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UNIDAD ACADÉMICA DE CIENCIAS SOCIALES

CARRERA DE CIENCIAS DE LA EDUCACIÓN MENCIÓN
INGLÉS

STRATEGIES APPLIED BY TEACHERS TO TEACH THE ENGLISH
GRAMMAR TO STUDENTS OF THE FIRST BGU JOSE CORSINO
CARDENAS HIGH SCHOOL

CAJAS QUEZADA JOYCE ESTHER

MACHALA
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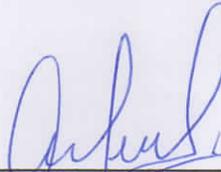
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0705322097

STRATEGIES APPLIED BY TEACHERS TO TEACH THE ENGLISH GRAMMAR TO STUDENTS OF THE FIRST BGU, JOSE CORCINO CARDENAS HIGH SCHOOL

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ABSTRACT

This present project has the objective to respond the problem of strategies that teachers need to apply in English grammar teaching using a descriptive work. English grammar is an organized reason of the way how we express toward the others from the point of view of each language, it has to see with its uses considering that it will help to promote the necessity to enrich the value of speaking English. It also creates a big lack of interest for students to learn the English language; moreover the teacher does not make the effort to seek new strategies in which the student can learn to have a correct learning in a practice and dynamic way. A good class is when teacher applies strategies to teach the language in a fast way but correctly, many times the teacher does not have the appropriate level to give his or her class, and if he or she does it, he will do with a poor teaching, that will affect the students learning and also in different features of English language for example: uses of rules, uses of adjectives and adverbs, comparatives and superlatives, articles, modal auxiliaries, conditionals, quantifiers, indirect style, questions and answers, prepositions and conjunctions, pronouns, nouns, verbal times, infinitive verbs, passive voice, topics of English, vocabulary, the style guide and the composition. Due to the problem it will explain to each point with important information that help you to achieve the goal, establishing the results and responding with success teacher's questions.

Keywords: English Grammar, Strategies, Teaching, Learning.

1. INTRODUCTION

To teach a second language is the most important issue every day in all educative levels, even more where English has become a necessity in this globalized world. When it is taught a second language, it has to focus not only in the structures but also in the strategies to English grammar teaching and the correct learning.

In education the high schools and schools observe that teachers manage inadequate strategies at the moment to give classes; this affect negatively in the level that students have. It believes that strategies used within the classroom are very important because through them, it is possible to get an effective learning.

The objective of this present work is suggest strategies to teachers in order to teach correctly the structures of English Grammar to students. Firstly, this work focuses in the definition of English with the goal to stand out several aspects of English language then, it gives a few concepts with relation to English grammar to deepen the topic said before and eventually, it analyzes some strategies that the teacher needs to use for a correct teaching and learning in the students.

Some authors do not think the same the way as the others do, for example:

(Nunan, 1991) Says that a really important task is which links teachers and students at the moment to teach the second language and that teaching is making a natural use and using perfect and appropriate ways to teach, one of it could be the use of adequate strategies.

According to (Burnaby and Bell, 1984) who points out that when a teacher is going to teach a class, it could be any speaking or writing class, he must have control about the context, for example: the sentences structures, vocabulary, etc., English grammar always goes within it. He knows how to teach.

On the other hand (Brown and Yule, 1983) Suggest four elements that affect a person who wants to learn a second language, one of them is the context that includes grammar, structures, and all about grammar can prevent an effective learning, so the correct use of strategies can help teachers manage a class.

After a few opinions said above, a second language is not easy to be taught, but also to be learnt. Strategies help teachers to teach a class and to get students to learn in a fast and good way.

To use strategies to help teacher to lead an English grammar class in a proper way during his teaching, for the teachers who give classes, do not get an adequate level to teach English grammar, that at the moment to write a paragraph, impacts students when making grammar mistakes.

2. PRACTICAL SOLVING WORK

The lack of teaching strategies have caused boredom, stress and fatigue in the students, so that it does not take the motivation of students need to learn and this is because of the teachers low knowledge that limit the teaching.

