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UNIDAD ACADÉMICA DE CIENCIAS SOCIALES

CARRERA DE CIENCIAS DE LA EDUCACIÓN MENCIÓN INGLÉS

INFLUENCE OF METHODOLOGICAL STRATEGIES AND DIDACTIC RESOURCES USED BY TEACHERS TO TEACH SPEAKING IN 8TH YEAR ISMAEL PEREZ HIGH SCHOOL

ONTANEDA MALDONADO NELY ELENA

MACHALA
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Analysed Document: NELY-ELENA-ONTANEDA.pdf (D21137356)
Submitted: 2016-07-21 06:19:00
Submitted By: nontaneda_est@utmachala.edu.ec
Significance: 0 %

Sources included in the report:

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GRATITUDE

Silent gratitude is worthless, so I want to said thank my God Jehovah first for his guidance and protection, my parents for their support and encouragement and to everyone who helped me throughout my studies.

INDEX

ABSTRACT

INFLUENCE OF METHODOLOGICAL STRATEGIES AND DIDACTIC RESOURCES USED, BY TEACHERS TO TEACH SPEAKING IN 8TH YEAR OF ISMAEL PEREZ HIGH SCHOOL.

Author: Nelly elena Ontaneda Maldonado.

Guide Professor: Lic. Chamba Zambrano Jhon

The influence of the methodological strategies and the didactic resources play an important role in the teaching learning process because strategies are considered, according to some authors such as Joe Valdez , actions that allow to make the class active and productive, succeeding in involving the total students to participate.

For that, the suitable didactic resource has to be used, as they are one of the many interactive features of any participative methodology. Through a previous investigation done to the 8th year of basic education students in ISMAEL PÉREZ PAZMIÑO high school, it could be noticed that the learning problems and the students speaking skill little practice to communicate are due directly to the lack of methodological strategies application by the teacher and the good didactic resources scarce use, among them, the Information and communication technologies (ICT).

It is considered essential, especially in the ISMAEL high school, that the teachers of the English area put in practice such methodological strategies and the right didactic resources when delivering their lessons, that is why with the topic "Influence of methodological strategies and teaching resources used by teachers to teach Speaking in 8th year of Ismael Perez High school" the aim is to identify the influence of the methodological strategies and offer the use of tools such as video chat, Tandem, Langblog, as strategies with the usage of technology as a didactic resource to make the students of the 8th year communicate in English and they can effectively develop the skill of speaking.

Keywords: methodology, strategies, didactic, resource.

INTRODUCTIÓN

Speaking another language nowadays is a vital necessity for the human being. From there, the importance of a teaching learning that constitutes an essential component, that allows students to communicate in a second language L2 and for that, teachers have to apply pertinent methodological strategies and suitable didactic resources to develop the skill of speaking the English language.

Following the idea of (Joe valdes, Azel Jimenez, & Sosa, 2011) where he clarifies that the methodological strategy is a system projection of short and long term actions that allow the transformation and direction of the teaching learning process, it is evident that teachers should make use of these methodological strategies complemented by relevant didactic resources, for the expected success when delivering a class.

Because of that, the objective of this report is to identify the influence of the methodological strategies and didactic resources used by teachers when teaching speaking in the 8th year of the ISMAEL PÉREZ PAZMIÑO high school in the city of Machala. So that, starting from there we want to know why the students do not use the speaking skill to communicate.

According to Brindley, probably the main difficulty we find when approaching oral proficiency in English, as construct to investigate and/or assess, is its definition

Therefore, it can be pointed that the evaluation of the oral skills has had few attention in comparison to other language skills, which has made students not to notice the importance of using it.

For that, Jacobson highlights that the methodological and strategically focus of every English teacher is that students acquire a communicative competence that allows them to communicate effectively in the foreign language thus teachers could reach their personal or professional goals. To achieve such objectives, it is suggested to integrate to their own reality Jakobson´ communicative model, which is based on teaching and learning practices which facilitate the integration and help along the acquisition of a more effective communicative competence.

The underutilization of appropriate methodological strategies in the learning teaching process has created difficulties for the teacher, mainly in the English subject, in which there are serious problems as far as the skills development, particularly to speaking where the teaching didactic resources are limited and in which the TICS are not used in the best way.

