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TEMA
IMPACT OF STRATEGIES USED BY TEACHERS IN TEACHING ENGLISH LANGUAGE OF 8TH, 9TH AND 10TH UNE HIGH SCHOOL'S STUDENTS.

TRABAJO PRÁCTICO DEL EXAMEN COMPLEXIVO PREVIO A LA OBTENCIÓN DEL TÍTULO DE LICENCIADO EN CIENCIAS DE LA EDUCACIÓN ESPECIALIZACIÓN INGLÉS

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DEDICATORY

To God for being my engine in all the activities undertaken daily, for giving me the security, self-confidence, perseverance, wisdom and health to achieve my goals, and let me climb in my social life.

My family, who have followed step by step my efforts, and always gave me the necessary support in the course of my career.

And finally to my classmates, with whom we share unforgettable moments of distress and happiness.
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To my classmates, with whom we share unforgettable moments of distress and happiness.

And finally to the teachers who took part in the course of my university studies, with their contributions and knowledge, which contributed positively in my professional career.
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SUMMARY

In modern education, there are a number of methodologies, techniques and strategies that respond to a logic more consistent with the demands and needs of learning in students, being the case of the English language teaching, that series presents difficulties in their learning. This is the case of students from 8th, 9th and 10th of basic education in the UNE College the city of Machala, where there are a series of methodological deficiencies in the development of English classes. For this reason it is bringing forward a proposal for teaching strategies, syntonize with the needs and feelings of the student by promoting their active participation and interest in its process of educational training, which will feel part of an interactive relationship with the teacher. It is precisely in this new relationship of teacher-student, hopes to raise the levels of learning and performance in the educational process, so critical, reflexive and humanistic, in the construction of a quality education and warmth.

Key Words: Education, methodologies, techniques, Strategies, teaching, learning, teaching, student, quality and warmth.
RESUMEN

En la educación moderna, existe una serie de metodologías, técnicas y estrategias que responden a una lógica más coherente con las demandas y necesidades de aprendizaje en los estudiantes, siendo el caso de la enseñanza del idioma inglés, que presenta series dificultades en su aprendizaje. Este es el caso de los estudiantes de los 8°, 9° y 10° de educación básica del colegio UNE de la ciudad de Machala, en donde existe una serie de deficiencias de carácter metodológico en el desarrollo de las clases de inglés. Por este motivo se plantea llevar adelante una propuesta de estrategias de enseñanza, que se sintonizan con las necesidades y sentir del estudiante, fomentando su participación activa e interés por su proceso de formación educativa, del cual se sienta parte de una relación interactiva con el docente. Precisamente en esta nueva relación de docente-estudiante, se espera elevar los niveles de aprendizaje y rendimiento en el proceso educativo, de manera crítica, reflexiva y humanística, en la construcción de una educación de calidad y calidez.

Palabras claves: Educación, Metodologías, Técnicas, Estrategias, Enseñanza, Aprendizaje, Docente, estudiante, Calidad y Calidez.
INTRODUCTION

The strategies in the organizational learning field, it should be emphasized that refers to a series of organized and sequenced actions that have as their goal the practical solution of educational problems (Rodríguez, Estrategias didáctico-organizativas para mejorar los centros educativos, 1998)

The didactic strategies are designed to give response to the needs and expectations cognitive which presents the process teaching – Learning of English language in students. This arises as a pedagogical and didactic construction that allows you to zoom in the foreign language significantly, leading to learn through self-learning, generating competitive knowledge in students.

In Ecuador, the demand for knowledge of the English language is becoming greater and greater, by which, his teaching must be supported by teaching strategies and appropriate education, however, in the province of El Oro, in the Machala city is observed, of agreements to studies conducted, which teachers of English of the 8vo, 9 and 10mo of Basic General Education of the college unites and does not employ strategies and tools, to change the traditional model and mechanical that limited to students in the learning of the English language, by a situation of resistance to change which requires the existing education.

