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UNIDAD ACADÉMICA DE CIENCIAS SOCIALES

CARRERA DE CIENCIAS DE LA EDUCACIÓN MENCIÓN
INGLÉS

USING OF DIDACTIC MATERIALS AND RESOURCES TO DEVELOP
LISTENING SKILL EIGHTH GRADE C VICENTE ROCAFUERTE HIGH
SCHOOL 2016 2017

RIOS TENESACA FREDDY JONATHAN

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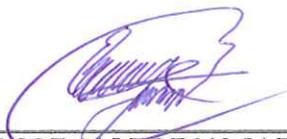
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CHAMBA ZAMBRANO JOHN MARCELO
0702018177
ESPECIALISTA 1



JIMENEZ BARRETO TANIA DEL ROCIO
0701906299
ESPECIALISTA 2



ZALDUA MORAN EDDY MARSHEL
0702640103
ESPECIALISTA 3



CHAMAIDAN ROMERO MARIA CECILIA
0703774034
ESPECIALISTA SUPLENTE

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USING OF DIDACTIC MATERIALS AND RESOURCES TO DEVELOP LISTENING SKILL, EIGHTH GRADE C, VICENTE ROCAFUERTE HIGH SCHOOL, 2016-2017

RESUMEN

Este trabajo es basado en la gran evidencia que existe para la innovación dentro de las planificaciones de una clase para desarrollar la habilidad Listening; la más compleja de practicar y lograr un aprendizaje significativo en los estudiantes. Se ha evidenciado que dentro de la Unidad Educativa Vicente Rocafuerte; en el Octavo año de educación básica paralelo “C”, el estilo de enseñanza por parte del docente no es adaptado al desarrollo que efectúan en nuestra época, como el uso de las TIC. Esto significa que el tradicionalismo sigue corriente en nuestros días, y preguntándonos ¿Qué tipo de herramientas o materiales didácticos debe el docente utilizar para desarrollar actividades de Listening de manera eficiente? El uso de materiales y recursos didácticos son herramienta fundamental dentro de las estrategias y metodologías que los docentes utilizan para capturar la atención del estudiante y sobretodo lograr obtener un aprendizaje significativo mediante actividades de Listening adecuadas. En cuanto para encontrar una solución a este problema central se ha desarrollado un marco teórico basándose en teorías científicas de diferentes autores que establecen sus definiciones hacia una misma línea de investigación para redactar con coherencia, pertinencia y sentido. Se tiene como objetivo principal el proponer un uso correcto de materiales y recursos didácticos para realizar actividades para desarrollar la habilidad de listening de manera efectiva en una clase. Esto establecerá una conclusión que determine efectivamente una solución inmediata con el siguiente tema USO DE MATERIALES Y RECURSOS DIDACTICOS EN EL OCTAVO AÑO “C”, COLEGIO “VICENTE ROCAFUERTE”, 2016-2017.

Palabras Clave: Material Didactico, Aprendizaje significativo, Actividades de listening.

ABSTRACT

This work is based in the big evidence that exists for the innovation into the lesson plans to develop the Listening skill; the most complex for practicing and getting the meaningful learning in students. Into “Vicente Rocafuerte” High School, in the Eighth grade “C” is evidenced; The style teaching of the teacher is not linked with the development that teachers do nowadays, like the use of ICT. That is, the traditionalism is still evident in these days, and making this question: ¿Which didactic materials and resources should the teacher use at the moment of applying a listening activity? The use of didactic materials and resources are fundamental tools into strategies and methodologies, which teachers use to get the attention of students and mainly getting a meaningful learning by means of correct Listening activities. And for finding a solution for this central problem, it has developed a theoretical framework based on scientific theories of different authors who set their definitions in the same line of research to write with coherence, relevance and meaning. The main objective is to propose a correct use of didactic materials and resources for activities to develop listening skill effectively in a class. This will establish a conclusion that determines an immediate solution to the next topic USING OF DIDACTIC MATERIALS AND RESOURCES TO DEVELOP LISTENING SKILL, EIGHTH YEAR "C", "VICENTE ROCAFUERTE" HIGH SCHOOL, 2016-2017.

