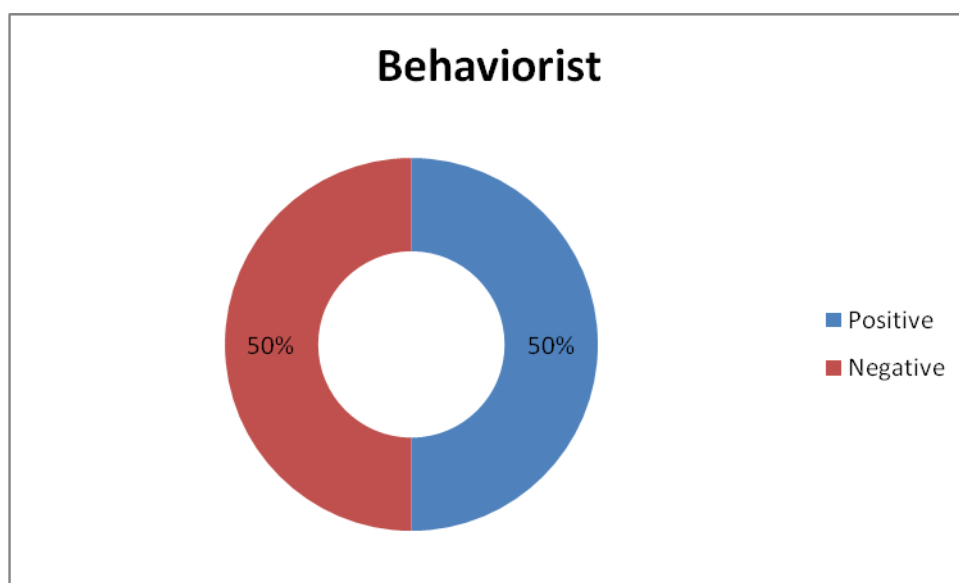
Graph 39 Instrument educative approaches.

According to the 60% of the subjects, the items with a constructivist focus, are used by the target language four teachers with a high level of frequency (Always, mostly, and frequently) and on the other hand 40 % of them said that the teachers use them in a low level of frequency (sometimes and never). It is worth to mention that according to the Minerva, teachers are supposed to use this approach to support their classes.



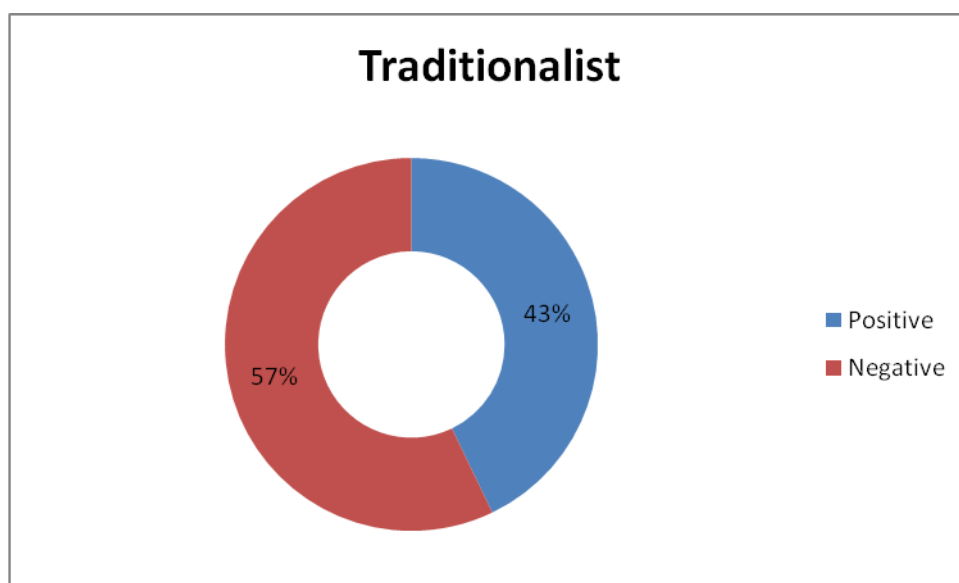
Graph 40 Constructivist.