At present the pedagogical skills greatly influence in all fields of study, therefore, it is a sad fact that not all teachers demonstrate proficiency in the use of academic resources, for this reason, we must encourage the teacher to use a model of teaching, with different styles, and associated with the modern globalized world. Which allow the student to learn with greater ease the topic of a class. For the foregoing reasons, the next objective "Analyze the incidence of strategies employed by teachers in the teaching of the English language"

By the above raises the following item:

IMPACT OF STRATEGIES USED BY TEACHERS IN TEACHING ENGLISH LANGUAGE OF 8TH, 9TH AND 10TH UNE HIGH SCHOOL’S STUDENTS.
DEFINITION OF STRATEGY

"It is the science that investigates and exposes the facts concerning the evolution in space and time in the human beings and their collective activities and psychophysical relations of coincidences, which between them, there are according to the values of each era" (Barriga, 2002).

In a more precise definition, from a point of view exclusively school, the learning strategies would be decision-making processes (conscious and intentional) in which the student chooses, and retrieves in a coordinated manner, the knowledge that you need to complement a specific demand or objective, depending on the characteristics of the educational situation in which the action occurs (Font, 1994).

In agreement with these authors, the strategy becomes the methodological path, actions aimed at improving teaching and learning of a given subject or science, as is the case of the English language, in such a way as to facilitate the teaching-learning process.

PEDAGOGICAL STRATEGIES

Are actions, which are performed by the teachers with the purpose to facilitate the training and learning the disciplines in the students. For that are not reduced to simple techniques and recipes must rely on a rich theoretical training for teachers, since in theory it inhabits the creativity required to accompany the complexity of the teaching-learning process. Only when it has a rich theoretical training, the teacher can guide with quality teaching and learning in different disciplines. When what they mean the relationship between the teacher and the student is a set of techniques, the education is impoverished and education, becomes a mere instrumental action, which sacrifices the uniqueness of the subject, that is to say, his personal history is excluded from the teaching - learning and, then, it ceases to be person to become a simple object. (Mockus, 1984)

The educational responsibility of the teacher is shared with the students it serves, as well as with families and people in the community to be involved in the educational experience. Therefore, the strategies must be allied unconditionally to the teacher in
the learning process, as the use of appropriate strategies, enables you to achieve the objectives proposed, with more ease.

TYPES OF PEDAGOGICAL STRATEGIES

RECOVERY STRATEGY OF INDIVIDUAL PERCEPTION. - The strategy is used to describe the elements of the experiences of the students, opinions, feelings, level of understanding.

- Walks
- Visits
- Meetings of groups
- Games
- Dialogs
- Characterization of the objects
- Observation and exploration
- Symbolic Games

STRATEGIES OF PROBLEMATIZACIÓN.- This strategy puts into question the above, what is perceived and what is observed in the educational environment. Emphasizing the oppositions through debates and discussions.

- Discussions
- Dramatic play
- Dialog
- Observation and exploration
- Game work

STRATEGY OF DISCOVERY AND INQUIRY.- Is used for the learning of search and identification of information through different media in particular of those who provide the insertion in the environment.

- Observation and exploration
- Dialog
- Classification
• Educational Games
• Questioning
• Inquiries in the environment

STRATEGY OF SOCIALIZACIÓN IN GROUP ACTIVITIES.- Allows the group the free expression of opinions, the identification of problems and solutions in an atmosphere of cooperation and solidarity.

• Dramatic play
• Symbolic Games
• Exhibitions
• Dances
• The practice game and application
• Drama

DIFFERENCE BETWEEN STRATEGY AND TECHNIQUE

You must take into account the difference between a strategy and technique, since each has a very different function at the moment of putting in exercise a teaching strategy.

The techniques can be used in a more or less mechanical, without it being necessary for your application that there is a purpose of learning on the part of the uses; strategies, on the other hand, are always conscious and intentional, directed to a goal related to learning. That is to say, the strategy is considered as a guide to the actions that are to follow, and obviously, it is previous to the election of any other procedure to act. (John Nisbet, 1986)

Techniques are specific activities that are carried out by the students when they learn: as the repeat, underline, outline, asking questions, deduct, induce, etc., can be used in a mechanical way.

