



**UTMACH**

UNIDAD ACADÉMICA DE CIENCIAS SOCIALES

CARRERA DE CIENCIAS DE LA EDUCACIÓN MENCIÓN INGLÉS

TEMA:

INFLUENCE OF THE METHODOLOGICAL STRATEGIES APPLIED BY TEACHERS IN  
THE TEACHING/LEARNING PROCESS OF ENGLISH LANGUAGE TO DEVELOP  
THE WRITING SKILL

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

AUTOR:

PEÑA FLORIL HERNAN RODRIGO

MACHALA - EL ORO

## CESIÓN DE DERECHOS DE AUTOR

Yo, PEÑA FLORIL HERNAN RODRIGO, con C.I. 0702614041, estudiante de la carrera de CIENCIAS DE LA EDUCACIÓN MENCIÓN INGLÉS de la UNIDAD ACADÉMICA DE CIENCIAS SOCIALES de la UNIVERSIDAD TÉCNICA DE MACHALA, en calidad de Autor del siguiente trabajo de titulación INFLUENCE OF THE METHODOLOGICAL STRATEGIES APPLIED BY TEACHERS IN THE TEACHING/LEARNING PROCESS OF ENGLISH LANGUAGE TO DEVELOP THE WRITING SKILL

- Declaro bajo juramento que el trabajo aquí descrito es de mi autoría; que no ha sido previamente presentado para ningún grado o calificación profesional. En consecuencia, asumo la responsabilidad de la originalidad del mismo y el cuidado al remitirme a las fuentes bibliográficas respectivas para fundamentar el contenido expuesto, asumiendo la responsabilidad frente a cualquier reclamo o demanda por parte de terceros de manera EXCLUSIVA.
  
- Cedo a la UNIVERSIDAD TÉCNICA DE MACHALA de forma NO EXCLUSIVA con referencia a la obra en formato digital los derechos de:
  - a. Incorporar la mencionada obra al repositorio digital institucional para su democratización a nivel mundial, respetando lo establecido por la Licencia Creative Commons Atribución-NoComercial-CompartirIgual 4.0 Internacional (CC BY-NC-SA 4.0), la Ley de Propiedad Intelectual del Estado Ecuatoriano y el Reglamento Institucional.
  
  - b. Adecuarla a cualquier formato o tecnología de uso en internet, así como incorporar cualquier sistema de seguridad para documentos electrónicos, correspondiéndome como Autor(a) la responsabilidad de velar por dichas adaptaciones con la finalidad de que no se desnaturalice el contenido o sentido de la misma.

Machala, 20 de noviembre de 2015



PEÑA FLORIL HERNAN RODRIGO  
C.I. 0702614041

## 1. INTRODUCTION

Globalization and the internet are uniting nations by that society is undergoing major changes, then you cannot keep talking about the traditional teaching that separates disciplines, a new approach integrating knowledge, skills and abilities students is needed. Continuously updating on knowledge by teachers to find better methodological strategies will teach students to acquire significant knowledge and effortlessly.

Teachers develop their classes using different methodological strategies but in many cases fail to successfully pass on their knowledge to the students, either because they do not capture the attention of the class, not enough motivation by the teacher or the lesson becomes monotonous.

In regard to English language learning students do not practice writing after school hours, so it is needed to implement extra-classes activities that encourage them to develop their ability to write in English. Given that the objective is to improve student writing skills, these activities should be consistent to their level of grammar, vocabulary and punctuation, and they must not be complex

The fear of making mistakes, pretend write as professional writers, the lack of technological resources, the limited domain of intellectual skills and study habits are disadvantages that hinder the practice writing skills

The objective of this research is to reveal what kinds of methodological strategies are used by teachers to develop the ability to write the English language in the students.

The theoretical foundation of this research work was performed by the deductive method, identification and contextualization was made by the technique of observation and inductive method for the proposal.

## **2. CONCEPTUAL FRAMEWORK**

### **2.1 Historical Background of the problem**

Thanks to advances in technology, science, economics, etc. today worldwide communication has evolved to the point that from a computer and through a social network, you can maintain an impersonal communication with any person anywhere in the world. This new global scenario demands a necessary change in society to make space and let the new knowledge flow.

