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TÍTULO:

UTILIZACIÓN DE MATERIAL DIDÁCTICO PARA EL DESARROLLO DE  
HABILIDADES PARA LA EXPRESIÓN ORAL DEL IDIOMA INGLÉS EN COLEGIO.

TRABAJO PRÁCTICO DEL EXAMEN COMPLEXIVO PREVIO A LA OBTENCIÓN  
DEL TÍTULO DE LICENCIADA EN CIENCIAS DE LA EDUCACIÓN  
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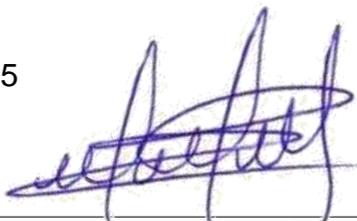
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## **DEDICATION**

There is no doubt I dedicate this work first of all to my beautiful son Jostin, who has been the main reason why I try to be better every day and also to my little sister Eileen Ninethee, I hope I have been an inspiration for both to grow their interest in studying.

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I also want to express my sincere appreciation to everyone who was present on my way until today; everyone brought something for me so I can be here today finalizing the beginning of my great future proposed.

THANK YOU!

## **ABSTRACT**

### **USE OF TEACHING MATERIALS FOR THE DEVELOPMENT OF SPEAKING SKILLS FOR ENGLISH LANGUAGE IN HIGH SCHOOL**

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This research study identifies constraints on the development of speaking skills of the English language, by improper use of educational materials by teachers, for various reasons such as: outdated in technology to take advantage of virtual communication tools, access virtual conversations, digital texts, social networking, it means or educational resources, teaching aids, educational, instructional and curricular materials. The teacher is the benchmark issuer or strategies and cognitive and psychomotor developmental to promote and encourage the speaking of English grammar on learning, stress, writing, reading and conversation that strengthen communication skills in English. The objective of this research is to recommend mechanisms for the use of modern teaching materials, upgraded, aligned to technology, pedagogy and didactics that meet the needs and interests of student. For that, the upgrade teacher training to acquire teaching skills and adapting teaching materials according to the advancement of technology to generate a self-speaking, discovery, construction of fluid simulations verbal communication, that generates understandable attitude of a positive student; and reflect materials and instruction learning to learn. The results expected from this research are strengthening skills that supports voice expressive skills, excellent command of vocabulary and use of resources to improve the message to communicate through linguistic strategies, paralinguistic and non-linguistic, for example: volume of the tone of voice, pauses, rhythm of speech, ability to communicate information based on facial expressions and postures. In addition, aspects of the education system to create attitude and

taste for studying the English language, with the application of virtual tutors, easy and difficult tasks for auditions spoken or vice versa. It minimizes the degree of anxiety and creates a high confidence of learning English.

Key words:

1. Skills
2. Conversations
3. Technology
4. Volume
5. Student

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## INTRODUCCIÓN

Globalization has evolved worldwide communication of people in different languages to interact aspects of business, education, research, technology, where fluency in talks between the transmitter and receiver is required. Learning of languages in each country methodologies, educational systems, teaching methods and attitude to learning another language other than the native of a country is required. Globally, English is the main alternative to communicate with the rest of the world. For that, in Ecuador, learning English has become a priority in the current educational system. From basic education to higher education is compulsory learning this language. However, there are drawbacks to achieve English proficiency. One cause is the incorrect use of educational materials for teachers to develop skills for efficient oral expression. Another of the causes is the lack of refresher courses for teachers in technological aspects to access tools such as virtual classrooms, virtual books, virtual communication tools; teaching in relation to cognitive, psychomotor and affective variables analysis of students. Moreover, among the materials having us the means, resources and teaching aids, educational aids, educational and curricular material. To this must be added:

- The little motivation for learning the language, because the material is suitable and employability of these is inadequate
- Limitations on learning basic concepts such as verbs, words and ideas; ie not related to reading, understanding and spoken words, sentences and paragraphs in English.

Little use of digital text or multimedia language labs, multimedia room, multimedia videos on internet, virtual classrooms, virtual conversations, abstract, newspapers, magazines and articles in English, real objects or miniature travel to countries where they speak English , museum visits and contacts with natives.

Then some of the objectives of this research topic are:

- Identify, analyze and use teaching materials according to a study of the weaknesses that come with learning English.
- Promote dynamic interaction of developing speaking skills in English, in relation to listening, oral production, reading comprehension and written production.

