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**“DESCRIPTION OF DIDACTIC STRATEGIES APPLIED IN THE TEACHING-  
LEARNING OF ENGLISH AS A FOREIGN LANGUAGE, IN THE STUDENTS  
OF OCTAVO DE BÁSICA “A” IN “FE Y ALEGRIA” SCHOOL IN THE CITY  
OF RIOBAMBA, DURING THE SCHOOL PERIOD SEPTEMBER-JULY 2017.”**

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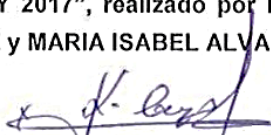
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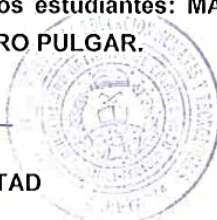
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ASUNTO: Convocatoria para DEFENSA DE TESIS

Of. No. 450-SFCEHT-2017  
Riobamba, 02 de agosto 2017

Señores Profesores: Ms. Mónica Cadena (Preside), Ing. Luis Machado, Mgs. Magdalena Ullauri y Ms. Lucy Pazmiño, por disposición del Señor Decano de la Facultad, convoco a ustedes para el día 09 de agosto del 2017 a las 09h00. Con el objeto de constituir el Tribunal Examinador para la DEFENSA DEL TRABAJO DE GRADO denominado el "DESCRIPTION OF DIDACTIC STRATEGIES APPLIED IN THE TEACHING-LEARNING OF ENGLISH AS A FOREIGN LANGUAGE, IN THE STUDENTS OF OCTAVO DE BÁSICA "A" IN "FE Y ALEGRÍA" SCHOOL IN THE CITY OF RIOBAMBA, DURING THE SCHOOL PERIOD SEPTEMBER-JULY 2017", realizado por los estudiantes: MARCELO PATRICIO GUERRA CALLE y MARIA ISABEL ALVARO PULGAR.

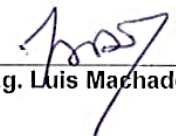
  
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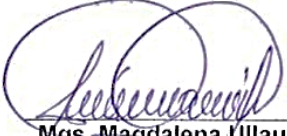


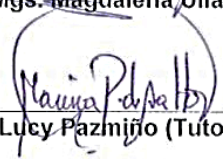
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Ms. Lucy Pazmiño (Tutor)

## TUTOR CERTIFICATE

Máster

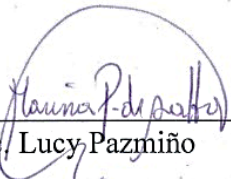
Lucy Pazmiño

TUTOR DE TESIS Y DOCENTE DE LA FACULTAD DE CIENCIAS DE LA EDUCACION HUMANAS Y TECNOLOGIAS CARRERA DE IDIOMAS DE LA UNIVERSIDAD NACIONAL DE CHIMBORAZO.

En calidad de tutora de tesis previa a la obtención del título de Licenciatura en Idiomas Especialización Inglés, certifico que el presente trabajo de investigación realizado por: María Isabel Álvaro Pulgar y Marcelo Patricio Guerra Calle con el tema: **“DESCRIPTION OF DIDACTIC STRATEGIES APPLIED IN THE TEACHING-LEARNING OF ENGLISH AS A FOREIGN LANGUAGE, IN THE STUDENTS OF OCTAVO DE BÁSICA “A” IN “FE Y ALEGRIA” SCHOOL IN THE CITY OF RIOBAMBA, DURING THE SCHOOL PERIOD SEPTEMBER-JULY 2017.”**

Han cumplido con el 100% de tutoría con el asesoramiento permanente de mi persona, siendo este revisado, analizado y aprobado.

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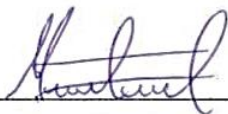
  
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**TUTORA**

## AUTHORSHIP

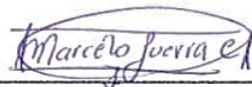
The content of this project is under the only responsibility of the authors María Isabel Alvaro Pulgar and Marcelo Patricio Guerra Calle, students' language school, with the following topic thesis: **“DESCRIPTION OF DIDACTIC STRATEGIES APPLIED IN THE TEACHING- LEARNING OF ENGLISH AS A FOREIGN LANGUAGE, IN THE STUDENTS OF OCTAVO DE BÁSICA “A” IN "FE Y ALEGRIA” SCHOOL IN THE CITY OF RIOBAMBA, DURING THE SCHOOL PERIOD SEPTEMBER-JULY 2017.**

Establishing that the intellectual contributions of other authors have been referenced both in textual quotations and bibliographical citations, in addition, the rights of this project correspond to Universidad Nacional de Chimborazo.



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Marcelo

## **DEDICATORY**

First, this Project is devoted to my son Alejandro the person most important in my life, he is the reason for achievement this goal. Second, to my husband Diego because with his support and love encourage me to finish this investigation. Third, to my parents for giving me everything the opportunity to finish my career and become a professional. Finally, to my friends and the rest of my family who, in one way or another, contributed to reach this goal in my professional life.

Maria Isabel

This victory is dedicated to my mother Marianita Calle, who is the motor and the inspiration to achieve my goals, because she is the person who was always supporting me in every moment of my life with their financial and moral support. In the same way dedicated to my grandmother Carmen Leon, who is like my second mother and who helped me to complete my career.

Your Son Marcelo, thanks.