The strategy guide considers the actions to be followed, therefore are always aware and intentional aimed at a goal related to learning.
FUNCTIONS OF A DIDACTIC STRATEGY

Listed below are the functions of a teaching strategy, where the teacher can be used with the intention to facilitate meaningful learning of students.

(BEFORE) Pre-instructional

Prepared and alert the student in relation to what and how you are going to learn (activation of prior knowledge and experiences relevant), and allow you to be placed in the context of relevant learning.

Example: the goals and the organizer prior.

(DURING) Co-instructional

Support the curricular content during the process of teaching and/or reading of the text of teaching. Covers features such as: detection of the main information, conceptualization of content, delimitation of the organization, structure and interrelationships between these contents, and maintenance of the attention and motivation.

Example: Illustrations, semantic networks, conceptual maps and analogies and other.

(AFTER) Pos-instructional

They are presented after the content to be learned, and allow the student form a synthetic vision, inclusive and even criticism of the material. In other cases let you assess their own learning.

Example: Questions interspersed, final summaries, semantic networks, conceptual maps.
THE MOTIVATION AS AN IMPORTANT FACTOR IN THE IMPLEMENTATION OF A DIDACTIC STRATEGY

Motivation is defined as the inner force that drives a person toward the achievement of a goal.

Monserrat Palma in 1997, also argues the relationship with the motivational factors. Sharing your approach, it is understood that there is between the two processes a two-way relationship in which, on the one hand, the motivational level, such as internal condition conducive to the intention of the student and the corresponding effort in the performance to reach certain goals through a strategic behavior; and on the other hand, the evidence that the knowledge by the students of the strategies that can be used and the provision of adequate resources to make decisions with regard to the learning process will create positive expectations about the outcome of the activity (Pérez Luján, 2002)

The previous paragraph suggests that the student requires that inner strength that is activated with the motivation, in order to achieve the educational objectives posed, this activates their interest and guide to success, providing security, strength and a sense of belonging, which activates its interest, linking it with the development of the activities carried out and with the educational context that integrates social, by becoming part of your everyday life and not an imposition to their petty pedagogical interests of learning.

THE TEACHER'S ROLE IN THE MOTIVATION OF THE STUDENT

The teacher plays a very important role in the process of acquiring a foreign language, who with their cognitive capacity and affective promotes the production of a higher performance of the intellectual potential of the student, therefore, would highlight the success in the learning of foreign languages.

"Professor influences, consciously or unconsciously, in that the students want to know, know thinking and develop their knowledge in ways that help us positive and not negative impact on learning, memory, and the use of the information" (Tapia, 1991)

Consequently, this situation involves teachers taking the challenge to unpack a problem that is blocking the student, either, that there is a cause of adaptation or assimilation, emotional factors, social or economic. Then the teacher must
implement motivation along with the implementation of teaching strategies that will enable the students to get involved with aspiration in the school environment.

APPLICATION OF A DIDACTIC STRATEGY

Remember that a strategy implies a process by which to choose, coordinates and applies a series of activities. That is to say, that it is not something that can be applied randomly. According to the concepts mentioned above, the following aspects, such as the fundamental that has to be taken into account when applying a strategy:

- The student must be the center of the strategy.
- To carry out a system of educational stimulation for the development of the personality.
- It is necessary to articulate to the teaching-learning process psychological and sociological aspects for the development of the personality, which will cause the transformation of the student.

However, in spite of having these aspects into account, it is also necessary to consider a pre-planning of the work to be done, that is, schedule the development of the strategy.

- First, Perform a situational diagnosis (PES)
- Second, define very clearly the objectives which we are trying to achieve.
- Third, make the design of the strategy, taking into account the objectives set.
- Perform the didactic application.
- Control of the strategy
- Assessment of the objectives set out above.
GRAPHIC SCHEME OF A STRATEGY OF TEACHING

The graphic scheme is a synthesis of the most important thing that allows you to order cohesively, using phrases or specific drawings and short, the most relevant ideas of a text. Its function is to sort, contribute and promote the understanding through the visualization.