According to behaviorist items, we can observe that the teachers sometimes use this approach in target language four because the students mentioned with 50% positive and 50% negative, with these percentages we can show that some students learn with this approach in a regular way. The next graph we show the percentages about behaviorist approach:



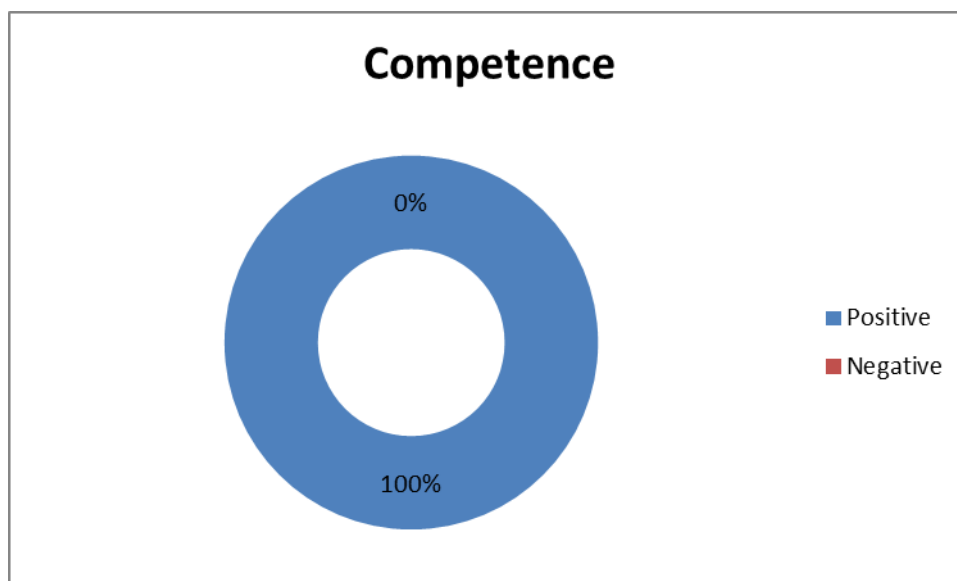
Graph 41 Behaviorist.

According to the results about the traditionalist approach, the 57% of the students mentioned that the teachers of target language four did not use this approach in their classes with high frequency; on the other hand the 43% of the students mentioned that they use it in a high frequency level. We can observe that this approach is used in class with less frequency but it is still being used.



Graph 42 Traditionalist.

According to the competence approach, it is important to detect that the teachers of target language four use this approach 100%, because the total items results about this approach were positives and nobody answer negatively. We can remember that the model MUM mention that competence is concerned with what people can do, rather than with what they know. With these results, it was showed that according to the educational approaches mentioned in this research, the one which was the most used was the competence approach, the second most used was the constructivist approach, the third was behaviorist and the last one was traditionalist approach. With this result we can determine that, the teachers of target language four, use the competence approach more than they use the constructivist approach. These two approaches have great contrast because the first talks about students' production and the second about students thought.



Graph 43 Competence.

4.4. CONCLUSION

According to the results obtained based on the purpose of this study were provided the objectives and research questions. Moreover, the results obtained were discussed into the last section of this chapter according to the objectives of the project.

5. CHAPTER V

5.1. INTRODUCTION

This chapter shows concretely the results obtained and findings and significance of the study in addition, the limitations of this research project are discussed. And finally it is given a set of suggestions for further research.

5.2. FINDINGS AND SIGNIFICANCE OF THE STUDY

This point is relevant for the findings and significance of the study because we can notice that according to the MUM in the Teaching English Degree, the teachers currently use the constructivist approach. However this approach is used by some teachers; in contrast the competence approach is used in a high level of frequency in English teaching, for this case, this educational approach is different from the one which is mention in the MUM. This research shows that the teachers frequently use constructivist strategies and methods; in contrast students always mentioned that their teachers use competence approach strategies and methods.