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## RESUMEN

La siguiente investigación se orienta en el uso inapropiado de las estrategias didácticas por parte del profesor aplicadas en la enseñanza- aprendizaje del idioma inglés siendo este el principal problema en los estudiantes del Octavo Año de Educación Básica "A" de los cuales 11 son niños y 4 niñas de la Escuela General Básica "Fe y Alegría", en la ciudad de Riobamba, durante el periodo académico 2016-2017. El presente proyecto describe cómo el docente utiliza las estrategias didácticas para enseñar a sus estudiantes y saber cómo éstos reaccionan ante ello, con esto queremos decir que si el estudiante está asimilando y captando bien la información, dada por el profesor o existe alguna falencia, el tipo de estudio que se utilizó es cualitativo porque se enfoca en las actividades realizadas por el docente, este también se lo realizó a nivel exploratorio porque solo explora las preguntas de la investigación y las preguntas guías. El método cualitativo que se usó, es el etnográfico. La técnica utilizada fue la observación, ésta nos permitió recolectar información de los estudiantes y el docente, el instrumento para la recolección de información fue una hoja de cotejo, basados en parámetros en la cual se analizó si el estudiante captaba de una forma positiva las estrategias y actividades que el docente realizaba, los datos fueron revisados y analizados por los investigadores. Como conclusión se obtuvo que el docente aplica su estrategia didáctica tratando de que los estudiantes se sientan atraídos por ella, ya que para los ellos el aprendizaje de otro idioma no es importante, aunque la profesora los motive con la utilización de estrategias didácticas.

## Abstract

This research is oriented to the inappropriate use of the didactic strategies used by the teacher applied in the teaching-learning of the English language. This is the main problem in students of the Eighth Year of Basic Education "A" of which 11 are boys and 4 girls of the School of Basic General "Fe y Alegría", in Riobamba city, during the academic period 2016-2017.

This project describes how the teacher uses the instructional strategies to teach his students and to know how they react to it, by this we mean that if the student is assimilating and capturing the information, given by the teacher or there is some weakness, the type of study that was used is qualitative because it focuses on the activities carried out by the teacher, this is also made exploratory level because it only explores the research questions and the questions guides.

The qualitative method that was used, is the ethnographic. The technique used was the observation, this allowed us to collect information from students and the teacher, the instrument for the collection of information was a sheet of collation, which consisted of parameters in which we look if the student captured in a positive way the strategies and activities that the teacher did. So, the data were reviewed and analyzed by the researchers. As a conclusion, it was obtained that the teacher applies its didactic strategy trying to do students feel attracted by this, I could say that the activity was a little simple and as a result some students were not part of it. Some students prefer dialog between them during the class because for them the activity that the teacher uses them seems common, it could be said that the behavior of students during the classes is because they have a low level of knowledge of the language, as well as for some students learning a new language is left in the background, which means that for them the knowledge of another language is not important, although the professor uses each one of the teaching strategies of an entertaining way.

Reviewed by:  Chariguamán, Silvana

Language Center Teacher



## INTRODUCTION

Vadillo and Klingler (2005), affirms that didactic strategies point to the group of developed activities considering not only students' understanding of ideas but also a mutual relationship among specific information and a particular activity, as general norm of input. With the implementation of strategies in the process of teaching English, the professor looks for a common project. In a collaborative group, all students make the duties together, that means that they construct the knowledge mutually.

According to Brufee "The basis of collaborative learning is the construction of agreement through group cooperation." (cited in Arcos, 27).

Therefore, didactic strategies should be seen as: on purpose organization of the teaching and learning process structure to achieve goals, in which students not only learn a subject matter, but also gain knowledge of other forgotten contents as the capacity of cooperation, respect for oneself and the others' differences, and value of people as human begins.

According to Bradford, L. P. (1958), teaching -learning is a human transaction involving the teacher, learner and learning group in a set of dynamic interrelationships. Teachers and learners engage together in a complex process of exploration and diagnosis of needs for and resistances to learning and change of experimentation and fact-finding of testing and planning for utilization of learning and change in the life of the individual. The low level of students' knowledge it is due for the inadequate use of strategies. In other hand, to obtain a good result in the appropriate use of didactic strategies, the teacher must be the support in the student's life at the moment to teach, for this reason the professor needs to apply the didactic strategies in a successful way.

The investigation attempts to describe the didactic strategies applied in the teaching-learning of English as a foreign language, in the students of Octavo de Básica "A" in "Fe y Algeria" school, during the school period September- July 2017. This research is focus in how the didactics strategies help to the students to learn the English language. The research is exploratory, the qualitative method used was ethnographic which helped to identify and analyse the problem as it occurs in the exactly place where it takes place. The instrument used was an observation guide, which were built considering the main

characteristics of the Didactic Strategies for obtaining useful information to accomplish the study objectives.

As it could be observed by the researchers during the teacher activity, the students do not pay attention, they did not work with the teacher and the students felt frustrated, all these student's behavior it is due because some students lose the inters in to learn a new language, at the beginning of the class the teacher applies an activity trying that all students work but it is difficult because they prefer to speak and do not make the activity.

The subject discussed in this project was chosen because based on the observations during professional practices, the researchers observed the low level of English language, it is due to the lack teacher's knowledge about the strategies at the moment to teach. This project studied the correct ways to teach strategies in to the class, it will be beneficent for the students at the moment to learn a foreign language because the teacher will know how to use the didactics strategies in a correctly way. Allowing a better interaction between students and teacher. As conclusions, the researches could observe that these didactic strategies are useful for some students depending their behavior in front the class and the most used strategy was the dice game due to this game was funny and the same time it was significant learning game for the students.

The purpose of this research was give an educational point of view as a suggestion for the future students of the language career who want to take this topic as their research topic like a guide of their investigation work and at the same time the main purpose was the observation about if these didactic strategies were useful for students` learning process or not.

**Chapter I.-** Contains the Referential Framework, Problem Statement. It includes the general and specific objectives, justification and importance of the problem.