English

The foreign language learning provides more advantages in the professional world, pathetically in these days, students do not get interest in it, they do not see the foreign language learning as a point of their favor, in abilities development for their work field performance, so, this phenomenon is reflected through the low indexes of English which is domained in many countries around the world. According to (Palencia, Julio diciembre de 2014), to learn a foreign language, offers more ways and opens many doors in the work field. English teaching is important because of its use inside and outside the country, it offers an out number of opportunities for the human being. Generally speaking, the teaching of this language has to see with the amount of time learners give to this subject; in some cases this is seen as one more within the academic curriculum, on the other hand two hours per day is not enough, neither for the teaching nor for the learning. (NIÑO-PUELLO, 2013, pág. 243) Says that, English has been expressed in many cultures and it has influenced from the most specific, to the most general issue, for instance: custom and the daily life. It is important to know that a language is learned according to the communication people have every day. This language is producing enormous social harmony every day, it is also generating help in the education to get the habitual benefic and enriching the opportunities such as: intelligence, humanism, etc. There is From (Cristal, 2004) quoted by (NIÑO-PUELLO, 2013) says that some scientists and technologists were the ones who managed English language first, so people have to interpret or transcribe English that is why now, people can see English in research and most of things.

English Grammar

Through the days, the idea of grammar has changed and it is still changing with every thought of language. It can be said that grammar is a set of rules composed inside a language, where sentences or phrases of a document must be done correctly. A teacher must be well aware of the grammar structure to teach properly, because English grammar can help learners become good writers getting a more precise understanding about the language, and it is the way to learn some structures that are used in documents, paragraphs, essays, etc. Grammar studies the language integrant of an exact way, for instance, when a person speaks or writes. The preparations will help learners to use the grammar learned in the right way. As (Kotseruba, 2015, págs. 231-235) says, this knowledge makes the ability of a language be simple at the moment to explain each of its parts with its respective categories and as links itself to create the meaning of the sentence such as: it can be a phrase, paragraph or a lecture, obviously, he or she has to know how to do it with pertinent and domain. In education, it is an indispensable factor that institutions or high schools teach grammar uses, rules and meaning of many words, for that it is really important to know that without grammar, life will not have meaning. From (Concha, 2009) quoted by (Kotseruba, 2015) “Kotseruba defines that a particular grammar directs the classification of the thinking and the refining spirit, in the daily life of each person that emphasized and boast himself or herself for all body parts of his or her expressions. (Halliday, 2013) Says that, “when people write or speak, they make text, and this text refers to any language, tongue or dialect in any field that have logic to the person who has a perfect domain and know the language very well that the learner wants to use. Every people who know how to speak and write, are grammarian so for a person the text has a great value in many dimensions. To finish this author (Rodriguez, 2013, pág. 60) says, “The grammar has to be with the calligraphy because it depends of the correct understanding and meaning of words that are used in a paragraph, and it is also a linguistic theory that is connected with the knowledge of each person leading to the language. Also to make a reference of it Rodriguez said before (José Lopez Ramma, 2012) says that, grammar has come installing and it still in the same inside of a place that is the center of second language teaching.

Grammar Teaching Role

Grammar teaching join different meanings, for instance: it chooses the understanding of the second language (L2) using the mother tongue (L1) and it develops a fleeting fight at the same time; it is going to develop its Interlingua. The teacher lets his students know through brainstorming the topic about grammar that is going to teach in his class, so the teacher can get excellent results and makes students assimilate correctly. Grammar teaching role as (José Lopez Ramma, 2012) says: “in old times, within the languages teaching, grammar has been a function given by a group of linguistics and pedagogy theories nowadays, grammar has progressed considering which affect basically in the educational in the learning process and the teaching areas linking with all the languages study. Although it is necessary to note that in these days there are many teachers without an adequate level and a high level within the academic world, the student learns from the teacher, and also the teacher learns from the student, but for the teacher to learn from the student, it is like one more experience in his academic curriculum that will help teach better. By the contrary, when the student learns from the teacher, students do not get any experience, they learn in a wrong way and go to the next class without contents and it is reflected at the moment they are evaluated.