This problem arises in public and private institutions of our educational system, causing that our students graduate without having developed the necessary communicative competences in the English language.

Our starting point will begin knowing a bit of the theory and evidence of the methodological strategies influence at the moment of teaching by the instructor. Coming next we will show, some of the tools that the educator could use in the teaching learning process, making use of didactic resources such as the ICT, to develop the students´ speaking skill as far as the English language.

DEVELOPMENT

REVIEW COMPLEXIVE PRACTICE DIMENSION

Practical solving work

The Concept of Strategy

The definition of strategy has several interpretations, but all of them come from the same source. The word comes from the ancient Greek term 'strategia', used to refer to the tactics employed to defeat the enemy. In the educational field, the use of this term is not very different, but in this case the enemy is the students' lack of knowledge. Oxford (1992, p. 15) offers the following definition: strategies are specific actions, behaviors, steps or techniques that students (often intentionally) use to improve their progress in developing L2 skills. These strategies can facilitate the internalization, storage, retrieval or use of the new language. Strategies are tools for the self-directed involvement necessary for developing communicative ability. (Larenas, 2011).

So how well this author mentions strategies or tactics are tools that allow teachers and students to obtain a teaching-learning meaningful and at the same time actively.

Marin (s / f) cited by (Castillo Sivira, 2008) defines this strategy as an alternative of mediation teaching in the classroom and where participants change their attitude how to see the knowledge and the world. Thus, the student takes an active role and the teacher must accompany, coordinate and trigger cognitive processes, through techniques of orality as dialogue and discussion. The same that become in a strategy, when the teachers used it in a   correct way to development a meaningful learning.

Methodology

According to the pedagogic dictionary (AMEI-WAECE),

Methodology is the set of criteria and decisions that organize globally didactic classroom action, determining the role of the teacher, students, the use of resources and educational materials, activities that are performed to learn, use of time and space, groupings of students, sequencing of contents and types of activities, etc. (latorre Ariño & seco del pozo, 2013).

There are plenty of ways to learn, but the reality is that in practice there is little variety of methodological strategies used. Some teachers think that with a plan of theoretical class and some exercise or play in English it is enough, but the truth is that this way they are repetitive and monotonous classes and they can become boring for students and they do not feel motivated to communicate in this L2.

As we have said before the methodology is a set of criteria and decisions that are concatenated together with actions that are achieved through the strategy, and that teachers should perform .This provides some freedom and taste for students; for example, an interview with a virtual platform, ask students who would like to perform on a website to develop the ability to speak English, besides they can organize through an Internet blog an outing or excursion, the same as contribute to strive to communicate in English with their peers and increase their vocabulary easily with everyday things, this is a way to apply methodological strategies in class.

Types of methodological strategies.

The learning through TÁNDEM

This variant alternative is not considered as a teaching method but is regarded as a way of organization of teachers to complement their learning. The name alludes metaphorically to a pair activity, to a cultural and linguistic exchange in which two people participate whose mother tongue is the one the exchange classmate wants to learn or perfect.

In this way, a mutual particular class starts through a bilingual Exchange whose content is previously stipulated by its components. This language teaching modality started to develop precisely in Germany, where at the present it is

practiced with success in institutions such public schools, universities, kindergartens or GOETHE institutes. (Mato, 2011).

Following the idea of Baur (1990: 9-10) he thinks there are three reasons to carry out this type of activities to achieve a successful first class, second for teachers do not fall into the routine and lose the desire to teach and innovate in their classes and last for teachers feel they are producing relevant teaching and learning quality, which achieves its goal, which is to capture the attention and participation of students in class, especially when teaching the speaking skills, which sometimes is so difficult to teach.

Video chats.

It is a tool or strategically action that the teacher uses; it is a videoconference for specific job needs in pairs or small groups. This tool allows developing the oral competence of the English language in a dynamic way.