**Chapter II.-** Is related to the theoretical aspects about the Didactic Strategies.

**Chapter III.-** Presents the Methodological Framework which includes design and type of research, the population and sample, techniques and collecting instruments of data, techniques of procedure for the analysis, the procedure and work field.

**Chapter IV.-** Contains the analysis of data and interpretation of results.

**Chapter V.-** Shows the conclusions and recommendations of this investigation.

## **CHAPTER I**

### **REFERENCE FRAMEWORK**

#### **1.1 PROBLEM STATEMENT**

The inappropriate use of teaching strategies by the teacher in the Teaching- Learning of English as a foreign language, in the students of Octavo de Básica “A” in "Fe y Alegria school, in the City of Riobamba.

#### **1.2 DEFINITION OF THE PROBLEM**

The research will be performed at the Elementary school ‘Fe y Alegria’, the school is located in Chimborazo Province, in the city of Riobamba situated in Av. Juan Félix Proaño between Guayaquil and Olmedo. Nowadays the school population has been grown, with 550 students and 22 teachers, distributed from Initial to Ninth grade, in the research the researchers work with the students of Eighth grade “A”, the number of students is the 15 the time in which is developed this research is during the school period September 2016 -July 2017. At the present time students receive English classes, the subject is given by a single teacher in all grades, for this reason the students only receive four hours a week. From this school year, it has implemented the English to the obligatory subjects, since before it was an optional subject and in some cases part of the clubs and not much emphasis was placed on the learning of a new language. This has changed now, with the inclusion of the English curriculum.

In the Eighth Years of Basic Education, there is a lack of knowledge on the subject of English, because in previous years had not been received and this creates a big gap at the time of teaching, another problem that have all the students, is that it does not have a laboratory of English and the classes are given in the classroom which makes it an anti-pedagogical environment, as the classrooms do not have their own teaching material and the teacher has to make it, and in some cases to improvise the material.

One of the problems that occurs in the Eighth Year of Basic Education Parallel ‘‘A’’ is the inappropriate use of teaching strategies by the teacher. This is due to the fact that the teacher does not know how to deal with their students, it is very difficult for her because

in the classroom there is a very low level of English, even some of the students are taking the subject for the first time and this causes a shock at the moment in which the teacher is teaching the subject, another of the problems that researchers were able to observe was, that students do not give importance to learn a new language, they does not bring the materials needed for the class and also lose their books. This happens because the time between one class and another is very long, since the eighth students receive classes on Tuesday, four hours and for the next class they have to wait until the following week to continue with the topic, this causes the indifference on the part of the students. After observing the researchers will analyze how the teacher use strategies with students and how is their reaction and behavior in class.

By observing the researchers were able to show, that there are shortcomings on the part of the institution which has an impact on the teacher as having no laboratory, and didactics materials the teacher has to improvise and many times not properly implemented the didactic strategies.

### **1.3 PROBLEM FORMULATION**

Which are the didactic strategies that help students in the teaching - learning of English as a foreign language, in the students of Octavo de Básica "A" in "Fe y Alegria School, in the city of Riobamba, during the school period September 2016 - July 2017?

### **1.4 GUIDELINES QUESTIONS**

- What are the strategies that teacher use in the teaching-learning process?
- How is the interaction of teaching learning between teacher and student developed?

## **1.5 OBJECTIVES**

### **1.5.1. GENERAL OBJECTIVE**

- To observe how the teacher applies the didactic strategies, in the teaching-learning of English as a foreign language, in the students of Eighth Year of Basic Education “A”.

### **1.5.2. SPECIFIC OBJECTIVES**

- To identify strategies used in the teaching-learning process of a foreign language.
- To analyze the way that the teacher applies the didactic strategies in the teaching- learning of English as a foreign language in the students.

## **1.6 PROBLEM JUSTIFICATION**

This research was developed with the aim of improving the use of didactic strategies in the teaching-learning process of the students, because the researchers were able to identify the inappropriate use of these strategies.

The profession of teaching requires a number of elements and procedures that should be used. The didactic strategies are one of them, and they define like procedures by which the teacher and the students, organize the actions in a conscious way to build and achieve goals in the teaching-learning process, adapting to the needs that may occur in the participants in a meaningful way in the classroom. The research is exploratory, the qualitative method used was ethnographic which helped to identify and analyse the problem as it occurs in the exactly place where it takes place.

Through this investigation the researchers identify the importance of the proper use of the teaching strategies and this is done with the help of the observation guide by collecting the information. The research provides direct beneficiaries to the students of Eighth Year of Basic Education “A”. The indirect beneficiaries are teachers and authorities at the Elementary school “Fe y Algeria”.



The research has a high percentage of feasibility because the researchers were able to analyze the weaknesses and describe different types of didactic strategies that would be appropriate that the teacher use, at the time of teaching and this will be very beneficial in the teaching and learning of English as a foreign language in the students.

At the end of this research the researchers could increase their own knowledge about the didactic strategies and how to applied them in a proper way,

## CHAPTER II

### THEORETICAL FRAMEWORK

#### 2.1. BACKGROUND OF INVESTIGATIONS REGARDING THE PROBLEM

In relation to the research theme proposed, has been revised thesis topics in the library de la Facultad de Ciencias de la Educación, Humanas y Tecnologías de la Universidad Nacional de Chimborazo, and has found a similar research called: LA APLICACIÓN DE LOS RECURSOS DIDÁCTICOS EN EL APRENDIZAJE DEL IDIOMA INGLÉS EN LOS NIÑOS DEL OCTAVO AÑO DE LA ESCUELA BÁSICA “YARUQUIES” PARROQUIA YARUQUIES, CANTÓN RIOBAMBA, PROVINCIA DE CHIMBORAZO, DURANTE EL AÑO LECTIVO 2012-2013.