Didactic Strategies

Didactic strategies are very important because, teacher can give a class managing a topic, getting good results to students, who can understand and create a comfortable space, and the students can participate and learn with mistakes made in class. Within the teaching-learning process it is possible to face the relation subject/object study in tree epistemology issue, (Fernández, 2012) explains the first issue reveals the link teacher – student developing the general, educational, etc., to continuous with the learning; the second issue reveals the teacher interaction with the object, placing the student as a listener. The learning cannot be evidenced without the students involvement in these two issues; and the last issue reveals students interaction with the object where the teacher just sees and evaluates knowledge, abilities and skills of the student. It is important to note that if teacher is active in class, students are active in class as well; if the teacher is not active and does the same thing every day; time after time, the student will be the same. According to (Mora) the teaching career applies for fastening integrated of a series of components and resources referents to the diversity related with the school

context, constituting the project and the learning assessment something correct, it is that a dynamic class is worth more than a bored class, in many situations the student has learned more with a dynamic class although teachers say that the classes have nothing to do with games and is better to read and speak for large hours, but it is not all correct, the student learns in agreement on what teacher uses in class. The teacher has to have a plan about how he is going to teach and it has to be in a beautiful way where students learn, research, ask and interact the classroom and they are keen to learn new things and not limit their knowledge.

Learning Strategies

Stating to (Llera) says that, the learning strategies are occupations series, systems and procedures that show a relationship with students' necessities, the goal that investigate and the essence of their knowledge, with the unique objective to make the effective learning development. Here, some strategies to learn English Grammar:

- **Think and use:** the students should think about the right rule and apply it according to their need. Thus they will learn.
- **Books:** they are an important tools in the learning process of English, the student must highlight the grammatical structure they do not understand, then look for the meaning and write examples.
- **TV and films:** watching these tools help the brain absorbs the grammatical structure, which are been applied, even though the receptor does not understand at all, at the beginning the student will relate this so when the teacher explains about it, he will know making it easier.
- **Compare with the mother tongue:** comparing both languages would help finding similarities in those two tongues.

Teaching Strategies

Teacher Career is the most difficult profession to study because the human being is formed by the teacher, and the teacher has to work with different people every day where a group of students will learn faster than others, that is why teacher always has to be trained. This is also one of the career which changes every hour and every time due to the researches appear and make students not to want to study. For this reason is significant to those who have chosen this career, have to keep in mind that education is the base to an effective learning according to the strategies and the way each teacher has; those procedures given in class, promote and add each achievement that each student gets. However, the teacher's function is to complement all student gained before. Teaching strategies are the ones the teacher implements in his class and, they are added to students to facilitate a deep knowledge and a process of information. (Giordano2) Says that: to the understanding of teaching, the strategies performed in the classroom, should give an open way to the formation of students. It means that teaching strategies are those models, tasks, experiences, etc., that the teacher uses to manage the process he wants to follow. Teaching the basic about common rules will encourage students to get confidence and practice more often, which would make them reduce their mistakes. Practicing several times, would help students improve their learning at the moment of teaching the rules, in that way students will not get confused. For teachers get very good results in his teaching process, he needs to pay attention to this:

Firstly, the explanation has to be more clarified and precised within the classroom, for students not to get lost, so it is really important for teachers to make a short, but rich explanation because the teaching quality is worthier than the teaching quantity, in such a way that students are ready to ask and learn. Secondly, there has to be an exchange of ideas, when the class is just spoken by the teacher, the student has not the opportunity to participate, but when inside the classroom, there is an exchange of ideas, the students will be able to give their opinion and point of views. Thirdly, it is always necessary that the teacher leaves all in class and give all classwork, this will help students know whether they are really learning or not, and to see what thing they have to get better and even the teacher can see which things have to be explained more. Furthermore, to work with evaluations about each student formation process, when can be effective, also it can help teacher to advance quickly and can cover with all topic he proposed at the beginning of the class. And eventually to give opportunities to the students in an effective

way to organize, establish knowledge and can evaluate themselves in class, this will reinforce their achievements with each step given in class. Next, there are some teaching strategies that will help teacher in class:

- **The use of examples:** the main objective of this is to learn what is happening in the world.
- **Memorize the grammatical rules:** is easy if the person collects vocabulary.
- **The auto-correction within class:** after finishing a lesson or a practical work in class, the teacher must deliver a practice sheet to each of them in order to make them realize about their mistakes evaluating their classmates test.
- **Using the mother tongue:** because at the moment to write or speak something in English, they can relate both skills.
- **Role plays:** they are nice to increase vocabulary, and the teacher must instruct them first, some examples are the next questions; “How many time do you want to stay here?” “Where is my room key?” “Would you like to check in now or late?” “What would you prefer a single or double room? Using all of these, both the students and the teacher will enrich their vocabulary at the same time.