Key words: Didactic material, meaningful learning, Listening activities.

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INTRODUCTION

Using didactic materials and resources helps teacher to give a class in a correct, dynamic, accurate, and qualitative way, that is, it is an elemental help to the teacher to develop different skills into English language mainly the listening.

Listening is considerate the most complex skill to develop in students, for that reason, it requires more effective methods and strategies whose didactic materials and resources are the principal instruments.

The use of didactic materials and resources is fundamental to get an interactive and motivated English class to get the interest of students, mainly in Listening skill, however, nowadays traditional didactic materials and resources have been used by teachers, and in this case it shows a poor collaboration to get a meaningful learning by students.

The English teacher of “Vicente Rocafuerte” High School does not use current didactic materials and resources; it means that traditionalism is a complete part of their methodological techniques and strategies; as a result, it generates a deficit in the development of listening skill in students.

Students of eighth grade “C” have demonstrated a low performance in Listening skill because of lack of interest caused by traditionalism, which teachers apply at the moment of giving activities to motivate students to develop them.

A main problem, that affects this situation is the lack of knowledge in a critical way of teacher at the moment of giving a class and realizes different activities which requires interactivity to motivate and help student to develop the listening skill efficiently.

“Vicente Rocafuerte” High School does not have an adequate English laboratory which helps teachers to achieve activities to the listening skill; it affects the procedures which teacher wants to apply at the moment to give a class. Therefore, the main problem is:
¿Which didactic materials and resources should the teacher use at the moment of applying any listening activities?

In this case, three specific problems arose:

- ¿Does the teacher use the ICTs at the moment of giving a listening activity?
- ¿Does the teacher motivate students to get a meaningful learning?

- ¿Are didactic materials and resources part of activities which teacher use at the moment of a listening exercise?

The investigation Methodology used was the inductive method, since this investigation is based into the eighth grade “C”.

In this case this Project has a specific objective: To propose a correct using of didactic materials and resources to realize activities to develop the listening skill in an effective way in the classroom.

For this project four specific problems have been presented.

- To reinforce the knowledge of the students by means of using of appropriate methods and techniques to develop their learning.
- To propose psychomotor activities for a meaningful and dynamic learning of English.
- To advice the teacher about activities and which didactic materials and resources would be adequate to apply in the classroom.
- To propose the using of technology in a class to develop the listening skill.

THEORETICAL FRAMEWORK

Using didactic materials and resources have been denominated as a problem in teachers at the moment of giving a class and propose interactive activities, which show an efficient development and motivate to students.

It affects radically, students get an absolutely low level in English mainly in Listening skill. In this case, it is a main evidence of using didactic materials and resources to develop Listening skill.

In Pasaje city; most of high schools do not make a correct use of materials and resources to develop the level of listening in students.

It is the case of "Vicente Rocafuerte" High School, where the teacher of the English subject has neglected inappropriately the using of didactic materials and resources into her strategies to develop the different skills mainly listening. In this situation, the low level of Listening in students of Eighth grade "C" is very evident.

The poor using of didactic materials and resources has caused boredom and lack of interest and motivation in students at the when teacher is giving their classes. They have the possibility of presenting innovation in their strategies and methodologies, but, teachers claim that authorities of high schools do not support them, there is not teaching training, and it has caused lack of interest of pedagogical innovation by teachers.

As there is not an immediate solution, it will generate a deficit in students listening level, and it will cause a wrong image for the high school into educational process to develop the English language.

Didactic materials and resources.

Lesson plans must be linked, through games and interaction with didactic materials, student get the required skills in his formative process (Henao, 2013).

This is very important, nowadays; all the processes must have dynamic and innovator strategies and methodologies in lesson plans of teachers.

Didactic material to build meaningful learning.

Didactic materials and resources allow teachers to propose an innovator class, it allows the interaction and getting students' interest and motivation to be part of activities which teacher proposes in the classroom.