**Authors:**

**Tutor:** Ing. Machado Luis.

**Researchers:** Cazar Costales Segundo Salvador, Sinaluisa Buñay Cesar Alfredo.

However, this topic is more concerning in the implementation of teaching resources in learning for children of the institution giving to understand that refers to a wider field of research.

#### 2.2 THEORICAL FOUNDATION

This research is based in the description of didactic strategies applied in the teaching-learning of English as a foreign language, for this the researchers need to specify some aspects into this research such as:

### **2.2.1. PEDAGOGY**

According (Lemus, 1973) pedagogy can be defined as the set of rules, principles and laws that regulate the fact; as the study, intentional, systematic and scientific education and how the discipline that is raised, study and solution of the problem of education.

With this it is said that the pedagogy is a set of knowledges that seek to have impact on the educational process, in any aspect, as well as understanding and organization of culture.

### **2.2.2. METHOD**

Method is a word that comes from the Greek word *methodos* ("path" or "track") which refers to the means used to come to an end. Is the approach to perform an action on a systematic basis in order to achieve a goal, or in other words means way to get to a particular place.

### **2.2.3. DIDACTIC METHOD**

It is the logical set of didactic procedures that direct student learning toward a common goal, these can be from the planning and development of the matter until the end with the assessment.

### **2.2.4. TECHNIQUE**

The technique is what defines the method, is the tool that uses the method, to come to an end. Also, it is the implementation, meaning that a technique is something that actually takes place in language teaching or learning in the classroom.

### **2.2.5. STRATEGY**

A strategy is, in a strict sense, a procedure organized, formalized and oriented to the achievement of a goal clearly established. Its application in daily practice requires the improvement of procedures and techniques whose detailed choice and design are the responsibility of the teacher.

The strategy is, therefore, a planning system applicable to a set of actions to reach a goal. So, that there can be no talk of which strategies are used when there is a goal toward which to guide the actions.

The strategy must be based on a method but in contrast to this, the strategy is flexible and can take shape based on the goals to where you want to go. In its application, the strategy can make use of a number of techniques to achieve the objectives it pursues.

#### **2.2.6. DIDACTIC**

According (Stöcker, 1964) The word didactic comes from the Greek language “didaskein”. It means teaching and “tékne” suggests art; “art of teaching”. Didactic refers to the principles, phenomena, forms, precepts, and laws of teaching with no subject in particular

Medina (2003, p.7), defines didactic as: A discipline of pedagogical nature that focuses on the teaching goals and compromise with the aim of better human beings through the understanding and permanent change of the social communicative

#### **2.2.7. DIDACTIC STRATEGY**

According (torino, 2011) A Didactic Strategy is the integration of several didactic methods within an Educational Action or one part of it.

The didactic strategy requires the identification and characterization of two components: the task of teaching and learning situation both focused on creating an optimum environment designed to offer children the opportunity to achieve a specific operational objective. Thus, in the didactic strategy for teaching and learning pre-mathematical operations, we have shown, as a didactic method, the exercise, which by motor and intellectual action allows the formation of skills, abilities and automation. (Issues, 2013).

Obviously, is not the only possible definition of a Didactic Strategy, but we think that it is more appropriate in order to avoid the confusion between “strategy” and “methodology”.

Finally, the integration of Didactic Methods can be achieved in a number of different ways and this integration can concern either the development of a part of the Didactic Action or can be used as a unitary strategy for the entire training path. Here are some examples of Didactic Strategy (for each we indicate one possible sequence of Didactic Methods).

Vadillo and Klingler (2005), affirms that didactic strategies point to the group of developed activities considering not only students' understanding of ideas but also a mutual relationship among specific information and a particular activity, as general norm of input. With the application of strategies in the process of teaching English, the teacher looks for a common project.

In a collaborative group, all students make the duties together, that means that they construct the knowledge mutually. According to Brufee "The basis of collaborative learning is the construction of agreement through group cooperation." (cited in Arcos, 27).

Didactic strategies should be seen as: on purpose organization of the teaching and learning process structure to achieve goals, in which students not only learn a subject matter, but also gain knowledge of other forgotten contents as the capacity of cooperation, respect for oneself and the others' differences, and value of people as human begins.

Frabonni (1998, p. 60), asserts that regarding school curriculum, didactic is in charge of elaborating the ideal teaching procedures to promote the alphabetization process or the acquisition of knowledge of subject matters; it refers also to meta cognition strategies, such as being able to understand, to apply, to analyze, to make synthesis, to perceive, and of course to create.

(Ainsworth, 1982; Bowlby, 1969), positive teacher-student relationships enable students to feel safe and secure in their learning environments and provide scaffolding for important social and academic skills.

When teachers form positive bonds with students, classrooms become supportive spaces in which students can engage in academically and socially productive ways (Hamre & Pianta, 2001).

Cox J. (2016) When you create a real-world connection to what students are learning, it will give them a greater understanding of why they need to learn it. If your students are constantly asking you why they need to learn something, and you always are answering with "because you have to," you will lose credibility with your students, and they will continue to not be interested in what you are teaching them. Instead, give them a real

answer. This will help them connect why they must learn what they are learning for their future.

But when the teacher does not use appropriate instructional strategies may have a low performance and one of the reasons is the anxiety and fear in the student at the time of attending class.

According Horwitz, E. K., Horwitz, M. B., & Cope, J. (1986) Teacher and students generally feel strongly that anxiety is a major obstacle to be overcome in learning to speak another language, and several recent approaches to foreign language teaching, such as community language learning and suggestopedia, are explicitly directed at reducing learner anxiety.