During the oral activity in the video chat, students made and answer questions around a list the teacher gave previously; thus there was an oral interaction. As far as the use of TÁNDEM, the time of interaction for each student was wider, since the activity of this tool was in groups. In the logbook it was registered that the "tool was easy to use, furthermore it resulted being newfangled, as learners did an interaction pair activity using tools on line. (Ramirez Montoya, Montiel Bautista, & Rico Yate, 2016).

Langblog.

It is an audiovisual blog that facilitates the oral practice.

In accordance with the oral expression in LANGBLOG, students have time to design their oral presentations through a video or audio; this allows losing the fear of speaking and having a conversation with their own speed. At the moment of assessing the activities, the teacher bases on a check-up list which allows, according to (Ramirez Montoya, Montiel Bautista, & Rico Yate, 2016) to evaluate the oral performance in an analytic way basing on the comprehension, fluency, grammar, vocabulary and punctuation

criteria. In the same way, the teacher could carry out the students' feedback in the video chat and in LANDBLOG.

So that, students will be able to show motivation when speaking, even knowing that at the end the activity they will be graded.

The actions the teacher raises through these tools allow an authentic language in a real context, since they were based on everyday facts around meaningful topics.

With the video chat, students can speak about food and the clothes; in LANGBLOG they can talk about their favorite weekend sports; and with TÁNDEM, they guessed the jobs and likes of their classmates dynamic questions.

These tools allow us to develop different methodological strategies to achieve students 8th grade language proficiency, through a Blended Learning.

It is a learning approach that combines face-to-face classes with distance online meetings. We adopted this teaching modality because it could give us the opportunity to blend traditional classroom experiences with distance education strategies to meet the needs of a literacies pedagogy for oral communication in English. (Dias & Oliveira Pimenta, 2015).

This blended learning has as purpose that students have a private space outside the classroom where they can feel comfortable and can express themselves without fear, because usually in traditional classes there are students who do not have the confidence needed to express, this space gives the opportunity to do so from home, and use their creativity and corrected their mistake themselves.

Some examples, (see annexes).
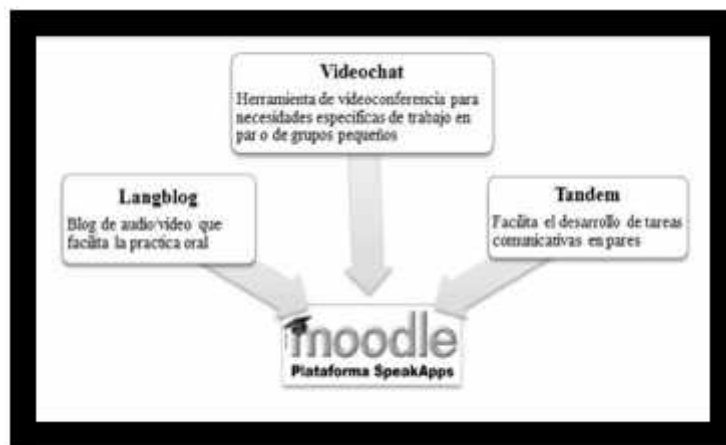
Use of TIC as a Didactic resource

Everything changes and evolves so also teaching and learning must make changes to walk according to the new, and where teachers play a vital role when innovate their classes, for it must change and modernize their way of thinking and acting.

Innovation in education also involves the selection, organization and use creative elements linked to institutional management, curriculum or teaching, and responds to a need or problem, usually, demand comprehensive response (Macías, 2005). On the other hand, evidence-based educational innovation (IEBE) is a way of contributing to the use of technology in the classroom. According Tejedor (2008), based IEBE changes (for example, the incorporation of ICT in the classroom) on evidence that researchers are contributing as a result of pedagogical practice. Search changes through proven innovation in different contexts, such as the case of IEBE evidence, is an invitation to leave the traditional designs of teaching models. (Ramirez Montoya, Montiel Bautista, & Rico Yate, 2016).

Jakobson's Model Comunication

In Jakobson's model he proposes that to achieve effective communication is necessary between teacher and students and among students fluid same messages are transferred both the message sender and receiver.

For Jakobson it is "a physical channel and psychological connection between the sender and the recipient, [...] allows both the one and the other to establish and maintain communication" (Yilorm Barrientos & Alicia Lizasoain , 2012).