According what was mentioned before to focus on teaching, the teacher should consider “pair work” and “group work” when he wants to teach. For example: Pair work has the objective “students produce sentences and make questions using vocabulary in relation with the other student.”

To finish, it is important to say that when the teacher gives an English grammar class whatever the topic, he needs to take these strategies when will help him teach in the right way. (MALEY, 1997) And (CANDLIN, 1991) give two examples about how the teacher has to give an English Grammar class.

Example N°1 (See Annexes, page 27) it needs to contain these strategies:

- **“1.16 Naturally Healthy”**
- **“Topic”**
- **“Language Points”**
- **“Preparation”**
- **“Warm-Up”**
- **“Pre-Text Vocabulary”**
- **“Text”**
- **“Notes”**

Example N°2 (See Annexes, page 28) it could also contain only these strategies:

- **“Topic: A Future/Past Questionnaire”**
- **“Level”**
- **“Time”**
- **“Grammar Structures”**
- **“In Class”**

3. CONCLUSIONS

After having synthesized and interpreted, (Llera) ends saying that strategies are systems that show a relationship among necessities and students with the goal to get an effective learning and improve the language use.

The lack of strategies by teachers has caused boredom, stress and fatigue in students; this is because of the low teachers levels that are limited to teach properly. It is important to know that strategies are a necessity within the development of class for that the teacher has to manage the language.

The teacher role is to be a guide in the assimilation and construction of knowledge and a support to students where the strategies are given premeditatedly by teachers to stimulate the teaching.

According to (Carvajal Portuguez, 2013), it is necessary to train, prepare and evaluate to teachers with the goal students learn the language and be able to communicate through it. It is also important to give accurate examples in the explanation that teacher is giving, so that students can relate some examples with the environment; the teacher needs to use flashcards, this will help him get an active teaching and efficient learning upon his students.

When students ask and respond in class, they are using grammar rules taught by teacher before and if students have to memorize those grammatical structures he or she must found similarities and differences first; they also can create stories and jokes because it is much better for students to remember fun and silly things than boring and ordinary things.

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PAPERS

1. (Palencia, Julio diciembre de 2014)



El aprendizaje de una lengua extranjera ofrece más ventajas en el mundo profesional, lastimosamente hoy en día esto no se está teniendo en cuenta por los estudiantes, quienes no ven en el aprendizaje de una lengua extranjera un punto a favor en el desarrollo de sus habilidades para el desempeño en su campo laboral, éste fenómeno se refleja a través de los bajos índices de dominio del inglés en muchos países a nivel mundial.

2. (NIÑO-PUELLO, 2013, pág. 243)

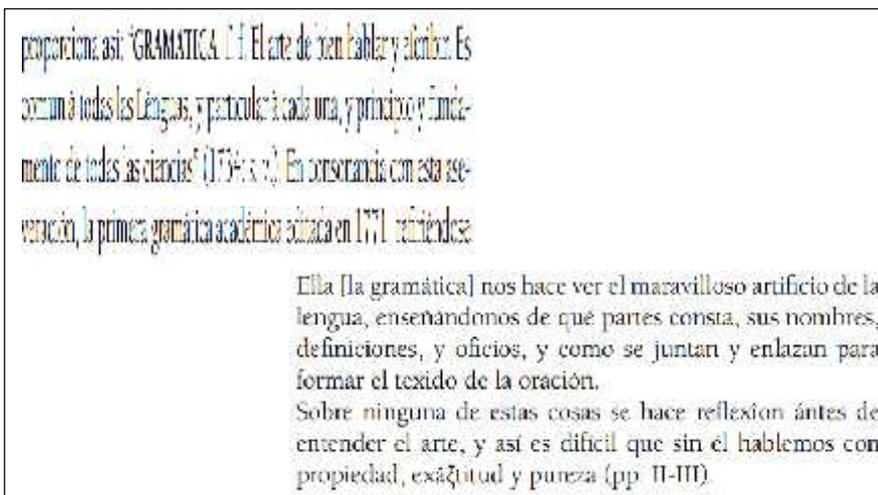


la investigación científica. Indudablemente, el inglés es un idioma que está generando grandes oportunidades no solo para nuestras vidas como profesionales sino también como agentes transmisores de una cultura mundial orientada hacia la búsqueda del bien común. El impacto de la investigación como factor transformador de nuestras sociedades tampoco puede desconocerse, y es aquí donde una lengua mundial como el inglés fortalece las posibilidades de desarrollo científico, cultural, económico y humanístico.