“Didactic materials are not limited to the enrichment or evaluation of the transmitted knowledge, but a support of that process of didactic or dynamic learning” (Henao, 2013). That is, didactic materials are a vital support to develop the meaningful learning efficiently by means of activities which get the interest of students. Using of these materials supply to the teacher to share knowledge in a dynamic way, motivating to student to learn and get good results which show an efficient development into the classroom.

Meaningful Learning.

Meaningful learning is: “Expressed ideas interact symbolically with a substantive form and no arbitrary with a learner knows” (Moreira, 2012). That is, the determination of a teacher to reinforce the previous knowledge of a student, he should use strategies which help to student to link the new knowledge with the previous, and getting a meaningful learning.

The meaningful learning: “It is the etiquette that teachers, Teaching organizers, and curriculum planners take a hand to express that they suppose that the students have to get” (Palmero, 2011).

That is, meaningful learning is the union between the new knowledge and previous of a person, it is a very delicate responsibility to teachers to share a new knowledge with the students, so, an accurate manner to get a good result into teaching strategies would be using of didactic materials and resources.

The American psychologist David Ausubel has done a great contribution to education with his theory of meaningful learning, which is characterized by relating previous knowledge with the new to make learning more effective. This requires the student to develop some activities to establish relationships between new knowledge and what is already known, in other words, find, organize, integrate, understand a text, clarify, and differentiate, among others. (Ponce, 2004).

To achieve meaningful learning, it is necessary that the following conditions are presented:

- a. The new content should make logical sense for their organization and structure.
- b. The new content has to be related to cognitive psychological sense in the student area.
- c. The student must have a positive attitude when learning, in addition to will and desire to obtain new knowledge. (Matamala, LAS ESTRATEGIAS METODOLÓGICAS UTILIZADAS POR EL PROFESOR DE MATEMÁTICA EN LA ENSEÑANZA MEDIA Y SU RELACIÓN CON EL DESARROLLO DE HABILIDADES INTELECTUALES DE ORDEN SUPERIOR EN SUS ALUMNOS Y ALUMNAS. , 2005)

We could say in a nutshell:

The main concept in the theory of Ausubel is the meaningful learning, as opposed to memorizing learning. To learn significantly, the individual should try to relate new knowledge with relevant concepts and propositions he already knows. By contrast, in the rote learning, new knowledge can be acquired simply by verbal memory and can be incorporated arbitrarily into the structure of knowledge of a person, without any interaction with what already exists in it. (Novak J. , 1988, pág. 26)

Listening comprehension.

"People who listen must discriminate among different sounds, understand the vocabulary and grammatical structures, interpret the emphasis and intention, retain and interpret everything both within the immediate context as a broader socio-cultural context" (Patricia Córdova Cubillo, 2005). Since this complex topic of defining, it gives to contextualize the interpretation, it is the most appropriate strategy to understand what they are listening, especially in the activities that a teacher can get to perform with students

"Listening is a complex problem solving skill and it is more than just perception of the sounds. Includes listening comprehension of meaning words, phrases, clauses, sentences, and connected discourse" (Arévalo, 2010). This means that Listening is the most complex ability to develop to students by teachers, reflecting the need to innovate, motivate, and develop new forms of activities to develop meaningful learning in students.

In this case, teachers as absolutely responsible of teaching in a classroom, they have to investigate for new strategies and techniques, due to nowadays, students need more attention in the way like they learn English and, talking about listening comprehension, and teachers have to innovate about how to get students' comprehension.

Motivation for learning.

"Concerning a foreign language like English, we must talk about prep non-native users of the English language who use to communicate with others or to teach others how to use it. This is our case. As teachers, we try to teach our student-teachers how to use English properly. This Involves arduous task, of course, the teaching and acquisition of the four skills: writing, reading, speaking, and listening" (Vargas, 2013). Is that, we as teachers have the responsibility of how to teach and reach students safely motivating them to learn, teach and provide them understand what we are teaching them how to use it and why it is important that knowledge in society .

Listening Activities

The use of activities to develop listening is an extremely crucial for teachers which involved significantly the teaching materials and resources to innovate.

Psychomotor activities.