Been implemented, the model works as follows: the sender (teacher) is to send to the receiver (student) a message that cannot be interpreted if not in context, if you do not communicate in a code common between the sender and the receiver, or if the contact or communication channel is not fluent.

According to this model the message reaches students should be significant for them even though question of another language such as English, so Jakobson focuses on a methodological approach Focal skills that achieves the acquisition of the second language but within a framework that is understandable for students only then they can understand and respond to them positively and actively especially 8th grade students of EGB, and develop the ability to speak without fear and motivated.

ORAL COMPETENCE.

They are a means that uses language user to mobilize and balance their resources, operating skills and procedures in order to meet the demands of communication that is in the context and successfully complete the task within the most complete form or economically as possible, depending on their specific purpose. (González-Such, Jornet Meliá, & Bakieva*, 2013)**.**

It must be clear that Speaking" Is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts" (Kayi)**.**

Speaking is an essential part of learning, when learning a second language, not something mechanical or just a repetition of words hence the importance of highlighting why is important to speak English, and the role of teachers in this field.

Learn English as a second language (L2) it offers many advantages in the world, both in the personal field as work, thus allowing people to achieve success, because knowledge we always find in English, hence the importance of teachers and students strive to achieve the full development of this skill.

Then it is necessary not only understand what is taught by the teacher but also able to express it, just so we know we are developing the ability or competence to speak in a language that is not ours, logically this revolves around several factors, vocabulary, gestures, phonology the lexicon, but here it is the teacher's role, namely to introduce these complex aspects of the easiest and dynamic way that students do not notice they are learning something complicated, if not the opposite, they are developing a skill that allows

them to open way to new things and are making significant knowledge in an easy and fun way.

For these reasons, observed and analyzed, we can see that the influence of Strategies methodologies through appropriate teaching resources is vital in order to develop the speaking competence as a second language (English).

When we speak of oral skills also it comes into play our motor perceptive ability it means the skill of listening, so we can say that these two skills go hand in hand, so the teacher should make use of strategic tools and teaching resources suitable to develop competence of listening and speaking.

In addition to use strategies based on technology, allows the teacher and student learn in an effective, dynamic and very significantly, as both teacher and students enjoy when English class arrives, and you can apply and implement I learned in previous classes, we know that strategies are actions, then classes must be full of action and accompanied by sets of criteria such as the methodology, and the mixture of these two produce an influence of utmost importance when getting classes effective when teaching English.

That is why my proposal about Blended learning strategy, where we can blend the action, motivation, dynamics and innovation in one step .It allows to develop a successful class in oral competition.

And thanks to that the students feel comfortable with a class where not only learn but also do it in a personal and fun way. So they feel confident and eager to speak without fear.

CONCLUSION

The conclusion show teachers in the classroom comply with monotonous and regular classes, many times do not use adequate dynamic resources, and students have no interest or desire to learn to speak English.

According to the authors cited above apply these methodological strategies is easy and simple just need to take these actions and criteria, change our passive way to teach and implement them, according to Jakobson it is important that the message reaches effectively, both the receiver and the transmitter must send a clear and easy to understand message, here the importance of using these strategic actions using technology as a resource.   For example:

The Internet or the network of networks, as also called, is a medium that offers a wide range of digital resources for a variety of uses and have different characteristics, so it has been necessary to classify them according to the medium for which they were created. For Townsend (2000), they are classified into three groups, namely:

A. Transmissive, which are those that support shipping, effectively, message sender to receiver.

B. Assets, which allow the learner to act on the object of study, and from this experience and reflection, build their knowledge.

C. Interactive, whose aim is that learning is given from a constructive, synchronous or asynchronous dialogue, among individuals using digital media to communicate and interact. (Meneses, 2009).

Also noteworthy Swain who suggests that:

meaningful contexts of communicative activities understandable materials for students are still essential for the second language acquisition (ASL), but this requires occasional and timely inclusion of explicit information on structures language and learner errors. Swain is not alone in this call, since has been a shift towards a greater focus on the formal aspects in theory ASL. (McBride, 2009).