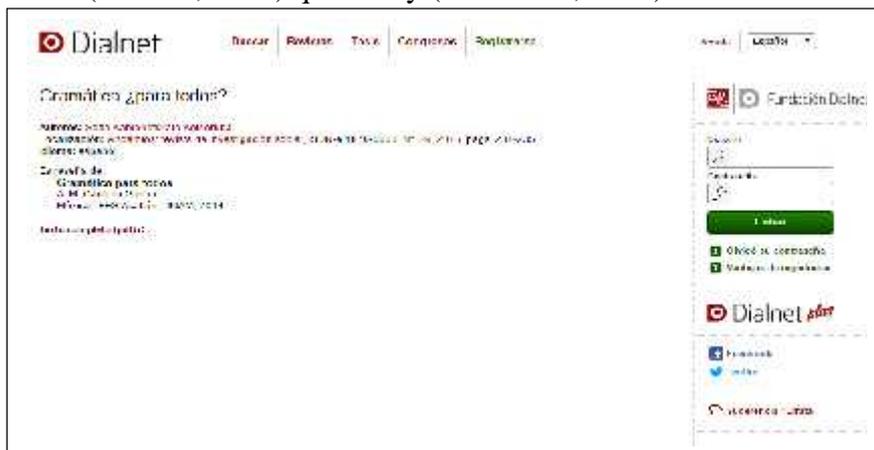
3. From (Crystal, 2004) quote by (NIÑO-PUELLO, 2013)

ciencia está bien documentado. El inglés ha trascendido culturas y ha influenciado desde la moda hasta las tradiciones y estilos de vida. CRYSTAL (2004), sostiene que la importancia del inglés en las publicaciones científicas se remonta a la Revolución Industrial. Según este autor, dos tercios de los científicos y tecnólogos que hicieron posible dicho movimiento usaban el inglés (al principio británicos y más tarde americanos) como lengua materna, así que cualquiera que deseara conocer acerca de los últimos avances no tenía otra opción sino adquirir la competencia en inglés, ya sea directamente o través de la traducción.

4. (Kotseruba, 2015, págs. 231-235)



5. From (Concha, 2009) quoted by (Kotseruba, 2015)



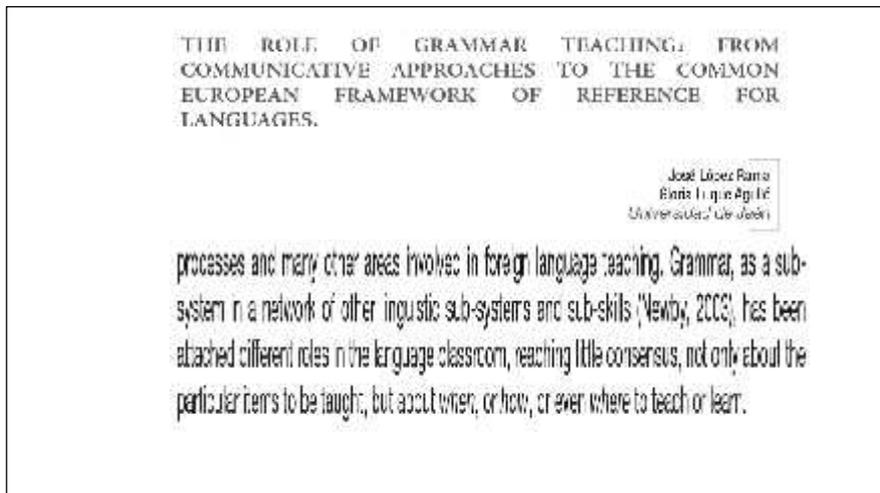
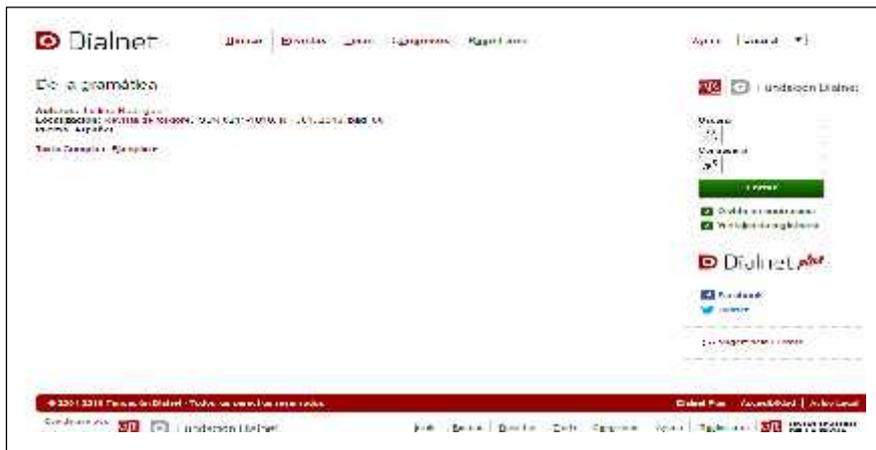
Víctor García de la Concha, quien muy recientemente la definió de esta manera: “[...] la gramática no es un conjunto de clasificaciones y esquemas abstractos; en el orden individual es una guía para la configuración del pensamiento y para el refinamiento del espíritu; y en el plano social, inscrita en la vida cotidiana, que rezuma por todas los poros de sus expresiones, está llamada a iluminar la realidad” (2009).