In this case, the teachers know the educative model of the institution but the reasons why they do not use the educational approaches mentioned in the MUM are unknown.

5.3. ANSWER TO RESEARCH QUESTIONS

This project was based on two research questions which were answered throughout the process of this research. To continue, the research question will be responding according to found data:

- What teaching strategies do teachers use?

According to students' answers the teachers of target language IV use the competence approach. In this case, the MUM does not suggest this method because the students have to create their knowledge and in this result the student opinion contradicts what is mentioned by MUM.

On the other hand we can notice that even that MUM proposes the usage of constructivism as a teaching method the results shows the opposite. According to this research most of the teachers do not base their teaching task on it, setting this teaching method in the second place of usage.

- What are the constructivist strategies students say their English language IV teachers use the most?

The constructivist strategies that teachers of this subject are:

Teachers use with more frequency: *question guide, previous answer- question- following answer, what I know, what I want to know, debates, exposition, projects.*

With this answers we can observe that the teachers of this subject do not use all the constructivists' strategies. The instrument had 25 items about constructivists strategies, the students remarked that only 6 were most used by teachers of the subject.

5.4. ACCOMPLISHMENT OF RESEARCH AIMS

The accomplishment of research aims was achieved, we can notice that the constructivist approach is used frequently by the Target Language four teachers; according to the results the competence approach is not focused on the educative model MUM and that there are few the teachers who use the constructivist strategies in the classroom with low frequency.

5.5. LIMITATIONS OF THE STUDY

The principal limitation was the students' apathetic participation during the application of the instrument because some students behaved uninterested; therefore, they did not answer the questionnaire so the information was not complete.

Furthermore, I think that the students did not read the instructions very well and for this reason they did not observed that I asked about target language 4, and they answered about all the subjects related to their major.

The second limitation was the time, because the teachers did not permit to administer the instrument in time and form. Talking about the teachers, they did not have the eagerness to response the instrument based for them, for this reason, this project was only based on the students' point of view.

5.6. FURTHER RESEARCH

For supplement this research we will need to apply the instrument to more groups to have a global result and contrast the answers with the educational model with the purpose of knowing if the teachers teach with the approaches MUM suggests.

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APENDIX

CUESTIONARIO PARA ALUMNOS

Cuestionario de apoyo para la determinación de las corrientes pedagógicas utilizadas por los profesores en lengua meta 4.

1) Carrera cursada: _____

2) Cuatrimestre cursado: _____

3) Edad: _____

4) Marque en el apartado de la derecha alguna de las opciones dependiendo de la frecuencia con la que el profesor utiliza alguno de los métodos de enseñanza mencionados en la columna de la izquierda.

Métodos de enseñanza	Frecuencia de uso.				
	Siempre	Casi siempre	Frecuentemente	A veces	Nunca
El profesor explica con ayuda de algunos materiales mientras los alumnos solo escuchan.					
El maestro resuelve ejemplos en clase paso a paso.					
El profesor propone un problema y los alumnos lo solucionan con guía del profesor.					
El profesor explica cómo investigar un tema, da pautas para que dicho tema sea razonado, posteriormente pide que el alumno investigue el tema y el profesor hace una evaluación pero antes da una explicación complementaria sobre el mismo.					
El profesor explica como investigar un tema, da pautas para que dicho tema sea razonado, posteriormente pide que el alumno investigue el tema y el profesor					

hace una evaluación sin ahondar más en el mismo.					
El profesor dicta o transcribe información recopilada de otro medio tal cual está en el mismo sin motivar un análisis de dicha información y pide que los alumnos la memoricen tal cual fue transmitida.					
Métodos de enseñanza	Frecuencia de uso.				
	Siempre	Casi siempre	Frecuentemente	A veces	Nunca
El profesor pide que se realice una investigación de un determinado tema y solicita que se memorice dicha información.					
El profesor establece metas u objetivos por alcanzar, así como los pasos a seguir para lograr dicho objetivo y al mismo tiempo determina un método de evaluación.					
El profesor determina proyectos para el curso proporcionando una guía con pasos para la realización de dicho proyecto y determina la forma de evaluación del mismo.					
El profesor resuelve múltiples ejemplos para que los alumnos aprendan la metodología de cómo debe realizarse determinado procedimiento.					