Communication being a key aspect of this new relationship in which the English language is the main protagonist in the exchange of information, it is necessary to review and improve the process of learning English in our country, so students would learn significantly and with less effort.

In the process of learning the methodological strategies, materials, resources and teaching strategies are essential to successfully achieve the goal of teaching.

In the area of English it shows that teachers little or almost never apply methodological strategies to develop their classes due to these are a problem for them. Because English teachers used wrong methodological strategies for the development of writing skills the students are deficient in this skill, so they are limited in the time to establish a written dialogue.

### **2.2 Substantiation of the Problem**

The development of a community should be on par with the world of today. It is therefore very important the communication with other communities.

Communication is a data transmission between a transmitter and a receiver using a particular system of signs, within it are involved the ability of speak, listen, write and read simultaneously. If one skill is not developed to the same extent as other skill communication will be poor.

When you want to communicate something using written communication is necessary to have developed the ability to write, otherwise the message will reach the recipient inefficiently.

High school students have deficiency of writing skill which difficult the preparation of written work and reports, theses, articles, among others.

### **2.3 Methodological strategies.**

Strategy is planning actions to take in order to make good decisions and get the best possible outcome of an issue. The strategy aims to achieve a goal in a pattern of action.

Methodological strategies for teaching are sequences integrated of procedures and resources used by the teacher in order to develop in students skills of acquisition, processing and interpretation of information; and the use of these abilities in the generation of new knowledge, its application in the various areas where everyday life, thus promoting meaningful learning. Strategies must be designed so these could encourage students to observe, analyze, review, formulate hypotheses, find solutions and discover knowledge for themselves. (Inostroza, 2013)

### *2.3.1 Classification of methodological strategies*

*2.3.1.1 Socializing strategies.* It consists in adapt students to the demands of social life around them, learn to live and share with different groups and learn to manage their emotions. (Cuellar, 2008) These strategies manage to develop coexistence and integration into the classroom in an environment of collaborative communication.

*2.3.1.2 Individualizing strategies.* It is a means to guide the development of autonomy, uniqueness, openness and transcendence in the learners, to the extent that generate critical thinking, creativity, freedom of choice, sociability, and enable the development potential and scientific values. (Ruz, 2008)

*2.3.1.3 Cognitive strategies.* Cognitive strategies are domain-general processes for controlling the operation of mental activities, including the techniques, skills and abilities that the person consciously or unconsciously used to manage, monitor, improve and direct their efforts in the cognitive aspects such as processing, attention and execution, in the learning process. (Ruz, 2008)

*2.3.1.4 Metacognitive strategies.* The ability to recognize our resources or observe our process of reasoning and learning. (Ruz, 2008)

*2.3.1.5 Strategies for the development of critical thinking.* These are procedures to reach a respond or judgment by conceptualizing, applying and examining information. (Valencia, 2010)

## **2.4 Difference between methodological strategies and teaching strategies**

Methodological strategies refer to any operation or system. You can refer to the financial, to education, to science, to politics. One strategy is to plan how something will be done taking into account the factors of risk and opportunity that are in development. If methodological strategy refers to the strategy that is considered on a methodology, in the way that is going

to develop something, which is going to make for a desired product is obtained. That is methodology. But when referring to teaching strategy specifically speaks of teaching. It is a strategy to achieve teach someone something. That students really acquire knowledge. The desired result, and it is therefore necessary to consider all the factors that influence learning and the place of class, the teacher, the appropriate book, material, etc.

## **2.5 Ability**

Ability is considered the skill, talent, competence or aptitude of the human being, either itself or acquired to successfully develop a task or activity in any sphere of human life. (Callarotti, 1993)

## **2.6 Communication Skills**

Communication skills are human capacities, which are mainly used to interact, communicate, learn or teach. These skills are listening speaking, reading and writing. (Skill, 2004)

*2.6.1 Classification of communication skills.* The communication skills used in any language are 4:

*2.6.1.1 Ability to speak.* It is to raise awareness through speaking what one thinks, feels and wants. Who sends a message orally expect others to understand it and act on it. The ability to speak is directly related to the person handling the vocabulary, it allows you to be fluent in the expression and richness of content. (Krashen, 1981)