6. (Rodríguez, 2013, pág. 60)

The image shows a screenshot of a Dialnet article page. The header includes the Dialnet logo and navigation links: Inicio, Buscar, Leer, Registrarse, and Registrarme. The article title is "De la gramática" by Antonio José Rodríguez. The article's location is identified as "Revista de México" (ISSN: 0211-1010), published in 2013, volume 22, issue 1. The article is available in PDF format. On the right side, there is a search bar, a "Buscar" button, and a sidebar with social media links for Facebook, Twitter, and a "Regístrate gratis" button.

Y el segundo, también de caligrafía, narra cómo utilizar la pluma anterior, aunque lo difícil es entender su significado con palabras hoy en desuso.

7. (José Lopez Ramma, 2012)



8. (José Lopez Ramma, 2012)



debated issue for the last fifty years. In the history of language teaching, the role of grammar has been addressed by a number of linguistic theories, methodologies, and currently, within the European Framework of Reference for Languages (CEF, for short). The way grammar is –or

'How should grammar be taught?', or 'Why should grammar be taught?' or even 'Should grammar be taught at all?' These questions, which many teachers may have asked themselves, can be reformulated by making reference to "the claims and counterclaims for and against the teaching of grammar in the history of language teaching" (Theobald, 1999: 20), which are supported

9. (Fernández, 2012)

The screenshot shows a web page for a research article. At the top, there is a navigation bar with the text 'REVISTA' and 'SECCIONES DE REVISTA'. Below this, the journal title 'Revista Médica Superior' is displayed, along with the volume and issue information: 'Vol. 36, No. 7, Ciudad de la Habana, jul. - ago. 2012'. The article title is 'La triangulación epistemológica en la interpretación del proceso de enseñanza-aprendizaje de la medicina'. Below the title, the author's name 'Dr. José Ángel Fernández Sánchez' and affiliation 'Universidad de Ciencias Médicas de la Habana, Cuba' are listed. On the right side, there is a sidebar with a search bar and a list of 'Artículos' (Articles) including 'Análisis de la...', 'Análisis de...', 'Percepciones de...', 'Formación de...', 'Estrategias de...', 'Cualitativa de...', 'Las relaciones...', 'Lombardi', and 'Mujer'.

El plano $1 \leftrightarrow 2$ expresa la relación interpersonal profesor-alumno, necesaria para cimentar un vínculo multidireccional entre ambos sujetos, de índole orientadora general, instructiva, educativa, metodológica, empática, indispensable para avanzar en simultaneidad hacia los dos siguientes planos, de manera concurrente no secuencial. En ausencia del objeto, la relación que este plano revela no puede, por sí sola, conseguir el aprendizaje.

El plano $1 \leftrightarrow 3$ expresa la interacción profesor-objeto, presenciada por el educando, quien se apropia del proceso de atención, en los órdenes científico-técnico y axiológico. La profesionalidad y ética médica del profesor resultan relevantes en el orden formativo. Este plano tampoco puede, por sí solo, asegurar el aprendizaje. El educando presenciar la interacción, más al no actuar por sí sobre el objeto, tampoco alcanza un aprendizaje cabal.