#### **2.2.8. DIDACTIC STRATEGIES FOR ENGLISH LANGUAGE LEARNING. -**

According Feo, R. (2010) the teaching strategies are shaped by the affective processes, cognitive and procedural requirements that allow you to build the learning on the part of the student and carry out the instruction by the teacher.

During the learning process, the teacher can use multiple teaching strategies. Since English is the lingua franca and is studied by many people around the world for this reason it is necessary to use several strategies to ensure that the programming is correct and these are described below:

#### **STRATEGY N° 1**

##### **JIGSAW**

As “each member of a group has a piece of information needed to complete a group task” (Longman Dictionary of Language Teaching and Applied Linguistics, 1998) in the EFL classroom, jigsaw is a cooperative learning technique that requires everyone’s cooperative effort to produce the final product. Just as in a jigsaw puzzle, each piece each student’s part is essential for the production and full understanding of the final product. If each student’s part is essential, then each student is essential. That is

precisely what makes this strategy so effective. Jigsaw is said to be able to increase students' learning since "a) it is less threatening for many students, b) it increases the amount of student participation in the classroom, c) it reduces the need for competitiveness and d) it reduces the teacher's dominance in the classroom" (Longman Dictionary, 1998). Consequently, jigsaw strategy can successfully reduce students' reluctance to participate in the classroom activities and help create an active learner-centered atmosphere.

Studies showed that it was only under certain conditions that cooperative efforts may be expected to be more productive than competitive and individualistic efforts. Johnson, Johnson and Holubec (1993) put forward five principles for jigsaw strategy:

- a. Positive interdependence
- b. Face-to-face promotive interaction
- c. Individual and group accountability
- d. Interpersonal skills
- e. Group processing

## **STRATEGY N° 2**

### **BINGO GAME**

According Finch, K. (2014). Bingo has thus entered the western cultural consciousness as a competitive game, usually played for money or prizes. It is in essence an extremely simple game of chance that requires the participants to listen-and-find simple information and to mark it on their card, without transformation of the information or use of cognition (problem-solving, critical thinking, etc.).

In the light of these characteristics, we might well ask how Bingo can be effectively used to teach (and learn) English. In order to answer this question, the following sections explore Bingo and its application in ELT (English Language Teaching) in greater depth.

## **Types of Bingo**

Whereas Ito & Berry (2001, p. viii), have four classifications (Traditional Bingo games; Task Bingo games; Talking Bingo games; and Testing Bingo games), this presentation prefers to employ three main types as a primary means of classification, based on the perspective of the participant (cf. Hyun, 2000; 2001):

1. Listening Bingo games (passive, static, one-way, instructional, individual, receptive, information gap activities);
2. Speaking Bingo games (active, dynamic, two-way, communicative, group, cognitive, language-performance and information transfer activities);
3. Self-made Bingo games (active, dynamic, two-way, interactive, group, cognitive, collaborative, language-performance, problem-solving and critical thinking).

The second means of classification is by the type of activity:

- Picture Bingo
- Word Bingo
- Synonym Bingo
- Antonym Bingo
- Translation Bingo
- Matching Bingo
- 20 Questions Bingo
- Riddle Bingo
- Pyramid Bingo
- Idiom Bingo

These various types and classifications can be employed in various situations and transformations.

Bingo can be used in one form or another for most purposes, according to the language content and the characteristics of the learners (age, proficiency, affective variables, etc.). The activities contained in this presentation present the primary categories (listening-based, speaking-based, and self-made activities) of Bingo activities, in addition to covering the full range of secondary classifications above. In this way, it is hoped to



show that the Bingo concept can be adapted to meet the needs of any group of language learners.

### **STRATEGIES N° 3**

#### **TREASURE HUNT**

A treasure hunt well designed goes beyond the acquisition of small units of information, more or less structured, on a given topic. March (1999) suggests that choosing properly questions that define the fundamental dimensions of a topic, students not only learn specific answers, but deepen the essential aspects of the topic. In addition to the learning of facts and concepts, a treasure hunt encourages the acquisition of skills on information technology and communication, with practical knowledge on the Internet, the web and browse the information online.

Luzon (2001), which proposes to use in the teaching of English as a second language (ESL) with university students, summarizes the strengths of the fighters in the following three aspects:

a) Promote the acquisition of knowledge about a topic, b) develop skills of finding information on the web; and c) improve reading skills and comprehension of texts.

In the teaching of ESL, for example, makes it easy for students to come into contact with the authentic language, related to their discipline, which are on the network, encourage reading for a specific purpose, increase the knowledge of generic and specialized vocabulary, consolidate the previously learned language, and also help students develop the ability to make inferences and predict the context of a text (Luzon, 2001).

The treasure hunts can be designed to elicit basic skills of thinking and understanding and construction of knowledge. Stop this will include questions that seek to Students use the information of the web pages to describe or outline your content, create playlists, summarize and take notes, etc. can also be designed for students to develop

high-level skills as the implementation and analysis of knowledge. To this end, efforts will be made to ensure that the students organize and categorize the information, analyze and interpret it, discuss it, explain, compare, make generalizations, etc. (Hamilton, 1999).

The raw material to develop both types of skills is the same: information in different formats, although its depth and complexity will vary depending on the age of the students and of the objectives pursued.

#### **STRATEGY N° 4**

##### **VIDEO AND ROLE PLAY**

According Maxwell, C (1997, pág. 8) Role playing authentic situations is one avenue leading to improved communicative ability in the target language. For the instructor, role play is a versatile activity in that it can be based on authentic listening passages, readings, or videos. For most learners, moving from structured activities to less structured activities allow them to proceed at their own pace while building confidence. Through role play, students can also learn the significance of the spoken and no spoken word in their own as well as in the target language and culture.