*2.6.1.2 Ability to listen.* Listening is to understand and react to what they say people with whom we interact, for example what counts grandmother, greeting a neighbor, a question of a friend, an oral request in school, a concern of another person and what it is said in oral communication media such as radio, television and the opening, among others. When a person has the ability to listen easily understand messages and act according to what he has understood. (Skill, 2004)

*2.6.1.3 Ability to read.* It is to decipher the content of what is written on paper or other material by other person or yourself, in order to understand a message. The reading process is complex because it involves a range of skills such as analysis, synthesis and evaluation. The act of reading leads people to construct their own meaning from written texts. Reading is a process of interaction between reader and text, the process by which the first attempts to get some relevant to meet their reading goals information. (Solé, 1987)

*2.6.1.4 Ability to write.* It is the act of expressing ideas, feelings and desires by means of the written form of the language. The learning of writing, and the development of motor skills,

requires the ability to organize ideas in order to represent them through the written system. (Callarotti, 1993)

## **2.7 Communication**

The word communication comes from the Latin informs that means "to share". Hence, communicating means to transmit ideas and thoughts in order to put them "in common" with others. This involves the use of a shared communication code. Meanwhile, information is derived from the Latin word which means informs "shape". It is clear that there are differences between informing and communicating, although often used interchangeably. (Mary, 2012)

## **2.8 Language**

Language is a system of signs articulated and manifested particularly and specifically through speech, while the tongue is made up of the linguistic repertoire of possibilities for speakers to express and interpret various words and sentences. (Mary, 2012)

## **2.9 Different methodologies for teaching foreign languages**

Throughout history, people have developed several methods for teaching a foreign language, these have been based on both linguistic and psychological theories. Therefore, it is considered highly important that teachers, curriculum developers and students know.

*2.9.1 Behaviorist theory.* Early in the second half of the twentieth century, Skinner (1953) throws some cases, within the framework of behaviorist theories, which are based on studies on conditioned reflexes in animals, conducted by Pavlov in 1930, and given to empirical psychology found in 1913 by the American psychologist John Watson. These assumptions consider that the sole object of psychology is the behavior of the person for what happens in your brain can not be observed or measured. The mind is considered as a black box because the responses to stimuli can be observed quantitatively and completely ignores the possibility of any process that may occur in the mind. Behaviorists believe that the person works from stimuli and responses. The first introduced the information in the brain and the second are the behaviors developed in response to the stimulus. They claim that the behaviors that produce positive effects are those that are set and confirmed. Based on behavioral notion instructional models developed from the taxonomy made by Bloom (1956) and subsequent work Gadné (1985). (Muñoz, 2010)

*2.9.2 Theory Cognitivist.* Later in the second half of the twentieth century, a theory that questions the behaviorism and his view that the person is just a stimulus response. This theory emphasizes the study of the internal processes that lead to learning, and enters the

information, as it becomes the individual and how they played. Such cognitive processes imply recognition of the way, the perception of meaning, generalizations and particularizations, synthesis, etc. Cognitive processes also promote the development of strategic capabilities of the student to learn to solve and learn significantly. Learning is significant when the contents are related to what the student already knows. That is, when the ideas presented are connected with an existing, specifically relevant aspect of the student's cognitive structure (Ausubel, 1983). Also, there is talk of significant learning when it can be transferred to new situations in response to a need or questioning the learner. (Muñoz, 2010)

*2.9.3 Socio-constructivist current.* From the cognitive theory have been derived other important aspects which the socio-constructivism driven by Lev Vygotsky is. In this current mental activity it is closely related to the social concept and influence of the sociocultural context in which these processes unfold. The socio-constructivism attaches great importance to the role of adult learning. For Vygotsky (1978), the child builds the knowledge socially relevant interaction with adults. (Muñoz, 2010)



## IMPROVEMENT SUGGESTION

**An effective piece of writing using a cognitive strategy.**

**a. Before writing.** Teacher makes students focus in topic that will be written, in this first step students must express many ideas as they can about the topic.

*Brainstorming session.* The class is divided in groups of four students to generate ideas about the topic of writing.