El plano $2 \leftrightarrow 3$ expresa la interacción del educando con el objeto, presenciada por el profesor, quien ejerce su influencia educativa e instructiva en la evaluación y corrección del desempeño del alumno. Este plano de interrelación resulta el más trascendente en el aprendizaje al propiciar la transformación mutua objeto/sujeto con el desarrollo en el educando de conocimientos, habilidades y actitudes (valor agregado por la práctica transformadora). Su expresión pedagógica es la educación en el trabajo.⁶

10. (Mora)

The screenshot shows the top portion of a Dialnet article page. The header includes the Dialnet logo and navigation tabs for 'Inicio', 'Inicio', 'Inicio', 'Inicio', and 'Inicio'. The article title is 'Orientaciones básicas para el diseño de estrategias didácticas'. Below the title, there is a metadata section with fields for 'Autor', 'Fecha de publicación', 'Revista', and 'Resumen'. The main text area contains the beginning of the article, starting with 'La profesión docente requiere del dominio de una serie de elementos y procedimientos pertenecientes a la diversidad conformada por el contexto escolar...'. On the right side, there is a search bar, a 'Inicio' button, and social media icons for Facebook and Twitter.

La profesión docente requiere del dominio de una serie de elementos y procedimientos pertenecientes a la diversidad conformada por el contexto escolar, entre ellos se encuentra el eje didáctico, el cual está conformado por la planificación y la evaluación de los aprendizajes, así como también las estrategias de enseñanza que permiten consumir los dos procedimientos anteriormente nombrados. Estas afirmaciones resaltan la importancia de las estrategias

11. (Llera)

The screenshot shows the top portion of a Dialnet article page. The header includes the Dialnet logo and navigation tabs for 'Inicio', 'Inicio', 'Inicio', 'Inicio', and 'Inicio'. The article title is 'Estrategias de aprendizaje'. Below the title, there is a metadata section with fields for 'Autor', 'Fecha de publicación', 'Revista', and 'Resumen'. The main text area contains the beginning of the article, starting with 'La profesión docente requiere del dominio de una serie de elementos y procedimientos pertenecientes a la diversidad conformada por el contexto escolar...'. On the right side, there is a search bar, a 'Inicio' button, and social media icons for Facebook and Twitter.

Las estrategias de aprendizaje constituyen uno de los constructos psicológicos que mayor aceptación han tenido en las últimas décadas por parte de los expertos. A pesar de los numerosos artículos que han aparecido en las revistas de mayor tradición, siguen faltando muchos de los interrogantes inicialmente planteados. El artículo trata de responder a algunos de ellos, especialmente aquellos que hacen referencia a la naturaleza, necesidad, diagnóstico y enseñanza de las estrategias. Asimismo, se hace énfasis en la contribución de las estrategias a la construcción del conocimiento y en la necesidad de crear en el alumno, junto a las estrategias o capacidades, las disposiciones positivas que potencien esa supuesta capacidad. El artículo termina revisando los resultados de la investigación sobre la eficacia de los programas de intervención estratégica.

12. (Giordano2)

The image shows a screenshot of a Dialnet article page. The title is "Estrategias de enseñanza en la formación docente". The author is identified as "Artículo: María C. Piñero, María E. Giordano". The article is part of the "Revista de Psicología Educativa" journal. The page includes a search bar, navigation links, and social media sharing options. The main text area contains the beginning of the article, discussing the importance of teaching strategies in teacher training.

"La enseñanza para la comprensión es un proceso continuo y no un método que los docentes perfeccionan e instrumentan de una vez y para siempre". Justamente lo que nos interesa es que los sujetos-formados comprendan que las actividades que forman parte de las estrategias trabajadas en el aula, no constituyen un camino cerrado sino que estamos propiciando el inicio de un proceso básico en la formación docente que conlleva introspección, diálogos intrapsicológicos y toma de conciencia que implica reflexión-acción y fortalece la autonomía.