**USE OF TEACHING MATERIALS FOR THE DEVELOPMENT OF SPEAKING  
SKILLS FOR ENGLISH LANGUAGE IN HIGH SCHOOL**

## **1. ResearchDevelopment**

### **1.1. Researchbackground**

According to (Richards &Renandya. 2006), in the 70s and 80s, "a new methodology of teaching English language called Communicative Language Teaching appears, whose primary focus is the development of communication skills, especially the oral". This new definition of learning English the task-based approach, which was widely used in the design of materials and restructuring of academic programs in English arises. (p. 34)

From the educational perspective that focuses on the teaching of a theoretical system and doing so in a goal, which is to speak English; and only have significance if it is integrated and is related to modern and updated methodological tools presented or in curriculum design for use in the existing education system. To emphasize that this research topic is based on didactics that aims at teaching process to talk and interrelate between school life and learning with local, national and international social environment. In addition, other elements to consider is the modern and updated teaching which is based on a set of knowledge that is oriented education, which through development in different knowledge structures according to the evolutionary process of oral language to speak in English. Understanding that education is a science and teaching a discipline that promotes learning oral and written, the contents of the teaching material.

Speaking English requires listening elements involved know understand the grammar, vocabulary through a process of intense learning and concentration with pronunciation, accentuation of words, phrases, rhythm, cadence, intentionality, as paralinguistic aspects involving gestures and non-verbal language and sociolinguistic involved accents, ways of talk and interact.

### **1.2. ProblemStatement**

According to (Moran, 2013) "more than 5000 teachers dedicated to the chair of English only 10% can speak it," demonstrating the deficiency of conversational practice of teachers. In addition, the Ministry of Higher Education, Science and

Technology (Senacyt) presented the results of English the country where "the overall average in the field of English students of tenth year of basic education as the third high school level is 13 /20. English teachers have an initial level and so are teaching classes "(Ecuadorinmediato.com, 2012)

This lack of preparation and updating of teachers in teaching materials is directly reflected in the speaking of English language high school students. In view of this situation it manifests that teachers do not have access to technological tools such as virtual classrooms, curricula, online conversations, low audiovisual materials, among others.

Achieving learning a second language depends on the methodology used by the teacher for students to understand and can develop the ability to improve oral expression (speaking). What has been identified in the education system for teaching and learning English is limited in the construction of grammar, because they are using traditional (obsolete) methods of memorization and not internalization, can neglect the ear, pronunciation, and fluency of students making it impossible to improve the speaking.

### **1.3. Problemformulation**

What impacts are presented in high school student's misapplication of teaching materials to develop the ability for speaking English?

## **Researchproposal**

### **2.1. Teachingmaterials**

According to (Nerici, 2008), educational material "it is intended to bring the student to work, to investigate, to discover and build. Thus takes a functional and dynamic appearance, promoting the opportunity to enrich the student's experience, bringing it closer to reality and offering opportunity to act "(p. 331)

Teaching materials for learning and teaching English, is getting students involved and have access to the following tools.

- Games (depending on age and type)
- Music
- Debates
- Stimulating images
- Stories, anecdotes and stories
- Virtual videos
- DVD
- Recorded conversations of public places

## **2.2. Strategies used to develop English speaking**

Learning and teaching English, uses a set of strategies in the different phases of listening as follows: meta-cognitive strategies; They refer to the planning of learning, comprehension monitoring, communication and evaluation systems, strategies and goals of speaking that is done in the field of education and employment. Cognitive strategies: They relate to the mental manipulation of the material (making mental pictures to understand) or physical manipulation to strengthen communication in English. Socio-affective strategies; They are used to interact with others, as in cooperative learning when you ask for clarification or group activities are performed.

### **2.3.4 skills to develop a language**

According to (Castro, Ruth Castro, & Diana Guzman, 2007): The teaching and learning of a foreign language should be focused towards the ability to understand the various communication events, ie the social, cultural and psychological rules that determine the particular use speech at a given time. This is called you;

Communicative competence. This responsibility includes three competitions: linguistics, pragmatics and sociolinguistics.

Language Proficiency refers to the knowledge and proper use in the structure of the language in terms of formation and significance.

Competition Pragmatics refers to the functional use of linguistic competence; in turn it comprises two discursive competence (ability to organize prayers and product text) and functional (use linguistic form in real situations).