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Mato, N. A. (2011). PRINCIPALES MÉTODOS DE ENSEÑANZA DE LENGUAS. *Dialnet*, 18-19.

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ANNEXES

Revista electrónica de Investigación educativa

Artículos

Consideraciones metodológicas sobre la evaluación de la competencia oral en L2

Methodological Considerations Concerning the Assessment of Oral Competency in a Second Language (L2)

Revista Avanzada Científica
IDICT

Estrategia metodológica para desarrollar el método de trabajo independiente con carácter de sistema y de proceso.
Methodological strategy to develop the method of self-employment as a matter of system and process.
Autoras: MsC. Milagros Lío Valdés
MsC. Josefa Azel Jiménez.
Ing. Yadira Sosa.
Centro: Centro de Estudio de Educación (CEE) de la Facultad de Ciencias de la Educación y la Información (CEI) de la Universidad Central de Las Villas (UCLV). Cuba.

Resumen
En el presente artículo se abordan elementos teóricos acerca de la estrategia metodológica como una solución para desarrollar el método de trabajo independiente en la modalidad semipresencial, sus regularidades, como resultado científico, las direcciones estratégicas para llevar a cabo el método de trabajo independiente a partir del análisis de documentos, acciones a ejecutar por el profesor y el estudiante para la dirección estratégica: Carácter de proceso sistémico y formativo dirigido por el profesor, de donde debe partir el trabajo metodológico relacionado con el trabajo independiente y por último, la representación modelada de la estrategia metodológica que se aplicó en la carrera de Ingeniería Civil de la Facultad de Construcciones de la Universidad

"Estrategia metodológica: Es la proyección de un sistema de acciones a corto, mediano y largo plazo que permite la transformación de la dirección del proceso de enseñanza aprendizaje tomando como base los métodos y procedimientos para el logro de los objetivos determinados en un tiempo concreto. Entre sus fines se cuenta, el promover la formación y desarrollo de estrategias de aprendizaje en los escolares."

Artículos

Consideraciones metodológicas sobre la evaluación de la competencia oral en L2

Methodological Considerations Concerning the Assessment of Oral Competency in a Second Language (L2)

2.2. Modelo de la comunicación de Jakobson

3 Blended learning

Blended learning (b-learning) is a learning approach that combines face-to-face classes with distance online meetings. We adopted this teaching modality because it could give us the opportunity to blend traditional classroom experiences with distance education strategies to meet the needs of a literacies pedagogy for oral communication in English. Our major aim was to give students time and privacy to develop their listening and speaking capacities. Based on our teaching experience, we have been observing that there are students who are reluctant to speak in traditional classrooms. We decided then to experiment with a b-learning approach so as to give them the opportunity to record their voices quietly at home, listen to what they had recorded, get feedback from peers and then record again. This way they could make mistakes without the constraints of peer's presence in the classroom, learn from their mispronunciations and speak more appropriately.

Exploring Knowledge of English Speaking Strategies in 8th and 12th Graders

Exploración del conocimiento de las estrategias de expresión oral en inglés en estudiantes de los grados octavo y duodécimo

Claudia Díaz Larenas
Universidad de Concepción, Chile

The Concept of Strategy

The definition of strategy has several interpretations, but all of them come from the same source. The word comes from the ancient Greek term *strategia*, used to refer to the tactics employed to defeat the enemy. In the educational field, the use of this term is not very different, but in this case the enemy is the students' lack of knowledge. Oxford (1990, p. 8) offers the following definition: strategies are specific actions, behaviors, steps or techniques that students (often intentionally) use to improve their progress in developing L2 skills. These strategies can facilitate the internalization, storage, retrieval or use of the new language. Strategies are tools for the self-directed involvement necessary for developing communicative ability.