Maxwell, C (1997) says the Authentic video clips also provide a springboard for role play in the language classroom. First, students view short video segments depicting a target situation; for example, a job interview. Viewing authentic situations of the target culture shows the significance of nonverbal communication such as kinesics, oculism, and proxemics.

#### **STRATEGY N° 5**

##### **REALIA**

‘Realia’ in EFL terms refers to any real objects we use in the classroom to bring the class to life.

Budden, J. (2011) argued the main advantage of using real objects into the classroom is to make the learning experience more memorable for the learner. To give a couple of simple examples, if you are going to teach vocabulary of fruit and vegetables it can be much more affective for students if they can touch, smell and see the objects at the same time as hearing the new word. This would appeal to a wider range of learner styles than a simple flashcard picture of the piece of fruit or vegetable. (With very young learners, classroom management can become trickier if you bring in real objects as excitement levels tend to rise.

A second example would be if you are going to teach some functional language for asking for the timetable for a train. You could use a fictitious timetable or you could use a real one from the local train station, one from the internet, or if you're really organized, some you brought back from your last trip. This way you expose students to more language than simply the times and destinations. They will see information about prices, discounts, bank holidays etc.

## **STRATEGY N° 6**

### **TRIVIA**

According (Budden, J. 2011) Quizzes and trivia games can make a nice change from more typical EFL style activities and it may give students who aren't the best at English a chance to shine in another area. It can be the case that some of the least able English students are really good at general knowledge, so tasks using trivia can help to boost their confidence and increase their motivation levels.

Preparing trivia quizzes can be quite time consuming, unless you have a wealth of facts, figures and dates stored in your head and can create questions on the spot, which some people seem able to do! However, if you're not a walking wealth of knowledge the internet is the most obvious source of trivia if you want to prepare a quiz.

## **STRATEGY N° 7**

### **ORDERING THE POEM**

The reasons for using poetry are similar to those for using songs and many activities that you do with songs can be adapted to poetry.

Budden J. 2007 says Any authentic material exposes students to some 'real English' and can be very motivating for your students, provided they are supported throughout the task. The other great thing about poems is for students to have the opportunity to see the language work creatively and freely. Poems can be used in many different ways and the more you use them the more uses you'll find for them. Ordering the poem, when you have chosen a suitable poem for your class, copy it onto a worksheet and cut up the verses. If the poem tells a story and the order is logical, ask student to read the verses and put them into the correct order. If the order isn't obvious, you can read out the poem and they can listen and put it into order as you read. From here you can go onto to look at the vocabulary, the rhyming words or to talking about the meaning of the poem.

## **STRATEGY N° 8**

### **STOP THE BUS**

Budden, J. 2004 says This is a great game to revise vocabulary and you can use it with any age group and any level by changing the category headings. It really gets students focused and working on tasks as a team and can be a savior to fill the last ten minutes of a class when you have run out of ideas.

## **STRATEGY N° 9**

### **LISTENING FOR KEY WORDS IN SONGS**

According to (Sabbadini, M. 2003) It's particularly useful for encouraging students to recognize familiar words even in difficult texts. This activity works well with all kinds of songs, and can be used to introduce a song, or simply as an enjoyable warmer or cooler.

This activity can be used at all levels - it just depends on the words you put on the cards. 'Difficult' songs can be made doable if the words chosen are simple and easy to pick out. Similarly, an 'easy' song can be made more challenging for high-level students by choosing words that are difficult to hear, or putting in words with very similar sounds.

## **STRATEGY N° 10**

### **DICE GAMES**

These games combine a mathematical skill or concept with elements of problem solving, reasoning and communicating and are engaging for children. This means these games are a great resource for the classroom. Games support children to become mathematical literate, which means they are able to understand, use and justify their mathematics. (Hodgen William, p3).

**Uses for a dice:** Use a dice to choose students for participation in class. Using addition or multiplication, 2 to 3 dice can be used to help the teacher have a random way of picking students for activities when each student is assigned a number.

**Use a dice to students create sentences.** The large, soft, foamy dice work well with this. Have one student roll the dice in front of the class and the students have to compete on the board to write a sentence with the number of words that matches the number on the dice.

**The Spider Game:** one die per student or group

Each student or group needs one die, a pencil and paper. If you are using die with pictures, you'll need to write in number values on the die.

Student must complete the drawing of spider by rolling the die. Each time they roll they complete a speaking task or communicative task designated by the teacher, and then draw a part of the spider's body. The first person or group to complete the spider drawing wins.

1. body 2. head 3. eye 4 fang 5. leg 6. leg

\* Students must roll a 1 before they start drawing. The spider needs a body to attach everything to. The same goes for eyes and fangs. The students must first roll a 2 and draw in the spider's head before they can add eyes or fangs.

## CHAPTER III

### METHODOLOGICAL FRAMEWORK

#### 3.1 RESEARCH DESIGN

**Documentary.** -It is the one that allowed us to obtain data through the use of printed materials with the purpose of learning, compare, broaden, deepen and deduct different approaches and criteria of various authors on a given issue in this case the didactic strategies.

**Field research.** -Allowed us to obtain data in direct relation to the researcher- reality, without control or manipulate variables according to the objectives. It was field because, it was applied in the place where the problem was studied.

#### 3.2 TYPE OF RESEARCH

The research carried out has a qualitative approach that is characterized by:

- **Qualitative research.** - Is designed to reveal a target audience's range of behavior and the perceptions that drive it with reference to specific topics or issues. It uses in-depth studies of small groups of people. In other words, it refers about the human behavior and their interaction with the environment in

real situations. The results of qualitative research are descriptive rather than predictive.