Through this graphic scheme, you can appreciate the key steps to follow before, during and after the implementation of a teaching strategy. Which facilitate education and understanding in students, the goal raised.
CONSTRUCTIVIST LEARNING ON THE PART OF THE STUDENT

It is clear that the student requires a meaningful education prior very well introduced, through appropriate mechanisms, in order to be able to relate it to their experiential learning and build in a scientific learning.

"The individual will build by itself the knowledge from the action and experimentation, which allow it to develop their mental schemes, encoded by the complementary processes of assimilation and accommodation." (Piaget, 1976)

According to Piaget, this type of learning is a process of knowledge construction and education, which, helps the process of social construction. The discovery and construction of knowledge learning allows a truly meaningful.

THEORETICAL KNOWLEDGE

ORAL COMMUNICATIONS.- In this knowledge is evident in the active and participatory role that the student demonstrates in the communication of ideas, in the respect that it deserves the issuer and its interventions, as well as the objectivity to the interpretation of the text, among others; that is to say, there is evidence the development of the two macro language skills: listening and speaking. In addition, it is necessary to take into account that oral texts include students, how they build the meanings and how they organize and express their ideas in certain situations.

UNDERSTANDING OF WRITTEN TEXTS.- This knowledge describes the levels of literal understanding, inferential and critical-evaluative, that students must attain to build meaningful learning, expand their knowledge and develop their critical thinking, creative and reflective.

PRODUCTION OF WRITTEN TEXTS.- This knowledge makes it possible to show the ability of students to communicate through the written word, with consistent ideas, taking into account the properties of the texts, their intent, their value and the expressive elements of the language to give cohesion to the ideas and comply with the communicative purpose.
WHAT THE TEACHER SHOULD NOT MAKE

- It ignores the results at the end of each strategy, as background to reflect on their teaching practice.
- Declare that the results are not important.
- Apply strategies and general does not evaluate its impact.
- Draw conclusions from the results without making statistical analyzes that allow you to compare the results of students with others of the level or similar establishments.
- Deliver reports about the performance of the courses it serves, as a formality, without making the analysis.
- Working in isolation. Do not share strategies with members of the Department of subject, the level, or other areas.
- Working with all the courses in the same way, without considering the information on the academic results earlier.
- Have low expectations of the ability of students to improve their results.
- Have low expectations for their professional skills to improve student outcomes.
CONCLUSIONS

Education should aim to improve its quality, adapting plans and programs of study to the real needs and modernizing the strategies and procedures of teaching.

The contents have structures and degrees of complexity which will determine the strategy that is adjusted to be able to break down and analyze the topic. It is important to know and to choose the teaching strategies more suited to the needs of learning according to the objective, in particular, to the extent of this, you will get the results acquired.

The teaching strategies, such as specific activities and appropriate are essential in the educational process, as these raise the significant learning and critical in the student.

The teaching strategies in addition to guiding the student in the path of knowledge, also lead to the teacher that it becomes a standard for the formative educational exercise.

The work of the teacher is designing the strategies for teaching the way more consistent and effective as possible, because it is directly responsible for this process, it serves as a guide for students, is the one who directed them strengthen their weaknesses and reinforcing their strengths, making of them competent individuals, independent and thoughtful.

It is clear that the choice of a good study strategy can be very significant in the results that you want to have. How many times the students face in their stage of studies, subjects who are not able to understand, however never thought if the way they were addressing the contents was correct, for that reason, it is required the intervention of a teaching strategy.
RECOMMENDATIONS

Develop a culture about motivation and the importance of the attitude of the teacher within the classroom, through socializations, information campaigns and other events that strengthen self-esteem of the educator.

Support the educational initiatives, and planning strategies that involve the participation of the students.

To put into practice, strategies for making meaningful learning achievements and successes in benefits of the students, in all the teaching-learning process.

Make use of concept maps and semantic networks as a way of encoding visual and semantically the concepts or skills.

A teacher must possess a theoretical and practical knowledge more or less precise and full of tools and techniques to assess student learning.

Activate and generate knowledge through motivation and the presentation of objectives and the use of different types of teaching strategies (brainstorming, illustrations making the interest and participation of the group). So as to equip them with consistency and respect their cognitive structures.
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