"For a child playing is the only way to really live a life. The game is a serious and important activity in which you are engaged wholeheartedly" (Vargas, 2013). It is to develop English grammar in eighth grade "C" depends largely on the implementation of strategies, innovating with a series of psychomotor activities as well, the teacher will gain the attention of the student to work and understand the different issues that includes English grammar.

Psychomotor activities within the methodological strategies to develop students' English grammar in eighth grade can be linked with ICT that help the teaching-learning process efficiently.

Using Songs as tools.

"A Song is also a great language package that bundles culture, vocabulary, listening, grammar and a host of other language skills in just a few rhymes. Songs can also provide a relaxed lesson. They can also form the basis for many lessons" (Arévalo, 2010).

This means that a song is an excellent educational resource for developing listening activities with students because it encompasses many factors that can identify and motivate learners to share in these activities.

Using songs can be selected depending on the tastes, age and culture student, sharing a pleasant atmosphere in the practice of listening in the classroom class. If a teacher has a really consideration to these factors students will feel very relax, and in this case teachers can involve students to develop their listening skill and comprehension, and they can get a meaningful learning efficiently.

Audio segments

Segments of audio programs, conferences, podcast, among others, serve to create a process of interactive listening. According to (Switzer, s.f.), Switzer Advises that first; teachers have to teach students to prepare for considering only hear what they want to learn the contents of the audio segment. When they have written down or shared these ideas, then the audio segment letting them take notes if they consider it useful. This allows them to increase their confidence and will be a pleasant experience for them.

Using film as a teaching resource

The use of films can capture the attention of students, one of its advantages is that it can suit the taste or preference of students; it is a practical activity that is very beneficial to learn pronunciation and grammar at a time.

Video segments

The video segments must be selected according to the Listening level of students; they may be short plays, documentaries, drama, comedy, news. First teachers could watch the video without audio and ask students, who believe the video is, then should take notes, to finally discuss his working group on the projected film or work, could also write a summary about what they visualized. (Switzer)

Use of ICTs and Web resources.

"The computer and interactive technologies will allow teachers to select materials of all kinds, learners' support them as needs dictate, and use the visual options of screen presentation or the interactive capabilities of computer monitoring to help students Develop good listening techniques" (Martínez, 2010). This is, the use of technology allows to enter a virtual world where there are many ways to carry out activities to develop the skill of listening, being ICT and web resources essential tools as teaching materials and resources to reach motivate students to develop this ability and reach a meaningful learning effectively.

"Teachers can have access to an unlimited amount and variety of great quality materials, which will help them cope with the different students' preferences, interests, needs and learning styles" (Martínez, 2010), it is very interesting because ICT (Information and Communication Technologies) has an unlimited variety of activities and in this case students will feel very comfortable, because nowadays, students are very familiarized with technology.

“You just need internet connection and all this material can be used for free with just a click of a button” (Martínez, 2010). These web resources are very easy to use and they are not complex to use, teachers will feel very confidence and they innovate their classes with technology and web resources.

When talking about ICT "They allow overcoming barriers of space and time, more communication and interaction between teachers and students, active participation in the process of collective construction of knowledge and skill development" (Badilla, 2013). The use of technology leads to distribute educational hours with psychomotor activities that help students to relate to the different themes found in English grammar, from a simple structure to differentiate grammar rules both between the mother tongue and the other language (Spanish English).

CONCLUSION

The use of ICT is a very effective activity to develop listening skills students in a classroom, because different technologies can adapt with any level of student, that is, teachers can find different ways to teach and practice listening activities as (Martínez, 2010) said, "The computer and interactive technologies will allow teachers to select materials of all kinds", and in this case it is very beneficial, it allows interaction and get attention of students to get a meaningful learning.

Using of songs as teaching resources is very efficient and teachers can adapt with the liking of students, and capture their attention and motivation for participating in the activities and learning more about Listening.

The use of web pages is very innovative to develop interactive activities where you can work together with students and develop listening skills. (Badilla, 2013), Teacher would get a good environment in the classroom; teacher can find all kind of activities with different types of topics.

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