- **Descriptive.** -Once analyzed the results the researchers will be able to describe how it influences the didactic strategies in students of 8th Year of Basic Education at Elementary school Fe Y Alegria.

### **3.3 LEVEL OF RESEARCH**

Exploratory research does not provide the final and conclusive answers to the research questions, but merely explores the research topic with varying levels of depth also this research is also characterized by being flexible and lacking a formal structure.

### **3.4 QUALITATIVE RESEARCH METHOD**

**Ethnographic.** – Is the study of human behavior in its most natural and typical context, it is designed to explore cultural phenomena where the researcher observes society from the point of view of the subject of the study. The researchers employed the ethnographic method to get the information in this study, which helped to identify, analyze and provide solutions to the problem being investigated.

### **3.5 POPULATION AND SAMPLE**

The population is small; for this reason, was not necessary to take a sample therefore this study was made up of 1 Teachers, 15 Students of Octavo Grade, given as result 16 beneficiaries in the Escuela de Educación Básica “Fe y Alegria” during school year 2016-2017. This group was choosing because we evidenced some problems during the pre-professional practices one of them is the existence of a low level of English learning. Students have problems at the moment to obtain a new knowledge because teacher does not know didactic strategies that help students to develop skills and abilities into the English subject.

### **3.6 TECHNIQUES AND INSTRUMENTS FOR DATA COLLECTION**

The technique that was applied in this research was the observation, because it was used to gather the necessary information. The instrument applied was the observation guide, where it is the relevant aspects about didactic strategies applying in the teaching learning that will be investigated.

### **3.7 PROCEDURE**

This research was developed through four steps:

Preparatory Phase: First, the researchers choose the research topic of the investigation, had in mind different problems that they observed during the pre-professional practices in eight semester.

The problem that was observed is teacher shortcomings at the moment of teaching, she had very low knowledge about how to apply a strategy with her students, when she worked with the students the researchers observed that the strategy was so poor, letting it that the students feel bored and they did not participate during the class.

For the definition of the problem, the researchers divided in three levels:

First, the macro level, the researchers investigate about the background of the Unidad Educativa "Fe y Alegría" school. For the meso level, they investigate the course Octavo Año de Educación Básica Paralelo "A" and for the micro level they identify the problem that occur at the school, The inappropriate use of teaching strategies by the teacher in the Teaching- Learning of English as a foreign language. At the macro level of the research the researchers gathering interview with the authorities. The ethnographic method was selected for collecting information. In addition, this study is into the methodology area.

The "FE Y ALEGRÍA" school is beginning its social work, under the banner of Popular Education, oriented to serve the poor and marginalized groups in education.



The researchers had authorization and support of the authorities and the teacher of the school, which contributed for the realization of this project.

The interaction with the teacher and the students was direct, the researchers explain the procedure for obtain information. Our participation was non-participatory, for the observation the researchers use an observation guide. During the class, the researchers could have observed the teacher teaching the students of Octavo Año de Educación Bàsica Paralel “A”.

### **3.8 WORK FIELD**

The researchers had the authorization by the authorities of the school to carry our observation without any problems. Before to do the observation, the researchers talk with the teacher and she explains about the student´s knowledge level.

The researchers used an observation guide to collect information; the tutor upon a completion of the first draft checked it, the researchers made some corrections. The biggest change came at the end, the researchers made only one observation guide, which includes general information, questions regarding the investigation and closed answers after that it was applied.

The aspects observed were the inappropriate use of didactic strategies.

The contact with the participants was face to face. The researchers' role during the observation was passive because the researchers just limited to observe the development of the teacher in class.

Once the researchers finished with the observation and complete the observation guide, the researchers gave thanks to the authorities and to the teacher for their cooperation during the investigation.

## CHAPTER IV

### ANALYSIS AND INTERPRETATION OF DATA

#### 4.1. DATA PROCESSING, ANALYSIS OF RESULTS

This investigation was developed at the Escuela “Fe y Alegria” in Octavo Año de Educación Básica “A” during the school period 2016-2017 to describe the didactic strategies applied in the teaching- learning of English as a foreign language.

OBJECTIVE	COLLECTING INFORMATION	ANALYSIS	CONTRAST WITH THEORY
To identify strategies, used in the teaching-learning process of a foreign language.	Teacher applies strategies that can help in the students' knowledge?	The analysis showed that the teacher does not use appropriate didactic strategies that help in the students' knowledge, since she uses very old strategies that do not satisfied the needs of the student. The Strategy that the teacher used, consist in the use of a dice to identify words in this case the WH questions, each student throws the dice and say one of the WH Question, right away the	<b>DICE GAME</b> These games combine a mathematical skill or concept with elements or problem solving, reasoning and communicating and are engaging for children. This means this is a great resource for the classroom. Games support children to become mathematical literate, which means they are able to understand, use and justify their mathematics. (Hodgen Wiliam, p3).