PRINCIPALES MÉTODOS DE ENSEÑANZA DE LENGUAS EXTRANJERAS EN ALEMANIA

Maria Alcalde Mato
Universität des Saarlandes, Alemania

Resumen: El papel de Alemania en el campo de la enseñanza y aprendizaje de lenguas extranjeras ha sido, principalmente desde el siglo XIX hasta nuestros días, especialmente significativo. A importantes investigadores, lingüistas y profesionales de la didáctica debemos los orígenes o creación de nuevos métodos alternativos conocidos actualmente. En este trabajo, presentamos la importancia de Alemania en este campo de la práctica de lenguas, describiendo fundamentalmente los métodos y enfoques metodológicos aparecidos y utilizados en este país -desde el método tradicional conocido como de gramática-traducción, el directo, el audiolingual o audiovisual, el comunicativo... hasta los seminarios métodos alternativos-, entre otros, de manera que podemos constatar una significativa evolución de carácter positivo y firme.

Palabras clave: enseñanza/aprendizaje de lenguas extranjeras, metodología, lingüística, alemania.

3.7.5. El "aprendizaje con tándem" ("tandem-lernen")

Esta variante alternativa no es considerada como método de enseñanza propiamente dicho, sino más bien como una forma de organización de los discentes para complementar su aprendizaje. El nombre alude metafóricamente a una actividad en parejas, a un intercambio cultural y lingüístico en el que participan dos personas cuya lengua materna es la que el compañero de intercambio quiere aprender o, más bien, perfeccionar. De esta forma se facilita una clase particular mutua por medio de un intercambio bilingüe cuyo contenido es previamente estipulado por sus componentes. Esta modalidad de enseñanza de lenguas comenzó a desarrollarse precisamente en Alemania, donde actualmente es practicada con éxito en instituciones como escuelas públicas, universidades, jardines de infancia o Institutos Goethe.

Artículos

Consideraciones metodológicas sobre la evaluación de la competencia oral en L2

Methodological Considerations Concerning the Assessment of Oral Competency in a Second Language (L2)

Swain sugiere que los contextos significativos de las actividades comunicativas con materiales comprensibles por los estudiantes todavía son imprescindibles para la adquisición de segundas lenguas (ASL), pero ésta exige la inclusión ocasional y aportura de información explícita sobre las estructuras de la lengua y sobre los errores de aprendizaje. Swain no está sola en esta llamada, dado que se ha visto un cambio hacia un mejor enfoque en los aspectos formales en la teoría de ASL (Schulz, 2001), concretamente en las áreas de concepto de la atención (Schmidt, 2001), focus on form (Doughty & Williams, 1998; Lee & Valdman, 2000), y la corrección (Lyster, Lightbown, & Spada, 1999).

(Carbonel, 2002; Salinas, 2004). La innovación en la educación también involucra la selección, organización y utilización creativa de elementos vinculados a la gestión institucional, al currículo o la enseñanza y responde a una necesidad o problema que, por lo regular, demanda respuesta integral (Macías, 2005).

Por otro lado, la innovación educativa basada en evidencia (IEBE) es una forma de aportar al uso de la tecnología en el aula. Según Tejedor (2005), la IEBE fundamenta los cambios (por ejemplo, la incorporación de las TIC en las aulas) en las evidencias que van aportando los investigadores como resultado de la práctica pedagógica. Buscar cambios de innovación a través de evidencias probadas en diferentes contextos, como el caso de la IEBE, es una invitación a salir de los diseños tradicionales de los modelos de enseñanza (Ramírez, 2012).

apertura

Desarrollo de la competencia oral del inglés mediante recursos educativos abiertos

Development of oral competence through the use of Open Educational Resources

Juan Pablo Díaz Yara
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RESUMEN

En este trabajo analizamos el uso de los recursos educativos abiertos (REA) para coadyuvar en el desarrollo la competencia oral como apoyo en su enseñanza...

Desarrollo de la competencia oral del idioma inglés

Durante la actividad oral en la herramienta Videochat, los estudiantes se formularon y respondieron preguntas en torno a una lista que el docente les asignó previamente; así se dio la interacción oral. En cuanto al empleo de Tándem, el tiempo de interacción por estudiante fue más amplio, ya que la actividad en esta herramienta era en grupos de dos. En la bitácora se registró que "la herramienta fue sencilla de usar; además resultó novedosa, ya que los estudiantes realizaban un ejercicio de interacción en parejas usando herramientas en línea". En relación con la expresión oral en Langblog, los estudiantes tuvieron el tiempo

SOME STRATEGIES