## **2. Investigation methodology**

According to (Arias, 2009), defines the research design as "the strategy adopted by the investigator to respond to the problem" (pág. 45)

The research strategy will focus on clarifying what are the reasons that have not satisfactorily teachers to use different updated to improve the capacity of speaking (speaking) high school students teaching materials.

### **3.1. Descriptive research**

According to (Arias, 2009), defines: descriptive research is the characterization of a fact, phenomenon, individual or group in order to establish its structure or behavior. The results of such research are located at an intermediate level in terms of depth of knowledge is concerned. (p. 24)

To analyze the non-use of updated and modern teaching materials by teachers of educational units, the curriculum, lesson plans, teaching and pedagogy, presented at the start of school classes will be analyzed based approval indicators of English in the educational institutions.

### **3.2. Documentary research**

According to (Baena, 1988) "The documentary research is a technique of selecting and gathering information through reading and critical documents and library materials, libraries, newspaper libraries, documentation and information centers" (p 30) .

The study methodology of comparing two previous cases of research focused on demonstrating the application of teaching materials and develop English listening skills of students from different high schools, for them must be documented through literature reading materials and other trace side describe the facts of both studies.

### **3.3. Technical research**

One of the techniques used in this case will be the direct observation to identify, verify the use of teaching resources for teachers in classrooms in the school study. In addition, a questionnaire was used to survey students about the effectiveness and importance of the teaching materials used by teachers in English class.

## **4. RESULTS AND CONCLUSIONS**

The study is based on survey technique where the first research questions were focused on the comprehension classes of students and use teaching materials.

### **4.1. Results obtained**

#### **Study from E.G.B. of Gran Colombia high school.**

To relate and correlate the subject of research is considered related to learning and teaching of English articles. For that, the following investigations were analyzed:

#### **Question A. Do you understand the instructions, conversions and speaking in English that the teacher gives in class?**

Students in tenth year of E.G.B. Gran Colombia school not understand the instructions and speaking English teacher with 77.02%, sometimes you understand what the teacher asks, representing 53.42%. This shows that the teacher may be making a mistake in pronunciation or students are not motivated to understand the dialogue posed by the teacher

#### **Question B. In the same order of idea consulted students what are the teaching materials used in class?**

Questions regarding the use of teaching materials such as songs, music CDs and recordings reported negative values between 71-85%, that is, that teachers do not use such materials as learning methodology, resulting in a limitation students due to lack of motivation and integration using the oral language (English) free and communicative way.

#### **Study in Matutino Santiago Fernández García high school**

#### **Can you answer questions on the issues heard in your class?**

College students Morning Santiago Fernandez Garcia, are not in the ability to answer questions in English reporting a 62% of the study population, only 38% if it

can answer questions in English. The frequency of use of CD in English classes represents 83% and to a lesser extent the DVD, computer and overhead projector, still comparing the values on whether they can answer in English shows that is not working the techniques applied, it may be due to Indeed the poor mastery of teaching ICT or failing to music from the CD is not in the interest of the student

## 4.2. CONCLUSIONS

Through the studies used as reference and comparison showed that the deficiency of the capacity of oral expression (speaking) is the lack of training of this linguistic ability in teaching English, not often used auditory material ago songs, conversations, etc. Furthermore, the fact is not enough to use some tools but also training employing teachers in implementing them. Other problems identified is the lack of student motivation toward learning to speak English, a product of the lack of teaching aids that they can identify.

Currently in the modern world interconnected master one language is not enough, the ability to learn and develop one or more of the league to subject (bilingual or multilingual) is essential to aspire to a better job or advance in their studies. Mastering more than one language is proportional to academic performance, expanding the curriculum to meet the demands of universities to make higher education, besides presenting advantages in labor, technological, cultural and scientific world.

For these reasons, dominate the conversation and communication skills through oral expression (speaking) English from the initial levels of education to higher levels. But the essence of this study is the lack of updating of teachers with technology tools, and access to the virtual classroom, Moodle, social networks, blogs, and other resources that could facilitate communication and conversation between the teacher and students.

The failures is didactic and pedagogical aspects is the biggest concern in this research, because many teachers do not use theories of learning, cognitive, constructive and meaningful learning that includes learning representations and concepts that strengthen the productive skills (speaking and writing ), receptive (listening and reading).

And finally it is concluded that the curriculum planning disagree with the technical, educational and teaching modernized and updated with the technological tools requirements; and many of these curriculum resources are required to comply to the letter.

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