PAPER IN THE CONCLUSION

13. (Carvajal Portuguez, 2013)

Carvajal-Portuguez, Zeyra Eliza
Enseñanza del inglés en secundaria: una propuesta innovadora
Educación, vol. 37, núm. 2, julio-diciembre, 2013, pp. 20-30
Universidad de Costa Rica
San Pedro, Montes de Oca, Costa Rica

doi:10.15517/revista.educ.v37n2.11004

- ▶ Cómo citar el artículo
- ▶ Número completo
- ▶ Más información del artículo
- ▶ Página de la revista en redalyc.org

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English Teaching at Secondary Education: An Innovative Proposal

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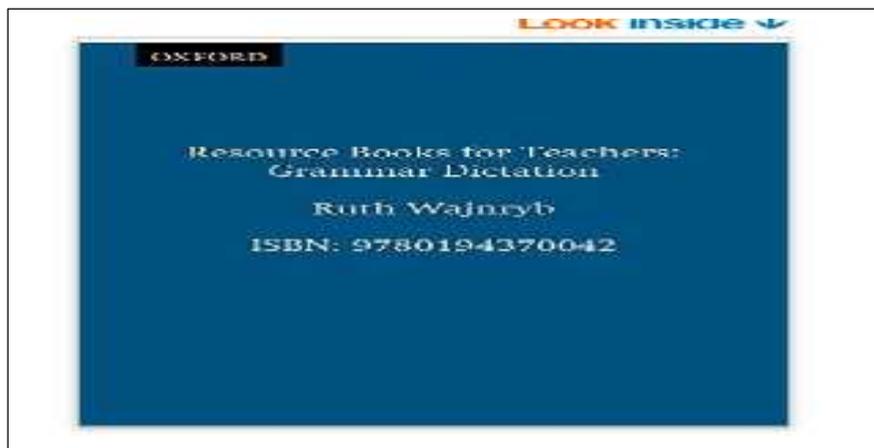
formar, capacitar, evaluar y preparar a los discentes de secundaria, esto con el fin de que el estudiante aprenda el idioma inglés y posteriormente, logren comunicarse a través de este. La propu-

BOOKS AT THE END OF THE DEVELOPMENT

(MALEY, 1997)



(CANDLIN, 1991)



Example N°1:

1.16. Naturally Healthy

	Health
TOPIC	Nature
LANGUAGE POINTS	Present Simple tense for general statements Adverbs of frequency First conditional construction
PREPARATION	Collect some natural herbs and medicinal flowers to bring to class.
WARM-UP	<ol style="list-style-type: none">1. Start the session by asking the students what they do when they feel sick (unwell).2. Show the class the herbs and flowers you have brought in and elicit comment, for example, have any of your students ever used herbal medicine? Do they know anyone who has? What kind of results were obtained?3. Discuss with your students different medical customs and practices throughout the world throughout history (east versus west, ancient versus modern times).
PRE-TEXT	Herb (n) a flowering plant used in cooking or medicine. Nervous (adj) feeling uneasy or worried. Tense (adj) unrelaxed.
VOCABULARY	To relax (v) to rest and feel at ease. Chamomile (n) a flowering plant used as a medicine.
TEXT	1. - People usually go to the doctor or chemist when they feel sick. 2. - However, you can often help yourself with natural medicines and herbs. 3. - For example, if you drink warm milk with honey, you will sleep well. 4. - If you feel nervous or tense, a cup of chamomile tea will relax you. 5. - For thousands of years, nature has helped people to help themselves.
NOTES	S1 usually – Adverbs of frequency usually take a mid-position between the subject (people) and the verb (go). This also applies to you can often help (see S2). S2 however – This is a sentence connector indicating contrast. S3 if you drink you will sleep – This is the first conditional construction (if followed by will in the main clause). Another example occurs in S4 . S5 nature – The word could also have a capital: Nature. S5 has helped – The use of present perfect simple tense allows for the concept to continuity from past to present. S5 to help – Here the to may be omitted. S5 themselves – The reflexive pronoun refers back to people.

Example N°2:

A future / past questionnaire

Level	Elementary and above
Time	30 min.
Grammar structures	Past simple/present perfect
In class	<ol style="list-style-type: none">1. Ask each student to think silently about him/herself in 20 years' time. What will he/she have done, seen, achieved/not achieved etc. by then? Allow the students at least 5 minutes to collect their thoughts.2. Tell the students they are going to move forward in time 20 years and write the date on the blackboard, e.g.: It's May 20th, 2012.3. Pair the students and ask each to interview the other about the "last 20 years" of his/her life. Students are likely to ask questions with the present perfect tense, so it might be a good idea to prepare them for the interview session by getting them to find out specific dates and details of such things as completion of studies, moves, places visited, marriage, birth of children and so on.