		<p>students make questions and other answers and the teacher write on the board.</p> <p>The result of the strategy used by the professor was not satisfactory because the strategy was confused because the teacher does not explain the activity, the students do not pay attention at all, when the teacher start to write on the board the activity was very boring also the teacher commit grammatical mistakes at the moment when she writes the sentences. The teacher must innovate the strategy for a better performance of her students.</p>	<p>The dice can be used in many ways as resources for learning English for example the communication games, games in groups or one-to-one games.</p> <p><b>Use a dice to students create sentences:</b> The large, soft, foamy dice work well with this. Have one student roll the dice in front of the class and the students have to compete on the board to write a sentence with the number of words that matches the number on the dice.</p> <p><b>The Spider Game:</b> One die per student. Student must complete the drawing of spider by rolling the die. Each time they roll they complete a speaking task or communicative task designated by the teacher, and then draw a part of the spider's body.</p>
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	<p>The activity was explained in a clear way?</p> <p>The strategy used was according with the topic?</p>	<p>The teacher did not explain the activity that was going to be made and immediately began with the activity of that day, creating an atmosphere of confusion among students. The activity that the teacher used consist in to make a star with color papers, she made first the star, but some students do not receive clear instructions on the part of the teacher, they couldn't complete the activity and simply refused to do so by which the teacher had to finish it.</p> <p>The strategy that the teacher used is according to the topic of the class, since the teacher made relationship</p>	<p>When teachers form positive bonds with students, classrooms become supportive spaces in which students can engage in academically and socially productive ways (Hamre &amp; Pianta, 2001).</p> <p>According Feo, R. (2010) the teaching strategies are shaped by the affective processes, cognitive and procedural requirements that allow you to build the</p>
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	<p>The student's behavior was active during the activity?</p>	<p>between the activity and the topic in this case the WH Questions. The teacher knew how to combine the game, with the topic of class with this made some of her students will begin to interact in a natural way.</p> <p>During the activity, some students showed an interest in participating actively in what the teacher said, while others that stayed passive at the time of the activity, only if the teacher asked them were involved. For example, the teacher in the activity introduce a game, she said a number to a student and he or she had to say one of the WH Questions writing on the board.</p>	<p>learning on the part of the student and carry out the instruction by the teacher.</p> <p>Budden J. 2007 says any authentic material exposes students to some 'real English' and can be very motivating for your students, provided they are supported throughout the task.</p>
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<p>To analyze the way that the teacher applies the didactic strategies in the teaching-learning of English as a foreign language.</p>	<p>The strategy used by the teacher catch the student's attention?</p>	<p>The strategy used by the teacher caught the attention of only a few students, who were willing to participate, however other students did not feel attracted with topic of the class and carried out other activities not related to the subject of English This also happens because the teacher changes abruptly from Spanish to English which causes confusion in their students.</p>	<p>Cox J. (2016) When you create a real-world connection to what students are learning, it will give them a greater understanding of why they need to learn it. If your students are constantly asking you why they need to learn something, and you always are answering with "because you have to," you will lose credibility with your students, and they will continue to not be interested in what you are teaching them. Instead, give them a real answer. This will help them</p>

	<p>Exist a good interaction between teacher and students during the activity?</p> <p>The students are afraid when they don't understand the activity of the class?</p>	<p>During the observation could be identified that there was no interaction between the teacher and the students, that they did not understand the class and not asking questions and by the fear of making a mistake also did not answer when the teacher asked and in the absence of response on the part of students the classroom environment became tense.</p> <p>The students were not comfortable or enjoyed during the activity, as they were lost, because the teacher did not explain what they were going to do,</p>	<p>connect why they must learn what they are learning for their future.</p> <p>(Ainsworth, 1982; Bowlby, 1969), positive teacher-student relationships enable students to feel safe and secure in their learning environments and provide scaffolding for important social and academic skills</p> <p>According Horwitz, E. K., Horwitz, M. B., &amp; Cope, J. (1986) Teacher and students generally feel strongly that anxiety is a major obstacle to be overcome in learning to speak another language, and several recent approaches</p>
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	<p>The activity that the teacher use, helps the students learning?</p>	<p>causing in the children lack of attention and for fear to ask some students become passive that only listen and do not interact with each other.</p> <p>The teacher used an interesting activity which consisted in assembling a star with colored paper this was a good initiative on the part of the teacher but unfortunately took too long to do and this affected the final outcome of the activity that some students were not able to finish it, concluding that the activity did not help to much to the students.</p>	<p>to foreign language teaching, such as community language learning and suggestopedia, are explicitly directed at reducing learner anxiety.</p> <p>The didactic strategy requires the identification and characterization of two components: the task of teaching and learning situation both focused on creating an optimum environment designed to offer children the opportunity to achieve a specific operational objective. Thus, in the didactic strategy for teaching and learning pre-mathematical operations, we have shown, as a didactic method, the exercise, which by motor and intellectual action allows</p>
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			the formation of skills, abilities and automation. (Issues, 2013).
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## **CHAPTER V**

### **CONCLUSIONS AND RECOMMENDATIONS**

#### **5.1 CONCLUSIONS**

- The students do not have an active participation in the teaching-learning process of English.
- The teacher does not organize her activities according to the topic and level of the students.

#### **5.2 RECOMMENDATIONS**

- The researchers recommend integrate new activities to develop with the students, where these are dynamic and entertaining which would be achieved with the active participation on the part of students and also to implement improvements in the activities that are currently using, all this will help in learning a new language.
- The researchers recommend to the teacher to investigate and integrate new didactic activities in order to develop the topic of the class in a better way, taking into account the level of students to obtain meaningful learnings.

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## ATTACHMENTS



**UNIVERSIDAD NACIONAL DE CHIMBORAZO**  
**FACULTAD DE CIENCIAS DE LA EDUCACIÓN HUMANAS Y**  
**TECNOLOGÍAS**  
**CARRERA DE IDIOMAS**

### OBSERVATION GUIDE

INDICATORS		YES	NO
1	Teacher applies strategies that can help in the students' knowledge?		
2	The activity was explained in a clear way?		
3	The strategy used was according with to the topic?		
4	The student's behavior was active during the activity?		
5	The strategy used by the teacher catching the student's attention?		
6	Exist a good interaction between teacher and students during the activity?		
7	The students are afraid when they don't understand the activity of the class?		
8	The activity that the teacher use, helps the students?		