*Debate.* Now each group proposes the topic of writing that they consider optimal to write about. The teacher encourages students to debate about the topics of writing. At the end of the debate the teacher helps students to choose a topic of writing.

**b. Focal point on the topic.** The teacher asks students to start writing about the topic. Accuracy and organization are not much important at this point of the class

*Initial writing.* The teacher sets the groups of work to write about the topic for at least ten minute.

*Sharing ideas.* Here, the groups of work talk about what they write and share ideas.

*Selecting type of text.* The class decides the form of writing (personal/formal letter, narrative, report, etc.).

**c. Editing.** In this last stage the teacher helps student to order their ideas and finish the writing.

*Editing form of writing.* Each group of work starts ordering their ideas according with the type of writing.

*Evaluating.* The finish writing is interchanged among the different groups of work to be grade. Then the teacher suggests what they should do in order to improve the writing. Finally the teacher grade the writing.

## **COCLUSION**

The implementation and application of methodological strategies by teachers are considered necessary to improve the skill of writing in students. The use of methodological strategies makes much easier the teaching and learning process in students and the content becomes significant. The ability to write is always linked to reading, these two language skills are powerful tools in schools to successfully perform activities in the classroom, creating in the students good study habits that they will reflect in their higher education, job performance and in everyday life to become productive citizens to the community.

## BIBLIOGRAFÍA

- Callarotti, M. E. (1993). *Capacidad Metalingüística*. Maracay: Industria gráfica integral C.A.
- Cuellar, M. L. (2008). *Clasificación Estrategias Didácticas de las TICs*. Recuperado el 20 de september de 2015, de Clasificación Estrategias Didácticas de las TICs:  
<http://estrategiasdidacticastic.blogspot.com/2009/04/21-estrategias-individualizadoras.html>
- Iostroza, C. (2013). *Santo Tomás Universidad-Instituto-Centro de Formación Técnica*. Recuperado el 28 de september de 2015, de Santo Tomás Universidad-Instituto-Centro de Formación Técnica: <https://www.santotomas.cl/sede/portada/angeles>
- Mundomate. (2009). *Recursos para docentes formadores del área de matemáticas*. Recuperado el 3 de october de 2015, de Mundomate:  
[http://www2.minedu.gob.pe/digesutp/formacioninicial/wp-descargas/mundomate/pdf/001\\_Mundomate\\_estrategias\\_de\\_matematica.pdf](http://www2.minedu.gob.pe/digesutp/formacioninicial/wp-descargas/mundomate/pdf/001_Mundomate_estrategias_de_matematica.pdf)
- Mundomte. (2004). *Estrategias metodológicas para la enseñanza*. Recuperado el 1 de october de 2015, de Estrategias metodológicas para la enseñanza:  
[http://www2.minedu.gob.pe/digesutp/formacioninicial/wp-descargas/mundomate/pdf/001\\_Mundomate\\_estrategias\\_de\\_matematica.pdf](http://www2.minedu.gob.pe/digesutp/formacioninicial/wp-descargas/mundomate/pdf/001_Mundomate_estrategias_de_matematica.pdf)
- Ruz, R. V. (2008). *Problemas y Estrategias de Enseñanza*. Recuperado el 2 de october de 2015, de Problemas y Estrategias de Enseñanza: <file:///C:/Users/usuario-paul/Downloads/PROBLEMAS%20Y%20ESTRATEGIAS%20DE%20ENSEÑANZA-PROBLEMAS%20Y%20ESTRATEGIAS%20DE%20ENSEÑANZA.pdf>
- tareas, B. (2009). *Buenas Tareas*. Recuperado el 3 de october de 2015, de Buenas Tareas:  
<http://www.buenastareas.com/ensayos/Tipos-De-Estrategias-Methodologicas-De-Ense%C3%B1anza/7290987.html>
- Valencia, M. L. (2010). *Como enseñar a hablar y escuchar en el aula de clases*. Recuperado el 1 de october de 2015, de Como enseñar a hablar y escuchar en el aula de clases:  
[http://portalacademico.cch.unam.mx/materiales/libros/pdfs/librocch\\_hablaescuchar.pdf](http://portalacademico.cch.unam.mx/materiales/libros/pdfs/librocch_hablaescuchar.pdf)