5) Marque en el apartado de la derecha alguna de las opciones dependiendo de la frecuencia con la que el profesor utiliza alguna de las estrategias de enseñanza-aprendizaje mencionados en la columna de la izquierda.

Estrategias de enseñanza-aprendizaje	Frecuencia de uso.				
	Siempre	Casi siempre	Frecuentemente	A veces	Nunca
Ensayos.					
Lluvia de ideas					
Preguntas guía ¿Qué? ¿Cómo? ¿Donde? ¿Por qué?					
Esquemas (llaves, árbol, etc.)					
Diagramas radiales					
Separación de algún tema en aspectos positivos, negativos e interesantes					
Preguntas literales					
Preguntas exploratorias ¿Qué quiere decir? ¿Qué pasa si me cambio? ¿Qué más se necesita para aprender? ¿Qué argumentos le convence más?					
Mapas semánticos					
Tablas comparativas					
Líneas de tiempo					
Mapas cognitivos (tipo sol, telaraña, nubes, ciclos)					
Estrategias de enseñanza-aprendizaje	Frecuencia de uso.				
	Siempre	Casi siempre	Frecuentemente	A veces	Nunca
Resúmenes					
Síntesis					
Mapas mentales					
Preguntas de conocimiento previo del tema, explicación del tema y preguntas sobre dicha explicación.					

Diferenciar de un tema, lo que se, lo que quiero saber y lo que aprendí.					
Mapas conceptuales					
Debates, mesas redondas, seminarios y foros					
Memorización de determinada información					
Exposiciones de la información existente de un tema en específico					
Proyectos					
Dictados					
Repetición por planas de determinada información					
Repetición oral de determinada información					
Prácticas de campo					
Repetición de ejercicios de un mismo tema					
Estímulos					

ILLUSTRATION TABLE

Graph 1 Teacher explains with some materials.....	36
Graph 2 Teacher answers examples step by step.	37
Graph 3 Teacher is a facilitator of the problems.....	38
Graph 4 Teacher asks to students reasoning the problems using their means to research.	39
Graph 5 Teacher asks to students a research using the characteristics given by teacher.	40
Graph 6 Teachers use dictation and transcription based on book.	41
Graph 7 Teacher asks to student´s research some topic using the memorization.	42
Graph 8 Teacher sets objectives and determines an evaluation method.	43
Graph 9 Teacher determines projects for providing a guide with steps for the project and determines the evaluation form.	44
Graph 10 Teachers responds examples for students to learn the process of problem.	45
Graph 11 Essays.....	46
Graph 12 Brainstorming.	47
Graph 13 Guiding question.	48
Graph 14 the keying scheme.	49
Graph 15 Diagrams.....	50
Graph 16 positive, negative, interesting (PNI).	51
Graph 17 Literal question.	52
Graph 18 Exploratory question.	53
Graph 19 Semantic map.	54
Graph 20 Comparative table.....	55
Graph 21 Time line.....	56
Graph 22 Cognitive map.	57
Graph 23 Summary.....	58

Graph 24 Synthesis.	59
Graph 25 Mind map.	60
Graph 26 Previous answer-question-following answer.....	61
Graph 27 What I know, what I want to know, what I learned.	62
Graph 28 Concept map.	63
Graph 29 Debates.....	64
Graph 30 Memorization.....	65
Graph 31 Exposition.	66
Graph 32 Projects.	67
Graph 33 Dictates.	68
Graph 34 Written repetition.	69
Graph 35 Oral repetition.	70
Graph 36 Field practices.	71
Graph 37 Exercises repetition.	72
Graph 38 Stimulus.	73
Graph 39 Instrument educative approaches.....	74
Graph 40 Constructivist.....	75
Graph 41 Behaviorist.....	76
Graph 42 Traditionalist.	77
Graph 43 Competence.	78